

Учреждение образования

«Брестский государственный технический университет»

Факультет экономический

Кафедра лингвистических дисциплин и межкультурных коммуникаций

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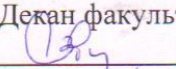
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Декан факультета

 В.В. Зазерская

« 10 » 06 2024 г.

**ЭЛЕКТРОННЫЙ
УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС**
по учебной дисциплине
ИНОСТРАННЫЙ ЯЗЫК

для специальности
6-05-0412-03 Логистика

Составители: старший преподаватель, м.ф.н. Войтович К.А., старший преподаватель, м.п.н. Копчак Е.В.

Рассмотрено и утверждено на заседании Научно-методического совета университета

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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА
к электронному учебно-методическому комплексу
по учебной дисциплине «Иностранный язык»
для специальности
6-05-0412-03 Логистика

Актуальность изучения дисциплины

Иностранный язык в современном поликультурном и многоязычном мире является особенно значимым и востребованным в практической и интеллектуальной деятельности специалиста. Более того, иностранный язык рассматривается не только в качестве средства межкультурного и профессионального общения, но и средства формирования личности как субъекта национальной и мировой культуры. Следовательно, изучение иностранного языка является необходимой и неотъемлемой составной частью общеобразовательной профессиональной подготовки специалиста.

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» 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 специальности 6-05-0412-03 Логистика дневной формы обучения.

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. Учебными программами 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 логистики, формирование навыков говорения, чтения и письма, развитие грамматических навыков.

Содержание и объем ЭУМК полностью соответствуют образовательным стандартам высшего образования специальности 6-05-0412-03 Логистика, 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»:

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 материалов для самостоятельного изучения студентами, вопросы к зачету, образцы тестов.

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

Краткий паспорт дисциплины

	Логистика	
	семестр	семестр
	1	2
Практические (семинарские) занятия (часов)	68	80
Зачет (+/-)	+	-
Экзамен (+/-)	-	+

Составители ЭУМК:

_____ К.А. Войтович
_____ Е.В. Колчак

«_____» _____ 2024 г.

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. 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» 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 прочитать и понять короткие простые тексты?

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

Я могу прочитать простые письма личного характера?

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

Я умею поддержать 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 вышеприведенной 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 соответствующего 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, целенаправленно 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, самосовершенствованию и самореализации;

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);
- 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 логикофактологическую 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. Попытайтесь 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 New

Roman, 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 литературы (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 MicrosoftPowerPoint, 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 и фото документы 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.	
11. Обучение за рубежом по направлению университета.	

12. Отзывы преподавателей, руководителей учебных практик.	10. Отзывы, характеристики от руководителей предприятий, организаций.
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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 разьяснять, 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, sub-deans? 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 singing, music and choreography. And the annual contest "BrSTU Stars" 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 слу-чайно, 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.”

COLLEDGE 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.

III. 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 [ˈhaʊzɪŋ] – жильё
2. opportunity [ˌɒpəˈtjuːnɪti] – возможность
3. dormitory, students hostel ['dɔːmɪtri] [ˈhɒstl] – студенческое общежитие
4. to rent a flat (an apartment) [əˈraːtmənt] – снимать квартиру
5. usually ['juːʒuəli] – обычно
6. rather ['rɑːðə] – довольно
7. enough [ɪnf] – достаточно
8. completely [kəmˈpliːtli] – полностью, совершенно
9. to serve [səːv] – обслуживать
10. while [waɪl] – пока, в то время как
11. to prefer [prɪˈfɜː] – предпочитать
12. to miss [mɪs] – пропускать
13. successfully [səkˈsesfʊli] – успешно
14. canteen [kæːnˈtiːn] – столовая
15. back [bæk] – обратно
16. break [breɪk] – перерыв
17. report [rɪˈpɔːt] – доклад
18. tired [taɪəd] – усталый
19. admit [ədˈmɪt] – соглашаться
20. disposal [dɪsˈpəʊzl] – возможность распорядиться
21. recreation [rekriˈeɪʃn] – отдых
22. facilities [fəˈsɪlɪtɪz] – возможности, условия
23. to keep fit [kiːp fɪt] – быть бодрым, здоровым
24. advantage [ədˈvɑːntɪdʒ] – 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, me-chemical engineering, economy and ecology. Now I am a first-year student of Civil Engi-neering Department I think Civil Engineering is a very important branch of national econ-omy. The purpose of Civil Engineering is to construct and reconstruct residential and indus-trial 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...

3. I think Civil Engineering is...

4. The purpose of Civil Engineering is...

5. A compact university campus is set...

6. The campus offers...

7. The University Sports Club offers...

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

1. Opportunity – share – shower – chance

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.

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.

 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.

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 philosopher, 1561-1626).

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 highly 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 in-stitutions 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, preschool education,
 basic secondary school

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 offices 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 speak-ers 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 Eng-lish?

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 _____ authors.
- 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

GRAMMAR EXERCISES

Word order. Sentence structure.

Ex. 1. Find a suitable place for the adverbials in brackets.

1. He worked (hard, today, in the garden). 2. He climbed (awkwardly, out of the window). 3. He just walked, not waiting for the bus (quite often). 4. Don't worry, I get enough exercise – I walk (quite often). 5. He walked there only to enjoy the quietness of the place (often). 6. They lived there (for a year, quite happily). 7. But I doubt whether I shall ever visit Canada again (very much). 8. She looked up (in surprise). 9. He queued up (at the bus stop, every day, patiently). 10. She lives (next door, actually). 11. They knew the town (apparently, well). 12. He couldn't run (enough, quickly). 13. Tom couldn't get the money (honestly, anywhere). 14. I'll buy one apple (just). 15. We came to the place where they were to wait for us (too early). 16. They stood (side by side, for a moment, in the doorway).

Ex. 2. Rearrange the words in each sentence to form a correct sentence

1. global / the / impact / economy / pandemic / the / on / has / had / the
2. supply / the / affected / chain / disruptions / logistics / by / were
3. transportation / efficient / logistics / plays / in / a / role / supply / chain / an
4. market / economics / factors / influence / various / pricing
5. inventory / the / management / of / important / logistics / is / in
6. economic / impact / logistics / plays / a / in / an / vital
7. demand / economics / and / supply / study / in / the / of / relationship
8. optimize / efficient / logistics / aim / to / operations / companies
9. trade / global / economics / impacts / logistics / international
10. fueled / fuel / the / economics / of / rise / logistics / costs

1.2 CONTENTS OF LOGISTICS

LOGISTICS AND SUPPORTING OPERATIONS

I. Before reading the text check the meaning of the following words and word combinations in the dictionary.

Logistics, manufacturer, supplier, customer; deliver, storage, dairy, shopping mall, intangible, warranty, insurance, input, chef.

II. Read the text and do the tasks that follow.

All organizations move materials. Manufacturers build factories that collect raw materials from suppliers and deliver finished goods to customers; retail shops have regular deliveries from wholesalers; a television news service collects reports from around the world and delivers them to viewers; most of us live in towns and cities and eat food brought in from the country; when you order a book or DVD from a website, a courier delivers it to your door. Every time you buy, rent, lease, hire or borrow anything at all, someone has to make sure that all the parts are brought together and delivered to your door. Logistics is the function that is responsible for this movement. It is responsible for the transport and storage of materials on their journey between suppliers and customers.

On a national scale, logistics involves a huge amount of effort. The USA has a gross domestic product (GDP) of US\$10 trillion, so its population of 280 million produces and consumes an average of US\$36,000 of goods and services. The world's seven largest economies (USA, Japan, Germany, UK, France, Italy and Canada) have a combined GDP of US\$20 trillion. All of this – whether it is oil produced in Canada, consumer electronics in Japan, cars in the UK or dairy products in France – relies on logistics to collect materials from suppliers and deliver them to customers. Millions of people are involved in this effort, and it costs billions of dollars a year to keep everything moving.

Ordinarily we only notice a small part of logistics. We might see lorries driving down a motorway, visit a shopping mall, drive through a trading estate, or have a parcel delivered to our homes. These are the visible signs of a huge industry. In this booklet you will get a more detailed look at this complex function. We are going to discuss these issues and developments, and see how managers can get the best results from their logistics.

Every organization delivers products to its customers. Traditionally we describe these products as either goods or services. Then manufacturers like Sony and Guinness make tangible goods, while AOL and Vodafone provide intangible services. In reality, this view is rather misleading, and every product is really a complex package that contains both goods and services. Ford, for example, manufacture cars, but they also give services through warranties, after-sales service, repairs and finance packages. McDonald's provide a combination of goods (burgers, cutlery, packaging, and so on) and services (when they sell food and look after the restaurant).

At one end of this spectrum are products that are predominantly goods, such as cars and domestic appliances; at the other end are products that are predominantly services, such as insurance and education. In the middle are products with a more even balance, such as restaurant meals and hospitals.

At the heart of an organization are the operations that create and deliver the products. These operations take a variety of inputs and convert them into desired outputs. The inputs include raw materials, components, people, equipment, information, money and other resources. Operations include manufacturing, serving, transporting, selling, training, and so on. The main outputs are goods and services. The 'Golden Lion' restaurant, for example, takes inputs of food, chefs, kitchen, waiters, and dining area; its

operations include food preparation, cooking and serving; the main outputs are meals, service, customer satisfaction, and so on.

The products created by an organization are passed to its customers, making the cycle. This shows customers' generating demands, with operations using resources to make products that satisfy them. Logistics moves materials around this cycle. The operations are usually divided into a number of related parts, in the way that a hospital has an emergency room, surgical ward, purchasing department, heart unit, operating theatre and so on. So, logistics also moves materials through the different parts of an organization, collecting from internal suppliers and delivering to internal customers. This leads to our basic definition: Logistics is the function responsible for the flow of materials from suppliers into an organization, through operations within the organization, and then out to customers.

Understanding the main points.

III. Scan the text to find the English equivalents to the following collocations.

Доставлять продукты, материальные товары, сложный пакет, производить легковые автомобили, послепродажное обслуживание, бытовые приборы, превращать в желаемую продукцию, приготовление пищи, приемный покой, операционная, отечественные потребители, движение материалов.

IV. Answer the questions.

1. What functions does logistics perform? 2. Logistics involves a great amount of effort, doesn't it? 3. What countries represent the world's largest economies? 4. What is their combined GDP? 5. What are the visible signs of logistics? 6. In what terms are products usually described? 7. To your mind, is this view misleading? 8. What is the other division of products? 9. What kind of operations make the core of any organization? 10. What do inputs include? Give examples. 11. What is a product cycle? 12. What is logistics in terms of a product cycle?

V. Match the words with their definitions.

- | | |
|---------------------------|--|
| 1. supplier | a) the act of keeping or putting something in a place while it is not being used, or the place used for this |
| 2. customer | b) an area just outside a city or town where there are small factories and businesses |
| 3. gross domestic product | c) a person who buys goods, products, and services for their own use, not for business use or resell |
| 4. manager | d) a company that provides a particular type of product |
| 5. shopping mall | e) things that are produced in order to be used or sold |
| 6. storage | f) the growth or improvement in something, so that it becomes bigger or more advanced |
| 7. consumer | g) a person or organization that buys goods or services from a shop or company |
| 8. retail shop | h) someone whose job is to manage all or part of a company or organization, or a particular activity |
| 9. goods | i) the sale of goods to customers for their own use, rather than to shops |

10. trading estate j) a large area where there are lots of shops, usually a covered area where cars cannot go
11. development k) the total value of goods and services produced in a country's economy, not including income from abroad

VI. Expand on the following statements from the text.

1. Traditionally products are described as goods and services. 2. The idea of dividing all products into either goods or services is rather misleading. 3. Any organization's work is centred on creating and delivering products. 4. The products created by an organization are passed to its customers. 5. Logistics moves material through the different parts of an organization.

VII. Work in pairs. Speak about logistics and its supporting operations using the following procedure.

- Before you speak, plan what you are going to say and select words and phrases you have studied so far in this text.
- Speak for about a minute.
- When you are listening to your partner's talk, think of questions to ask at the end of it.

AIMS OF LOGISTICS

I. Before reading the text check the meaning of the following words and word combinations in the dictionary.

Supply chain, semantics, convention, exactly, distribution, morale, merchandising, manager, efficiently, productivity, inbound, outbound, warehouse, consumables, tangible, intangible, circumstance, courteously, consumables, value, security, grease, shareholder, survive.

II. Read the text and do the tasks that follow.

Logistics is responsible for the flow of materials through a supply chain. This function is also called supply chain management. Some people argue that logistics is somewhat narrower and concentrates on the movement within a single organization, while supply chain management takes a broader view of movement through related organizations. This is, however, largely an argument over semantics rather than real differences in practice. In this booklet we will stick to the convention that the two terms refer to exactly the same function. This view is supported by the Institute of Logistics and Transport – the main professional body within the UK – who give the following definitions:

Logistics is the time-related positioning of resources, or the strategic management of the total supply-chain. The supply chain is a sequence of events intended to satisfy a customer.

Some people also talk about logistics management, business logistics, distribution management, materials management, merchandising, or a series of other terms. Sometimes you have to be careful as these terms can refer to specific parts of the supply chain or slightly different activities. When someone talks about 'distribution management' you should be clear about whether they mean transport, physical distribution, the whole of logistics, or some other function.

With our broad view, logistics managers have two main aims. The first is to move materials into, through, and out of their own organization as efficiently as possible. The second aim is to contribute to an efficient flow through the whole supply chain. Traditionally, managers concentrate on the first of these, focusing on those parts of the supply chain that they directly control. Hopefully, if each organization looks after its own logistics properly, materials will move efficiently through the whole chain, thus achieving the second aim. To some extent this is true. It is not, however, inevitable and organizations really need a more positive approach to co-operation. This will be discussed in a more detailed way in the next units. Here, though, we look at the more immediate aims of logistics within an individual organization.

We have said that managers' aim for an efficient movement of materials – but what exactly do we mean by 'efficient'? There are several answers to this, including fast deliveries, low costs, little wastage, quick response, high productivity, low stocks, no damage, few mistakes, high staff morale, and so on. Although these are all worth-while goals, they are really indicators rather than real aims. To find the real aim of logistics, we must relate it to the wider objectives of an organization.

Moving materials into the organization from suppliers is called inbound or inward logistics; moving materials out to customers is outbound or outward logistics; moving materials within the organization is materials management.

In these definitions we have talked about the movement of materials – but what exactly do we mean by materials? Sometimes this is obvious when, for example, a power station brings coal from a mine, a farmer moves potatoes to a wholesaler, or a computer manufacturer delivers PCs to a warehouse. At other times it is less clear when, for example, a television company delivers entertainment to its viewers, a telephone company provides a communications service, or a research company creates new knowledge. Tangible goods clearly have to be moved, and you can easily see the role of logistics. Even organizations providing the most intangible services move some goods around – perhaps paperwork or consumables – so they still need logistics. However, we can take a broader view and say that logistics also moves less tangible things, such as information and messages. Then a television company uses logistics to move around its production facilities, and also to transmit programmes to customers. In different circumstances, logistics is responsible for moving raw materials, components, finished products, people, information, paperwork, messages, knowledge, consumables, energy, money and anything else needed by operations. To simplify things, we describe all of these as materials.

Materials are all the things that an organization moves to create its products. These materials can be both tangible (e.g. raw materials) and intangible (e.g. information).

Ultimately, the success of every organization depends on customer satisfaction. If it does not satisfy customers, it is unlikely to survive in the long term, let alone make a profit, have high return on assets, add shareholder value, or achieve any other measure of success. So organizations must deliver products that satisfy customers.

Unfortunately, customers judge products by a whole series of factors. When you buy a DVD, for example, you judge its contents, appearance, how easy it is to buy, how long you wait, how expensive it is, whether the right DVD was delivered, whether it was damaged, how courteously you were treated by sales staff, and so on. Some of these factors clearly depend on logistics – the availability of the DVD depends on stocks; the delivery time depends on transport; damage is prevented by good material handling; the

price is affected by logistics costs. So we can phrase the overriding aim of logistics in terms of customer service. It has to organize the movement of materials in the best way to achieve high customer satisfaction.

Any organization can give outstanding customer service if it is prepared to allocate enough resources. The problem, of course, is that more resources come with higher costs. There is a limit to the amount that customers will pay for a product and, therefore, on the service that can be given. Then a realistic aim for logistics balances the service given to customers with the cost of achieving it.

The overall aim of logistics is to achieve high customer satisfaction. It must provide a high quality service with low – or acceptable – costs.

We can phrase this balance in terms of perceived customer value. Logistics adds value by making products available in the right place and at the right time. If a product is available at the place it is needed, logistics is said to have added place utility; if it is delivered at the right time, logistics has added time utility. Then we can phrase the aim of logistics in terms of getting the highest customer utility or perceived value. In essence, we are trying to maximize the difference between perceived value and actual costs.

People often summarize the aims of logistics as getting 'the right materials, to the right place, at the right time, from the right source, with the right quality, at the right price'. This is broadly correct, but it depends on how we define 'right'. In different circumstances, logistics is judged by completely different measures of performance. When you post letters, you sometimes want them delivered quickly, sometimes as cheaply as possible, sometimes with high security, sometimes at a specified time, and so on. Managers have to design logistics that are flexible enough to satisfy a variety of needs. There are two aspects of this. The first is concerned with planning, when managers take a strategic view and design the best possible supply chain for their circumstances. The second concern is about execution, when materials move through this chain as efficiently as possible. Harrington summarizes this double role by saying that, 'logistics is both the glue that holds the materials/product pipeline together and the grease that speeds product flow along it'.

III. Answer the questions.

1. What is the logistics function? 2. What does its narrower definition imply? 3. What definitions of logistics and supply chain does the Institute of Logistics and Transport suggest? 4. What does 'distribution management' mean? 5. What two main aims do logistics managers have? 6. What are the immediate aims of logistics within an organization? 7. What does the success of every organization depend on? 8. Under what condition can an organization provide an outstanding customer service?

IV. Expand on the following statements from the text.

1. Logistics is responsible for the flow of materials through a supply chain. 2. One has to be careful what terms to use in relation to logistics. 3. Logistics managers have two main objectives. 4. Managers aim at more efficient movement of materials. 5. The success of any company depends on customer satisfaction. 6. Allocating enough resources is the key to any organization's customer service.

V. Work in pairs. Describe the aims of logistics. Give examples to support your point of view.

IMPORTANCE OF LOGISTICS

I. Before reading the text check the meaning of the following words and word combinations in the dictionary.

Essential, ultimately, point of origin, expensive, overheads, costs, disagreement, precise, expenditure, gravel, jewellery, rule of thumb, turnover, interpret, wholesale, account for.

II. Read the text and do the tasks that follow.

Logistics is essential for every organization. M. Christopher says that 'Logistics has always been a central and essential feature of all economic activity'. R.D. Shapiro and J.L. Heskett agree, saying that 'There are few aspects of human activity that do not ultimately depend on the flow of goods from point of origin to point of consumption'. Without logistics no materials move, no operations can be done, no products are delivered, and no customers are served.

Not only is logistics essential, but it is also expensive. Organizations may reduce their overheads as much as possible, but they are often left with surprisingly high logistics costs. Unfortunately, it is difficult to put a figure to these, and there is a good deal of uncertainty in the area. Normal accounting conventions do not separate expenditure on logistics from other operating costs, and there is some disagreement about the activities to include. As a result, very few organizations can put a precise figure on their logistics expenditure, and many have almost no idea of the costs.

The cost of logistics varies widely between different industries. Building materials, such as sand and gravel, have very high logistics costs compared with, say, jewellery, pharmaceuticals and cosmetics. However, one rule of thumb suggests that logistics costs are 15-20 per cent of turnover. The USA has a GDP of \$10 trillion, so it might spend \$1-2 trillion dollars a year on logistics, with half of this spent on transport. You have to interpret such figures carefully as other studies give different views. The UK government, for example, says that 12 per cent of the GDP comes from wholesale and retail trades and 6 per cent comes from transport and storage. These figures suggest that overall logistics costs are considerably higher – perhaps supporting an earlier estimate by A. Childerley that logistics accounted for 32.5 per cent of the UK GDP.

Despite the differences in these figures, everyone agrees that logistics can be very expensive. Whether it is getting more expensive is open to debate. Some people say that fuel, land, safety, environmental protection and employee costs are all rising and making logistics more expensive. They argue that this is a long-term trend that will inevitably continue. An opposing view says that improvements in logistics are more than compensating for price rises, and the overall cost is falling. By improving methods and replacing outdated practices, logistics costs continue to fall as a proportion of product value. The true picture depends on circumstances within each organization.

Despite its obvious importance, logistics has not always received its fair share of attention. Historically, organizations put all their effort into making products and gave little thought to the associated movement of materials. Managers recognized that transport and storage were needed, but they were viewed as technical issues that were not worth much attention – they were simply the unavoidable costs of doing business. Some early work in the 1920s began to look more carefully at the transport of finished goods. In 1962, though, P. Drucker could still describe logistics as 'the economy's 'dark

continent' and say that this formed 'the most sadly neglected, most promising area of ...business'. Since then there have been considerable changes.

Perhaps the main reason for change was the recognition that logistics was expensive. By the 1970s and 80s surveys were suggesting that the movement and storage of materials typically accounted for 15-20 per cent of revenue. It is difficult to get accurate figures for this, and in 1994 G.V. Hill could still say that 'many distributors are unaware of the costs of the distribution service they provide'. However, logistics had been identified as a high cost function and one where organizations can make significant savings.

III. Scan the text searching for the English equivalents of the following collocations.

Существенная черта, человеческая деятельность, в конечном итоге, потребление, обслуживать клиентов, снижать накладные расходы, логистические издержки, отделять, бухгалтерские условности, рабочие издержки, не иметь представления, варьировать, тратить, розничная торговля, хранение на складе, смета.

IV. Answer the questions.

1. How do A. Christopher, R.D. Shapiro and J.L. Heskett define the importance of logistics? 2. Logistics isn't of great importance only, is it? 3. Does the reduction in overheads always lead to reducing costs? 4. Can all organizations give the exact figure of their expenditure? 5. In what industries are logistics costs high? 6. What is mean percentage of logistics costs? 7. What amount of money is spent on logistics in the USA and UK?

V. Expand on the following statements from the text.

1. Logistics is essential for any organization. 2. Logistics is not only essential but expensive, too. 3. The cost of logistics varies significantly between different industries. 4. Logistics costs make 15–20 % of turnover.

VI. Discuss the importance of logistics in pairs. Follow the usual procedure of preparing your utterance.

ORGANIZING LOGISTICS

I. Before reading the text check the meaning of the following words and word combinations in the dictionary.

Forklift trucks, pallet, amount, procurement, destination, keep smth safe, truck, perform, arrangement, medium sized, employ, transport fleet, marketing, purchase, stock control, spread, contract, third-party, current trend, human resources, variation, common, overall function.

II. Read the text and do the tasks that follow.

It is probably easiest to imagine the activities that make up logistics in a manufacturer, with forklift trucks unloading pallets from lorries and moving them around warehouses. But the same principles apply in any other organization. When a

rock band goes on tour they carry huge amounts of equipment. Procurement buys everything that is needed on the tour, transport packs it and moves it to the next destination, receiving makes sure that everything arrives safely, warehousing keeps things safe until they are needed, materials handling moves things between trucks and the stage, location decides where to perform. The same types of decision are made with even the most intangible service. Insurance companies, for example, decide what kind of branch network to have, where to locate offices, who to buy telephone and other services from, how to deliver information to customers, and so on.

You can see logistics in every organization, and it obviously comes in a huge number of different forms. The activities can be arranged in many ways within an organization, and there is certainly no single 'best' arrangement. A small organization might have one person looking after everything. A medium sized organization might have one department with different sections for purchasing, transport, stock control, distribution, and so on. A large organization might have a logistics division employing thousands of people and running huge transport fleets. Sometimes all the activities are organized in a single department reporting to a logistics director; sometimes they are part of a larger department such as marketing or production; sometimes they are spread out in small pockets throughout the organization; sometimes they are contracted out to third-party suppliers.

The current trend is towards an organization where logistics is a single integrated function, with a logistics director – or equivalent – at its head. This follows a traditional functional structure, with the logistics director working with directors in production, finance, sales, human resources, and so on. There are many variations on this, with a common one found in companies organized around products or projects. Then some logistics might exist in each division, with a matrix structure allowing coordination of the overall function.

III. Scan the text searching for the English equivalents of the following collocations.

Составлять, автопогрузчик, применять, удивительно, поддон, отправляться в турне, большое количество, размещать офис, доставлять информацию, исполнять, нематериальный, страховая компания, многими способами, большой транспортный парк, предоставлять отчет.

IV. Answer the questions.

1. Do organizations follow the same principles of organizing logistics activities?
2. Do the same principles apply to services as well?
3. Logistics comes in a huge number of different forms, doesn't it?
4. Is there any single 'best' logistics arrangement?
5. What is the current trend of organizing logistics activities?

V. Expand on the following statements from the text.

1. The activities that make up an organization's logistics apply in any other organization.
2. Logistics comes in a huge number of different forms.
3. In current conditions logistics is a single integrated function.

VI. Work in pairs. Describe an organization's logistics organizing activities.

Interesting to know

Панамский канал

Строительство Панамского канала стало одной из важнейших вех в мореплавании. Введенный в эксплуатацию в 1920 году (первое судно прошло по нему в 1914, но из-за схода оползня осенью того года, официальное движение было открыто лишь шестью годами позже), канал в несколько раз сократил путь между портами Тихого и Атлантического океанов. Прежде, чтобы попасть из одного океана в другой, судам нужно было огибать Южную Америку аж вокруг мыса Горн. Сегодня Панамский канал — один из главных мировых морских путей, через который ежегодно проходит около 18 тысяч судов (нынешняя пропускная способность канала – 48 судов в сутки), что составляет значительную часть мирового грузооборота.

EFFECTS ON FINANCIAL PERFORMANCE

I. Before reading the text check the meaning of the following words and word combinations in the dictionary.

Impact, financial performance, return on assets, earn, profit, measure, property, improve, amount of stock, fixed assets, lower (v.), borrow, resources, attractive, available, facilities, premium prices, increase profits, consequently, lead times.

II. Read the text and do the tasks that follow.

As an expensive function, logistics has an impact on an organization's overall financial performance. We can give many illustrations of this, but will start with the effects on the return on assets (ROA). The return on assets is defined as the pre-tax profit earned by an organization divided by the value of the assets employed. It can be computed as

$$\text{ROA} = \frac{\text{Net Income}}{\text{Average Total Assets}}$$

This gives a measure of how well available resources are used and, in general, the higher the value, the better the organization's performance. Assets are usually described as current (cash, accounts receivable, stocks, and so on) or fixed (property, plant, equipment, and so on). Improving the flow of materials reduces the amount of stock. This clearly lowers current assets, but we can argue that it also reduces fixed assets and increases profit.

◇ *Current assets.* More efficient logistics reduces the current assets through lower stock levels. Reducing the investment in stock can also free up cash for other more productive purposes and reduce the need for borrowing.

◇ *Fixed assets.* Fixed assets include property, plant and equipment. Logistics is a heavy user of these resources, and the warehouses, transport fleets, materials handling equipment and other facilities needed to move materials through the supply chain form a major part of fixed assets.

◇ *Sales.* By making a more attractive product, or making it more readily available, logistics can increase sales and give higher market share.

◇ *Profit margin.* More efficient logistics gives lower operating costs, and this in turn leads to higher profit margins.

◇ *Price*. Logistics can improve the perceived value of products – perhaps making them more easily available, giving faster delivery or shortening lead times. More attractive products can get premium prices.

As you can see, the first two points give lower assets, while the last three increase profits. All of these effects raise ROA, and consequently affect other measures of performance, such as share price, return on investment, borrowing, and so on.

III. Match the words with their definitions.

1) impact	a) the way sb deals with or treats a situation, a person, an animal, etc.
2) resources	b) sth that you can get, buy or find
3) available	c) taking and using sth that belongs to sb else, and returning it to them at a later time
4) performance	d) a supply of goods that is available for sale in a shop/store
5) facilities	e) a thing or things that are owned by sb
6) stock	f) the money that you make in business or by selling things, especially after paying the costs involved
7) handling	g) a supply of sth that a country, an organization, or a person has and can use, especially to increase their wealth
8) borrowing	h) the powerful effect that sth has on sb/sth
9) profit	i) to become or to make sth greater in amount, number, value, etc.
10) increase	j) the part that is not included into the main part of a group or situation
11) property	k) buildings, services, equipment, etc. that are provided for a particular purpose
12) margin	l) how well or badly sth works

IV. Answer the questions.

1. Logistics affects an organization's overall financial performance, doesn't it? 2. How is 'return on assets' defined? 3. What does this index show? 3. What kind of assets do you know? Give examples. 4. What do current and fixed assets lead to? 5. How do all these five points affect ROA?

V. Work in pairs. Describe logistics effects on enterprises' financial performance.

Interesting to know

Интересные логистические факты

Для логистики, транспорт – это движение товара средствами и конечно же людьми из точки А к точке В по воздуху, морю, железной дороге, трассе. Без этого процесса наш современный ритм жизни не был бы таковым. И чтобы все

было доставлено в неиспорченном первоначальном виде, работники этой сферы серьезно заботятся о Ваших грузах. Так, например, в Японии все мелкие грузы перевозят в емкостях наполненных нежнейшей рисовой шелухой. Сложно представить добычу этого сырья. Но это не самая большая забота, проявленная по отношению к товарам. В США сделаны 600 специальных железнодорожных грузовых путей протяженностью более 173 000 миль (Мексика, США и Канада). По этим рельсам отправляют 70% произведенных Северной Америкой автомобилей. Общий объем дохода равен \$42 млрд. в год. А первое место среди продуктов питания занимает замороженный картофель, его 95% от общего объема перевозок. А если смотреть на всю логистику в мире, и собрать цепочку всех перевозимых колбас, то длина превысит 400 000 км. Это расстояние от Земли до Луны и немного обратно.

PRESSURES TO IMPROVE LOGISTICS

I. Before reading the text check the meaning of the following words and word combinations in the dictionary.

Savings, encourage, pressure, knowledgeable, quality, fierce, competition, remain competitive, opportunity, customization, growth, improvement, offer, pollution, congestion on roads, concern, environmental, privatization, deregulation, fluctuate, exchange rate, respond.

II. Read the text and do the tasks that follow.

As well as potential savings, many other factors are encouraging organizations to improve the management of their supply chains. The following list suggests some of these pressures:

◇ Customers are more knowledgeable, and demand higher quality, lower costs and better service.

◇ Competition is getting fiercer, and organizations must look at every opportunity to remain competitive.

◇ There is changing power in the supply chain. Very large retail chains, such as Wal-Mart, Tesco, Toys-R-Us and McDonald's, demand customized logistics from their suppliers.

◇ Other changes in retail markets include the growth of 24-hour opening, home deliveries, out-of-town malls, retail parks, telephone and on-line shopping.

◇ International trade continues to grow. This is encouraged by free trade areas such as the European Union and North American Free Trade Area.

◇ Organizations are introducing new types of operation, such as just-in-time, lean operations, time compression, flexible manufacturing, mass customization, virtual operations, and so on.

◇ Some organizations are turning from a product focus (where they concentrate on the end products) to a process focus (where they concentrate on the way products are made). This encourages improvement to operations, including logistics.

◇ There have been considerable improvements in communication. These allow electronic data interchange (EDI), item coding, electronic fund transfer (EFT), ecommerce, shared knowledge systems, and other new practices.

◇ Organizations are outsourcing peripheral activities and concentrating on their core operations. Logistics is a useful area for third-party operators, with specialized companies offering a range of services.

◇ Organizations are increasing co-operation through alliances, partnerships, and other arrangements. This integration is important for logistics, which is usually the main link between organizations in a supply chain.

◇ Managers are recognizing the strategic importance of the supply chain.

◇ Attitudes towards transport are changing, because of increased congestion on roads, concerns about air quality and pollution, broader environmental issues, government policies for the real cost of road transport, privatization of rail services, deregulation of transport, and a host of other changes.

This is, of course, only a partial list and there are many other pressures for change, including uncertain market conditions, political change, deregulation of business, rising costs, shortage of skilled staff, fluctuating exchange rates, and so on. In the next section, we will see how logistics is responding to these pressures.

III. Answer the questions.

1. Are there any factors that encourage improvement in supply chain? 2. What do customers demand? 3. What encourages internal trade? 4. What other changes in retail markets occur? 5. What improvements in communication do we witness now? 6. What are the attitudes to import determined by? 7. How do companies increase their cooperation? 8. What other pressures can you add to the list which may help improve logistics?

IV. Work in pairs. Speak on the pressures that may help improve an organization's logistics.

Interesting to know

Берегитесь паллет – это очень опасно для здоровья!

Готовясь к переезду в новый офис, группа компаний Apply Logistic Group решила воплотить несколько интерьерных идей с помощью паллет. Такие рекомендации были получены от испанских дизайнеров, которые принимали участие в разработке интерьера нового офиса. Ведь Apply Logistic Group – что ни на есть занимается логистикой! Однако, немного подумав, сотрудники Apply Logistic Group приняли решение отказаться от данной затеи. Дело в том, что паллеты – это очень опасная вещь для здоровья человека. Мы знаем, что идея паллет в интерьере – это актуальный дизайнерский тренд последних нескольких лет, но он неизбежно привел бы к тому, что многие люди находились бы в постоянном контакте с активными канцерогенами, токсичными пестицидами и вредоносными бактериями.

POINTS FOR DISCUSSION

1. Is it true that every organization has to move materials to support its operations? What do service companies like Internet service providers move? Give some examples from different types of organization to support your views.

2. How important is logistics to the national economy? What proportion of employment and gross domestic product is due to logistics? How has this proportion changed over time?

GRAMMAR EXERCISES

Noun (Number. Case. Article)

Ex. 1. Change the number form of the nouns in bold type for the plural.

1. This place can well be called an oasis of culture. 2. The atomic nucleus must not be used as a medium of destruction, but rather as a medium of construction. 3. Every heavenly body revolves around its axis. 4. Through a microscope we can see such a tiny living thing as a bacillus, a bacterium, or a larva. 5. A more detailed analysis of this phenomenon can be found in a specialised encyclopedia. 6. A fungus is a kind of a poisonous mushroom. 7. There is a strict criterion, which makes it possible to support this hypothesis and to present it in the form of mathematical formula. 8. An abacus is a very simple instrument for doing arithmetic. 9. A nebula is a cloudlike group of stars, too far away to be seen singly. 10. An alumnus of a university is a person who has attended, or is a graduate, of this particular institution.

Ex. 2. Replace the of-phrases by the possessive where possible.

1. We walked a little along the bank of the river. 2. Let's climb onto the roof of the house and lie in the rays of the sun. 3. Would you like a cup of milk? 4. The school is at the distance of two miles from the Town Hall. 5. The taming of animals requires great patience and self-possession. 6. How great is the population of our country now? 7. What is the height of this old oak tree? 8. We were rather tired after a walk for an hour. 9. There was a heap of books under the table. 10. The tides of the ocean are caused by the movement of the Moon. 11. Corporal punishment of children has long been prohibited in schools. 12. We examined the places of interest of London, which are near Trafalgar Square. 13. Your treatment of my younger brother is something shameful. 14. What will mankind do when the resources of the world are all exhausted? 15. Who was the discoverer of the ancient Greek City of Troy in the 19-th century?

Ex. 3. Use the right article to show whether the noun is used as countable or uncountable.

1. ... ironmonger is ... person dealing in goods made of ... iron, such as pots and pans. 2. ... iron is an instrument for pressing and smoothing our clothing. 3. One of the greatest figures in ... Greek thought was Aristotle. 4. He hasn't ... thought in his head. 5. I need ... needle and ... thread to sew up button. 6. Your silly mistake makes all our plans hang by ... thread now. 7. In the darkness of the hall only ... thread of ... light came through the keyhole. 8. The Greek myth says Prometheus stole ... fire from Olympus to give it to men. 9. When ... night came, the scouts put up ... fire to frighten off the wolves. 10. There was ... fire in the coal-mine the other day. 11. When Western Allies waged ... war against Hitler, it was not ... war within Europe only. 12. I can do with ... hard-boiled egg for breakfast. 13. Wipe your chin: you've got ... egg there. 14. He began with ... red wine, bad olives and other obscure foods. 15. This was ... wine he had never tasted before. 16. He saw ... light in the distance and felt more assured. 17. Could you give me ... light? 18. What is the speed of ... light?

Pronoun

Ex. 1. Insert the proper form of the personal pronoun in brackets.

1. I had turned and faced (he). He was taller than (I) 2. I only mean I'm sorry the captain's (I). 3. He'll be between (you) and (I), anyway. 4. It was (he) before whom she felt defeat. 5. It was (she) who asked the next question. 6. It's (they) whom I pity desperately. 7. 'She's better at it than (we) are', said Nora. 8. It was (I), not Martin who had insisted on seeing (he) that night – because I wanted his support. 9. I recalled, too, there had been some talk between Tom Wells and (she). 10. Now here you are, safe and sound. And you have your home and Eliza and (he). 11. This is (I) who can help you.

Ex. 2. Choose the appropriate form of the possessive pronoun.

1. I went (my, mine) way, and she went (her, hers). 2. He left (her, hers) with (their, theirs) child. 3. What was the experiment of (your, yours)? 4. He slipped (his) arm in (her, hers). 5. From this point onward (their, theirs) story comes in two versions, (my, mine) and (her, hers). 6. The Minister's room was only two doors from (my, mine). 7. 'That thought is not (my, mine),' he said to himself quickly. 6. Where's (your, yours) seat? I shall go to (my, mine). 9. Call me what you like. You have chosen (your, yours) part, we have chosen (our, ours). 10. His nature was harder than most of (their, theirs).

Ex. 3. Choose 'this', 'that', 'these', 'those' or 'it'.

1. Will ... pair suit you? Or maybe ... one, over there? 2. Thank you, ... will do, take your seat, please. 3. Look at ... flowers! Aren't they lovely? 4. Look at ... bright stars! How magnificent! 5. She knew Mother would least of all expect her to leave the farm on ... morning. 6. Martin had married Irene ... autumn, but I could not visit them for some time afterwards. 7. Well, yesterday he closed up his shop business altogether. Didn't somebody mention ... to you? 8. I'll tell you ... : there's no smoke without fire! 9. I can't be sure, ... is only what he himself said. 10. But she opposed her own strength, ... someone who had gone into the world and could imagine no other life. 11. The architectural monuments of Moscow have little resemblance to ... of Petersburg. 12. I request from all ... present a minute's silence, please. 13. Don't tell me, I know all 14. Don't tell me, I know ... all. 15. When she's had five or six cocktails she always starts screaming like 16. If I were to prepare one immaculately phrased generality, it would be ... : we are a new breed.

Ex. 4. Fill in 'few', 'a few', 'little', 'a little'.

1. I can't go yet, there are still ... things left undone. 2. The forces were obviously unequal: we were many, they were 3. Many members of the audience were silent, and some ... had left at intervals throughout the speech. 4. Of course, there were ... wrong spellings, but not too many. 5. When women place their secret lives in the hairdresser's hands, he gains an authority ... other men ever attain. 6. I don't deny that perhaps Amy took her husband ... too much for granted. 7. ... did he know what was in store for him. 8. I must admit, this problem has given me not ... trouble, yet I have solved it. 9. Unfortunately, there were quite ... mistakes in your paper. 10. I'm a newcomer to the town, I know only ... here. 11. I must say I know only ... more than you. 12. He feels rather lonely, he has ... friends in his class. 13. I feel much better now that I already have ... friends. 14. Is there any time left still? – Just 15. So ... people came that we had to cancel the meeting. 16. Everyone was there – Tom, Paul, Jenny, to

name but 17. Many shall be called, but ... chosen. 18. We need one more player, we are one too ... for this game.

Adjective. Adverb

Ex. 1. Use the adjectives in the comparative or superlative degree.

1. I am sure he is the (true) friend I have. 2 It is (true) to say that British English is influenced by American, rather than the other way round. 3. Walking, for many, the (pleasant) kind of physical exercise. 4. It is much (pleasant) to walk in bright weather than in the rain. 5. I haven't seen a (stupid) person than he in my life. 6. He is surely (stupid) than he tries to seem. 7. You could not find an (unhappy) fate than hers. 8. He felt still (unhappy) after what he had heard. 9. There has never been a (cruel) regime than in that country. 10. A defeat in a war makes the dictator even (cruel) than does victory. 11. Today he has been (quiet) than ever before. 12. I wish to live in the (quiet) street of the (quiet) little town. 13. He seemed to be (glad) than I had expected. 14. Here was one of the (handsome) specimens of humanity he had ever seen.

Ex. 2. Choose the right word.

1. (cold/coldly) a) What a ... day it is! b) Why did you speak to me so ... ? 2. (sad/sadly) a) She was very ... when I saw her last. b) She looked ... about her before leaving the place. 3. (silent/silently) a) He was ... for a time. b) Then he turned round ... and left the room. 4. (good/well) a) Your English is very b) You speak English very 5. (simple/simply) a) How did you find my place? – Quite b) This exercise is very c) It was not so ... to understand you. 6. (terrible/terribly) a) There was a ... storm at night. The wind blew b) I am ... sorry to hear it. 7. (quick/quickly) a) He can run very b) What a ... runner he is! 8. (high/highly) a) The boy was ... praised for his singing. b) The plane flew very ... in the sky. 9. (close/closely) a) Let's look at the problem more b) He lives quite ... to my place. c) These things are ... connected. 10. (deep/deeply) a) They buried the gold ... in the ground. b) Her feelings were ... hurt. 11. (right/rightly) a) Go on straight, then turn b) The table stands ... in the middle of the room. c) I'm afraid you didn't get me I didn't mean that. d) The newspapers quite ... criticize the government. 12. (pretty/prettily) a) The girl likes to be ... dressed. b) Your English is ... good now. 13. (hard/hardly) a) Just what he wanted, Presley ... knew. b) You have been working very ... lately. c) He was so tired that he could ... move.

Numerals

Ex. 1. Write in words.

4, 14, 40; 5, 15; 50; 8, 8th, 18th, 80th; 9, 19, 90, 9th, 90th.

Ex. 2. Fill in appropriate articles where necessary.

1. It was only ... fifth of July, and no meeting was fixed with Fleur until ... ninth. 2. June walked straight up to her former friend, kissed her cheek, and ... two settled down on a sofa never sat on since the hotel's foundation. 3. He'd catch ... two o'clock train back to New York. 4. She's quite aged for ... seventy, isn't she? What I would call ... old seventy. 5. The letter bored him, and when it was followed next day by another, and the day after by ... third, he began to worry. 6. Philip looked at his uncle with disapproval when he took ... second piece of cake. 7. He walked along thoughtfully. He wasn't going to be one of ... lucky ten who were going to be taken back. 8. 'Miss Luce

will be ... second mother to the children,' she said. 9. They talked of ... thousand things, and they all talked at once. 10. James looked at her sideways, and placed ... second piece of ham in his mouth. 11. The phone rang almost immediately ... third time. 12. The phone ringing for ... fourth time, interrupted his thoughts. 13. ... three times I have already done that. Everything! Then this time will make ... fourth. 14. That question, too, he had asked himself ... thousand times. 15. Once more he had used the service stairs from ... eighth floor ... ninth.

1.3 LOGISTICS MANAGEMENT AND ORGANIZATION

LOGISTICS ORGANIZATIONAL STRUCTURE.

I. Before reading the text check the meaning of the following words and word combinations in the dictionary.

International shipments, the right personnel, government, transportation division, schedule shipments, hazardous materials, different storage facilities.

II. Read the text and do the tasks that follow.

The organizational structure of a logistics company is vital to the business's success. The right personnel in the correct positions can mean the difference between a smoothly running operation and one constantly struggling.

This article will discuss the different components of a logistics company and how to develop an efficient team for your business.

A logistics company is a business that specializes in the transportation and storage of goods. The critical components of a logistics company are the transportation, warehousing, and distribution divisions. Each of these divisions has responsibilities, and each plays a vital role in the company's operation.

Transportation Division

The transportation division is responsible for moving goods from one location to another. This may include local, national, and international shipments. The transportation division must have a good understanding of the different modes of transportation and the regulations that govern them. They must also be able to plan and schedule shipments in a way that is efficient and cost-effective.

Warehousing Division

The warehousing division of a company is responsible for the storage and management of goods and materials before they are distributed to customers or other locations. This division plays a crucial role in ensuring that products are stored safely, securely, and in optimal conditions to maintain their quality until they are needed for distribution. Key responsibilities of the warehousing division include inventory management, order fulfillment, receiving and storing goods, picking and packing orders, and ensuring efficient storage and retrieval processes.

Distribution Division

The distribution division of a company focuses on the movement of goods from the warehouse to customers, retail stores, or other distribution centers. This division is responsible for planning and executing the most cost-effective and efficient transportation methods to ensure timely delivery of products to their final destinations. Key responsibilities of the distribution division include route planning, freight management, carrier selection, order processing, and tracking shipments.

III. Match the following words with their corresponding definitions or descriptions.

1. Finished products
2. Components
3. Transportation
4. Raw materials
5. Team
6. Efficient
7. Hazardous materials
8. Responsibilities
9. Regulations
10. Personnel
11. Goods
12. Warehousing
13. Cost-effective
14. Operation
15. Distribution

- A. Individuals working for a company or organization
- B. Process or method by which a function or task is carried out
- C. Parts or elements that make up a whole
- D. Group of individuals working together towards a common goal
- E. Movement of people or goods from one place to another
- F. Storage of goods in a warehouse
- G. Transport of goods to various locations
- H. Duties or tasks that one is required to perform
- I. Items or products that are bought and sold
- J. Rules or laws that govern a particular industry or activity
- K. Achieving maximum productivity with minimum wasted effort or expense
- L. Providing the best results for the money spent
- M. Materials used in the production of goods
- N. Final products that are ready for sale or use
- O. Substances that are potentially harmful to health, safety, or the environment.

IV. Work in pairs. Speak on the logistics organizational structure.

THE ROLE OF THE LOGISTICS AND DISTRIBUTION MANAGERS.

I. Before reading the text check the meaning of the following words and word combinations in the dictionary.

Optimization of vehicles, inventory control, ensure seamless integration, generating sales, employee relations issues, smoothly, oversees a team.

II. Read the text and do the tasks that follow.

Key Personnel in a Logistics Company

Several key positions must be filled to run a successful logistics company. These positions include:

Transportation Manager

A Transportation Manager is responsible for overseeing all aspects of a company's transportation operations, including the planning, coordination, and optimization of vehicles, routes, and drivers to ensure timely and cost-effective delivery of goods.

Warehousing Manager

The warehousing division is typically led by a Warehouse Manager or Warehouse Supervisor who oversees a team of warehouse associates, forklift operators, and inventory control specialists. They work together to organize the warehouse layout, implement proper shelving and storage systems, conduct regular inventory counts, and ensure compliance with safety and security protocols.

Distribution Manager

The distribution division is usually headed by a Distribution Manager or Logistics Manager who coordinates with transportation providers, freight forwarders, and logistics partners to optimize delivery schedules and minimize transportation costs. They work closely with the warehousing division to coordinate the flow of goods and ensure seamless integration between storage and distribution operations.

Customer Service Manager

The customer service manager is responsible for providing excellent customer service. This may include answering customer questions, resolving customer complaints, and providing information about the company's products and services. The customer service manager must have excellent communication skills and be able to deal with difficult people.

Sales Manager

The sales manager is responsible for generating sales. This may include developing marketing plans, setting sales goals, and managing a sales team. The sales manager must be able to motivate and lead a team of salespeople. They must also be knowledgeable about the company's products and services.

Marketing Manager

The marketing manager is responsible for promoting the company's products and services. This may include developing marketing plans, conducting market research, and creating advertising campaigns. The marketing manager must be creative and have excellent communication skills.

Financial Manager

The financial manager is responsible for the financial health of the company. This may include developing budgets, preparing financial reports, and managing investments. The financial manager must be able to understand and interpret financial data. They must also be able to make sound financial decisions.

Human Resources Manager

The human resources manager is responsible for the management of the company's human resources. This may include recruiting and hiring employees, managing employee benefits, and handling employee relations issues. The human resources manager must be able to effectively communicate with people. They must also have a good understanding of labor laws.

Each of these managers has a specific set of responsibilities that they must fulfill in order to keep the operation running smoothly.

The organizational structure of a logistics company is vital for ensuring that goods are stored and transported efficiently and cost-effectively. By hiring the right people and training them on the tasks they will be responsible for, you can develop an efficient team that will help your logistics company run smoothly.

III. Define if these sentences are true or false.

1. The Transportation Manager is responsible for overseeing a company's transportation operations, including planning, coordination, and optimization of vehicles, routes, and drivers.

2. The Warehousing Manager is in charge of managing the transportation division of a logistics company.

3. The Transportation Manager ensures timely and cost-effective delivery of goods by overseeing transportation operations.

4. The Warehouse Manager is responsible for managing the efficient storage and handling of goods within the warehouse.

5. Both the Transportation Manager and Warehousing Manager play a crucial role in the successful operation of a logistics company.

IV. Answer the following questions.

1. What are the key positions that must be filled to run a successful logistics company?

2. What are the responsibilities of a Transportation Manager in a logistics company?

3. Who typically leads the warehousing division in a logistics company?

4. What does a Transportation Manager oversee in a logistics company's operations?

5. What is the role of a Warehouse Manager in a logistics company?

6. What aspects of a company's transportation operations does a Transportation Manager plan and coordinate?

7. How does a Transportation Manager ensure the delivery of goods is timely and cost-effective?

8. True or False: The Transportation Manager is not involved in optimizing the routes for delivery vehicles.

9. What is the importance of having a strong team of key personnel in a logistics company?

10. How can efficient management of key personnel in a logistics company contribute to achieving the company's goals?

V. Work in pairs. Discuss about the importance of the logistics and distribution management.

MANUFACTURING AND MATERIALS MANAGEMENT.

I. Before reading the text check the meaning of the following words and word combinations in the dictionary.

Availability, inventory adjustments, inaccurate inventory counts, unbroken supply chain, to accomplish, last-minute purchases, to sustain operations.

II. Read the text and do the tasks that follow.

In the manufacturing realm, materials management is the planning, organizing and directing of logistical activities involved with raw materials and inventory. The aim is to control the movement of materials and equipment by requesting them in advance, purchasing or renting them at a reasonable price and making sure they're available when needed.

Materials management is a key part of the supply chain process. It ensures that the materials needed for manufacturing procedures are directed efficiently regarding demand, price, availability, quality and delivery. This can be challenging due to the many factors leading to production shortages. Materials managers are thorough and purposeful to eliminate discrepancies, such as:

- Inventory adjustments
- Incorrect bills of materials
- Inaccurate inventory counts
- Shipping errors or delays
- Receiving errors
- Incomplete supplier information
- Training gaps among staff
- Production reporting inconsistencies

While having a single department managing the complete flow of materials from supplier through production is relatively new, many companies have adopted this approach. It has become a popular organizational style as effective materials management can help maximize costs related to the flow of materials.

Why is materials management important?

Materials management aims to ensure an unbroken supply chain for production purposes to meet customer demands. It involves purchasing, logistics and inventory management, making it vital for raw materials, machinery and maintenance processes. Materials management also ensures manufacturers don't waste components while optimizing inventory maintenance and management.

Effective materials management may improve production efficiency by ensuring the appropriate materials are available when manufacturers require them. It may also help improve product quality by verifying the organization purchases the best materials and follows the necessary processes.

Fundamental objectives of materials management

The primary focus of materials management is to ensure materials supply and inventory levels are sufficient for production needs. The exact responsibilities and processes depend on the company's needs. There are five objectives that nearly all companies strive to accomplish through materials management. These objectives, known as the "Five R's of Materials Management," include:

1. Right material

The objective is to purchase the right quality of goods or services. Ensuring that materials are high-quality can help drive manufacturing and product development processes forward efficiently. This includes inspecting the quality levels of goods from different suppliers before purchasing them. This can help maintain the quality levels expected from consumers throughout all manufacturing processes.

2. Right amount

The objective is to buy goods or services within the right amount. It's important that manufacturing companies possess the necessary inventory for production. Careful monitoring reduces having too much or too little inventory, cutting down on costs for excess inventory storage or last-minute purchases to make up for a lack of inventory.

3. Right time

The objective is to source goods and services at the right time. Companies want to ensure they acquire materials regularly enough to maintain production processes without a drop in supply. They aim to have a continuous supply and flow of the raw materials needed to sustain operations. To do this, they monitor inventory regularly and understand how shipping procedures work.

4. Right resources

The objective is to buy goods and services from the right supplier. Depending on the industry or organization, the right supplier may consistently offer high-quality materials, competitive prices, quick shipping times or other benefits. After a company identifies the best supplier for goods and services, it often develops relationships with its suppliers to ensure they deliver the best product possible.

5. Right price

The objective is to buy goods and services at the best price possible. Cost efficacy is a major goal of materials management, and whenever possible, companies purchase raw materials at the lowest price while maintaining the same level of quality. It's helpful to strike a balance between cost efficacy and quality assurance to avoid buying low-quality goods and services.

III. Match each objective of materials management with its description:

Objective:

1. Right amount
2. Right resources
3. Right time
4. Right price
5. Right material

Description:

A. Ensuring materials are of high quality to maintain manufacturing and product development processes efficient.

B. Purchasing goods or services within the appropriate quantity to prevent excess inventory or production shortages.

C. Sourcing goods and services at the correct time to maintain continuous supply and flow of raw materials.

D. Buying goods and services from suppliers who consistently offer high-quality materials, competitive prices, and quick shipping.

E. Purchasing goods and services at the most cost-effective price possible while maintaining quality standards.

IV. Answer the following questions.

1. What does materials management entail in the manufacturing realm?
2. Why is materials management considered a crucial part of the supply chain process?

3. What are some challenges faced by materials managers in ensuring efficient material flow?
4. Why have many companies adopted the approach of having a single department managing the complete flow of materials from supplier through production?
5. How does effective materials management impact production efficiency and product quality?
6. What are some fundamental objectives of materials management, as mentioned in the text?
7. What is the significance of ensuring the "right material" in materials management?
8. How does monitoring inventory levels contribute to achieving the objective of having the "right amount" of materials?
9. Why is it important for companies to source goods and services at the "right time" in materials management?
10. What is the objective of buying goods and services at the "right price" in materials management, and how does it benefit the organization?

V. Work in pairs. Describe fundamental objectives of materials management.

'JUST-IN-TIME' MANAGEMENT PHILOSOPHY.

I. Before reading the text check the meaning of the following words and word combinations in the dictionary.

To forecast demand, on an as-needed basis, high-quality workmanship, the entire production line, glitch-free plant machinery, disruption.

II. Read the text and do the tasks that follow.

What Is Just-in-Time (JIT)?

The just-in-time (JIT) inventory system is a management strategy that aligns raw-material orders from suppliers directly with production schedules. Companies employ this inventory strategy to increase efficiency and decrease waste by receiving goods only as they need them for the production process, which reduces inventory costs. This method requires producers to forecast demand accurately.

How Does Just-in-Time Inventory Work?

The just-in-time (JIT) inventory system minimizes inventory and increases efficiency. JIT production systems cut inventory costs because manufacturers receive materials and parts as needed for production and do not have to pay storage costs. Manufacturers are also not left with unwanted inventory if an order is canceled or not fulfilled.

One example of a JIT inventory system is a car manufacturer that operates with low inventory levels but heavily relies on its supply chain to deliver the parts it requires to build cars on an as-needed basis. Consequently, the manufacturer orders the parts required to assemble the vehicles only after an order is received.

For JIT manufacturing to succeed, companies must have steady production, high-quality workmanship, glitch-free plant machinery, and reliable suppliers.

Advantages and Disadvantages of JIT

JIT inventory systems have several advantages over traditional models. Production runs are short, which means that manufacturers can quickly move from one product to another. Also, this method reduces costs by minimizing warehouse needs. Companies also spend less money on raw materials because they buy just enough resources to make the ordered products and no more.

The disadvantages of JIT inventory systems involve potential disruptions in the supply chain. If a raw-materials supplier has a breakdown and cannot deliver the goods promptly, this could conceivably stall the entire production line. A sudden unexpected order for goods may delay the delivery of finished products to end clients.

Example of JIT

Famous for its JIT inventory system, Toyota Motor Corporation orders parts only when it receives new car orders. Although the company installed this method in the 1970s, it took 20 years to perfect it.

Sadly, Toyota's JIT inventory system nearly caused the company to come to a halt in February 1997, after a fire at Japanese-owned automotive parts supplier Aisin decimated its capacity to produce P-valves for Toyota's vehicles. Because Aisin is the sole supplier of this part, its weeks-long shutdown caused Toyota to halt production for several days.

This caused a ripple effect, where other Toyota parts suppliers likewise had to temporarily shut down because the automaker had no need for their parts during that time period. Consequently, this fire cost Toyota 160 billion yen in revenue.

At the start of the COVID-19 pandemic and its ripple effect on the economy and supply chain, things like paper surgical masks, toilet paper, and hand sanitizer experienced disruption. This was because inputs from overseas factories and warehouses could not be delivered in time to meet the surge in demand caused by the pandemic.

III. Define if these sentences are true or false.

1. The just-in-time (JIT) inventory system aims to reduce waste by receiving goods only as they are needed for the production process.
2. JIT production systems increase inventory costs because manufacturers receive materials and parts in bulk regardless of production needs.
3. JIT inventory systems involve high inventory levels to ensure production runs smoothly and prevent delays.
4. Disruptions in the supply chain can potentially affect the success of JIT inventory systems.
5. Toyota Motor Corporation perfected its JIT inventory system immediately after implementing it in the 1970s.
6. The disruption caused by a fire at a key supplier showed the vulnerabilities of Toyota's JIT inventory system.
7. The COVID-19 pandemic did not impact the supply chain and inventory management practices of companies using JIT methods.

IV. Make up a plan of this text.

MANUFACTURING RESOURCE PLANNING AND MATERIAL REQUIREMENTS PLANNING.

I. Before reading the text check the meaning of the following words and word combinations in the dictionary.

Integrated information system, to centralize, production schedules, to fulfill a sales forecast, inventory requirements, functionality.

II. Read the text and do the tasks that follow.

Manufacturing Resource Planning (MRP II) is an integrated information system used by businesses. Manufacturing Resource Planning (MRP II) evolved from early Materials Requirement Planning (MRP) systems by including the integration of additional data, such as employee and financial needs.

The system is designed to centralize, integrate, and process information for effective decision making in scheduling, design engineering, inventory management, and cost control in manufacturing. Both MRP and MRP II are seen as predecessors to Enterprise resource planning (ERP), which is a process whereby a company, often a manufacturer, manages and integrates the important parts of its business.

An ERP management information system integrates areas such as planning, purchasing, inventory, sales, marketing, finance, and human resources. ERP is most frequently used in the context of software, with many large applications having been developed to help companies implement ERP.

Understanding Manufacturing Resource Planning (MRP II)

MRP II is a computer-based system that can create detailed production schedules using real-time data to coordinate the arrival of component materials with machine and labor availability. MRP II is used widely by itself, but it's also used as a module of more extensive enterprise resource planning (ERP) systems.

MRP II is an extension of the original materials requirements planning (MRP I) system. Materials requirements planning (MRP) is one of the first software-based integrated information systems designed to improve productivity for businesses.

A materials requirements planning information system is a sales forecast-based system used to schedule raw material deliveries and quantities, given assumptions of machine and labor units required to fulfill a sales forecast.

By the 1980s, manufacturers realized they needed software that could also tie into their accounting systems and forecast inventory requirements. MRP II was provided as a solution, which included this functionality in addition to all the capabilities offered by MRP I.

III. Match the words with their definitions

1. Integration
2. Scheduling
3. Inventory management
4. Cost control
5. Computer-based system
6. Real-time data
7. Raw material deliveries
8. Sales forecast-based system
9. Sales forecast

10.Accounting systems

Definitions:

- a. Managing expenses to keep them within a desired range.
- b. The supervision of stock and the materials used in production.
- c. Planning and organizing the timing of tasks or events.
- d. A system that predicts future sales based on historical data and market analysis.
- e. Information that is updated immediately and available for use without delay.
- f. The transportation of goods or materials needed for production.
- g. A system that uses computers and software to perform tasks and functions.
- h. The process of combining or coordinating different components in a unified whole.
- i. A prediction of future sales revenue based on market trends and customer demand.
- j. Systems that record, monitor, and analyze financial transactions within a business.

IV. Work in pairs. Describe MRP II and MRP and their role.

TYPES OF STOCK-HOLDING AND INVENTORY COSTS.

I. Before reading the text check the meaning of the following words and word combinations in the dictionary.

Crucial aspects, inventory-related costs, payroll taxes, clerical costs, emergency shipments, the lesser-known aspect, to prevent spoilage.

II. Read the text and do the tasks that follow.

Inventory cost includes the costs to order and hold inventory, as well as to administer the related paperwork. This cost is examined by management as part of its evaluation of how much inventory to keep on hand.

Inventory Management is one of the most crucial aspects of a small business. Just like cash flow, it can make or break your business.

5 Types of Inventory Costs

Ordering, holding, carrying, shortage and spoilage costs make up some of the main categories of inventory-related costs. These groupings broadly separate the many different inventory costs that exist, and below we will identify and describe some examples of the different types of cost in each category.

1. Ordering Costs

Ordering costs include payroll taxes, benefits and the wages of the procurement department, labor costs etc. These costs are typically included in an overhead cost pool and allocated to the number of units produced in each period.

Transportation costs

Cost of finding suppliers and expediting orders

Receiving costs

Clerical costs of preparing purchase orders

Cost of electronic data interchange

2. Inventory Holding Costs

This is simply the amount of rent a business pays for the storage area where they hold the inventory. This can be either the direct rent the company pays for all the warehouses put together or a percentage of the total rent of the office area utilized for storing inventory.

Inventory services costs

Inventory risk costs

Opportunity cost - money invested in inventory

Storage space costs

Inventory financing costs

3. Shortage Costs

Shortage costs, also known as stock-out costs, occurs when businesses become out of stock for various reasons. Some of the reasons might be as below :

Emergency shipments costs

Disrupted production costs

Customer loyalty and reputation

4. Spoilage Costs

Perishable inventory stock can rot or spoil if not sold in time, so controlling inventory to prevent spoilage is essential. Products that expire are a concern for many industries. Industries such as the food and beverage, pharmaceutical, healthcare and cosmetic industries, are affected by the expiration and use-by dates of their products.

5. Inventory Carrying Costs

This is the lesser-known aspect of inventory cost. This cost requires a certain amount of calculation to understand the extent of its impact on your P&L statement. Inventory carrying costs refers to the amount of interest a business loses out on the unsold stock value lying in the warehouses.

III. Answer the following questions.

1. What is included in inventory cost according to the text?
2. Why is Inventory Management considered crucial for small businesses?
3. What are the five main types of inventory costs mentioned in the text?
4. Can you provide examples of ordering costs?
5. What does inventory holding cost typically include?
6. What are some examples of shortage costs as mentioned in the text?
7. How does spoilage costs impact businesses, particularly in certain industries?
8. What are the possible consequences of shortage costs for businesses?
9. How does inventory carrying cost affect a business's profit and loss statement?
10. Why is it important for businesses to manage inventory holding costs effectively?

IV. Work in pairs. Discuss different types of costs.

INVENTORY PLANNING FOR MANUFACTURING

I. Before reading the text check the meaning of the following words and word combinations in the dictionary.

Minimizing waste, to meet customer demand, applicable, manufacturer's net income, mitigate discrepancies, cloud-based.

II. Read the text and do the tasks that follow.

Manufacturers must accurately track and manage inventory levels if they're to keep production lines — and their supply chains — flowing. How they decide to go about managing their inventory will depend on their goals, the types of industries they're working with and the products they sell. The following inventory management strategies can lead to greater efficiencies, while minimizing waste and lost opportunities.

Just-in-time (JIT) inventory management means a manufacturer has enough stock in place to produce only what is needed to meet customer demand. This “lean” strategy reduces production and carrying costs. It also requires a manufacturer to work with reliable, responsive suppliers. The main problem with this strategy is a supply chain disruption that disrupts the flow of goods.

First in, first out (FIFO) is a strategy in which the oldest inventory is used in production first. This method is most applicable to manufacturers of products that have a shelf life, such as batteries and medication.

Last in, first out (LIFO) is the opposite of FIFO: The last products added to a manufacturer's inventory are the first to be used. Manufacturers choose this strategy under the premise that newer inventory costs more, especially during periods of inflation, so they can recoup their investments sooner. LIFO also offers tax benefits, due to the higher cost of goods sold, which decreases the manufacturer's net income.

Economic order quantity (EOQ) helps manufacturers determine the ideal order size for every item they buy so as not to have too much or too little on hand. This strategy — most useful for manufacturers with consistent inventory requirements — takes into account annual demand (in units), order cost (including discounts) and annual holding costs (per unit) to calculate how much inventory to order.

Weighted average cost (WAC), also known as weighted average inventory costing, averages the cost of all inventory, rather than the per-unit cost. This helps the manufacturer manage and mitigate the impact of fluctuations in costs by spreading it across their entire inventory, which in turn keeps pricing stable for customers.

Cycle counting is used to ensure that the manufacturer's amount of physical inventory matches its inventory records. An important part of the auditing process, this inventory management method involves counting select batches of inventory on a regular basis — even daily — and resolving discrepancies, for both accounting purposes and to investigate errors.

ABC inventory analysis prioritizes inventory based on the item's importance to the manufacturer, in terms of demand, cost and risks. Inventory in the “A” group is considered to be the most valuable so is therefore prioritized above the “B” and “C” groups when the manufacturer is deciding which items to stock, how much and when to reorder. This method is also useful for cycle counting.

Consignment inventory management is a strategy in which a consignor (the manufacturer) provides goods to a consignee (the customer, such as a distributor or retailer), which takes possession of the inventory, though no money changes hands at that point. The consignor continues to own the inventory until it's sold and then gets paid by the consignee. This method reduces the manufacturer's carrying costs, among other benefits.

Cloud-based digital inventory management relies on technology to support the previous strategies, by means of a centralized platform that is accessible 24/7. For example, a cloud-based digital inventory management system can automatically track inventory in real time, ensuring that manufacturers have enough stock to meet customer demand and notifying them when inventory levels have dropped below a certain threshold. The system can also calculate EOQ and WAC, forecast product demand and enhance collaboration with suppliers.

III. Fill in the table using the information from this text.

Inventory management strategies	Description

IV. Work in pairs. Discuss the strengths and weaknesses of each strategy.

1.4 THE SUPPLY CHAIN:

NOTION OF SUPPLY CHAIN.

I. Before reading the text check the meaning of the following words and word combinations in the dictionary.

Focus, work in isolation, act as sb/sth, deliver, manufacturer, sell, a series of organizations, dairy, distributor, journey, extract crude oil, refinery, emphasize, refer (to), satisfy, unique supply chain, chocolate, move 'from dirt to dirt', go beyond.

II. Read the text and do the tasks that follow.

So far, we have focused on the movement of materials through a single organization. In reality, organizations do not work in isolation, but each one acts as a customer when it buys materials from its own suppliers, and then it acts as a supplier when it delivers materials to its own customers. A wholesaler, for example, acts as a customer when buying goods from manufacturers, and then as a supplier when selling goods to retail shops. A component maker buys raw materials from its suppliers, delivers these into components, and passes the results to other manufacturers. Most products move through a series of organizations as they travel between original suppliers and final customers. Milk moves through a farm, tanker collection, dairy, bottling plant, distributor, and supermarket before we buy it. A toothbrush starts its journey with a company extracting crude oil, and then it passes through pipelines, refineries, chemical works, plastics companies, manufacturers, importers, wholesalers and retailers before finishing in your

bathroom. A sheet of paper moves through several organizations before it reaches our desk.

People use different names for these chains of activities and organizations. When they emphasize the operations, they refer to the process; when they emphasize marketing, they call it a logistics channel; when they look at the value added, they call it a value chain, when they see how customer demands are satisfied, they call it a demand chain. Here we are emphasizing the movement of materials and will use the most general term of supply chain.

A supply chain consists of the series of activities and organizations that materials move through on their journey from initial suppliers to final customers.

Every product has its own unique supply chain, and these can be both long and complicated. The supply chain for Cadbury starts with cocoa beans growing on farms and ends with the delivery of bars of chocolate to hungry customers. The supply chain for Levi jeans starts with cotton growing in a field and ends when you buy the jeans in a shop. The supply chain describes the total journey of materials as they move 'from dirt to dirt'. Along this journey, materials may move through raw materials suppliers, manufacturers, finishing operations, logistics centres, warehouses, third party operators, transport companies, wholesalers, retailers, and a whole range of other operations. Sometimes, the supply chain goes beyond the final customer to add recycling and re-use of materials.

III. Answer the questions.

1. Do organizations work as customers as well as suppliers simultaneously? 2. What way do products have to travel from suppliers to customers? 3. What way does milk travel before we buy it? A toothbrush? 4. What names are used to describe these activities when we emphasize different aspects of organizations' activities? 5. What term is used in relation to the movement of materials? 6. Do products have similar supply chains? Give examples. 7. What stages do materials pass as they move 'from dirt to dirt'? 8. Does the supply chain always finish with the final customer? 9. Supply chains can be both long and complicated, can't they?

IV. Expand on the following statements from the text.

1. Organizations do not work in isolation. 2. Most products move through a number of organizations on their way to final consumers. 3. Different names are used to describe this movement of materials and an organization's activities. 4. The supply chain may go beyond the final customer.

V. Work in pairs. Describe the notion of a supply chain.

STRUCTURE OF SUPPLY CHAIN.

I. Before reading the text check the meaning of the following words and word combinations in the dictionary.

Single, inwards, upstream, downstream, tiers of suppliers, original source, fairly easy, general approach, hub, local feeder services, cheque, blood transfusion, wholesaler, complicated, grow cotton, provide, garage, individual customers, separate

strand, alternative route, mergers and divisions, countless, information transfer, complex pattern.

II. Read the text and do the tasks that follow.

The simplest view of a supply chain has a single product moving through a series of organizations, each of which somehow adds value to the product. Taking one organization's point of view, activities in front of it – moving materials inwards – are called upstream; those after the organization – moving materials outwards – are called downstream.

The upstream activities are divided into tiers of suppliers. A supplier that sends materials directly to the operations is a first tier supplier; one that send materials to a first tier supplier is a second tier supplier; one that sends materials to a second tier supplier is a third tier supplier, and so on back to the original sources. Customers are also divided into tiers. One that gets a product directly from the operations is a first tier customer; one that gets a product from a first tier customer is a second tier customer; one that get a product from a second tier customer is a third tier customer, and so on to final customers.

In practice, most organizations get materials from many different suppliers, and sell products to many different customers. Then the supply chain converges as raw materials move in through the tiers of suppliers, and diverges as products move out through tiers of customers. A manufacturer might see sub-assembly providers as first tier suppliers, component makers as second tier suppliers, materials suppliers as third tier suppliers, and so on. It might see wholesalers as first tier customers, retailers as second tier customers, and end users as third tier customer.

It is fairly easy to imagine the shape of a manufacturer's supply chain, but most other organizations use the same general approach. Airlines, for example, move passengers from pick-up points, through local feeder services to major 'hub' airports, on to another hub, and then back out through local services to their destinations; banks collect all cheques in central clearing houses before sending them back to branches and customers; blood transfusion services have regional centres that act as wholesalers for plasma.

Each product has its own supply chain, and there is a huge number of different configurations. Some are very short and simple – such as a cook buying potatoes directly from a farmer. Others are surprisingly long and complicated. An everyday product like a shirt has a long journey from the farm growing cotton through to the final customer. It also has several chains merging as buttons, polyester, dyes and other materials join the main process. In the same way, when you buy a computer, many strands of the supply chain merge as Intel provide the processor, Matshita the DVD drive, Agfa the scanner, Hewlett-Packard the printer, Microsoft the operating system, and so on.

Supply chains diverge to meet demand from different types of customer. Manufacturers of car components, for example, sell some products to car assembly plants, some to wholesalers for garages doing repairs, some to retail shops for individual customers, and some directly to customers through websites. Then the supply chain divides into separate strands with the same product following alternative routes.

As you can see, our picture of supply chains is getting more complicated, with various mergers and divisions along their length. The reality is even more complex, as each organization works with many – often thousands – of different products, each of which has its own supply chain. The French company Carrefour is Europe's largest retailer, and this comes at the end of tens of thousands of supply chains; Corus makes

steel that is used in countless final products, DEL makes computers that are used for huge amounts of information transfer.

Some people argue that the term 'supply chain' gives too simple a view, and they prefer to talk about a supply network or supply web. However, we will stick to the usual name, and recognize that it refers to a complex pattern of movements. You can get some idea of the size and complexity of these from the 'Logistics in Practice' section on the example of Wal-Mart.

III. Answer the questions.

1. What is the simplest way to imagine a supply chain? 2. What is added to a product as it moves from organization to organization? 3. What terms are used to describe the movement of materials with reference to an organization's positioning? 4. Into what are the upstream activities divided? What about the downstream activities? 5. How does the supply chain behave when we talk of many different suppliers and customers? 6. There is a great number of different supply chain configurations, isn't there? 7. What is the reason for dividing supply chains? 8. What makes the real picture of supply chain so complex?

IV. Expand on the following statements from the text.

1. A single product movement through a series of organizations can give the simplest idea of a supply chain? 2. The upstream activities are divided into tiers of suppliers. 3. Customers are also divided into tiers. 4. Most organizations cooperate with many suppliers, and sell to many customers. 5. It's fairly easy to imagine the shape of a manufacturer's supply chain. 6. Each product has its own supply chain. 7. Supply chains diverge to meet customers' demands. 8. Supply chains is quite a complicated phenomenon.

V. Work in pairs. Describe the structure of a supply chain.

Logistics in practice

Wal-Mart

In 1962 Sam Walton opened a discount store in Rogers, Arizona. He attracted customers with a combination of low prices, a wide range of goods and friendly service. Sam called his store Wal-Mart, and was so successful that he quickly opened more branches. In 1983 he opened a SAM'S Club warehouse for members, and in 1988 the first 'Supercenter' selling groceries. By 1991 Wal-Mart had become the leading retailer in the USA, and started its international expansion. It moved into Mexico, Puerto Rico and Canada, and then into South America, Asia and Europe. Most of its later expansion came through buying local companies, such as ASDA in the UK.

Wal-Mart always kept the same emphasis on low prices, a wide range of products and friendly service. The scene is set at the front door of each store, where a staff member greets customers and tells them about special offers and promotions. By 2000 Wal-Mart was the world's largest retailer with 4000 stores, serving 100 million customers a week, employing 1.2 million staff – or 'associates' – an annual turnover of US\$175 billion and profit of US\$6 billion a year.

You can imagine the size of the logistics in Wal-Mart. On mainland USA they have 85,000 suppliers sending \$1.5 billion dollars' worth of materials a week to 62 main distribution centres, and on to 1800 Wal-mart stores, 800 Supercenters, 460 SAM's

clubs and 13 Neighbourhood Markets. A large part of Wal-Mart's operating expenses depend on the efficiency of their logistics. When margins are tight, a small change in logistics performance and costs has a considerable effect on profit. This is why Wal-Mart use the 'industry's most efficient and sophisticated distribution system'. Their success can be judged by continuing expansion, with annual sales up 20 per cent in the first quarter of 2000, and like-for-like sales up 5 per cent.

BENEFITS OF SUPPLY CHAINS.

I. Make sure you know the following words and word combinations.

Wonder, avoid, though, author, suppose, deliver, be plentiful, divert, processing plant, coffee beans, fuel supplies, allow for mismatches, throughout, sugar cane, beet, harvest, delivery routes, wholesaler, intermediary, regardless (of), facilities, get economies of scale, stocks of finished goods, place an order, have short lead times, develop expertise.

II. Read the text and do the tasks that follow.

Supply chains are so complicated that you might wonder if there is some way of avoiding them. Sometimes this is possible, when we move products directly from initial producers to final customers - when, for example, farm shops sell vegetables directly to consumers, or authors publish their works on the Internet. In general, though, there are very good reasons for having a longer supply chain. Suppose the population of a town decides to buy vegetables from a farm shop. This would have a minimal supply chain, but the whole population would travel separately to the farm. It would make more sense to have a transport company collect the vegetables and deliver them to a central location in the town – like a supermarket. If the transport company delivers to one town, it can easily deliver to other nearby towns, perhaps stopping at a depot to organize local deliveries. As there is a depot, vegetables can be put into storage while the supply is plentiful, and removed when there are shortages. If the vegetables need cleaning or preparation, the transport company can divert to a processing plant. Continuing in this way, you can see why a long supply chain develops, and what benefits it brings.

Supply chains exist to overcome the gaps created when suppliers are some distance away from customers. They allow for operations that are best done – or can only be done – at locations that are distant from customers or sources of materials. For example, coffee beans grow in South America, but the main customers are in Europe and North America. The best locations for power stations are away from both their main customers in cities and their fuel supplies.

As well as moving materials between geographically separate operations, supply chains allow for mismatches between supply and demand. The demand for sugar is more or less constant throughout the year, but the supply varies with the harvesting of sugar cane and beet. When there is excess supply, stocks are built-up in the supply chain, and these are used after the harvests finish. Supply chains can also make movements a lot simpler. Imagine four factories directly supplying products to eight customers. Logistics has to organize 32 different delivery routes but, if the factories use a central wholesaler, the number of routes is cut to 12.

The following list suggests some other benefits of well-designed supply chains (where we use the terms 'wholesaler' and 'retailer' as a convenient label for intermediaries):

- ▶ Producers locate operations in the best locations, regardless of the locations of their customers.
- ▶ By operations in large facilities, producers can get economies of scale. Producers do not keep large stocks of finished goods, as these are held further down the supply chain nearer to customers.
- ▶ Wholesalers place large orders, and producers pass on lower unit costs in price discounts.
- ▶ Wholesalers keep stocks from many suppliers, giving retailers a choice of goods.
- ▶ Wholesalers are near to retailers and have short lead times.
- ▶ Retailers carry less stock as wholesalers provide reliable deliveries.
- ▶ Retailers can have small operations, giving a responsive service near to customers.
- ▶ Transport is simpler, with fewer, larger deliveries reducing costs.
- ▶ Organizations can develop expertise in specific types of operation.

III. Answer the questions.

1. Is it possible to refuse supply chains? 2. Can you give reasons in favour of having a supply chain? Supply examples. 3. Why supply chains exist? 4. Do supply chains allow for mismatches between supply and demand? 5. What are the benefits of well-designed supply chains?

IV. Expand on the following statements from the text.

1. Sometimes it is possible to avoid supply chains. 2. There are good reasons for having supply chains. 3. Supply chains help to overcome the distance between suppliers and customers. 4. Supply chains allow for mismatches between supply and demand. 5. A well-designed supply chain brings more benefits to an organization.

V. Work in pairs. Describe the benefits of supply chains.

Worked

Example 1

J. Mitchell currently has sales of £10 million a year, with a stock level of 25% of sales. Annual holding cost for the stock is 20% of value. Operating costs (excluding the cost of stocks) are £7.5 million a year and other assets are valued at £20 million.

What is the current return on assets? How does this change if stock levels are reduced to 20% of sales?

LOGISTICS SEPARATE ACTIVITIES.

I. Before reading the text check the meaning of the following words and word combinations in the dictionary.

Include, initiate, procurement, find suitable suppliers, negotiate terms and conditions, insurance, process orders, clerical job, give attention, purchase, recognize, traffic, transport operator, meet requirements, reasonable, correspond, vehicle, damage, acknowledges receipt, unload, emit fumes, inventory, consolidate, departure, wrap, appropriate, align, significant role, exchange of information, sales forecasting, production scheduling, consider the problems.

II. Read the text and do the tasks that follow.

Logistics is responsible for the movement and storage of materials as they move through the supply chain. But what activities does this include? If you follow some materials moving through an organization, you can see that the following activities are normally included in logistics.

☐ *Procurement or purchasing.* The flow of materials through an organization is usually initiated when procurement sends a purchase order to a supplier. This means that procurement finds suitable suppliers, negotiates terms and conditions, organizes delivery, arranges insurance and payment, and does everything needed to get materials into the organization. In the past, this has been seen as a largely clerical job centered on order processing. Now it is recognized as an important link with upstream activities, and is being given more attention.

☐ *Inward transport or traffic* actually moves materials from suppliers to the organization's receiving area. This has to choose the type of transport (road, rail, air, and so on), find the best transport operator, design a route, make sure that all safety and legal requirements are met, get deliveries on time and at reasonable cost, and so on.

☐ *Receiving* makes sure that materials delivered correspond to the order, acknowledges receipt, unloads delivery vehicles, inspects materials for damage, and sorts them.

☐ *Warehousing or stores* moves materials into storage, and takes care of them until they are needed. Many materials need special care, such as frozen food, drugs, alcohol in bond, chemicals that emit fumes, animals, and dangerous goods. As well as making sure that materials can be available quickly when needed, warehousing also makes sure that they have the right conditions, treatment and packaging to keep them in good condition.

☐ *Stock control* sets the policies for inventory. It considers the materials to store, overall investment, customer service, stock levels, order sizes, order timing and so on.

☐ *Order picking* finds and removes materials from stores. Typically materials for a customer order are located, identified, checked, removed from racks, consolidated into a single load, wrapped and moved to a departure area for loading onto delivery vehicles.

☐ *Materials handling* moves materials through the operations within an organization. It moves materials from one operation to the next, and also moves materials picked from stores to the point where they are needed. The aim of materials handling is to give efficient movements, with short journeys, using appropriate equipment, with little damage, and using special packaging and handling where needed.

☐ *Outward transport* takes materials from the departure area and delivers them to customers (with concerns that are similar to inward transport).

☐ *Physical distribution management* is a general term for the activities that deliver finished goods to customers, including outward transport. It is often aligned with marketing and forms an important link with downstream activities.

☐ *Recycling, returns and waste disposal.* Even when products have been delivered to customers, the work of logistics may not be finished. There might, for example, be problems with delivered materials – perhaps they were faulty, or too many were delivered, or they were the wrong type – and they have to be collected and brought back. Sometimes there are associated materials such as pallets, delivery boxes, cable reels and containers (the standard 20 foot long metal boxes that are used to move goods) which are returned to suppliers for reuse. Some materials are not reused, but are brought back for recycling, such as metals, glass, paper, plastics and oils. Finally there are materials that cannot be used again, but are brought back for safe disposal, such as

dangerous chemicals. Activities that return materials back to an organization are called reverse logistics or reverse distribution.

■ *Location.* Some of the logistics activities can be done in different locations. Stocks of finished goods, for example, can be held at the end of production, moved to nearby warehouses, put into stores nearer to customers, passed on to be managed by other organizations, or a range of alternatives. Logistics has to find the best locations for these activities -or at least play a significant role in the decisions. It also considers related questions about the size and number of facilities. These are important decisions that affect the overall design of the supply chain.

■ *Communication.* Alongside the physical flow of materials is the associated flow of information. This links all parts of the supply chain, passing information about products, customer demand, materials to be moved, timing, stock levels, availability, problems, costs, service levels, and so on. Coordinating the flow of information can be very difficult, and logistics managers often describe themselves as processing information rather than moving goods. M. Christopher supports this view by saying that, 'Supply chain competitiveness is based upon the value-added exchange of information'. The Council of Logistics Management also highlights the combination of materials and information flow in their definition:

Logistics is the process of planning, implementing and controlling the efficient, cost-effective flow and storage of raw materials, in-process inventory, finished goods and related information from point of origin to point of consumption for the purpose of conforming to customer requirements.

Depending on the circumstances, many other activities can be included in logistics. Sometimes an organization might include sales forecasting, production scheduling, customer service management, overseas liaison, third party operations, and so on. The important point is not to draw arbitrary boundaries between functions, but to recognize that they must all work together to get an efficient flow of materials.

III. Match the words with their definitions.

- | | |
|--------------|---|
| 1) recycling | a) likely to injure or harm sb, or to damage or destroy sb |
| 2) waste | b) a heavy wooden or metal base that can be used for moving or storing goods |
| 3) pallet | c) a hard, usually transparent substance used for making windows or bottles |
| 4) disposal | d) opposite to what has been mentioned |
| 5) faulty | e) treating things that have already been used so that can be used again |
| 6) reel | f) not perfect, not working or made correctly |
| 7) container | g) the act of using smth in a careless or unnecessary way, causing it to be lost or destroyed |
| 8) glass | h) a round object around which you can wind such things as the thread, wire or film |
| 9) dangerous | i) the act of getting rid of smth |
| 10) reverse | j) in which smth can be stored or transported |

IV. Answer the questions.

1. What activities does logistics include as materials move through the supply chain?
2. Where does procurement start?
3. What is its essence?
4. What makes receiving an

important aspect of logistics? 5. What stage do moving of materials and taking care of them mark? 6. What is the purpose of stock control?

V. Decide which of the following statements are either true or false.

1. Order picking considers customer service, order sizes and stock levels. 2. Material handling moves materials from suppliers. 3. Outward transport moves materials into storage. 4. The term 'physical distribution management' sets policies for finding suitable suppliers. 5. All organization's logistics activities must be done in one location.

VI. Expand on the following statements from the text.

1. Logistics normally include many different activities. 2. The work of logistics is not finished after products have been delivered to customers. 3. Some logistics activities may be carried out in different locations. 4. Logistics is associated with the flow of information between different parts of the supply chain. 5. Logistics may include many different activities.

VII. Work in pairs. Describe different other activities that logistics normally include.

*Logistics
in practice*

Konigshaven Suppliers

Konigshaven Suppliers is a food wholesaler, delivering to supermarkets in southern Denmark. Its standard accounting systems do not identify separate logistics costs, and this makes it difficult to identify areas with particularly high costs, or those that need improving. To get a clearer picture, the company ran a survey in one main warehouse. It used some estimates and simplifications, but feels that the following figures give a reasonable view. These figures show the costs incurred for each €100,000 of net sales.

a. *Cost of sales: €58,000* (The cost of purchasing products sold on to customers, including administration of the purchasing office)

b. *Transport inwards: €3000* (Cost of bringing goods from suppliers and delivering to the warehouse)

c. *Other costs of delivery to warehouse: €4000* (A general category covering any other costs of relations with suppliers)

d. *Warehousing and handling: €7000* (Costs of receiving materials, checking, sorting, moving to the warehouse and storing)

e. *Stock financing: €1000* (The cost of financing stock, including debt charges)

f. *Sales force: €12,000* (Salaries and costs of the sales office)

g. *Special promotions: €3000* (Including presentations, visits and samples)

h. *Delivery to customers: €5000* (Costs of taking goods out of the warehouse and delivering to customers)

i. *Debt financing: €2500* (Costs of financing plant and equipment)

j. *Information processing: €2000* (Including all aspects of order processing)

k. *Returns and recycling: €500* (Cost of recovering pallets and any other materials returned to the warehouse)

These figures are open to some interpretation, but they show that transport accounts for 12 per cent of sales and warehousing for 8 per cent. Several other costs might be included in logistics, including some purchasing, sales, information processing and recycling.

Case study

Ace Dairies

Ace Dairies gives a home delivery service for milk, dairy products and a range of related goods. Roger Smitheram has run the dairy for the past twelve years. His product is a combination of goods (the items he delivers) and services (the delivery and associated jobs he does for customers).

At the heart of operations is an information system which contains full details of all Roger's 500 customers, including their regular orders, special orders, where to deliver, how they pay, and so on. Every day the system calculates the likely sales of all products in two days time. Roger adds some margin of safety, allows for likely variations and passes his order to Unigate Dairy in Totnes in Devon (about 150 km away). This Unigate depot acts as a wholesaler for milkmen in Wales and the southwest of England. The following evening it delivers to a holding depot in Camborne, and then takes Roger's goods 10 km to a cold store in Hayle. At 5.30 the following morning Roger collects the order from his cold store and starts delivering to customers. This normally takes until 1.30 in the afternoon, but on Fridays he spends more time collecting money and often finishes after 5.00 pm.

There are several specific problems facing Ace Dairies. There is, for example, some variation in daily demand, so Roger has to carry spare stock. He cannot carry too much, as dairy products have a short life and anything not delivered quickly is thrown away. Roger aims at keeping this waste down to 2 per cent of sales. There are also problems maintaining a service during holidays, or when Unigate has difficulties with their deliveries.

Perhaps Roger's main concern is maintaining his sales over the long term. Demand for doorstep deliveries is declining, as people buy more milk at supermarkets. The number of milkmen in Hayle has declined from ten in 1987 to three in 2002. Most of Roger's customers have been with him for many years, but he generates new custom by canvassing, delivering leaflets, special offers, carrying a range of other products, and so on.

I. Answer the questions.

1. Describe the supply chain for milk. 2. Where does Ace Dairies fit into this? 3. What specific activities form the logistics in Ace Dairies? 4. What are the main problems that Ace Dairies has with logistics?

Worked Example 1

JL Francisco & Partners run a wholesale fruit business around Rio del Plata. In normal circumstances the company makes a gross profit of 5% of sales. A consultant's report has recently suggested that 22% of their operating costs are due to logistics, and that improved efficiency might reduce this by 10%. How much extra profit would this generate? If they do not improve logistics, how much would sales have to rise to get the same increase in profit?

POINTS FOR DISCUSSION

1. The supply chain is a convenient notion, but organizations are only really interested in making products that they can sell to customers. Provided they have reliable supplies of materials, and reasonable transport for finished products, logistics is irrelevant. Do you think this is true?

2. Very few organizations deal with the final customer for a product. Most operations work upstream and form one step of the supply chain, often passing materials to internal customers within the same organization. How does the type of customer affect the organization of logistics and the measures of customer satisfaction?

3. The cost of logistics varies widely from organization to organization. What factors affect these costs? Are the costs fixed or can they be controlled?

4. How could you find the best balance between service level and costs?

GRAMMAR EXERCISES

Modal verbs

Ex. 1. Fill in the blanks with the verbs can or may.

1. It ... have been anything serious, or I should have remembered. 2. You ... have noticed that I happen to wear my hair rather long. 3. She ... never remember clearly what came after. 4. You ... have noticed he was not himself at lunch. 5. If she ... only see what he's really like! 6. ... I now and then come and sit here and talk to you? 7. I ... have more questions to ask you later. 8. ... you possibly lend us a hundred pounds? 9. It ... have been some days ago – weeks perhaps. Or – it ... have been yesterday afternoon. 10. One ... not know, you see, what is important. 11. He chose an inside table against the back wall where he ... look over the other tables to the people walking in the street. 12. Of course, I ... be imagining it, but I don't think I am. 13. Be careful – did you hurt yourself? You ... have struck your head on that marble chimney-piece. 14. 'Shirley, don't hate me.' – 'Hate you? How ... I hate you?' 15. I ... have one or two people coming in tomorrow evening. Why not join us? 16. I ... not bring myself to forgive him. 17. ... I order you something? 18. Shirley ... have told you what she wouldn't like to tell me. 19. She ... see no harm in just bringing Josephine on the terrace. 20. You ... have seen Mr de Winter's name in the papers recently. 21. She turned on the light as though it ... warm her. 22. Yes, it was awful, but what ... I do? – You ... have asked my advice!. 23. Harry ... often be seen sitting on the porch with a pipe in his mouth.

Ex. 2. Fill in the blanks with the verbs can, may or must.

1. Perhaps he went to the beach by another way, I ... have missed him. 2. They ... not have had the key. It never left me day and night. 3. 'Impossible,' I cried. 'You ... be making a mistake.' 4. Will you give him these cards and ask if we ... see him for a moment? 5. You ... go upstairs and use our bathroom. 6. But surely he ... have gone to the wrong flat. That is the only possible solution. 7. Yes, you ... leave the room now.

But be careful. 8. She ... have been talking to your father, she ... not have been talking to anyone else. 9. He's honest enough, whatever else he ... be. 10. You absolutely ... come and see that place. 11. He was a nice-looking young fellow with a touch of graying hair at the temples though he ... not have been much over thirty. 12. I strolled across the lawn to the house, aware that they ... be watching me still from a chink in the shutters. 13. Let me introduce you to Monsieur Poirot, of whom you ... often have heard. 14. But it ... not have been anything serious, or I should have remembered. 15. Some astonishment ... have shown itself on his face, for she looked at him and paused. 16. Perhaps it ... have been better if you hadn't written letters to us. 17. She asked the fishmonger if she ... leave the basket with him while she got some other things. 18. ... I have some more of that delicious salad, do you think? 19. Helena, you ... not leave him. He needs you, I know he needs you. 20. I adore Scarlatti. Partly because only musicians ... play him. 21. I ... have been the first person to put on that mackintosh since the handkerchief was used. 22. What you tell me ... be true, but it happened many years ago. 23. Her hair hung down so that Anne ... not see her face. 24. It ... have been twenty minutes past seven when he heard the call. That ... be a fact useful to the police if anything ... be discovered. 25. I ... swim when I was five. Daddy taught me. 26. You ... also address me as Aunt Augusta for the future.

Ex. 3. Fill in the blanks with must, have to or be to.

1. To work with method, one ... begin from the beginning. 2. I ... be getting sentimental. 3. Nowadays one ... do nearly everything oneself. 4. I ... think who she was talking about. She ... have meant your father. 5. He ... leave the vessel at Melbourne and go off at once to the gold-fields. 6. I had left my key at home, and my servant ... let me in. 7. I ... be mad, coming here like this. 8. We ... dine together and then go to the Opera. 9. But who was it – Daniels or O'Murphy? It ... have been one of the two. 10. The man lost his way and ... drive back half a mile. 11. It seemed horrible to him that it was here the fatal portrait ... be hidden away. 12. The man ... touch him twice on the shoulder before he woke. 13. This was comedy, one ... not make it into tragedy. 14. Two days ago I asked Sybil to marry me. I am not going to break my word to her. She ... be my wife. 15. I am afraid that you ... go back the way you came. There is no through road. 16. She ... not to return to dear Mamma or to Sheffield, not ever again. 17. The next afternoon there ... be an attack up the river. 18. The carriage ... have come back by this time. 19. Sooner or later we all ... pay for what we do. 20. I asked what time the attack ... be and they said as soon as it was dark. 21. I was very hot and ... take a drink of beer to cool my mouth.

Ex. 4. Fill in the blanks with the verbs can, may, must, should, ought, need, have to, be to.

1. At this time Strickland ... have been nearly forty-seven. 2. 'Real friends ... have everything in common, ' the Miller used to say. 3. Surely he ... have stayed with her on her birthday! 4. She ... never have married him! 5. You ... not bother with these things here for you are among friends. 6. If anything ... happen to me, my wife will be left very badly off. 7. That young American chap ... have overheard something too. 8. Tell him I'd wait twenty years for him if I .. do. 9. This ... be the very last dinner he would ever eat at Ella's. 10. He ... go to business, why ... other people stay in bed merely because it was dark and foggy? 11. I ... have insisted on going by myself and who knows I ... have got a job when I got to London. 12. You ... not be afraid, I never cry. 13. Why ... you and I talk about it? 14. He suggested that I ... stay with him for a few days so that he ... show me something of the surrounding country. 15. It ... be a

tiny path, or it ... extend for miles. 16. I think I ... find some girl, who'll just look after me. 17. Well, my dear fellow, you ...not eat as if you were going to eat it all. 18. Harris said there ... have been twenty people following him in all. 19. It was of himself and his own future, that he ... think. 20. It's not my secret. But I'll see what I ... do, because I think both you and John ... be told. 21. I ... say that you ... have shown more consideration. 22. It's absurd to have a hard and fast rule about what one ... read and what one ... not.

Verb (Tense. Voice)

Ex. 1. Use the required present tense instead of the infinitives in brackets.

1. I (to be) here too long. I (to want) to get away. 2. What he (to do) for a living? – He (to sing) and (to play) the guitar. – He (to play) for his friends or just for money? – I (not to know). – He (to have) a commercial concert soon? – Yes, on Saturday. 3. Where you (to be), Tommy? Look at your face! You're a sight! – Mummy, you always (to grumble)! 4. Everybody (to be) here? – No, Mr Black (not to come) yet. I think he (not to return) from abroad yet. He (to arrive) on Saturday. 5. The old man (to sit) in front of the fire since dinner-time. 6. I (not to have) a holiday fir two years. 7. 'Gentlemen,' Andrew said. 'I just (to wait) for a good position – such as this – to get married.' 8. We (to take) two rooms in Dabney Street and we (to furnish) them now. 9. 'What you (to write) to him about?' she asked looking over my shoulder. 10. What you (to tell) me (to be) quite a romance. 11. For years you (to say) you (to be) trapped out, but you always (to get) through. 12. I (to read) the book you (to hold). 13. You always (to forget) something! 14. I (to grow) too fat! 15. Something (to worry) me all day! 16. All I (to know) is that somebody (to stick) pins into my wax image for years.

Ex. 2. Use the Past Indefinite instead of the infinitives in brackets.

1. Mrs Sunbury (to cut) the cake and (to put) a large piece on Betty's plate. 2. He (to look) at her for a moment with surprise. 3. Eric (to switch) on the wireless and (to sit) down beside it. 4. She (not to smile) when she (to see) him. 5. On the way home she usually (to buy) a slice of honeycake at the baker's. It (to be) her Sunday treat. 6. Three o'clock (to strike) , and four, and the half hour (to ring), but Dorian Gay (not to stir). 7. When he (to arrive) he (to find) the patient to be a small boy of nine years of age. 8. A little before nine o'clock I (to descend) to the ground floor. 9. When Eddy (to leave) in the morning he (to take) her photograph with him. 10. The girls (to sit)side by side at their desks, they (to lunch) together every noon, together they (to set) out for home at the end of the day's work. 11. A quarter of an hour later he (to hear) voices. 12. On the fifteenth of October Andrew (to set) out alone for London. 13. Bart's train (to get) into Central about half past five, and he (to go) to the servicemen's hostel and (to have) a both and a sleep. 14. The stranger (to climb) into his car and (to drive) away, and when he (to notice) later that his speedometer (to indicate) seventy-five, he (to laugh) at himself but (not to slow) down. 15. Clapper (to stare) at the photograph without a change of expression for at least half a minute.

**1.5 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 ['fɪgə] – 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 ['teisti] – 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 (ТИ) – 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.

MY UNIVERSITY. WELCOME TO BREST STATE TECHNICAL UNIVERSITY

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

1. graduate ['grædjuət] – выпускник
2. contribute [kən'tribju:t] – делать вклад
3. extra-mural ['ekstrə'mjuərəl] – заочный
4. priority [praɪ'ɔ:rɪtɪ] – приоритет
5. available [ə'veɪləbl̩] – доступный
6. access ['æksəs] – доступ
7. compliance [kəm'plaɪəns] – соответствие
8. application [æplɪ'keɪʃən] – применение
9. enable [ɪ'neɪbl̩] – дать возможность
10. award [ə'wɔ:d] – присуждать, награждать
11. evident ['evɪdənt] – очевидный

12. creation [krɪ'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'mɪ:nɪtɪz] – всё, что соответствует хорошему настроению
24. recreation [rəkrɪ'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.

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.

GRAMMAR EXERCISES

Verb (Tense. Voice)

Ex. 1. Use the Present Perfect or the Past Indefinite instead of the infinitives in brackets.

1. You (to behave) like this ever since I first (to come) here. 2. It (to happen) when I (to be) out. 3. She just (to remind) me that we (to be) at school together. 4. I never (to have) the slightest desire to be an actress. 5. I (to meet) Tom this morning at the station. 6. I'm very sorry, Doctor, but Doctor Griffiths (to go) to Swansea on important business. 7. She (to finish) cleaning the bathroom, then she (to begin) peeling potatoes. 8. I (to see) her name in the (papers) rather often of late. 9. They (to leave) just a week ago today. 10. Most of the children here (to have) measles already. 11. They (to talk) much that evening. 12. 'I (to do) something,' he (to think). 'Oh, I (to do) something real at last.' 13. The bell (to ring) repeatedly, but they (not to answer) it, and presently it (to stop). 14. You can't see Herb. He (to be) out. – No, he (not to be). I (to watch) him to go in with his dad and he (not to come) out yet. 15. She (to lift) her bag from the sideboard and (to take) out a two-shilling piece.. 16. 'Good morning, Mrs Watt,' she said. 'Eric (to tell) you what to do? 17. I (to love) you since I (to see) you walk into that classroom. 18. I don't think I (to be) out more than a couple of minutes. 19. The thing is that I (to come) to have a talk. 20. I'm her sister, and we (to have) only each other since Dad (to die).

Ex. 2. Use the Past Indefinite or the Past Continuous instead of the infinitives in brackets.

1. She (to go) to the back door, and as she (to raise) her hand to knock, the young man (to open) the door suddenly. 2. While the eggs (to boil) I (to go) out into the hall and (to phone) Jo. 3. He (to begin) to walk fast down the hedge; he couldn't see where he (to go). 4. She (to invite) him to the party she (to give) on Saturday. 5. He (to pause). They all (to look) at him now, interested. 6. She (to have) the satisfaction of seeing that Betty (to get) more and more ill at ease. 7. I (to wash), (to brush) my hair and we (to start). 8. It (to rain) hard and she (to run) for taxi. 9. Near her a small boy (to play) silently. 10. She (to look) up to see if we (to listen). 11. Next day, when the car (to come) we (to vanish) into the bush. 12. And all the while she (to think) how to get the money from Christie. 13. For the first time he (to notice) Heidi (to wear) a new dress: a simple affair of deep blue. 14. Lizzi (to eat) busily and (not to raise) her head. 15. It so (to happen) that she (to dine) that very evening at Timothy's. 16. Mrs Pimley (to come) into the drawing-room where we all (to sit) reading the papers after breakfast.

Ex. 3. Use the Past Indefinite or the Past Perfect instead of the infinitives in brackets.

1. Suddenly he (to grit) his teeth in angry exasperation. Not only he (to omit) to leave his card; he (to forget) to tell them who he (to be). 2. It (to be) perfectly true that he never (to take) the slightest interest in his clothes, a suit off the peg always (to serve) him excellently, (to cover) him, (to keep) him warm without elegance. 3. It (to be) nine o'clock and we (to come) to her room two hours before, as we (to do) often on those

winter evenings. 4. At once Helen (to smile) at me; yet I (to see) that it (to be) an effort for her to clear her mind of what (to go) before. 5. Gideon (to wake) early that morning possibly because the ringing of the fire alarm (to be) in his mind most of the night. 6. He (to graduate) from Queen's College before he (to take) his master's degree at Christ Church, Oxford. 7. 'What he (to say)? Tell us! Tell us!' He (to tell) them what he (to say) and what the rector (to say) and, when he (tell) them, all the fellows (to fling) their caps and (to cry): 'Hurroo!' 8. When he (to come) back to his seat his manner (to change). He (to be) gentle and kind. 9. He (to see) he (to be) already further out than he (to hope) to be at this hour. 10. By the time Fenella (to take) off her coat and skirt and (to put) on her flannel dressing-gown, grandma (to be) quite ready. 11. No sooner we (to put) down our glasses than the waiter (to refill) them. 12. Inquiring for her at tea-time Soames (to learn) that Fleur (to be) out in that car since two.

Ex. 4. Use the Present Indefinite or the Future Indefinite instead of the infinitive in brackets.

1. I (not to mention) it unless he (to do). 2. You go home and if we (to see) Tommy Flynn we (to tell) him. 3. Within a week you (to agree) with me. 4. Of course it can't last, but when it (to come) to an end it (to be) a wonderful experience for him. It really (to make) a man of him. 5. He (to dance) attendance upon her as long as she (to let) him. 6. I (not to work) any more today; I (to stay) with you. 7. I (not to want) Eliza to have the shock of your news until she (to make) it up with these two gentlemen. 8. He (to let) Mrs Rodd go free tonight – on condition that we all (to leave) tomorrow. 9. If you (not to intend) to go in for the whole day you'd better let me know and I (to ring) up when I (to get) to work and tell them you (to be) sick. 10. You just stay there until I (to tell) you, my girl, and I (to clean) up the house. 11. If you (to wait) ten minutes, I (run) both of us round in the car. 12. When you (to be) up in the sanatorium it (not to seem) so bad, I (to be) sure. 13. Now I (to tell) you a secret if you (too promise) not to tell anyone. 14. It (not to be) so long till we (to be) together and then it (not to be) so hard for him. 15. Once I (to get) her into one of those sanatoria, you (to have) no expenses at all, but until there (to be) a vacancy I can't get her in.

Ex. 5. Use the required future or present tense instead of the infinitives in brackets.

1. I expect we (to see) a lot of each other. 2. I (to get) old and (to have) children by then. 3. In a minute I (to join) you, my friend. 4. She knows that if she (to come) she (to have) a chance of a happier and surer life than she has had. 5. You don't think it (to rain), do you? 6. In a week you (to drive) with this woman in the Park. She (to be) your constant guest, your dearest friend. 7. I (to start) out on my round by the time you (to go). 8. I (to think) of you day and night. 9. If you (to mention) her name again, I (to knock) you down. 10. You (to stay) in Rome long? 11. Why, we (to work) all night and (to finish) everything by midday tomorrow. 12. Bart and your mother (to come) to dinner. 13. I (to stink) American until I (to drop) dead. 14. Our people (to wait) at the emergency entrance. 15. Mum, I think we (to leave) for Chicago sooner than we thought. We (to start) getting ready tomorrow morning.

Ex. 6. Use the required tense of the Passive Voice instead of the infinitives in brackets.

1. Each candidate (to question) in turn by two separate examiners. 2. Andrew saw at once that she (to instruct) carefully beforehand. 3. He insisted on seeing the article before it (to publish). 4. While the meal (to prepare) the mother sat by the sick child's

bedside. 5. Jennie (not to forget). We all remember her. 6. He opened his eyes and (to blind) by a circle smaller than the moon. 7. Not a single copy of the books he spoke of ever (to ask). 8. I (to inform) that you (to see) in Church Street in conversation with a young gentleman. 9. The room just (to move) into, it smells wet paint. 10. He didn't utter a word, knowing that whatever he said (to meet) by the same silence. 11. My question (not to answer) properly yet. 12. The shop looked shabbier in artificial light: the shelves were dusty and the ceiling (not to paint) since I went there.

Ex. 7. Use the required passive forms instead of the infinitives in brackets.

1. Her brother (to elect) president of the new concern. 2. Do you know how pictures (to sell) nowadays? 3. She stared at the picture that (to snap) the night before at Morocco. 4. Back in the living-room, when coffee (to pour), Lily excused herself and left us. 5. Soames thought that perhaps Irene knew she (to shadow). 6. Then he wanted tools and nails, and soon all the closets and shelves (to put) in order. 7. As his eyes cleared he saw that the lantern (to hold) in the air. 8. He felt he (to enlist) for the fight, that some duty (to lay) upon his shoulders. 9. The lists (to send) to both newspapers and now (to print). 10. There was vibration on the ground floor, and even more on the second, where I (to take). 11. When the goods (to pay) for a heavy freight wagon halted in front of the store. 12. In company with Suel James they ate dinner. While cigarettes (to roll) after the meal, Nowlen and his foreman went into the office. 13. All the things that Roberta and Harmon did for Ted (to do) for themselves long before Ted was born. 14. The ash-trays still held last night's cigarette ends, the sofa pillows (not to straighten), and there were two magazines on the floor in the exact position in which they (to leave) the previous night. 15. Don't keep telling me I'm pretty. I (to tell) that ever since I was twelve. 16. The letter said that for his thesis Andrew (to award) his M.D. 17. She looks like a spoiled child who (to punish). 18. Do you realize that these animals (to use) to save men's lives, perhaps your own lives?

Ex. 8. Use the required active or passive forms instead of the infinitives in brackets.

1. He (not to waste) time with foolish questions like why, when and where. He (to do) as he (to tell). 2. Always a punctual woman, she (to come) downstairs as the front door (to open) for Charles. 3. Some kind of public demonstration (to plan) to take place at the airport tonight. 4. The flight (not to announce) yet. It (not to announce) for another half-hour, at least. 5. The message, as Tanya (to dictate) it, (to type) by a girl clerk in New York. 6. She could tell by the inclination of his head that he (to listen) intently to everything that (to say). 7. It (to be) an old house that (to divide) into flats. 8. Julia can't know what (to say) about her, and someone must tell her. 9. Each apartment usually (to share) by two or three girls. They (to know) as stewardess' nests. 10. Inez (to occupy) a chair in the room's centre to which she (to guide) on arrival. 11. He (to see) that the doors of Trans America Flight Two (not to close) yet, and a few remaining passengers still (to check) in.

1.6 INTEGRATING ALONG THE SUPPLY CHAIN:

IMPROVING COMMUNICATIONS.

I. Before reading the text check the meaning of the following words and word combinations in the dictionary.

Challenge, obvious change, satellite tracking of lorries, automatic guidance systems, generate, invoice, time-consuming, be worth, rather than, enter information, electronic data interchange, order processing system, worldwide, associate, debit, loop, arrange payment.

II. Read the text and do the tasks that follow.

Logistics continually meets new challenges, and is changing faster now than at any time in the past. Perhaps the most obvious change is the increasing use of technology. Some of this appears directly in the movement of goods – such as electronic identification of packages, satellite tracking of lorries and automatic guidance systems – but the greatest impact has come with communications.

When a company wants to buy something, it typically has to generate a description of the goods, request for price, purchase order, order confirmation, contract terms, shipping papers, financial arrangements, delivery details, special conditions, invoices, and so on. In the past, all of these – and mountains of other paperwork – had to be printed and posted between organizations. This could make even a simple transaction seem complicated and time-consuming. Telephones did not help much, as Sam Goldwyn pointed out, 'a verbal contract isn't worth the paper it's written on'.

In the past few years technology has revolutionized these communications. Initial progress came with fax machines that could send electronic copies of documents between distant locations in seconds rather than days. The drawback with fax machines is that documents produced by one computer still have to be printed, fed into a fax machine, transmitted over telephone lines to someone else who reads the text and enters the information to their own computer.

By the 1990s the obvious next step had arrived with electronic data interchange (EDI). This allowed remote computers to exchange data without going through any intermediaries. Early users were supermarkets who linked their stock control systems directly to suppliers' order processing systems. The supermarket checkouts recorded sales of each item, and when stocks got low the system automatically sent a message asking for another delivery. This use of EPOS – electronic point-of-sales data – gave less paperwork, lower transaction costs, faster communications, fewer errors, more integrated systems, and closer business relations.

By 1997 about 2000 companies in the UK used EDI for trade with suppliers. Over the next few years electronic trading became more sophisticated and widespread. The mushrooming of e-mail was followed by all kinds of e-business, e-commerce – and soon 'e-anything'. The efficient transfer of information has been particularly useful for purchasing, which has developed into e-purchasing or e-procurement. This comes in many forms, all based on the direct exchange of data between a supplier's computer and a customer's. Two main versions are B2B (business-to-business, where one business buys materials from another business) and B2C (business-to-customer, where a final customer buys from a business). By 2002 around 83 per cent of UK suppliers used B2B, and the worldwide value of B2B trade was over US\$2 trillion.

Two associated technologies have developed to support EDI. The first is item coding, which gives every package of material moved an identifying tag. The tag is usually a bar code or magnetic stripe that can be read automatically as the package moves through its journey. Then the logistics system knows where every package is at any time, and automatic materials handling can move, sort, consolidate, pack and deliver materials.

The second technology is electronic fund transfer (EFT). When the delivery of materials is acknowledged, EFT automatically debits the customer's bank account and

credits the supplier's. This completes the loop, with EDI to place orders, item coding to track the movement, and EFT to arrange payment.

III. Answer the questions.

1. Why is logistics changing faster now? 2. Where can the most obvious change be seen? 3. What must a company do if it intends to buy something? 4. How was all this information concerning the purchase of goods processed in the past? 5. What technological changes have taken place recently? 6. What developments marked the beginning of 1990ies? 7. What changes were observed in about 2000 UK companies by 1997? 8. What technologies were developed to keep up EDI?

IV. Find English equivalents.

Отвечать на новые вызовы, все возрастающее использование технологии, автоматическая система управления, электронная идентификация пакетов, давать описание, условия контракта, простая сделка, устный контракт, недостаток, вводить информацию, удаленный компьютер, обмен данными, передача информации, идентифицирующий ярлык, штрих-код, подтверждать, кодирование отдельного товара, урегулировать оплату.

V. Expand on the following statements from the text.

1. Logistics continuously meets new challenges. 2. In the past a company had to generate mountains of paperwork. 3. The arrival of electronic data interchange marked a new stage in improving communications. 4. After 1997 electronic trading became more sophisticated and widespread. 5. Two related technologies were developed to support EDI.

VI. Work in pairs. Describe measures that are taken to improve communications.

IMPROVING CUSTOMER SERVICE.

I. Before reading the text check the meaning of the following words and word combinations in the dictionary.

Remain competitive, affect, comparable, obviously, maintain a service level, be willing, different circumstances, synchronize, personalize, customization, virtual integration, volume, flexible, company.

II. Read the text and do the tasks.

It is normally in everyone's interests to make logistics costs as low as possible. Logistics managers want low costs so that they remain competitive, and their users want to pay as little as possible. Many organizations have reduced their logistics costs to levels that affect their whole operations. Lower transport costs, for example, make it feasible to sell products over a wider geographic area. The cost of transport for, say, Japanese manufacturers is so low that they can offer goods at prices that are comparable to those offered by domestic companies. Similarly, efficient transport can move products quickly over long distances, so there is no need to build traditional warehouses close to customers.

While striving for lower costs, organizations obviously have to maintain their service levels. Improved logistics means giving the service that customers want at the lowest possible cost. A problem, of course, is finding the features that customers really

want and the level of service they are willing to pay for. These vary widely in different circumstances, but a key factor is the lead time. This is the total time between ordering materials and having them delivered and available for use. Again, it is normally in everyone's interest to make this delay as short as possible. When customers decide to buy something, they want it delivered as soon as possible; suppliers want to keep customers happy with fast service, and with no products hanging around and clogging the supply chain. Ideally, the lead time should be as close to zero as possible, and one approach to this uses synchronized material movement. This makes information available to all parts of the supply chain at the same time, so that organizations can coordinate material movements, rather than wait for messages to move up and down the chain.

Another key factor for customer satisfaction is personalized products. Instead of buying a standard textbook, for example, you describe the contents you want and a publisher supplies a volume with exactly these specifications. This is mass customization, which combines the benefits of mass production with the flexibility of customized products. It uses B2C to give direct communications between a final customer and a manufacturer, and it needs supply chains that are flexible, that move materials very quickly, and respond to varying conditions.

Dell Computers was one of the first companies to use mass customization. They do not build standard computers, but wait until a customer places an order on their website. Then they build a computer for the specific order. Logistics makes sure that the necessary materials are always available for manufacturing, and it delivers the finished machine quickly to the customer.

Dell work so closely with their suppliers that they have developed 'virtual integration', where they all seem to be part of the same company. This works well with Dell, who have 50 main components, but would it work with a car manufacturer and their three thousand components? Flexible manufacturing here would put severe pressures on the supply chain, but the '3DayCar Programme' suggests that 80 per cent of cars in the UK could be built to order by 2010.

III. Derive nouns from the following adjectives.

Competitive, feasible, comparable, efficient, obvious, willing, available, possible, synchronized, exact, flexible, customized, varying, specific, necessary, close, virtual, same, maintain, severe.

IV. Answer the questions.

1. What is the main aim of logistics managers? 2. What is logistics users' goal? 3. What do lower transport costs help to achieve? 4. Maintaining their service levels should be provided while striving for lower costs, shouldn't it? 5. What is the key factor in improving logistics? 6. What lead time do they have to strive for? 7. What is a personalized product? 8. What formula is used to describe the direct correspondence between a final customer and a manufacturer? 9. What company was the first to use mass customization? 10. How did they achieve this? 11. What is 'vertical integration'?

V. Expand on the following statements from the text.

1. It is in everyone's interest to make logistics costs as low as possible. 2. While lowering logistics costs, organisations have to maintain their service levels. 3. Personalized products is another key to customer satisfaction. 4. Dell Computers was one of the first to use mass customization.

VI. Work in pairs. Describe the ways to improve customer service.

OTHER SIGNIFICANT TRENDS.

I. Before reading the text check the meaning of the following words and word combinations in the dictionary.

Emphasis, mean, competitor, be likely, restrict, free trade, removal of import quotas and trade barriers, look for competitors, unit production cost, encourage, expenditure, postponement, dye, yarn, sweater, cross-docking, quantity, drop-shipping, access, vendor, courier, consumption, recognize.

II. Read the text and do the tasks.

Apart from increasing technology and emphasis on customer satisfaction, there are several other important trends in logistics. The following list includes some of the most significant.

◇ *Globalization*: Improved communications and better transport mean that physical distances are becoming less significant. Organizations can become global in outlook, buying, storing, manufacturing, moving and distributing materials in a single, worldwide market. As a result, international trade and competition are continuing to rise. Organizations used to look for competitors in the same town, but now they are just as likely to come from another continent.

Efficient logistics makes a global market feasible, and other factors that encourage international trade include less restricted financial systems, consumer demand for imported products, removal of import quotas and trade barriers and the growth of free trade areas. You can see the effects in manufacturing, where producers look for economies of scale in large facilities located in areas with low production costs. The unit production cost is low, and efficient logistics keeps the delivered price down. This is the reason why German companies open large plants in Poland, American companies work in Mexico and Japanese companies work in China.

◇ *Reduced number of suppliers*: In the past, organizations have used a large number of suppliers. This encouraged competition, ensured that they got the best deal and maintained secure deliveries if one supplier ran into difficulties. The current trend, however, is to reduce the number of suppliers and develop long-term relationships with the best. As we shall see later, working closely with a small number of organizations can bring considerable benefits.

◇ *Concentration of ownership*: Large companies can get economies of scale, and they have come to dominate many supply chains. There are, for example, many shops and transport companies – but the biggest ones continue to grow at the expense of small ones. The result is a continuing concentration of ownership, which you can see in many logistics sectors ranging from food wholesalers to cruise lines.

◇ *Outsourcing*: More organizations realize that they can benefit from using specialized companies to take over part, or all, of their logistics. Using a third party for materials movement leaves an organization free to concentrate on its core activities. M.C. McKinnon says that, 'Outsourcing has been one of the dominant business trends of

the 1980s and 1990s' and surveys suggest that around 30 per cent of logistics expenditure is outsourced in the EU.

◇ *Postponement*: Traditionally, manufacturers move finished goods out of production and store them in the distribution system until they are needed. When there are many variations on a basic product, this can give high stocks of similar products. Postponement moves almost-finished products into the distribution system, and delays final modifications or customization until the last possible moment. You can imagine this with 'package-to-order', where a company keeps a product in stock, but only puts it in a box written in the appropriate language when it is about to ship an order.

Manufacturers of electrical equipment, such as Phillips and Hewlett-Packard, used to build into their products the transformers and plugs needed for different markets. Then they had to keep separate stocks of products destined for each country. Now they make the transformer and cables as separate, external units. They only keep stocks of the basic, standard products, and customize them for different markets by adding the proper transformers and plugs at the last minute. The result, of course, is much lower stocks. In the same way, Benetton used to dye yarn different colours, knit sweaters and keep stocks of each colour to meet varying demand. Now they knit sweaters with undyed yarn, keep much smaller stocks of these, and dye the finished sweaters to meet actual orders.

◇ *Cross-docking*: Traditional warehouses move materials into storage, keep them until needed, and then move them out to meet demand. Cross-docking co-ordinates the supply and delivery, so that goods arrive at the receiving area and are transferred straight away to a loading area, where they are put onto delivery vehicles. This dramatically reduces stock levels and associated administration.

There are two basic forms of cross-docking. In the first, packages are moved directly from arriving vehicles and onto departing ones. This does not really need a warehouse and a simple transfer point is enough. In the second form there is some additional work as materials arrive in larger packages which are opened, broken into smaller quantities, sorted, consolidated into deliveries for different customers and transferred to vehicles.

Cross-docking can develop to the point where nothing actually moves through a warehouse. Any stock is kept within vehicles, giving stock on wheels. A related arrangement uses drop-shipping, where wholesalers do not keep stock themselves, but co-ordinate the movement of materials directly from upstream suppliers to downstream customers. As warehousing is expensive and time-consuming, these methods can give much more efficient flows, and allow methods such as quick response and efficient customer response.

◇ *Direct delivery*: More customers are buying through the Web, or finding other ways of trading earlier in the supply chain, such as mail order or buying directly from manufacturers. This has the benefits of reducing lead times, reducing costs to customers, having manufacturers talking directly to their final customers, allowing customers access to a wider range of products, and so on. It also means that logistics has to move small deliveries quickly to final customers. This has encouraged the growth of couriers and express parcel delivery services such as FedEx, UPS and DHL.

◇ *Other stock reduction methods*: Keeping stock is expensive, so organizations continually look for ways of reducing the amount stored in the supply chain. There are many ways of doing this. One approach uses just-in-time operations to co-ordinate activities and minimize stock levels.

Another approach has vendor managed inventory, where suppliers manage both their own stocks and those held further down the supply chain. Improved co-ordination reduces overall costs and can give economies of scale.

◇ *Increasing environmental concerns:* There is growing concern about air pollution, water pollution, energy consumption, urban development and waste disposal. Logistics does not have a good reputation for environmental protection - demonstrated by the emissions from heavy lorries, use of green field sites for warehouses, calls for new road building, use of extensive packaging, ships illegally flushing their fuel tanks, oil spillages from tanker accidents, and so on.

On the positive side, logistics is moving towards 'greener' practices. Operators use more energy efficient vehicles, control exhaust emissions, reuse packaging, switch to environmentally friendly modes of transport, increase recycling through reverse logistics, add safety features to ships, develop brown-field sites, and so on. They increasingly recognize that careful management can bring both environmental protection and lower costs. A fair assessment might be that logistics is making progress on environmental issues, but it has some way to go.

◇ *More collaboration along the supply chain:* Organizations in a supply chain increasingly recognize that they have the same objectives – which are satisfied final customers. They should not, therefore, compete with each other, but should co-operate to get final customer satisfaction. This is an important point. It means that competitors are not other organizations within the same supply chain, but are organizations in other supply chains. Christopher summarizes this by saying that 'supply chains compete, not companies'.

III. Answer the questions.

1. What are other important trends in logistics apart from increasing technology and emphasis on customer satisfaction? 2. How does globalization tell on logistics? 3. What is the current tendency in relation to suppliers? 4. Concentration of ownership leads to the formation of economies of scale, doesn't it? 5. In what way does using a third party for material movement benefit organizations? 6. What does postponement help to achieve? 7. Cross-docking coordinates the supply and delivery, doesn't it? 8. What benefits does direct delivery give? 9. How is logistics moving towards 'greener' practices? 10. How can final customer satisfaction be achieved?

IV. Expand on the following statements from the text.

1. There are several other important trends in logistics apart from increasing technology expansion and customer satisfaction. 2. Globalization shortens physical distances between organizations. 3. Postponement moves almost finished products into the distribution system. 4. Cross-docking coordinates the supply and delivery. 5. There is a growing concern about environmental issues.

V. Work in pairs. Describe other significant trends that may help the integration along the supply chain.

FRAGMENTED LOGISTICS.

I. Before reading the text check the meaning of the following words and word combinations in the dictionary.

Unfortunately, come into conflict, frequent shortage, similarly, inevitably, run a department, fragmented, suppose, seamlessly, chance of error, emergency order, delay, disadvantage, obscure, remove boundaries, value enhancement, internal integration, ten extra units, rising demand, amplify.

II. Read the text and do the tasks.

A general overview of successive logistical operations within an organization represents a series of related activities that add value to the final product. These activities have traditionally been managed separately, so that an organization might have a distinct purchasing department, transport department, warehouse, distribution fleet, and so on. Unfortunately, dividing up logistics in this way creates a number of problems.

Purchasing might look for the most reliable suppliers, inventory control for low unit costs, warehousing for fast stock turnover, materials management for easy handling, transport for full vehicle loads, and so on. These aims all seem worthy, so it might be sensible for each activity to judge its own performance in the most appropriate way. Unfortunately, we soon hit problems when the aims come into conflict. For example, warehousing might save money by reducing the stock of raw materials - but this leads to more frequent shortages and raises the costs of expediting for purchasing and emergency deliveries for transport. Similarly, purchasing can reduce its administrative costs by sending fewer, larger orders to suppliers – but this increases stock levels and raises the amount of money tied up in the warehouse. Using sea transport rather than airfreight reduces transport costs - but increases the amount of stock held in the supply chain. In reality, the different activities of logistics are very closely related, and policies in one part inevitably affect operations in another.

The problems at RP Turner are almost inevitable if logistics is divided into separate functions. Each part will move in a different direction, and there is duplicated effort and wasted resources. Imagine a wholesaler who has one fleet of vehicles run by materials management to bring materials in from suppliers, and a separate fleet run by distribution to deliver the same goods out to customers. This might work, but you can picture the duplicated effort and waste in managing two separate vehicle fleets. Another organization might have three stocks – raw materials, work in progress and finished goods – each run by different departments and using different standards and systems.

A fragmented supply chain also makes it difficult to co-ordinate the flow of information through different systems. Suppose a production department knows that it is running short of a material and needs a new delivery. This information should pass seamlessly to purchasing. If, however, it has to pass from one system to another there is a greater chance of error, uncertainty, delay and inefficiency – resulting in late delivery, emergency orders, expediting and shortages.

To put it briefly, fragmenting logistics into different parts has the disadvantages of:

- giving different, often conflicting, objectives within an organization duplicating effort and reducing productivity
- giving worse communications and information flows between the parts
- reducing co-ordination between the parts - leading to lower efficiency, higher costs and worse customer service
- increasing uncertainty and delays along the supply chain making planning more difficult
- introducing unnecessary buffers between the parts, such as stocks of work in progress, additional transport and administrative procedures

- obscuring important information, such as the total cost of logistics giving logistics a low status within an organization.

We have described the benefits of integrating logistics within an organization. Now we can extend this argument, and suggest the same benefits for integrating logistics along more of the supply chain. If each organization only looks at its own operations, there are unnecessary boundaries between them, disrupting the flow of materials and increasing costs. External integration removes these boundaries to improve the whole chain. M. Christopher advises this move, saying that 'Most opportunities for cost reduction and/or value enhancement lie at the interface between supply chain partners'.

This effectively gives three levels of integration. The first has logistics as separate activities within an organization; the second has internal integration to bring them together into a single function; the third has external integration, where organizations look beyond their own operations and integrate more of the supply chain.

Organizations within the same supply chain should co-operate to get final customer satisfaction.

They should not compete with each other, but with organizations in other supply chains.

Forrester described one interesting effect of a fragmented supply chain. Imagine a retailer who notices that demand for a product rises by 5 units in a week. When it is time to place the next order, the retailer assumes that demand is rising, and orders ten extra units to make sure it has enough. The local wholesaler sees demand rise by ten units, so it orders an extra 15 units to meet the growth. The regional wholesaler sees demand rise by 15 units, so it orders another 20 units. As this movement travels through the supply chain, a relatively small change in final demand is amplified into a major variation for early suppliers.

III. Answer the questions.

1. How do they manage the activities within an organization that add value to the final product? 2. Does this way of dividing up logistics contribute to better organization's performance? Why? 3. What kind of example does RP Turner give? 4. What happens if each part of a company works in isolation? 5. What are other drawbacks of fragmented supply chain? 6. Under what condition is there a greater chance of information error or delay? 7. What does this all result in? 8. What is the most important disadvantage of fragmented logistics that the above list gives? 9. What helps remove these boundaries? 10. Why does M. Forrester give his definition of a fragmented supply chain?

IV. Expand on the following statements from the text.

1. Related activities which give additional value to the final product of a company have been treated differently. 2. Aims of different parts of a company may come into a conflict. 3. Dividing logistics into separate functions inevitably brings about problems. 4. A fragmented supply chain complicates the coordination of information flow.

V. Work in pairs. Describe all the problems that fragmented logistics brings with itself.

*Logistics
in practice*

RP Turner Corp.

RP Turner Corp. makes pipeline valves for the oil industry in western Canada. It buys materials from Japan, the USA and eastern Canada, manufactures valves in Edmonton, Alberta and ships the finished products to oil fields in the North.

The company grew by emphasizing the high quality of its products, which work reliably in the harsh weather conditions of the Arctic. Transport to remote customers is expensive, and in 2000 the company looked for ways of reducing the cost of logistics. It soon found that separate functions worked more or less independently. This was sometimes all too obvious when the three main departments - Marketing, Production and Finance - were in different locations. Production was in Edmonton, as the nearest major city to the oil fields; Marketing was in Calgary near to oil company headquarters; Finance (including procurement) was in Vancouver near the port and financial centre. To appreciate the potential problems, you have to remember that Canada is a big country, so Production was a thousand kilometres away from Finance, 500 km away from Marketing and over two thousand kilometres from delivery points.

The company was rewarding different departments for different types of performance. Not surprisingly, when the departments were asked for their priorities, they had different views.

Marketing wanted:

- high stocks of finished goods to satisfy customer demands quickly
- a wide range of finished goods always held in stock
- locations near to customers to allow delivery with short lead times
- production to vary output in response to customer orders
- emphasis on an efficient distribution system
- an optimistic sales forecast to ensure production was geared up for actual demand.

Production wanted:

- high stocks of raw materials and work in progress to safeguard operations
- a narrow range of finished goods to give long production runs
- locations near to suppliers so that they could get raw materials quickly
- stable production to give efficient operations
- emphasis on the efficient movement of materials through operations
- realistic sales forecasts that allowed efficient planning.

Finance wanted:

- low stocks everywhere
- few locations to give economies of scale and minimize overall costs
- large batch sizes to reduce unit costs
- make-to-order operations
- pessimistic sales forecasts that discouraged underused facilities.

Despite good communications, the company felt that it was too widely spread out. It decided to centralize operations at its main plant in Edmonton. This brought the logistics functions geographically closer together, and major reorganization over the next two years brought a unified view of the supply chain.

INTEGRATING ACTIVITIES.

I. Before reading the text check the meaning of the following words and word combinations in the dictionary.

Reach, obvious, avoid problems, a vital prerequisite, tackle a problem, overall benefit, develop over time, take over, artificial, essential, responsible for, obvious benefit, enthusiasm, considerable, authority, self-interest, logistics overheads, airfreight, expensive, transaction, benchmarking, identify, evolve.

II. Read the text and do the tasks that follow.

The obvious way of avoiding these problems is to consider logistics not as a series of distinct activities, but as a single integrated function. Then all the parts work together to get the best overall result for the organization. This is why P. Sheehy, former chairman of BAT, could say, 'I believe that a well designed, integrated logistics system is a vital prerequisite for commercial success'.

Integrating logistics within an organization has all the related activities working together as a single function.

This is responsible for all storage and movement of materials throughout the organization.

It tackles problems from the viewpoint of the whole organization, and looks for the greatest overall benefit.

In practice, it is difficult to integrate all the logistics within an organization. The supply chain consists of many different activities, with different types of operation, using different systems and geographically dispersed. The usual approach has the integration developing over time. One department might slowly take over all aspects of ordering and receiving raw materials. Another department might slowly take over all aspects of delivering finished products to customers. Some organizations are tempted to stop when they reach this stage, and they work with two functions:

- *materials management*, aligned with production and looking after the inwards flow of raw materials and their movement through operations;
- *physical distribution*, aligned with marketing and looking at the outward flow of finished goods.

However, this still leaves an artificial break in what is essentially a continuous function. The obvious step is to combine the two into a single function responsible for all material movement into, through and out of the organization. This completes the internal integration of an organization's logistics.

Despite the obvious benefits of integrated logistics, there can still be practical difficulties. Perhaps the obvious one is finding someone with the knowledge, enthusiasm, ability and authority to carry through necessary changes. This needs a senior manager who has the necessary power to start the changes – with effects then percolating through all levels of the organization. New practices and relationships come from individuals working together, developing a culture that is based on teamwork and co-operation rather than self-interest and conflict.

Another factor that encourages internal integration is the analysis of total logistics cost. We can define this as:

total logistics cost = transport cost + warehouse cost + stock holding cost + packaging cost + information processing cost + other logistics overheads

The traditional view considered each of these separate costs as independent, so reducing, say, the transport cost automatically lowered the total cost. In the 1960s

organizations began to take a 'systems' view of logistics, and analyze the interactions between activities. It became clear that reducing the cost of one activity increased the cost of another – and the total logistics cost might be reduced by increasing the amount spent on certain activities. H.T. Lewis gave an early example of this. They found that airfreight was much more expensive than alternative road transport, but faster delivery eliminated the need for local stocks and warehouses, and gave considerable overall savings.

One other important factor for integration is the availability of integrated information and control systems. Managers need a system to collect, store, analyze, distribute and present information ranging from the strategic aims of the organization down to details of each transaction. Most organizations use local networks or intranets for this, but the Internet is increasingly seen as an efficient route for logistics information. The information can be used by a control system that assesses current circumstances, makes decisions and implements the results. An information system might show that stocks are running low, and a control system uses this information to place an order with suppliers.

We have now described how logistics has moved from being a low priority, fragmented function, to a strategic, integrated one. This is a major change, which typically goes through the following stages:

Stage 1. Separate logistics activities are not given much attention or considered important.

Stage 2. Recognizing that the separate activities of logistics are important for the success of the organization.

Stage 3. Making improvements in the separate functions, making sure that each is as efficient as possible.

Stage 4. Internal integration – recognizing the benefits of internal co-operation and combining the separate functions into one.

Stage 5. Developing a logistics strategy, to set the long-term direction of logistics.

Stage 6. Benchmarking – comparing logistics' performance with other organizations, learning from their experiences, identifying areas that need improvement and finding ways of achieving this.

Stage 7. Continuous improvement – accepting that further changes are inevitable and always searching for better ways of organizing logistics.

By Stage 4 an organization has integrated logistics, and the last three stages show how the function can be improved. Stage 5 emphasizes the need for a strategic view, Stage 6 looks at other organizations for comparisons and lessons, and Stage 7 recognizes that logistics must continually evolve. However, this is not the end of the story. Once an organization has efficient, integrated and strategic logistics, it can start looking at integration along more of the supply chain.

III. Answer the questions.

1. What is the main way of avoiding the disadvantages of fragmented supply chain?
2. What does a former BAT chairman think on this score?
3. Why is it difficult to integrate the organization's logistics?
4. What are the two functions within which organizations work?
5. What is the obvious step to eliminate a break between these two functions?
6. What are the essential difficulties of integrated logistics? How can they be overcome?
7. What measure can encourage internal integration?
8. How does the traditional view consider these costs?
9. How did the situation change in 1960ies?
10. Can you recall H.T. Lewis' example?
11. Why does a second important factor for integration acquire such an importance?
12. How many stages did logistics have to go

on its way from fragmented to strategic integrated function? 13. What happens if an organization has boundaries between operations?

IV. Expand on the following statements from the text.

1. It is difficult to integrate all the logistics within an organization. 2. There still are practical difficulties in integral logistics. 3. Gradual change in the treatment of the traditional view on logistics costs. 4. The availability of integrated information and control systems is yet another important factor for integration. 5. The stages that describe the transition of logistics from being a low priority to acquiring a strategic function.

V. Work in pairs. Describe the circumstances that helped to work out a concept integrating logistics.

Logistics in practice

International Business Systems

International Business Systems (IBS) is the largest international vendor of software for supply chain management. It is listed on the Stockholm Stock Exchange, but works internationally with more than 5000 customers in 40 countries. It was formed in 1969, and now has 2400 employees working in 90 offices.

IBS offer many software products including a range of fully integrated modules that improve performance of the supply chain. In other words, they provide the information and management controls for looking after 'the flow of goods and information in such a way that you give better customer service and achieve shorter lead times, with less capital tied up, thereby releasing resources for more profitable activities'.

The IBS system has modules based around core activities such as purchasing, distribution, sales, finance, production, and so on. These modules contain many different components for order processing, forecasting, sales analysis, Internet trading, bar coding, warehouse management, bar codes, inventory management, vendor managed inventory, spare part handling, customer supply chain helps organizations to manage relations management, after sales support, project management, and so on.

The aim of IBS is to give a sophisticated system that is comprehensive, but easy to run and use. Concise, well-presented and rapid information about all aspects of the their integrated logistics and 'puts them in control of the supply chain'.

Worked Example 3

In a simple supply chain, each organization holds one week's demand in stock. In other words, each buys enough materials from its suppliers to make its closing stock at the end of the week equal to the demand during the week. Demand for a product has been steady at 100 units a week. One week, demand from final customers is five units higher than usual. Assuming that deliveries are very fast, how does this affect movements in the supply chain?

BENEFITS OF INTEGRATION.

I. Before reading the text check the meaning of the following words and word combinations in the dictionary.

Brewery, joint, a margin of safety, genuine co-operation, due (to), more accurate forecasts, external, be reluctant, trust other members, quarter, sufficient trust, priority, achieve, benefit sb, adversary, get a good deal, lose out, assume, loyalty, objective, long-term interest, specific adjustments.

II. Read the text and do the tasks.

Confederated Bottlers used to deliver bottles from their main plant in Elizabethville to a brewery in Johnston, 115 miles away. The brewery filled the bottles and took them to a distribution centre 20 miles outside Elizabethville. Both companies used their own trucks to deliver products, returning empty. Eventually, they formed a joint transport company that used the same trucks for both deliveries. Not surprisingly, the transport costs almost halved. This example shows one obvious benefit of integration, but there are many others.

Any uncertainty in the supply chain – such as the amplified variation of demand seen in the last example – encourages organizations to hold higher stocks to give themselves a margin of safety. These stocks increase costs and make the chain slow to react to changing conditions (when customers demand new products, all the stocks of old products in the supply chain have to be sold-on before the new ones appear). If you continue thinking along these lines, you find the following benefits from external integration:

- genuine co-operation between all parts of the supply chain, with shared information and resources
- lower costs – due to balanced operations, lower stocks, less expediting, economies of scale, elimination of activities that waste time or do not add value, and so on
- improved performance – due to more accurate forecasts, better planning, higher productivity of resources, rational priorities, and so on improved material flow, with co-ordination giving faster and more reliable movements
- better customer service, with shorter lead times, faster deliveries and more customization
- more flexibility, with organizations reacting faster to changing conditions
- standardized procedures, becoming routine and well-practiced with less duplication of effort, information, planning, and so on
- reliable quality and fewer inspections, with integrated quality management programmes.

Many organizations have moved towards external integration and a survey by P-E Consulting in 1997 found that 57 per cent of companies had some form of integration of their supply chains. More than 90 per cent of companies expected further integration, with a quarter looking for 'fully integrated' systems (although there were clearly different opinions about what this meant).

The benefits of external integration may be clear, but there are many practical difficulties of achieving them. Many organizations simply do not trust other members of the supply chain, and they are reluctant to share information. Even with sufficient trust, there can be problems with different priorities, competition, data exchange, appropriate

systems, skills, security, the complexity of systems, and so on. This raises the obvious question of how to achieve integration?

Normally, a supply chain consists of distinct organizations, each working for their own benefit. So why should they co-operate? Why should one company work to benefit another? The answer is that external integration brings benefits that can be shared among all members of the supply chain.

The first problem with external integration is overcoming the traditional view of organizations as adversaries. When an organization pays money to its suppliers, people assume that one can only benefit at the expense of the other. If the organization gets a good deal, it automatically means that the supplier is losing out: if the supplier makes a good profit, it means that the organization pays too much. This adversarial attitude has major drawbacks. Suppliers set rigid conditions and, as they have no guarantee of repeat business, they see no point in co-operation and try to make as much profit from each sale as possible. At the same time, organizations have no loyalty, and they shop around to get the best deal and remind suppliers of the competition. Each is concerned only with their own objectives and will – when convenient to themselves – change specifications and conditions at short notice. The result is uncertainty about the number and size of orders, constantly changing suppliers and customers, changing products and conditions, different times between orders, no guarantee of repeat orders and changing costs.

To avoid these problems, organizations have to recognize that it is in their own long-term interest to replace conflict by agreement. This often needs a major change of culture. The following table suggests some specific adjustments.

Factor	Conflict view	Co-operation view
Profit	One organization profits at the expense of the other	Both share profits
Relationship	One is dominant	Equal partners
Trust	Little	Considerable
Communication	Limited and formal	Widespread and open
Information	Secretive	Open and shared
Control	Intensive policing	Delegation and empowerment
Quality	Blame for faults	Solving shared problems
Contract	Rigid	Flexible
Focus on	Own operations	Customers

III. Answer the questions.

1. How did the Confederated Bottlers cooperate with a brewery in Johnstown?
2. Whose transport did they use to deliver their products?
3. Why do you think they formed a joint company?
4. What result did their effort bring about?
5. In what cases do companies try to give themselves a margin of safety?
6. What happens if customers demand new products?
7. What benefits can external integration bring?
8. What did the survey carried out by PE Consulting show?
9. What difficulties do organizations have to face on the way to external integration?
10. Why should companies overcome the traditional view of organizations as adversaries? How can they achieve this?

IV. Expand on the following statements from the text.

1. Trying to improve their logistics companies resort to various forms of integration.
2. Uncertainties in the supply chain force companies to build a margin of safety.
3. External cooperation brings benefits to each party.
4. There are many obstacles on the way to external integration.

V. Work in pairs. Describe the benefits of external integration and practical difficulties of achieving them.

*Logistics
in practice*

Perman Frère

Perman Frère is a small manufacturer based in Brussels. It exports most of its products and has a finished goods warehouse near the port of Ostende. Van Rijn is one of its customers, also based in Brussels. It imports most of its materials and has a raw materials warehouse near the port of Rotterdam.

The two companies have traded for many years and in 2001 they started looking for ways of increasing co-operation. It was soon obvious that they could make a number of small adjustments to improve logistics. As an example, some parts were made by Perman Frère in Brussels, sent to their warehouse in Ostende, delivered to van Rijn's warehouse in Rotterdam, and then brought back to Brussels. It was fairly easy to organize deliveries directly between the companies. This gave a much shorter journey across Brussels, reduced transport and handling costs, removed excess stocks, simplified administration, and reduced the lead time from five days to three hours. They also coordinated deliveries to towns in northern France, so that one vehicle could deliver time, but could not find any mechanism for products from both companies.

Both companies benefited from these changes. When they were introduced people in both companies said that they had been aware of the problems for a long overcoming them.

DIFFERENT TYPES OF COOPERATION.

I. Before reading the text check the meaning of the following words and word combinations in the dictionary.

Experience, valuable, agreed package sizes, make joint purchases, commitment, preferred suppliers, be obliged, partnership, informal arrangement, to supply, at a fixed price, impose, rigid conditions, long-term contract, to cover rising costs, neither, guarantee, common, supplier partnering, mutual, sharing of information, senior manager, fair pricing, specialize, quality service, implication, timetable, contribute, compatibility, facilitator, alliance, growing consensus.

II. Read the text and do the tasks.

There are several ways that organizations can co-operate. They can, of course, simply do business together. If an organization has a good experience with a supplier, it will continue to use them and over some period will develop a valuable working relationship. Sometimes the cooperation is more positive, such as small companies making joint purchases to get the same quantity discounts as larger companies; EDI

links to share information; combining loads to reduce transport costs; agreed package sizes to ease material handling, lists of preferred suppliers, and so on. The key point with these informal arrangements is that there is no commitment. This is probably how you shop, as you have favourite shops but are not obliged to use them. Japanese companies take this approach further forming *Keiretsu* – which are groups of organizations that work together without actually forming partnerships.

An informal arrangement has the advantage of being flexible and non-binding. On the other hand, it has the disadvantage that either party can end the co-operation without warning, and at any time that suits them. This is why many organizations prefer a more formal arrangement, with a written contract setting out the obligations of each party. These are common when organizations see themselves as working together for some time. An electricity company, for example, might agree to supply power at a fixed price for the next three years, provided a customer buys some minimum quantity. More formal agreements have the advantage of showing the details of the commitment, so that each side knows exactly what it has to do. On the other hand, they have the disadvantage of losing flexibility and imposing rigid conditions. In 2001, for example, there were power cuts in California when electricity suppliers found that their long-term contracts with customers specified prices that were too low to cover the rising costs of generation.

When an organization and a supplier are working well together, they may both feel that they are getting the best possible results and neither could benefit from trading with other partners. Then they might look for a long-term relationship that will guarantee that their mutual benefits continue. This is the basis of a strategic alliance or partnership.

The supplier knows that it has repeat business for a long time, and can invest in improvements to products and operations; the organization knows that it has guaranteed - and continually improving – supplies. These arrangements are now common, and you often hear statements like 'Abbey National treats its suppliers as partners'. L.M. Ellram and D.R. Krause prefer the term 'supplier partnering' and give the following definition.

Supplier partnering is 'an ongoing relationship between firms, which involves a commitment over an extended time period, and a mutual sharing of information and the risks and rewards of the relationship.'

The following list gives the main features of alliances:

- organizations working closely together at all levels
- senior managers and everyone in the organizations supporting the alliance
- shared business culture, goals and objectives
- openness and mutual trust
- long-term commitment shared information, expertise, planning and systems
- flexibility and willingness to solve shared problems
- continuous improvements in all aspects of operations
- joint development of products and processes
- guaranteed reliable and high quality goods and services
- agreement on costs and profits to give fair and competitive pricing
- increasing business between partners.

Partnerships can lead to changes in operations. For example, the stability of a partnership might encourage suppliers to specialize in one type of product. They give such a commitment to the alliance that they reduce their product range, make these as efficiently as possible, and concentrate on giving a small number of customers a very high quality service. They share information with customers without the threat that this

will be used to get some form of trading advantage. At the same time, customers reduce their number of suppliers, as they no longer need to look around to get the best deals. Japanese companies were among the first to develop strategic alliances, and at the time when Toyota had formed partnerships with its 250 suppliers, General Motors was still working separately with 4000 suppliers.

It can be difficult to form a successful partnership. A useful starting point is to analyze current operations and future plans to see if alliances would be useful. A company cannot really expect any benefits from an alliance if it only buys a few materials, or is changing its manufacturing base, or is sensitive about confidentiality, or cannot find reliable suppliers. Most organizations, however, can see potential benefits, and they should start looking at possible arrangements. Typically they form a project team to identify potential partners, define objectives, set timetables, list resource implications, negotiate terms, and so on. When this project team makes its initial report, potential partners can be approached and negotiations begin. The following example shows how one company set about this.

Of course, forming a partnership is only the first step, and it still needs a lot of effort to make it a success. Some factors that contribute to a successful partnership include a high level of achieved service, real cost savings, a growing amount of business, compatibility of cultures, and so on. J. Rowley gave a more general list of key factors as management commitment, a contract specifying costs and responsibilities, agreed performance indicators, agreed objectives, shared culture and joint information systems. Lambert summarized these as:

- ☐ *drivers*, which are the compelling reasons for forming partnerships, such as cost reduction, better customer service, or security;

- ☐ *facilitators*, which are the supportive corporate factors that encourage partnerships, such as compatibility of operations, similar management styles, common aims, and so on;

- ☐ *components*, which are the joint activities and operations used to build and sustain the relationship, such as communication channels, joint planning, shared risk and rewards, investment, and so on.

Alliances are certainly not the best answer in every circumstance. Some purchases are so small, or materials are so cheap, that the effort needed for an alliance is not worthwhile; sometimes managers do not want to lose control or share information; sometimes an organization may not be able to find a partner willing to make the necessary commitment; organizational structures or cultures may be too different; it may be impossible to reach the necessary level of trust; there may be nobody with the necessary skills and enthusiasm, and so on. Several years after starting its supplier partnership initiative, Petro-Canada still bought 20-40% of materials through traditional supplier-customer relationships.

However, it is clear that alliances are becoming increasingly popular. As Ewer says, we have 'the powerful combination of improved technology which can enable better partnering, a growing consensus that partnering enabled by e-B2B is essential, and a growing public profile for partnering issues in general'.

III. Answer the questions.

1. In what ways can companies cooperate? 2. Under what conditions can this cooperation bring better results? 3. What is the key point in this kind of informal arrangements? 4. How do Japanese companies use this approach? 5. What is the drawback of such informal arrangement? 6. What are the measures to make this

arrangement more formal? 7. What is the basis for making a strategic alliance or partnership? 8. How is supplier partnering defined? 9. What are the main characteristics of alliances?

IV. Expand on the following statements from the text.

1. There are several ways for companies to cooperate. 2. No commitment is the main point of informal arrangements. 3. Disadvantages of informal arrangement. 4. A long-term relationship can be basis for making a strategic alliance. 5. Partnerships can lead to changes in operations. 6. It often involves certain difficulties to form a successful partnership. 7. Forming a partnership is the first step in strengthening cooperation between companies.

V. Work in pairs. Describe different ways in which organizations can successfully cooperate.

Logistics in practice

Petro-Canada

Petro-Canada (PC) is the largest oil company in Canada, with 4500 employees and over \$6 billion in sales. It owns 750 million barrels of proved reserves, but its main income comes from 1700 retail petrol stations. The Canadian government originally founded PC to compete with major international companies, and it still owns 18% of the shares.

In the 1990s PC started to form strategic alliances with its major suppliers. It was looking for ways of reducing costs, and supplier partnerships were a clear option for a company that spent over \$2 billion a year on materials other than oil.

To find the best way of forming strategic alliances, PC benchmarked other companies who reported a history of successful partnerships, including Motorola and Dow Chemicals. In practice, growing pressure to improve performance meant that PC had to get results quickly, and they developed their own approach. This had targets of reducing costs by 15% in a first phase, and eventually by 25%.

PC quickly realized that without guaranteed product quality it could make no further progress, so it consolidated its use of total quality management. This included Deming's '14 principles' which advise organizations not to buy products on the basis of cost alone, but to include a range of factors such as quality, reliability, timing, features, trust, and so on.

Now it had done the preparation, PC could start talking to prospective partners. It chose these from companies that it currently did most business with, and those whose products were critical. There were already long-standing, informal relationships with many of these, and PC extended them to create more formal alliances. Important considerations were that the suppliers were committed to high quality, emphasized customer satisfaction, and had the potential to become 'the best of the best'.

This gave PC its likely partners, and the next stage was to form joint development teams, including representatives from the purchasing and user departments. Because of the time pressure, this team looked for quick improvements. Their aim was to get the initiative moving, get some quick returns, generate enthusiasm for the ideas, and then move the partnership forward over the longer term.

We can summarize PC's approach to developing partnerships in the following stages:

1. prepare the organization for alliances with research, training, systems and practices
2. assess the risk and benefits of partnerships, setting aims and targets
3. benchmark other partnership arrangements
4. select qualified suppliers
5. form joint teams to manage the initiative and move it forward
6. confirm the partnership's principles, commitments, relationships and obligations
7. formalize the terms and conditions
8. continue training and improving.

VERTICAL INTEGRATION

I. Before reading the text check the meaning of the following words and word combinations in the dictionary.

Go beyond partnership, own, minority share, joint venture, thinly, steel mill, canner, backward, desirable, necessarily, bake.

II. Read the text and do the tasks.

If an organization wants to go beyond partnerships, it has to own more of the supply chain. One common arrangement has an organization taking a minority share in another company. This gives it some say in their operations, but it does not necessarily control them. A manufacturer, for example, might take a minority share in a wholesaler, to get some influence in the way that its products are distributed.

Another option is for two organizations to start a joint venture, where they both put up funds to start a third company with shared ownership. A manufacturer and supplier might together form a transport company for moving materials between the two.

The most common arrangement has one organization simply buying other organizations in the supply chain. This increases its level of vertical integration.

Vertical integration describes the amount of a supply chain that is owned by one organization.

If an organization buys materials from outside suppliers and sells products to external customers, it does not own much of the supply chain and has little vertical integration. If the organization owns initial suppliers, does most of the value adding operations, and distributes products through to final customers, it owns a lot of the supply chain and is highly vertically integrated. If the organization owns a lot of the supply side it has backward or upstream integration; if it owns a lot of the distribution network it has downstream or forward integration.

In some circumstances vertical integration is the best way of getting different parts of the supply chain to work together. Ford of America, for example, has at different times owned everything from steel mills through to distributor networks and repair shops. More often, widespread vertical integration would be very expensive, leading to huge organizations that spread their resources too thinly, needing specialized skills and experience that one organization does not have, reducing flexibility to respond to changing conditions, and so on. So vertical integration is not necessarily desirable, and it is usually impossible for even the biggest organization to own much of their supply

chains. Heinz, for example, cannot buy all the farmers, processors, steel mills, canners, wholesalers, retailers and other organizations in the supply chain for their baked beans.

III. Answer the questions.

1. What should companies do if they want to go beyond partnerships? 2. What are the rights of an organization which has a minority share in another company? 3. What rights do companies enjoy if they set up a joint venture? 4. What is the most common arrangement of solving the problem of vertical integration? 5. What is vertical integration? 6. In what case does a company own a lot of the supply chain and is highly vertically integrated? 7. Is vertical integration in many cases the best way of making the supply chain parts work together? 8. What makes widespread vertical integration very expensive?

IV. Expand on the following statements from the text.

1. Vertical integration is one of the ways to go beyond partnerships. 2. Starting a joint venture is yet another option on this path. 3. Vertical integration means the amount of a supply chain which an organization owns. 4. Vertical integration helps bring different supply chain parts together. 5. Widespread vertical integration is quite expensive.

V. Work in pairs. Describe the peculiarities of vertical integration.

Logistics in practice

GZ Rexam

In 1996 Rexam Pharmaceutical Packaging and Grafica Zannini formed a joint venture called GZ Rexam. Its primary aim is to supply packaging to the pharmaceutical industry in Europe. This is an important area, as over 50% of pharmaceutical companies' product recalls are caused by faults in printed material, and each recall costs several million pounds.

GZ Rexam looks for the benefits of partnerships with its customers. John Stevenson, the Sales and Marketing Director, says, 'The days of the conventional supply chain where everyone existed as an independent entity ... are no longer'. He quotes three reasons for partnerships:

- Lower costs – due to better co-ordination, elimination of duplicated effort, less bureaucracy, quantity discounts, and economies of scale. GZ Rexam estimates that it can save up to 60% of packaging costs through partnerships.

- Shorter lead-times – from improved coordination, procedures and administration. With Eli Lilly they reduced lead times from six to two weeks, with just-in-time deliveries for specific orders.

- Higher quality – with uniform standards, collaboration in quality initiatives, less reliance on inspections and a commitment to long-term improvements.

Once the objectives of a partnership have been agreed, the two key factors for success at GZ Rexam are commitment to the long-term success of the partnership and good communication between everyone concerned.

*Case
study*

Friedland Timbers asa

Johann Klassen is the Managing Director of Friedland Timbers asa. which makes specialized wood products for the construction industry. He has recently been worried by late deliveries to some important customers. The industry is very competitive, and Johann knows that customers will go to other suppliers if he cannot guarantee deliveries. The marketing manager is particularly upset because he has worked with these customers for a long time, and promised deliveries that were not made.

Johann asked the production manager for an explanation. She told him that 'Our own suppliers were late in delivering certain types of wood. This shortage of a key raw material disrupted our production plans. We cannot be blamed for this. If anyone in the company is to blame, it is the warehouse manager who does not keep enough stocks of raw materials to cover for late deliveries.'

Johann then went to the warehouse manager to see what was happening. 'There can't be anything wrong here', he was told. 'Stocks have been climbing for the past year, and last month they were at an all time high. In part, this is a deliberate decision, as I want to improve service levels to production. In part, though, stocks seem to have just drifted upwards. Now we have high stocks of most items, but there are still occasional shortages. These high stocks are causing me problems with space, and are stretching my budget. I think that the blame lies in purchasing, who do not order the amounts that we request.'

Johann saw that some stocks were drifting upwards because purchasing were buying large quantities of some materials. At the same time, they were delaying some purchases, and this produced the shortages. The purchasing manager explained to Johann, 'Let me remind you that eight months ago you instructed me to reduce materials costs. I am doing this by taking advantage of the discounts given by suppliers for larger orders. Often I order more than requested under the assumption that we will need the material at some stage, so I get a discount and the material is already in stock when we need it. Sometimes keeping things in stock would take too much space or be too expensive, so then I might delay an order until I can combine it with others to get bigger discounts.'

Johann thought that he was near the source of his problems, and might ask for the purchasing policies to be reviewed. Then he talked to the transport manager who was not so sure. 'It is much more efficient for me to bring larger quantities into the company', he said. 'If you reduce the average order size, the transport costs will rise. Our budget is already being squeezed, as we have to pay for expensive express deliveries of materials that production classify as urgent. If you lower the order size, there will be more shortages, more express deliveries and even higher costs.'

Johann talked to some major suppliers to see if they could somehow improve the flow of materials into the company. Unhappily, while he was talking to one company, they raised the question of late payments. This was contrary to Friedland's stated policy of immediate payment of invoices, so he asked the accounting section for an explanation. He was given the unwelcome news that 'The company's inventory and transport costs are so high that we are short of cash. We are delaying payments to improve our cash flow. As it is, we had to use a bank overdraft to pay suppliers for last month.'

Later that day Johann found that the late customer deliveries which had started his investigation, were actually caused by poor sales forecasts by the marketing department.

They had seriously underestimated demand, and planned production was too low. All the employees at FT were doing their best, but things seemed to be going wrong.

Answer the questions.

1. Why do all the logistics costs seem to be rising at the same time? 2. What do you think are the basic problems in Friedland? 3. What would you recommend Johann do?

Project

Supply Partnerships

Find a particular product whose supply chain is easy to study, such as petrol, a telephone service, cars, a restaurant chain, or a computer game. Discuss the amount of integration in the supply chain. What alternatives are there for integration? See if different organizations making similar products have the same approach, and explain any differences. Say why the existing patterns of logistics have developed, and discuss the benefits of this level of integration.

POINTS FOR DISCUSSION

1. What do you think are the main factors that encourage logistics to change? How is it responding to these pressures? What changes do you think there will be in the next decade?

2. When logistics is divided into separate functions, each is likely to have its own objectives. Is this necessarily a bad thing, or can there be positive benefits?

3. An integrated supply chain is a convenient notion, but it does not reflect real operations. An organization is only really concerned with its own customers and suppliers, and does not have time to consider other organizations further along the chain. Do you think that this is true?

4. When M. Christopher says that 'supply chains compete, not companies' what exactly does he mean?

5. H. Decker and A. van Goor say that integration in the supply chain can be at the level of:

- ☐ Physical movement ☐ Shared information ☐ Integrated control
- ☐ Integrated infrastructure.

What do they mean by this?

GRAMMAR EXERCISES

Non-Finite Forms

Infinitive

Ex. 1. Insert the infinitive with the particle to before it where necessary.

1. She began (to talk) of Moscow.
2. I don't want them (to think) you in the wrong.
3. It was a command from her mother, and there was nothing for her (to do) but (to obey) it.
4. You must (to take) care not (to offend) her.
5. I'd rather not (to go) home that way.
6. 'I think we'd better (to go) and (to get) dry,' he said.
7. I stood by the door and watched him (to take) the drinks over to Wells. 'Do you want (to write)?' – 'Of course.' – Then why not (to write) it?'
9. It heartened Mary (to hear) him (to speak) so lightly.
10. How dare you (to interfere) with my private concerns? No, don't speak. Don't try

(to excuse) yourself. 11. Liza felt herself (to grow) red to the tips of her toes. 12. I had not seen Jimmie (to lose) his temper before. 13. Mrs Carey rose (to help) her (to lay) the cloth. 14. Why not (to make) him a doctor like his father? 15. He would never cease (to regret) his lost opportunities. 16. I want (to begin) (to earn) my corn. 17. I used (to spend) a lot of time in Robison's rooms. 18. He never let himself (to be) angry.

Ex. 2. Use the required form of the infinitive in brackets. Insert the particle to where necessary.

1. I want (to go) to the East. 2. That was the last thing she expected (to hear) him (to say). 3. At that hour she was unaccustomed (to disturb) by anyone. 4. She could not let herself (to cry). 5. He wished (to make) the most of his opportunity. 6. He seemed (to think) over what he wanted (to say). 7. I watched the shore (to come) close, then (to swing) away, then (to come) closer. 8. He wants (to congratulate) you in person. 9. 'As soon as Joe gets here,' Mel instructed, 'I want (to notify) whenever I am.' 10. The question is, what had I better (to do) with this house? 11. Wrap up my lunch, child. I must (to go) now. 12. He doesn't like (to keep) waiting. 13. I don't like (to see) men (to cry). 14. I hate (to leave) our fine house. 15. They do nothing but (to talk) about it all day long. 16. There was nothing (to do) but (to knit) all day long. 17. His face showed his grief and how upset he was, and his eyes seemed (to ask) for consolation. 18. He had felt that they should (to bring) up by their mother. 19. But he dared not (to ask) what was in her mind. 20. He felt that her friends ought (to choose) for her. 21. 'We're just going in,' he said to Bosinney. 'You'd better (to come) back to dinner with us.' 22. The street and the house were quiet, but from St Charles Avenue and beyond could (to hear) distant sounds of the awakening city. 23. I have never heard anyone but them (to do) so.

Ex. 3. Use the required form of the infinitive in brackets. Insert the particle to where necessary.

1. I decided (to make) a fuss, and went (to look) for Robinson. 2. We walked to the door and I saw her (to go) in and down the hall. I liked (to watch) her (to move). 3. Let's (to go) and (to find) him, he's sure (to be) in front of his picture. 4. It's very interesting (to hear) you (to say) that. 5. Some important decisions must (to make) soon. 6. You must (to do) something heroic at that time. 7. I think he must (to suffer) from injury now. 8. You must (to dream) of it long. 9. She liked, passionately (to like), (to think) worthy of confidence. 10. Let me (to hold) the baby, Scarlett. Oh, I know how (to hold) babies. 11. She noticed that he seemed (to look) at the sideboard and with her engaging smile leaned forward. 12. Do you want (to make) something (to happen)? 13. But there is something else (to do). 14. I have not done much for you. You might (to ask) much more at that time. 15. 'If you've got nothing to say,' I said, 'why (to try) (to say) it? Why not (to have) a little rest?' 16. There was one announcement (to make).

Ex. 4. Complete the sentences choosing a suitable infinitive phrase from the following list:

when to come, how to phrase, how to keep, how to handle, what to do, which to choose, where to put, whether to stay here or go back, where to go, what to say

1. He asked his mother ... back. 2. We know ... snow and ice; we live with it. 3. There were a lot of books on the shelves. We did not know 4. We were not sure 5. Show me please 6. I did not know ... the baby warm. 7. She did not Her head swam and she was afraid she was going to faint. 8. I was helping her to put away the clean linen. She was telling me ... it. 9. He did not know ... his faith in her. 10. I'm so bewildered, I don't know

Ex. 5. Paraphrase the following sentences using the complex subject with the infinitive.

a) 1. He marched into the hall. She heard him lift the receiver and give the number. 2. He did not expect her to write often, for he knew that the letter-writing came difficult to her. 3. He saw those three return together from the other room and pass back along the far side of the screen. 4. 'Oh, I didn't hear you come in.' – 'I came to see if I could be of any help to you,' said Race. 5. A voice on the stairs behind made us all start. 6. He made the boy take off his boot and stocking.

b) 1. It seemed that her dinner party went on too long to her, as it did to you. 2. It seemed that she sensed the purpose of his question. 3. It seemed that he did not notice that I was in outdoor clothes. 4. 'It seems that you know a lot of Robinson,' Tom Wells observed. 5. It was so wonderful to see old George. It seems he needs a friend.

c) 1. It appeared that George was talking to Mr Smiss persuasively. 2. 'I don't think you should blame yourself.' It appeared that the man had not heard. He went on as if in a daze. 3. When she passed by it appeared that they looked at her attentively. 4. It appeared that they were coming down when I left the room. 5. It appeared that he did not see at all why he should explain his disappearance.

d) 1. It was likely that he had hidden my journal under his mattress. 2. It was unlikely that she would come across him by accident. 3. It is quite likely that a motor containing two boys has been noticed. 4. It is unlikely that he will come and see us soon. 5. I think, it is likely Peter will make that mistake.

e) 1. It is believed that John has arrived in London. 2. It is known that Jack is good at painting. 3. It is reported that the spaceship has landed successfully. 4. It is believed he is clever. 5. They say that he is the best teacher at our school.

f) 1. It happened that his father came. It was raining and he had not been able to play golf, and he and Walter Fane had a long chat. 2. It happened that everybody had taken the problem seriously. 3. It happened that I saw them at the theatre. 4. It happened that I mentioned your brother's name. 5. It happened that I knew Eliza's brother well.

Ex. 6. Paraphrase the following using complex objects with the infinitive.

1. He heard how one of the other girls in the shop addressed Jane. 2. He felt that the eyes of his fellow-students rested on him. 3. He saw that the door of the sitting-room opened and her mother entered. 4. What I want is that your uncle shouldn't be left alone. 5. She smiled when she heard how he locked the door loudly. 6. What she wanted was that he would come and see her. 7. Jack watched how Eliza left, then he walked slowly down the hall to his father's room. 8. I've never heard him how he spoke of his life in Canada.

Gerund

Ex. 1. Use the indefinite gerund of the verb in brackets in the active or passive voice.

1. He looked forward to (to meet) his parents. 2. You can't be afraid of (to hurt) unless you've been hurt. 3. He took his time about (to answer). 4. Robinson could not live in the caves. They aren't for (to live). They're for (to go) through. 5. But in fear of (to recognize) she lowered her gaze. 6. So I see. You're good at (to make) yourself at home. 7. Jack would have gone to his bedroom without (to see). 8. My sister would never leave without (to see) me. 9. Jennie sat them up to their dinner, and Jeff presently stopped (to cry). 10. She couldn't help (to like) the look in his brown eyes. 11. He had got out of the habit of (to ask) questions by demonstrators. 12. I've always liked (to take) risks. 13. I seem to remember (to tell) not to grumble by someone. 14. She had not even got round to (to ask) for anything yet, because she was too busy to tell him about

her grandmother. 15. At his departure Rose had continued to weep, largely through fury at (to leave) alone with Nurse Williams.

Ex. 2. Use the gerund from the following list as:

a) subject

continuing, going, riding, keeping, finding

1. Robinson thought at the time that ... a journal would be an occupation for my mind. 2. My brother always said that ... is the best exercise. 3. I'm afraid it's no use ... this discussion. 4. It's no use ... over old ground. 5. ... him there surprised me greatly.

b) direct object

sitting, opening, hearing, being, doing

1. I remember ... her complain to Joe. 2. The box was stoutly made and resisted 3. I intend ... it tomorrow. 4. Would you mind ... over here? 5. Now I had resolved, if possible, to avoid ... alone with any of these men, these strangers.

c) prepositional object

shaking, stopping, calling, getting, drinking, missing, dealing, being, saying, twisting

1. She was afraid of ... Miller in the crowd. 2. He was fond of ... : 'The superstition of today is the essence of yesterday.' 3. Thank you for 4. On the way home Sally insisted on ... in front of our college. 5. I assure you I am quite capable of ... with the matter. 6. After that, of course, I had difficulty in ... off Tom Wells. 7. I am sick and tired of ... tea without milk. 8. Surely that prevents the day from ... ordinary. 9. They were certainly clever at ... one's remarks.

d) attribute

eating, coming, getting, reading, going, greeting, discussing

1. The surgery opened at five-thirty, and I made a point of ... along there quite promptly. 2. The only way of ... to the dance was on our bicycles. 3. They talked and laughed and shouted, and there was the clatter of knives and forks, and strange sounds of 4. Philip had few friends. His habit of ... isolated him. 5. He could not bear the thought of ... his situation. 6. There were cries of ... from a dozen voices and they moved toward her. 7. Philip could never tell lies without embarrassment, and he was scarlet when he finished his explanation for not

e) adverbial modifier of time

hearing, answering, leaving, passing, looking, reading, racing

1. She looked at the paper, after ... out this question. 2. Before ... , the little old lady grasped his arm. 3. He spent those nights after ... at his mother's house in Green Street. 4. He found an endless excitement in ... at their faces and ... them speak. 5. Tom considered before 6. She seemed excited on ... this. 7. Poirot had looked up at the staircase in ... , and shook his head in a dissatisfied manner.

f) adverbial modifier of manner, attending circumstances or cause

*noticing, having, disguising, bringing, answering,
working, coughing, laughing, breaking*

1. Cindy glanced up, then away, without 2. Lize was able to make her own living by ... at a factory. 3. Eventually Selvyn couldn't laugh for ... , and again, he couldn't cough for 4. Can't we even laugh properly without ... trouble? 5. Was he trying to escape by ... himself? 6. Major Pennyman went on without ... her interruption. 7. We might be fined for ... the Press along, George. 8. You might ruin all my life by ... your promise.

g) part of a compound verbal predicate

pacing, shaking, saying, looking, reproducing, eating, chatting, knitting

1. Teddy Lloyd continued ... Jean Brodie in his paintings. 2. He began ... the words aloud to himself. 3. They went on ... their dinner. 4. The old man stopped ... her fist

and stick. 5. Sandy kept ... ahead, Mary tried to keep up with her. 6. Anson Harris had ceased ... out and was flying on instruments alone. 7. Two weeks old this child was, and the lady had just finished ... her a pram-cover in stripes of white and blue. 8. The twins started ... about their school life.

Ex. 3. Change the construction of the sentences using the gerund.

1. She bowed her head but she did not speak. 2. I like when I do everything myself. 3. Philip was tired because he talked too much. 4. She insisted that she should be called Joyce Emily. 5. Within less than a minute, after she apologized to her guest, she was in the express lift to the main floor. 6. When he returned she went immediately into the dining-room. 7. I don't remember that I met him in London. 8. Little Jane liked when she was clean. 9. After he examined the patient he said it was simply a case of nerve strain. 10. I'm so tired because I sit at home. 11. I am still a little afraid to be late. 12. I like to get hold of nice things. 13. The younger man hesitated before he answered. 14. When he entered the room, he addressed Alec Warner without preliminaries. 15. I suggested that I should visit the Smiths. 16. She glanced round the comfortable consulting room before she answered. 17. He went on and did not pay any attention to her interruption. 18. He barely skimmed through his next letter before he handed it over to Raymond. 19. She stepped back and did not say a word. 20. After he left his friends at the university he bought copies of the early editions of the post. 21. Tom realized that he had seen Jane before but he did not recognize her. 22. When he realized this his first thought was to leave the vicinity of the house as quickly as possible.

Ex. 4. Complete the sentences using the gerundial complexes from the following list:

your thinking, her talking, my bringing, our waiting, his being taken, my not sitting, our keeping, your being left alone, your hearing

1. 'You do not mind ... Graham,' said Daniel. 'I find it best to keep him under my eye.' 2. It is true she had prevented ... to a mental home for treatment. 3. I like the idea ... of other projects. 4. Some people, it seems, don't like ... to the rules. 5. But that doesn't excuse ... to Mrs Leidner as though Mrs Leidner were her great aunt. I could see that Robinson was making an effort to form some communal for the period of ... on the island. 7. 'You don't mind ... at one of your tables this afternoon?' he asked once, when he was walking to the station with her. 8. There must be something wrong with ... , Godfrey. 9. I should have thought that ... alone has given you a lot of opportunities.

Ex. 5. Use the required form of the gerund and insert prepositions where necessary.

1. Good-bye, and thank you ever so much ... (to come) with me. 2. She was afraid... (to go) on public transport. 3. She began to have frightful pains all over her, and she held her breath to prevent herself ... (to cry) out and (to wake) her mother. 4. This was Daphne's only chance ... (to tell) them of her college life. 5. She had the local habit ... (to place) the word 'eh' at the end of her remarks, questions and answers alike. 6. I was aware ... (to plunge) into a network of fresh difficulties. 7. His mother would not like the idea ... (to eat) fruit unwashed. 8. 'It seems to me an awfully selfish way ... (to look) at things,' said Philip. 9. 'I don't see the use ... (to read) the same thing over and over again,' said Philip. 10. Sandy could not remember ... (to ask) about it. 11. I had not asked for advice, I was quite capable ... (to advise) myself. 12. That's no reason ... (to give) up. 13. It would be better to wait for him on the terrace where she was fond ... (to sit) toward evening (to enjoy) the view of which she was never tired. 14. Dad would not dream ... (to say) such a thing to anyone. 15. Mrs Brodie was greatly taken aback and

suffered greatly from a sense ... (to betray). 16. He was looking forward ... (to take) the tickets. 17. Are you thinking, Sandy, ... (to do) a day's washing? 18. And then a minute or two afterwards someone else entered the room and expressed his surprise ... (to find) Griffiths there. 19. She was on the point ... (to obtain) permission to go for walks alone. 20. Jane, your nose wants ... (to blow). 21. 'That child needs ... (to take) care of,' said Eliza. 22. He felt that life was worth ... (to take) care of. 23. The night seemed very long. He shivered. He was ashamed ... (to sleep) on the Embankment. 24. They were busy ... (to find) some food. 25. Did he suspect her ... (to see) him enter the room? 26. Thank you ... (to give) me this book. 27. His heart sank at the thought ... (to go) out into the bleak darkness. 28. These girls did not say anything to the others ... (to paint) by the art master. 29. 'I'm not very good ... (to guess),' I said, with a laugh. 30. Ann was such a friendly, pretty child, few people could resist ... (to talk) to her. 31. The baby was round and very red, with dark curly hair. 'Fancy her ... (to have) hair. I thought they were born bald,' said Raymond. 32. I don't like ... (to wear) a black tie to movies. I enjoy ... (to see) my movies when I eat popcorn. 33. But I can't tell you how grateful I am to you ... (to listen) to me. I had to talk about it and it was so kind of you to listen.

Participle I

Ex. 1. Use the appropriate form of participle I of the verb in brackets.

1. Poirot and I behaved in the customary fashion of people (to show) over the houses. 2. I felt a bitter envy towards the two small boys (to walk) along the path. 3. (To greet) her, he turned the key in the only door with a certain skill. 4. (To have) tea she went early to Victoria Station. 5. There was a noise of curtain-rings (to run) back along the rods, of water (to splash) in the basins. 6. She had a pale face and dark hair (to turn) grey. 7. (To pick) up his coat, he walked on into the field. 8. The dog Balthasar, (to walk) round the three small flower-beds, had also taken a seat in front of old Jolyon. 9. He and Soames stood in the drawing-room (to wait). 10. Not for one moment did he show surprise at the wedding gift (to present) to him personally. 11. (To dry) his hands, Tom came across from the washstand. 12. The major was at the telephone (to sit) on a box. 13. She had a hand on his shoulders and was including herself in the pictures (to take). 14. He crossed the room to the long buffet (to stand) beside the girl he picked up a sandwich. Then, (to turn) and (to speak) nervously and with an effort he said, 'I say, do you mind if I speak to you?' 15. (To think) this, with some comfort, she fell asleep. 16. (To see) Fleur and his grandson off to the sea that morning, he felt flat. 17. Miss Lindey, (to see) Rose, smiled. 18. Miss Swiss poured out another cup of tea for herself, and (to taste) it, plunged into further confidences. 19. (To walk) alongside, Dan inclined his head towards the building they had left. 20. (To jump) down from the stairs, he went over to the driver. 21. (To lift) the telephone, Peter asked for the director.

Ex. 2. Use the infinitive or participle I of the verb in brackets.

1. He watched McNeil (to cross) the room and (to go) out of the door. 2. She saw his teeth (to gleam) in what must be a smile. 3. 'Some stairs here,' said Calvin. Hunter saw him (to vanish) down a twist of two stairs. 4. He lifted his head quickly and saw Annette (to stand) just outside the drawing-room windows. 5. This phrase made Jane (to sigh) deeply as she poured out the coffee. 6. The noise in the entrance hall continued, and more vehicles could be heard (to arrive) at the door. 7. 'Hold the print with these tongs,' said Calvin, 'and move it in the solution as I told you. Soon you'll see the picture (to appear). It's like magic. I never get tired of seeing the picture (to come). 8. As Rosa watched Jan (to disappear) round the corner fifty yards away down the workroom, she

smiled violently to see his face. 9. Calvin departed laughing, and could be heard (to laugh) and (to sneeze) all the way down the stairs. 10. Looking toward the door, he saw Lucy (to come) in. 11. He walked through the drawing-room into the garden. In the last light he saw the flowers (to close) up.

Ex. 3. Point out the complex object with the participle. Translate the sentences into Russian.

1. I heard him moving about, and presently he was back with some hot soup. 2. When Mary opened her eyes she saw Nina standing by her side. 3. Simon shortly found her having coffee in the sitting-room. 4. She felt her cheeks blushing a little. 5. I noticed Tom Wells standing in the shadow of the mountain. 6. She liked to watch him doing things, digging, planting, trimming.

1.7 MY NATIVE CITY BREST

BREST: REGIONAL CITY

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

1) Why is Brest so popular among tourists today? How is this fact connected with the geographical position?

2) 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.

advantageous	ancient	highway	to annex
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merchant	facilitate	qualitative	cooperation
foodstuff	innovative	valid	enterprise

- 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 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 follows. 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, indoorswimming pools and outdoorsports 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 perspective 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.

1. международная автомагистраль
2. пункт пересечения границы
3. выгодное расположение
4. право автономного управления
5. независимая страна
6. промышленные предприятия
7. качественные экономические преобразования
8. перспективные инвестиционные проекты
9. выгодное географическое положение
10. 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.

autonomous	implementation	enterprises	investment
advantageous	highway	basis	public health
activities	high education	consulates	transformations

- 1) Brest is situated on the main Berlin-Moscow railway line and international _____.
- 2) Berestyie 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. 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?

IX. 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, 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.

1.8. 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 climatic 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. Belorussian`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 | простираяться |
| 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 bordering 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'mɪdɪti] – влажность
5. coniferous [kəu'nɪfərəs] – хвойный
6. rare [rɛə] – редкий
7. peat [pi:t] – торф
8. gravel ['grævəl] – гравий
9. clay [kleɪ] – глина
10. survey [sə'veɪ] – обследование
11. recent ['ri:snt] – недавний
12. contribute [kən'trɪbjʊt] – способствовать

13. output [ˈaʊtput] – продукция
14. account [əˈkaʊnt] – составлять
15. crop [krɒp] – с/х культура
16. barley [ˈbɑːli] – ячмень
17. rye [raɪ] – рожь
18. flax [flæks] – лён
19. livestock [ˈlaɪvstɒk] – домашний скот
20. expenditure [ɪksˈpendɪtʃə] – расход
21. conduct [kənˈdʌkt] – вести
22. connect [kəˈnekt] – связывать
23. serve [sɜːv] – служить
24. create [kriˈeɪt] – создавать
25. legislature [ˈledʒɪsleɪtʃə] – законодательная власть
26. judicial [dʒuˈdɪʃəl] – судебный
27. protect [prəˈtekt] – защищать
28. enormous [ɪˈnɔːməs] – громадный
29. devastation [devəʊsˈteɪʃən] – опустошение
30. rapid [ˈræpɪd] – быстрый
31. ancient [ˈeɪnfənt] – старинный, древний

II. Read the text.

THE REPUBLIC I LIVE IN

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 into 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

2. Connect – promote – state – join

3. Serve – receive – work for – cover

4. Rapid – rely – quick – quality

5. Notably – nearly – remarkably – domestic

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 Terne, 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.

<i>supermarket currency imports output expenditure inflation exports crop workforce meadow partner soil farmland industry pasture livestock security upland</i>

- 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

1.9 WAREHOUSING:

NATURE AND IMPORTANCE OF WAREHOUSING.

I. Before reading the text check the meaning of the following words and word combinations in the dictionary.

Warehousing, facility, garage, customer service, facet, requirement, inventory, allocation, consistent, consolidation, performance, phase, although, dispose, fluctuation, commensurate, multiple, shipment, breakbulk, short haul, long haul.

II. Read the text and do the tasks.

Warehousing is an integral part of every logistics system. There are an estimated 750,000 warehouse facilities worldwide, including state-of-the-art, professionally managed warehouses, as well as company stockrooms, garages, self-store facilities, and even garden sheds. Warehousing plays a vital role in providing a desired level of customer service at the lowest possible total cost. Warehousing activity is an important link between the producer and the customer. Over the years, warehousing has developed from a relatively minor facet of a firm's logistics system to one of its most important functions.

We can define warehousing as that part of a firm's logistics system that stores products (raw materials, parts, goods-in-process, finished goods) at and between point of origin and point of consumption, and provides information to management on the status, condition, and disposition of items being stored. The term distribution center (DC) is sometimes used, but the terms are not identical. Warehouse is the more generic term.

Warehouses store all products, DCs hold minimum inventories and predominantly high-demand items. Warehouses handle most products in four cycles [receive, store, ship, and pick], DCs handle most products in two: receive and ship. Warehouses perform a minimum of value-added activity. DCs perform a high percentage of value adding, including possible final assembly. Warehouses collect data in batches, DCs collect data in real-time. Warehouses focus on minimizing the operating cost to meet shipping requirements, DCs focus on maximizing the profit impact of meeting customer delivery requirements.

With an increasing interest in improving inventory turns and reducing time to market, the role of distribution increasingly focuses on filling orders rapidly and efficiently.

Effective warehouse management involves a thorough understanding of the functions of warehousing, the merits of public versus private warehousing, and the financial and service aspects of warehousing decisions. Managers need knowledge of the methods that can improve warehousing performance and a strategy for locating warehousing facilities at optimal locations.

Warehousing decisions may be strategic or operational. *Strategic* decisions deal with the allocation of logistics resources over an extended time in a manner consistent and supportive of overall enterprise policies and objectives. They can take either long-range or project-type forms.

An example of a long-range strategic decision is the choice of a logistics system design. A project-type decision might deal with consolidation of branch warehouses into a regional distribution center. Other examples of typical strategic questions include the following:

Should warehousing be owned, leased, rented, or some combination of these? Should the warehousing functions be "spun off"; that is, contracted out to a third-party provider? Should the company install new materials handling equipment or continue to hire more labor?

Operational decisions are used to manage or control logistics performance. Typically, these decisions are routine in nature and involve time spans of one year or less. They relate to the coordination and performance of the logistics system. For example, a warehouse manager would be concerned with how to best utilize labor in the shipping department. Due to the short time horizon involved, these decisions have more certainty than strategic decisions.

Warehousing has traditionally provided storage of products (referred to as inventory) during all phases of the logistics process. Two basic types of inventories can be placed into storage: (1) raw materials, components, and parts (physical supply); and (2) finished goods (physical distribution). Warehousing has traditionally provided storage of products (referred to as inventory) during all phases of the logistics process. Two basic types of inventories can be placed into storage: (1) raw materials, components, and parts (physical supply); and (2) finished goods (physical distribution). Also, there may be inventories of goods-in-process and materials to be disposed of or recycled, although in most firms these constitute only a small portion of total inventories.

Traditionally, the warehousing of products has occurred for one or more of the following reasons:

- Achieve transportation economies.
- Achieve production economies.
- Take advantage of quantity purchase discounts and forward buys.
- Maintain a source of supply.
- Support the firm's customer service policies.
- Meet changing market conditions (e.g., seasonality, demand fluctuations, competition).
- Overcome the time and space differentials that exist between producers and consumers.
- Accomplish least total cost logistics commensurate with a desired level of customer service.
- Support the just-in-time programs of suppliers and customers.
- Provide customers with a mix of products instead of a single product on each order.
- Provide temporary storage of materials to be disposed of or recycled (i.e., reverse logistics).

Warehouses can be used to support manufacturing, to mix products from multiple production facilities for shipment to a single customer, to breakbulk or subdivide a large shipment of product into many smaller shipments to satisfy the needs of many customers, and to combine or consolidate a number of small shipments into a single higher-volume shipment.

Warehousing is used increasingly as a "flow-through" point rather than a "holding" point, or even bypassed (e.g., scheduled deliveries direct to customers), as organizations increasingly substitute information for inventory, purchase smaller quantities, and use warehouses as "consolidation points" to receive purchased transportation rates and service levels.

The traditional method [of distribution] is a push system. Production plans are based on capabilities and capacities of the plant, and product is produced in the expectation that it will sell. When it is produced faster than it can be sold, it is stockpiled at plant warehouses. If sales cannot be accelerated, then the plant will be slowed down until supply moves into balance with demand. In this system, warehousing serves to absorb excess production. Today's pull system depends on information. It is based on a constant monitoring of demand. . . . With a pull system, there is no need for a reservoir. Instead, the warehouse serves as a flow-through center, offering improved service by positioning inventory closer to the customer.

In supporting manufacturing operations, warehouses often play the important role of inbound consolidation points for the receipt of shipments from suppliers. Firms order raw materials, parts, components, or supplies from various suppliers, who ship truckload (TL) or carload (CL) quantities to a warehouse located in close proximity to the plant. Items are transferred from the warehouse to the manufacturing plant(s).

From a physical distribution or outbound perspective, warehouses can be used for product mixing, outbound consolidation, or breakbulk. Product mixing often involves multiple plant locations (e.g., plant A, plant B, and plant C) that ship products (e.g., products A, B, and C) to a central warehouse. Each plant manufactures only a portion of the total product offering of the firm. Shipments are usually made in large quantities (TL or CL) to the central warehouse, where customer orders for multiple products are combined or mixed for shipment.

When a warehouse is used for outbound consolidation TL or CL shipments are made to a central facility from a number of manufacturing locations. The warehouse consolidates or combines products from the various plants into a single shipment to the customer.

Breakbulk warehouses are facilities that receive large shipments of product from manufacturing plants. Several customer orders are combined into a single shipment from the plants to the breakbulk warehouse. When the shipment is received at the warehouse, it is broken down into smaller LTL shipments which are sent to customers in the geographical area served by the warehouse. Breakbulk operations are sometimes carried out by using transportation innovations rather than warehousing.

Understanding the main points.

III. Answer the questions.

1. What do warehouse facilities include? 2. How can you characterize the role of warehousing in a logistics system? 3. How is warehousing defined? 4. What is the difference between the terms 'distribution centre' and 'warehousing'? 5. What does effective management imply? 6. What decisions are made in warehousing? 7. Why do companies hold inventories in storage? 8. For what purposes can warehouses be used? 9. In what way does warehousing support manufacturing? 10. What does product mixing involve? 11. How is outbound consolidation realized? 12. How can you characterize breakbulk warehouses?

IV. Expand on the following statements from the text.

1. Warehousing is an integral part of every logistics system? 2. 'Distribution centre' and 'warehousing' are not identical terms. 3. Warehousing decisions may be strategic and operational. 4. Warehousing of products occurs for different reasons. 5. Warehousing can be used to support manufacturing, to mix products, to break a large shipment.

V. Work in pairs. Describe the essence and importance of warehousing in modern conditions.

TYPES OF WAREHOUSING.

I. Before reading the text check the meaning of the following words and word combinations in the dictionary.

Provide, acceptable, emphasize, efficient, accurate, goal, delivery, damage, verification, putaway, transfer, paramount, commonplace, approximately, eliminate, immediately, physically, pallet, permanent, replenishment, erratic, simultaneously, administer, utilization, personnel, accuracy, automate, completion, previous, perform, inefficiency, excessive, obsolete, routine, precise, vital.

II. Read the text and do the tasks.

In general, firms have a number of warehousing alternatives. Some companies may market products directly to retail customers (called direct store delivery), thereby eliminating warehousing in the field. Mail-order catalog companies, for example, utilize warehousing only at a point of origin, such as sales headquarters or plant.

Another alternative is to utilize **cross-docking** concepts, whereby warehouses serve primarily as 'distribution mixing centers.' Product arrives in bulk and is immediately broken down and mixed in the proper range and quantity of products for customer shipment. In essence, the product never enters the warehouse.

Cross-docking is becoming popular among retailers, who can order TL, then remix and immediately ship to individual store locations. Products usually come boxed for individual stores from the supplier's location. For example, Laney & Duke, Hanes's third-party warehousing company in Jacksonville, Florida, tickets merchandise, places it on hangers, and boxes it up for individual Wal-Mart stores to replace items sold. The trailer leaves Jacksonville for the Wal-Mart DC where product is cross-docked to trucks for stores. At stores, the boxes are opened and garments are immediately ready to hang on display racks.

Most firms warehouse products at some intermediate point between plant and customers. When a firm decides to store product in the field, it faces two warehousing options: rented facilities, called public warehousing, or owned or leased facilities, called private warehousing.

Another option exists, termed **contract warehousing**, which is a variation of public warehousing. Contract warehousing is an arrangement between the user and provider of the warehousing service. It has been defined as:

... a long-term mutually beneficial arrangement which provides unique and specially tailored warehousing and logistics services exclusively to one client, where vendor and client share the risks associate with the operation. [There is a] focus on productivity, service and efficiency, not the fee and rate structure itself.

Firms must examine important customer service and financial considerations to choose between public and private warehousing. For example, operating costs for a public warehouse tend to be higher because the warehouse will attempt to operate at a profit; it may also have selling and advertising costs. However, a firm makes no initial investment in facilities when it uses public warehousing. From a customer service perspective, private warehousing can generally provide higher service levels because of its more specialized facilities and equipment, and its better familiarity with the firm's products, customers, and markets.

The two options must be examined closely. In some instances, innovative public warehouses can provide higher levels of service owing to their expertise and strong competitive drive to serve the customer.

There are many types of public warehouses, including: (1) general merchandise warehouses for manufactured goods, (2) refrigerated or cold storage warehouses, (3) bonded warehouses, (4) household goods and furniture warehouses, (5) special commodity warehouses, and (6) bulk storage warehouses. Each type provides users with a broad range of specialized services.

The general merchandise warehouse is probably the most common form. It is designed to be used by manufacturers, distributors, and customers for storing almost any kind of product.

Refrigerated or cold storage warehouses provide a temperature-controlled storage environment. They tend to be used for preserving perishable items such as fruits and vegetables. However, a number of other items (e.g., frozen food products, some pharmaceuticals, photographic paper and film, and furs) require this type of facility.

Some general merchandise or special commodity warehouses are known as *bonded warehouses*. These warehouses undertake surety bonds from the U.S. Treasury and place their premises under the custody of an agent of the Treasury. Goods such as imported tobacco and alcoholic beverages are stored in this type of warehouse, although the government retains control of the goods until they are distributed to the marketplace. At that time, the importer must pay customs duties to the Internal Revenue Service. The advantage of the bonded warehouse is that import duties and excise taxes need not be paid until the merchandise is sold, so that the importer has the funds on hand to pay these fees.

Household goods warehouses are used for storage of personal property rather than merchandise. The property is typically stored for an extended period as a temporary layover option. Within this category of warehouses, there are several types of storage alternatives. One is the open storage concept. The goods are stored on a cubic-foot basis per month on the open floor of the warehouse. Household goods are typically confined to this type of storage. A second kind of storage is private room or vault storage, where users are provided with a private room or vault to lock in and secure goods. A third kind, container storage, provides users with a container into which they can pack goods. Container storage affords better protection of the product than open storage.

Special commodity warehouses are used for particular agricultural products, such as grains, wool, and cotton. Ordinarily each of these warehouses handles one kind of product and offers special services specific to that product.

Bulk storage warehouses provide tank storage of liquids and open or sheltered storage of dry products such as coal, sand, and chemicals. These warehouses may provide services such as filling drums from bulk or mixing various types of chemicals with others to produce new compounds or mixtures.

Understanding the main points.

III. Answer the questions.

1. Are warehousing activities limited to storage only? 2. What are the aims of every logistics system? 3. What are the main warehousing functions? 4. What does movement function include? 5. How can a storage function be performed? 6. Information on inventory levels is vital to the operation of a warehouse, isn't it? 7. How can inefficiencies in warehousing operations be eliminated?

IV. Expand on the following statements from the text.

1. Warehousing plays an important part in a firm's logistics system. 2. Movement function is in the focus of improving inventory turns and speeding orders. 3. Storage is another important function of warehousing. 4. Information transfer is vital to the successful operation of a warehouse.

V. Work in pairs. Discuss the three important functions of warehousing operations.

FUNCTIONS OF WAREHOUSING OPERATIONS.

I. Before reading the text check the meaning of the following words and word combinations in the dictionary.

Proper, standpoint, executive, disadvantages, contractual, amount, arrangement, conservation, requirement, flexibility, minimization, seasonality, constraint, expand, variation, assume, obsolete, nonlinear, administrative, association, quantity, carload, congestion, burden, necessitate, commitment, available, various, substantial, currently, provision, precisely, compatible, occur, possession, feasible, expansion, facilitate, achieve, appropriate, intangible, permanence, associate, drawback, increase, decrease, adapt, customize, private, corporate-owned, advantageous, justify, insufficient, hundredweight, sufficiently.

II. Read the text and do the tasks.

Warehousing serves an important role in a firm's logistics system. In combination with other activities, it provides the firm's customers with an acceptable level of service. The obvious role of warehousing is to store products, but warehousing also provides break-bulk, consolidation, and information services. These activities emphasize product flow rather than storage.

Fast and efficient movement of large quantities of raw materials, component parts, and finished goods through the warehouse, coupled with timely and accurate information about the products being stored, are the goals of every logistics system. These goals have received increasing attention from the top management of many organizations.

Warehousing has three basic functions: movement, storage, and information transfer. Recently, the movement function has been receiving the most attention as organizations focus on improving inventory turns and speeding orders from manufacturing to final delivery.

The movement function can be further divided into several activities, including: receiving; transfer or putaway; order picking/selection; cross-docking; shipping.

The *receiving* activity includes the actual unloading of products from the transportation carrier, the updating of warehouse inventory records, inspection for damage, and verification of the merchandise count against orders and shipping records.

Transfer or *putaway* involves the physical movement of the product into the warehouse for storage, movement to areas for specialized services such as consolidation, and movement to outbound shipment. Customer *order selection* or *order picking* is the major movement activity and involves regrouping products into the assortments customers desire. Packing slips are made up at this point.

Cross-docking bypasses the storage activity by transferring items directly from the receiving dock to the shipping dock. A pure cross-docking operation would avoid putaway, storage, and order picking. Information transfer would become paramount because shipments require close coordination.

Cross-docking has become commonplace in warehousing because of its impact on costs and customer service. For example, approximately 75 percent of food distribution involves the cross-docking of products from supplier to retail food stores. Eliminating the transfer or putaway of products reduces costs and the time goods remain at the warehouse, thus improving customer service levels.

Cross-docking should be considered as an option by firms meeting two or more of the following criteria:

- inventory destination is known when received.
- customer is ready to receive inventory immediately.
- shipment to fewer than 200 locations daily.
- daily throughput exceeds 2,000 cartons.
- more than 70 percent of the inventory is conveyable.
- large quantities of individual items received by firm.
- inventory arrives at firm's docks prelabeled.
- some inventory is time sensitive.
- firm's distribution center is near capacity.
- some of the inventory is prepriced.

Shipping, the last movement activity, consists of product staging and physically moving the assembled orders onto carrier equipment, adjusting inventory records, and checking orders to be shipped. It can consist of sortation and packaging of items for specific customers. Products are placed in boxes, cartons, or other containers, placed on pallets, or shrinkwrapped (i.e., the process of wrapping products in a plastic film), and are marked with information necessary for shipment, such as origin, destination, shipper, consignee, and package contents.

Storage, the second function of warehousing, can be performed on a temporary or a semi-permanent basis. Temporary storage emphasizes the movement function of the warehouse and includes only the storage of product necessary for basic inventory replenishment. Temporary storage is required regardless of the actual inventory turnover. The extent of temporary inventory storage depends on the design of the logistics system and the variability experienced in lead time and demand. A goal of cross-docking is to utilize only the temporary storage function of the warehouse.

Semi-permanent storage is the storage of inventory in excess of that required for normal replenishment. This inventory is referred to as buffer or safety stock. The most common conditions leading to semi-permanent storage are (1) seasonal demand, (2) erratic demand, (3) conditioning of products such as fruits and meats, (4) speculation or forward buying, and (5) special deals such as quantity discounts.

Information transfer, the third major function of warehousing, occurs simultaneously with the movement and storage functions. Management always needs timely and accurate information as it attempts to administer the warehousing activity. Information on inventory levels, throughput levels (i.e., the amount of product moving through the warehouse), stockkeeping locations, inbound and outbound shipments, customer data, facility space utilization, and personnel is vital to the successful operation of a warehouse. Organizations are relying increasingly on computerized information transfer utilizing electronic data interchange (EDI) and bar coding to improve both the speed and accuracy of information transfer.

In spite of numerous attempts by firms to reduce the flow of paperwork, the amount of paperwork is still significant. For this reason and many others, management in many firms has attempted to automate the clerical function whenever possible. The developments in electronic communications have been instrumental in reducing the clerical activities in all aspects of warehousing.

Successful completion of all of the warehousing activities already mentioned eliminates the need for checking. However, errors and mistakes do occur within any warehouse operation, usually making it necessary to conduct a check of previous activities. In some instances, this activity can be minimized in operations where

employees are empowered to perform quality control at their respective levels within the warehouse. This activity may be performed by teams, instead of individuals.

It is important to eliminate any inefficiencies in movement, storage, and information transfer within the warehouse. These can occur in a variety of forms:

- Redundant or excessive handling.
- Poor utilization of space and cube.
- Excessive maintenance costs and downtime due to obsolete equipment.
- Dated receiving and shipping dock conditions.
- Obsolete computerized information handling of routine transactions.

The competitive marketplace demands more precise and accurate handling, storage, and retrieval systems, as well as improved packaging and shipping systems. It is vital for a warehouse operation to have the optimal mix of manual and automated handling systems.

Understanding the main points.

III. Answer the questions.

1. What is one of the most crucial decisions that any company has to take? 2. What may help logistics executives to make the right decision? 3. What are the advantages of public warehousing? 4. What are the disadvantages of public warehousing? 5. What are the advantages of private warehousing? 6. What are the disadvantages of public warehousing?

IV. Expand on the following statements from the text.

1. One of the most important warehousing decisions is to decide what kind storage facilities to use. 2. Public warehousing has a number of benefits. 3. Disadvantages associated with the use of public warehousing are not so numerous compared to advantages. 4. Private warehousing present certain benefits to a company. 5. Alongside with advantages private warehousing is associated with a number of disadvantages.

V. Work in pairs. Describe the advantages and disadvantages of public and private warehousing.

IMPROVING WAREHOUSE PRODUCTIVITY AND FINANCIAL DIMENSIONS.

I. Before reading the text check the meaning of the following words and word combinations in the dictionary.

Determine, maximize, measure, footage, dimension, capability, aisle, require, illustrate, affect, utilization, counterbalance, turret, alternative, perspective, fluctuate, unpredictable, hypothetical, requirement, accommodate, simulate, wholesale, extremely, lease, eventually, curve, quantity, schedule, dissemination, sourcing, pinpoint.

II. Read the text and do the tasks.

One of the more important decisions a logistics executive faces is how to develop an optimal warehousing network for the firm's products and customers. Such a decision encompasses a number of significant elements. Management must determine the size and number of warehouses, and ascertain their location. Each warehouse must be laid out and designed properly in order to maximize efficiency and productivity.

Two issues that must be addressed are the size and number of warehouse facilities. These are interrelated decisions because they typically have an inverse relationship; that is, as the number of warehouses increases, the average size of a warehouse decreases.

Many factors influence how large a warehouse should be. First, it is necessary to define how size is measured. In general, size can be defined in terms of square footage or cubic space. Most public warehouses still use square footage dimensions in their advertising and promotional efforts.

Unfortunately, square footage measures ignore the capability of modern warehouses to store merchandise vertically. Hence, the cubic space measure was developed. Cubic space refers to the total volume of space available within a facility. It is a much more realistic size estimate than square footage because it considers more of the available usable space in a warehouse. Some of the most important factors affecting the size of a warehouse are:

- Customer service levels.
- Size of market or markets served.
- Number of products marketed.
- Size of the product or products.
- Materials handling system used.
- Throughput rate.
- Production lead time.
- Economies of scale.
- Stock layout.
- Aisle requirements.
- Office area in warehouse.
- Types of racks and shelves used.
- Level and pattern of demand.

As a company's service levels increase, it typically requires more warehousing space to provide storage for higher levels of inventory. As the market served by a warehouse increases in number or size, additional space is required. When a firm has multiple products or product groupings, especially if they are diverse, it needs larger warehouses to maintain at least minimal inventory levels of all products. In general, greater space requirements are necessary when products are large; production lead time is long; manual materials handling systems are used; the warehouse contains office, sales, or computer activities; and demand is erratic and unpredictable.

To illustrate, consider the relation of warehouse size to the type of materials handling equipment used.¹⁶ As Figure 1 shows, the type of forklift track a warehouse employs can significantly affect the amount of storage area necessary to store product. Because of different capabilities of forklift tracks, a firm can justify the acquisition of more expensive units when it is able to bring about more effective utilization of space.

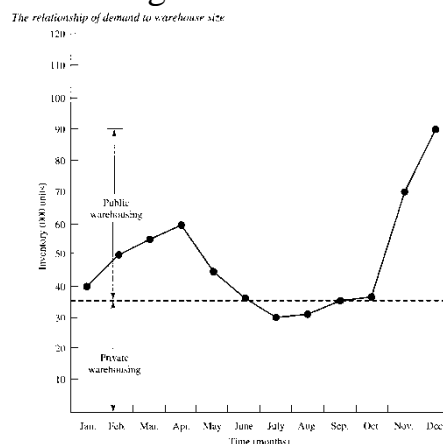


Figure 1

The simplest type of forklift truck, the counterbalanced truck, requires aisles that are 10 to 12 feet wide. At \$30,000, it is the least expensive forklift. The turret truck requires aisles only 5 to 7 feet wide to handle the same amount of product, but it costs \$65,000 or more. The warehouse decision maker must examine the cost trade-offs for each of the available systems, and determine which alternative is most advantageous from a cost-service perspective.

Demand also has an impact on warehouse size. Whenever demand fluctuates significantly or is unpredictable, inventory levels generally must be higher. This results in a need for more space and thus a larger warehouse. All the warehousing space need not be private. Many firms utilize a combination of private and public warehousing.

The hypothetical firm depicted in Figure 1 utilizes private warehousing to store 36,000 units of inventory. This results in full utilization of its facilities all year, with the exception of July and August. For months when inventory requirements exceed private warehousing space, the firm rents short-term storage space from one or more public warehouses. In essence, the firm develops private facilities to accommodate a maximum level of inventory of 36,000 units.

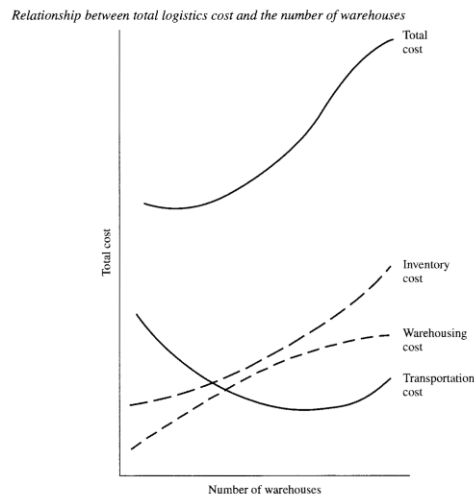
Inventory velocity (as measured by turnover) and the maximization of "direct deliveries" to customers (bypassing a regional or wholesaler's warehouse) can have a great impact on the size of a warehouse. Whirlpool Corporation developed a computer program to simulate these two characteristics, as well as the cubic warehousing space requirements of its total channel network, including wholesale distributors. The company calculated the square footage required for each of its factory-controlled and wholesale warehouses. It added space to the base requirements of each of its major product categories in order to provide for aisles and docks, and unused (empty) vertical and horizontal storage bays. By manipulating planned sales volumes, inventory turns, and orders shipped directly to dealers, Whirlpool was able to accurately project future warehousing needs.

Four factors are significant in deciding on the number of warehousing facilities: cost of lost sales, inventory costs, warehousing costs, and transportation costs. Although lost sales are extremely important to a firm, they are the most difficult to calculate and predict, and they vary by company and industry. If the cost of lost sales appeared in Figure 2, it would generally slope down and to the right. The degree of slope, however, would vary by industry, company, product, and customer.

Inventory costs increase with the number of facilities because firms usually stock a minimum amount (e.g., safety stock) of all products at every location, although some companies have specific warehouses dedicated to a particular product or product grouping. This means that both slow and fast turnover items are stocked; thus, more total space is required.

Warehousing costs increase, because more warehouses mean more space to be owned, leased, or rented, but they decrease after a number of warehouses are brought on-line, particularly if the firm leases or rents space. Public and contract warehouses often offer quantity discounts when firms acquire space in multiple locations.

Transportation costs initially decline as the number of warehouses increase, but they eventually curve upward if too many facilities are employed owing to the combination of inbound and outbound transportation costs. A firm must be concerned with the total delivered cost of its products, not simply the cost of moving products to warehouse locations. In general, the use of fewer facilities means lower inbound transport costs due to bulk shipments from the manufacturer or supplier.



After the number of warehouses increases to a certain point, the firm may not be able to ship its products in such large quantities and may have to pay a higher rate to the transportation carrier. Local transportation costs for delivery of products from warehouses to customers may increase because of minimum charges that apply to local cartage.

If the cost of lost sales is not included, the slopes shown in Figure 2, taken together, indicate that fewer warehouses are better than many warehouses. However, customer service is a critical element of a firm's marketing and logistics systems. In general, if the cost of lost sales is very high, a firm may wish to expand its number of warehouses or use scheduled deliveries. There are always cost-service trade-offs. Management must determine the optimal number of warehouses given the desired customer-service level.

Value of Computers. Computers can help minimize the firm's number of warehouses by improving warehouse layout and design, inventory control, shipping and receiving, and the dissemination of information. Coupled with more efficient warehouses, the substitution of information for inventories tends to reduce the number of warehouses needed to service a firm's customers. In essence, the more responsive the logistics system, the less need there is for warehousing.

Location Analysis. Where would be the best place to build a warehouse that would service the greatest number of U.S. consumers? Bloomington, Indiana, would be closer, on average, to the U.S. population than any other location. If a firm wished to locate facilities closest to its potential customers, using one or more warehouses in their logistics network, a number of sites would be possible.

The site-selection decision can be approached from macro and micro perspectives. The macro perspective examines the issue of where to locate warehouses geographically within a general area so as to improve the sourcing of materials and the firm's market offering (improve service and/or reduce cost). The micro perspective examines factors that pinpoint specific locations within the large geographic areas.

Macro Approaches. In one of the best-known macro approaches to warehouse location, Edgar M. Hoover, an American location theorist, identified three types of location strategies: (1) market positioned, (2) production positioned, and (3) intermediately positioned. The market-positioned strategy locates warehouses nearest to the final customer. This maximizes customer service levels and enables a firm to utilize transportation economies — TL and CL shipments — from plants or sources to each warehouse location.

The factors that influence the placement of warehouses near the market areas served include transportation costs, order cycle time, the sensitivity of the product, order size, local transportation availability, and levels of customer service offered.

The *production-positioned strategy* locates warehouses in close proximity to sources of supply or production facilities. These warehouses generally cannot provide the same level of customer service as market-positioned warehouses; instead, they serve as collection points or mixing facilities for products manufactured at a number of different plants.

For multiproduct companies, transportation economies result from consolidation of shipments into TL or CL quantities. The factors that influence the placement of warehouses close to the point of production are perishability of raw materials, number of products in the firm's product mix, assortment of products ordered by customers, and transportation consolidation rates.

The *intermediately positioned strategy* places warehouses at a midpoint location between the final customer and the producer. Customer service levels are typically higher for intermediately positioned warehouses than they are for the production-positioned facilities and lower than for market-positioned facilities. A firm often follows this strategy if it must offer high customer service levels and if it has a varied product offering manufactured at several plant locations.

Understanding the main points.

III. Answer the questions.

1. Developing an optimal warehousing network is one of the most important decisions for logistics executives, isn't it? 2. What factors influence the size of a warehouse? 3. What factors affect a warehouse size? 4. Why may a company need additional warehousing space? 5. How is a warehousing size related to the materials handling equipment used? 6. How do fluctuations in demand affect a warehouse size? 7. What factors influence the number of warehouses? 8. Where is the best place to locate a warehouse? 9. What are the site selection factors from a micro perspective? 10. What are the benefits of a good warehouse layout?

IV. Expand on the following statements from the text.

1. Developing an optimal warehousing network is one of the most important decisions for logistics executives. 2. Warehousing size may be defined in terms of square footage or cubic space. 3. Warehousing size is related to the materials handling equipment used. 4. Demand fluctuations impact a warehouse size. 5. Four factors influence the number of warehouses. 6. Factors to be considered when choosing the best place to locate a warehouse. 7. The intermediately positioned strategy places warehouses at a midpoint location between the final customer and a producer.

V. Work in pairs. Describe how an optimal warehousing network can be developed.

IMPROVING WAREHOUSE PRODUCTIVITY AND FINANCIAL DIMENSIONS.

I. Before reading the text check the meaning of the following words and word combinations in the dictionary.

Prior, multinational, preeminent, immense, intermediary, abundance, request, gain, utilization, performance, corrective, highlight, merely, contingency, institute, significant, impact, aware, alternative, obsolescence, router, retrieval, assess, frequently, assign, unbundle, sophistication, aggregate, categorize.

II. Read the text and do the tasks.

Products must be stored at some point prior to their final consumption. Depending on the particular conditions in effect in each foreign market, products may be stored at different points within the channel of distribution.

In the European Union (EU), Philips, a large multinational electronics firm, must store and warehouse a variety of products at factories throughout Europe.

Philips has poured impressive sums into the establishment of superautomated international distribution centers, or "Eurostores," for each of its product divisions.

A typical Eurostore is that of Philips's Lighting Division, located in the Dutch city of Roosendaal. Its preeminent features are an immense high-bay warehouse and an all-encompassing computer system that runs the entire operation on an ORFO (order of forwarding) basis. The Eurostore is a study in quiet, rhythmic efficiency, with human management evident only at critical monitoring locations.

If a firm is involved in exporting, it may store items domestically and ship them only after it receives orders. Thus, no foreign storage is necessary.

If distributors or other intermediaries are used, inventories will have to be stored or warehoused at other locations within the channel. The ability of the manufacturer or supplier to push the inventory down the channel of distribution varies from market to market, depending on the size of the channel intermediaries, customer inventory policies, demand for the product by final consumers, storage costs, and customer service levels necessary to serve each market.

In Japan and most European countries, the retail network is composed of a great number of small shops, each having little capacity for inventory storage. As a result, these shops order frequently from distributors, manufacturers, or other channel intermediaries. The burden of storage is carried by the manufacturer or other channel members instead of by the retailer. In the United States, where retail stores are fewer in number but much larger, the storage function is more easily shifted from the channel intermediaries directly to the retailer.

When an international firm needs warehousing facilities in a foreign market, it may find an abundance of sophisticated, modern warehouses in some industrial nations. In Japan, for example, many companies use high-cube automated warehousing. On the other hand, storage facilities in many developing countries may be nonexistent or limited in availability or sophistication. In the latter instance, the product package or shipping container may have to serve the warehousing purpose. Third-party providers such as CTI, Exel, GATX, and Ryder Integrated Logistics have begun operations in Latin America and Asia at the request of their North American customers.

In the United States, many public warehouses provide services such as consolidation and breakbulk, customer billing, traffic management, packaging, and labeling. Public warehouses in many foreign markets also may provide services in addition to storage.

Like all logistics activities, the warehousing and storage activity must be administered differently in each foreign market. The logistics executive is responsible for recognizing how the storage activity differs and adjusting the firm's strategy accordingly.

To obtain maximum logistics efficiency, each component of the logistics system must operate at optimal levels. This means that high levels of productivity must be achieved, especially in the warehousing area. Productivity gains in warehousing are important to the firm in terms of reduced costs and to its customers in terms of improved customer service levels.

Productivity has been defined in many ways, but most definitions include the notions of real outputs and real inputs, utilization, and warehouse performance. One study defined those elements as follows:

▶ *Productivity is the ratio of real output to real input. Examples are cases handled per labor-hour and lines selected per equipment-hour.*

▶ *Utilization is the ratio of capacity used to available capacity. Examples are the percent of pallet spaces filled in a warehouse and employee-hours worked versus employee-hours available.*

▶ *Performance is the ratio of actual output to standard output (or standard hours earned to actual hours).* Examples are cases picked per hour versus standard rate planned per hour, and actual return on assets employed versus budgeted return on assets employed.

Any working definition of productivity probably includes all three components because they are interrelated. Most firms utilize a variety of measures. Firms tend to use more sophisticated productivity measures over time.

A multitude of warehouse productivity measures are used although they can be grouped into major categories such as labor cost per unit handled, amount of space needed to store each unit, and frequency of errors. Performance data must be available and used as the basis for corrective action and proactive improvement.

The general management notion that "you can't manage what you don't measure" is an important warehousing performance concept. Some of the most important areas of measurement that highlight problems or opportunities include customer service (e.g., shipping performance, error rates, order cycle time), inventory accuracy (e.g., the quantity of each SKU is correct at all warehouse locations), space utilization (e.g., having the right inventory, square foot or cube utilization of facilities), and labor productivity (e.g., throughput rates).

It is not enough to merely identify problem areas; rather, it is vital that the firm take appropriate actions to improve poor performance whenever possible. A company should develop decision strategies to handle most problem areas before the problems develop. This is the essence of contingency planning. Once issues are pinpointed, the firm can institute various controls or corrective actions to improve warehouse productivity.

Because warehousing is such a significant component of the logistics process in terms of its cost and service impacts, logistics executives are acutely aware of the need to improve warehouse productivity. Productivity can be improved in many ways, including methods-related, equipment-related, systems-related, and training/motivation-related programs.

Methods-related programs consider alternative processes for achieving desired results. They include those involving warehouse cube utilization, warehouse layout and design, methods and procedures analysis, batch picking of small orders, combined putaway/picking, wrap packaging, inventory cycle counting, product line obsolescence, standardized packaging, and warehouse consolidation.

Equipment-related programs include the use of new technology such as optical scanners, automatic labeling devices, computer generated putaway and pick lists, automated materials handling equipment, communications devices, computers and automated storage/ retrieval systems (AS/RSs), carousels, and conveyors. The Technology box shows how a grocery chain used a radio-frequency system to track its products.

Systems-related programs include the use of router/location systems, geographic or zone picking, and random location of products in the warehouse. These are systems related because they directly affect the way that different components of the logistics system interact.

Training/motivation-related programs include employee training, management development programs, work teams, incentive systems, and awards recognition. These programs can improve warehouse productivity by empowering those closest to the activity to make improvements in operations.

The preceding approaches can be implemented individually or in combination. Most firms utilize several methods simultaneously to improve warehouse productivity.

Financial control of warehousing is closely tied to logistics productivity and corporate profitability. Before the various activities of warehousing can be properly integrated into a single unified system, management must be aware of the risks and costs of each activity.

Many warehouse decisions involve risk. The risks can be of many types, but all eventually will result in some impact on costs or revenues. For example, making a capital investment in automated storage and retrieval systems increases both risk and the level of expected return on investment. Firms must be able to justify such investments financially. The more quickly the cost of the equipment can be recovered, the less risk associated with the decision. Financial accounting and control techniques are very important in assessing the risks and rewards associated with warehousing decisions.

One approach that has proven successful in the financial control of warehousing activities is activity-based costing (ABC). Accurate and timely financial data allow warehouse executives to properly plan, administer, and control warehousing activities. Traditional costing systems, in place at many firms, often do not provide financial data in the proper form for use in making warehousing decisions. Frequently, it is difficult to identify how warehousing costs impact overall corporate profitability and how changes in costs in one area affect costs in another. Some companies are implementing ABC in order to have better warehousing cost information.

With ABC, costs are determined by specific products, services, or customers. It utilizes a two-stage process. The first stage assigns resource costs according to the amount of each resource consumed in performing specific warehousing activities. The second stage assigns warehousing activity costs to the products, services, or customers consuming the activities.

Proponents of ABC state that it unbundles traditional cost accounts and shows how resources are consumed.

Companies are often at various levels of sophistication in terms of warehouse accounting and control. Four levels have been identified:

Level I. Warehouse costs are allocated in total, using a single allocation base.

Level II. Warehouse costs are aggregated by major warehouse function (e.g., handling, storage, and administration) and are assigned using a separate allocation base for each function.

Level III. Warehouse costs are aggregated by major activity within each function (e.g., receiving, putaway, order pick) and are allocated using a separate base for each activity.

Level IV. Costs are categorized in matrix form, reflecting each major activity, natural expense, and type of cost behavior. Separate allocations are developed for each cost category, using bases that reflect the key differences in warehousing characteristics among cost objectives.

Accounting and control require having the right kind of financial data available when and where they are needed, and in a form that is usable by as many functional areas of the firm as possible. Ultimately, these data are essential to making the necessary cost-service trade-offs within the warehousing activity and between other logistics functions.

Understanding the main points.

III. Answer the questions.

1. When and why must product be stored? 2. How does Philips tackle the warehousing issue? 3. What does the manufacturer's/supplier's use of inventory depend on? 4. How is retail network organized in Japan and most European countries? 5. How is storage issue solved by retail stores in the United States? 6. How does an international company solve the warehousing issue in a foreign market? 7. What kind of services do public warehouses in the US provide? 8. How can maximum logistics efficiency be achieved? 9. How can you define productivity, utilization and warehouse performance? 10. Why do logistics executives seek to improve warehouse productivity? 11. In what ways can it be improved? 12. Why are financial accounting and control techniques important in assessing the risks of warehousing decisions? 13. What techniques help to financially control warehousing activities? 14. What is the essence of ABC technique? 15. What are the levels of warehousing accounting and control?

IV. Expand on the following statements from the text.

1. Products may be stored at different points within the distribution channel. 2. Each component of the logistics system must operate at optimal levels. 3. Warehousing is a significant component of the logistics process in terms of costs and service inputs. 4. Warehousing financial control is closely linked to logistics productivity and corporate profitability.

V. Work in pairs. Describe how warehouse productivity can be measured and improved.

Creative Solutions

Less Warehousing, Better Distribution

Lincoln Electric is the world's leading manufacturer of welding equipment and supplies, as well as a major producer of electric motors. The company used to have 36 to 40 small warehouses scattered around the country. Pricing policies were designed to encourage large orders that would simplify manufacturing and shipping to end users and stocking distributors.

Because the firm's local warehouses were not large enough to carry a complete stock to supply the growing needs of the distribution network, the company decided to consolidate its distribution in a much smaller number of larger, well-stocked regional distribution centers.

The first distribution center (DC) was set up in Cleveland, Ohio, toward the end of 1989. New DCs were added to cover the rest of the country and corresponding local warehouses were closed when they became redundant. Not only did the consolidation reduce the degree to which inventory was dissipated in multiple locations, but it provided an opportunity to refocus the local facilities.

Lincoln Electric has six regional distribution centers located across the United States and two in Canada. Others are planned for Philadelphia and Mexico, as well as parts of Europe and South America. The U.S. distribution centers range in size from 30,000 to 100,000 square feet and are operated by staffs that vary from three to about a dozen employees.

To get up and running faster, the operations of some new DCs were contracted out, although each has at least one Lincoln Electric employee at the location.

By working more effectively with its distributors and helping them serve their end users better, Lincoln Electric is able to meet the broader needs of the entire arc welding market more effectively. Independent welding distributors can carry a lower level of inventory and rely on a Lincoln Electric DC to provide most items their customers need, usually in 24 to 72 hours.

With minimal delay, customers receive more of the products they need to keep operating. Distributors can provide better customer service and turn inventories more often while maintaining smaller stocks and relying on the distribution centers for backup.

By improving the way it serves customers, Lincoln Electric gains greater efficiency, increased sales, and positive customer relations.

Technology

Radio to the Rescue

"Software can be a real space saver in the warehouse today. Especially when it's combined with a radio-frequency (RF) system to track product instantly. At least that's what West Coast grocery chain Smart and Final discovered.

Faced with a space shortage, the company installed a radio-frequency inventory management system to provide a 'real time' fix on its inventory. Thanks to that up-to-the-minute information about stock on hand, the company was able to use warehouse space better. ... How much better? Smart and Final estimates that the radio-frequency inventory management system brought about a 10 to 15 per cent increase in space utilization.

The West's oldest and largest grocery retailer, Smart and Final earned roughly \$1. billion last year [1995]. The Los Angeles-based company, which operates a chain of approximately 150 non-membership warehouse stores up and down the West Coast, ships more than 400 outbound loads of dry goods and health and beauty care products weekly from its distribution center in Los Angeles. A private fleet delivers product to the stores and picks up some inbound shipments on backhauls as well. The company moves freight seven days a week, shipping full trailerloads whenever possible.

Due to growing business, however, the company faced a space shortage at its distribution center three years ago. It had begun considering relocating to a new warehouse when managers decided that a real-time inventory software system just might do the trick. [The company] purchased a radio-frequency (RF) control system that would enhance the company's existing computer system. In an RF setup, workers scan bar-coded items. The scanned data then are fed continuously via radio waves to a computer that monitors stock level and location.

As impressive as the inventory-related improvements may be, they're not the whole story. For one thing, the radio-frequency inventory system also has increased productivity by 25 percent. Today, the center completely turns its inventory 26 times a year.

But most importantly of all, the system increased space utilization at Smart and Final's distribution center to such a degree that a new warehouse is no longer needed."

BBN Communications Serves Customers Worldwide

BBN Communications of Cambridge, Massachusetts, manufactures high-value telecommunications and networking equipment, "including components that allow a firm's satellite offices to combine all computer traffic on a local area network and

communicate with the home office to share information." The firm searched for ways to improve service levels to customers located in North America and Europe.

"BBN Communications' remote warehousing solution relies on same-day shipping and delivery of ... components. BBN has established sites in London and Stuttgart for warehousing its high-value materials. London currently is the larger of the two sites.

"Not only do these sites build a comfort level for the parts managers, but also they make life easier on the BBN sales staff ... There are hidden dollar savings to using a location within the [EU] for warehousing parts. One never knows to which country a part might be sent and it is impractical to establish warehouses in every country. By establishing parts centers within the [EU], BBN pays duties only once on materials shipped into [another country] and stored at a parts bank.

"So successful has the European parts bank been [that the company] is considering establishment of a similar depot in Asia ... either Singapore or Hong Kong — to take advantage of the duty free ports there, again bringing cost savings into the warehousing and distribution network."

Target Stores Discover There is More to Site Selection Than Running the Right Models

In choosing a location for a major distribution center to serve the Chicago region, Target Stores considered 55 sites in three states. It did all of the right things: considered proximity to market, transportation costs, labor availability, and tax incentives offered by each community. It narrowed the pool of prospects to three sites, then chose an industrial park in Oconomowoc, Wisconsin. What Target didn't anticipate was landing in the middle of a battle between politicians over environmental concerns.

Target had gone through all the necessary legal and environmental processes to break ground on the Wisconsin site. Yet the environmental groups weren't satisfied. What about groundwater runoff? What about air pollution and congestion from truck and employee traffic? These groups believed the Target project was rushed — "ramrodded" through the state with minimal public awareness or input. To complicate matters further, a neighboring town was protesting this development because of an old battle with Oconomowoc on water and sewer lines. Wisconsin politicians were upset about the impact that this battle would have on the state's "aggressive pro-business attitude."

What did Target learn from this process? Target management would have taken more time to meet in advance with local groups if they had realized the extent of these concerns. Second, going through all the 'right' steps in the political process — dealing with regulators and local governments — is not enough. Third, citizens in small towns such as Oconomowoc, population 7,000, are even more sensitive to the impact of a new facility in their town. Adding more housing, schools, roads, and general infrastructure might change the atmosphere of the town in a manner that would be viewed unfavorably by current residents. Local businesses might feel threatened that their longtime employees may be stolen away by the new employer in town.

Once a facility is in place, its long-range success and viability depends on maintaining and enhancing its good citizenship. Target is committed to this policy. As part of this commitment, it donates 5 percent of its pretax income each year to communities where it has facilities. This story has a happy ending. The Oconomowoc facilities were built and are operational. A great deal of expense and delay could have been avoided by involving the community and concerned citizens and groups in the process at an earlier stage.

How Moore Keeps Its Operations in Top Form

A Canadian corporation headquartered in Toronto, Moore Business Forms and Systems manufactures custom business forms and documents. Corporate sales in 1994 topped \$2.3 billion.

To serve customers in the United States, Moore operates 18 U.S. distribution centers. Although some 75 percent of products are shipped directly from the factory to the purchaser, another 25 percent go into storage for later shipment.

Moore developed six critical measurements designed to maximize warehouse efficiency and effectiveness while maintaining a high level of customer service. The six-element program (referred to as the RSVP program) consists of the following:

1. Safely — zero safety incidents or accidents; the OSHA employee logbooks that report accidents are used for evaluation.

2. Shipping Errors — zero shipping errors in the firm's pick and pack activities (i.e., ship exactly what was ordered to the customer); financial statement information indicates whether orders have been filled completely.

3. On-Time Shipments — delivery of freight precisely when requested because customers are operating JIT operations; warehouse records on shipping performance are used for evaluation.

4. Customer Problems — customer feedback is periodically requested for every shipment, and summary statistics are compiled for management review.

5. Cost per Line Shipped — based on the number of items shipped in a period, the company came up with a cost per line and measures that expense against a pre-established objective; financial statements and the firm's computerized inventory system measure costs in this area.

6. Total Warehouse Expenses — an overall measure of warehouse efficiency which determines whether workers kept warehousing costs in line with company standards and projections.

At the end of each quarter, Moore measures each warehouse's performance against the criteria and issues bonuses to the employees, managers, and directors. During 1994, more than a third of the warehouses met all six objectives. At the end of the year, 99.6 percent of Moore's customers rated their service level as good or better.

Warehousing in the High-Fashion Goods Industry

Fashion is a very perishable commodity ... a hot-selling fashion item is a loser ... unless it is on the selling floor precisely when it is most in fashion. In some cases, that can be as little as 7 to 10 days.

Saks Fifth Avenue operates 69 stores served by two distribution centers. One is in Yonkers, New York, close to Saks's flagship store on New York City's Fifth Avenue. The second is in Ontario, California, well situated to serve the trendy Southern California market.

Neither of these operations is in any sense a warehouse ... Items generally move through these centers on a 24-hour turnaround. There is an emphatic realization ... that every hour that a rack of \$800 dresses sits in a distribution center can represent a lost sale and lost profit.

Speedy transit starts at the beginning of the pipeline. About 80 percent of Saks's imported items move into one of these centers by air freight. Imports move to one of the distribution centers based on the region where they originate: Yonkers handles the European imports and Ontario covers the Far East.

Items are exchanged between the two centers by air freight, with a dedicated flight in each direction between New York and Los Angeles every business day.

The distribution centers then serve their local stores with a combination of air freight and trucking.

POINTS FOR DISCUSSION

1. Warehousing is used for the storage of inventories during all phases of the logistics process. Since inventory carrying costs can be so high, why is it necessary for a firm to store inventories of any kind?

2. What are the differences between private and public warehousing? What are the advantages and disadvantages of each type?

3. What is meant by a cost trade-off analysis within the context of warehousing? Give two examples of the cost trade-offs involved in a firm's decision to use a combination of public and private warehousing rather than public or private warehousing alone.

4. What are the three basic functions of warehousing? Briefly describe each.

Identify and describe some of the more important factors that affect the specific size of a firm's warehouse or warehouses.

5. What are the differences between the following types of facility location strategies: (a) market positioned, (b) production positioned, and (c) intermediately positioned?

6. How can layout and design affect warehouse efficiency and productivity?

7. Productivity has been defined as the ratio of real output to real input. In terms of the warehousing function, how could a firm measure the productivity level of its storage facilities?

8. Discuss the reasoning behind the following statement: 'Financial control of warehousing is closely tied to logistics productivity and corporate profitability.'

GRAMMAR EXERCISES

Participle II

Ex. 1. Pay attention to the use participle II in the following sentences and translate them into Russian.

1. The answer to this was unexpected. 2. You didn't look so interested. 3. There was a stillness in the small intimate dining-room, broken only by the subdued ticking of a Dutch clock upon the wall. 4. He replaced used ash-trays on the table with fresh, and refilled Dodo's coffee cup, then the others. 5. He entered, puzzled but interested. 6. She always became impatient when asked to define a word of whose definition she was not sure. 7. Puzzled by the dim light, Sanders turned his attention to the inshore areas. 8. 'Tell you what,' said Gideon, as if struck with a new idea. 9. You could have passed me by unnoticed. 10. Presently he came to a standstill, with his hands deep plunged into his pockets. 11. She had no photographs of herself taken since her marriage.

Ex. 2. Point out the complex object with participle II. Translate the sentences into Russian.

1. I am not accustomed to having my word doubted. 2. I want my head examined for making this dangerous journey. 3. 'I want to get the grass cut,' he said. 4. 'Do people have their own photographs taken?' said Paul. 5. Your sister would like the bottle opened. 6. I want Jane and her husband moved into one of the new houses on the hill. 7. Eliza, as she did on most days, had coffee and a sandwich sent in. 8. At last she heard

her name called. 9. He also kept his hair dyed black. 10. Shall we have Nevill brought down to say good night? 11. She ordered the calf driven from the yard. 12. If you insult me I shall have you turned out of here.

Ex. 3. Point out the absolute participial phrase and translate the sentences into Russian.

1. He reached out across the table, his hand covering Marsha's. 2. Iris stared out over the landscape, her chin cupped in her hand. 3. She stopped, a red spot on each cheekbone. 4. Old Jolyon stood at the bottom of the bed, his hands folded in front of him. 5. And, cigar in mouth, old Jolyon said: 'Play me some Chopin.' 6. Chance was silent, his eyes intent on Silvertip. 7. They set out with a lantern, Boddick telling his tale. 8. Treleven stood by the radio panel, his fingers fixed on the clock. 9. He stood, his hands behind him. 10. One night, Winifred having gone to the theatre, he sat down with a cigar, to think. 11. He looked at her intently, his curiosity reviving. 12. They were on the porch and Rhett was bowing right and left, his hat in his hand, his voice cool and soft. 13. Less than half an hour ago, after Dodo's leave-taking, he had paced the suite living-room, his thoughts confused and troubled. 14. Archie sat on a stool by the hearth, his back against the fireplace.

1.10 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, corgi, 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.

GREAT BRITAIN

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 Conservative 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
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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 ['mɔnək] – 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 1600s. 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 1600s. But by the mid-1930s, 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 the members 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

2. delay – postpone – occupy – refer

3. support – defeat – mild – help

4. emerge – leave – appear – appoint

5. pick – join – take – oppose

6. salary – fellow – explorer – payment

7. resource – wealth – harvester – division

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 washrooms, 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 industries. 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.

I. 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

II. 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.

III. Group the words that follow into six antonymous groups.

cheap	full-time	low	personal
expensive	high	national	public
foreign	invisible	part-time	visible

IV. 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 12th 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 12th 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!

1.11 MY FUTURE SPECIALTY AND ITS IMPORTANCE FOR THE ECONOMIC DEVELOPMENT OF THE REPUBLIC OF BELARUS:

MY FUTURE PROFESSION.

I. Read the text and give a shot summary of this text.

There are many interesting and useful professions and it is really not an easy task to choose the right one.

I began to think about my future profession at the age of 16. My favorite subjects at school were mathematics and English. My teachers were well-educated people with broad outlook and deep knowledge of the subjects. They encouraged me in my desire to become a logistician. Now I know well what I'm going to do after leaving school. I didn't make a blind choice. It was not a sudden flash either. I opted for a career in logistics. I came to this decision little by little. It was my father who aroused my interest in that field. You see, he is a businessman and I often saw him work at home and discuss business matters with his colleagues. Later I got interested in the matter.

Logistics is the management of the flow of goods between the point of origin and the point of consumption in order to meet some requirements, of customers or corporations. A logistician is a professional logistics practitioner. The main functions of a qualified logistician include inventory management, purchasing, transportation, warehousing, consultation, and the organizing and planning of these activities. Logisticians combine a professional knowledge of each of these functions to coordinate resources in an organization. Professional logisticians are often certified by professional associations. One can either work in a pure logistics company, such as a shipping line, airport, or freight forwarder, or within the logistics department of a company. Logistics is a broad field, encompassing procurement, production, distribution, and disposal activities. Hence, career perspectives are broad as well. A new trend in the industry are the 4PL, or fourth-party logistics, firms, consulting companies offering logistics services.

To become a good specialist in logistics one must know many sciences, such as business economics, geography, finance and credits, statistics, history of economic theory and philosophy, mathematics, as well as economic management and, of course, international trade business.

It is very important for a specialist in business matters to be a skilful user of computers and to speak at least one foreign language. It should better be English as it is the most popular language of international business communication.

So passed my entrance exams successfully and now I am the first-year student of Brest State Technical University. I'll try to study to the best of my abilities to achieve my life's ambition and to justify the hopes of my parents. I also hope that I'll never regret my choice and get a well-paid and interesting job afterwards.

II. Complete the job advertisement for a corporate procurement manager with words from the box.

Fulfillment	negotiation	3PL providers	procurement	command
vendors	supply	chain	relationship	

We are looking for a proactive and dynamic professional to take care of our strategic procurement and supplier _____ management.

Reporting to the Director of Corporate Procurement, the successful applicant will be responsible for managing both internal and external customers and for working with the appointed _____. While liaising with the _____ team, _____, and related stakeholders, you will also be involved in providing business support to optimize finance-logistics processes, order _____, and logistics costs.

Other responsibilities include providing initiatives to help maximize company business profitability and efficiency.

The ideal candidate should have a degree in _____ management or logistics management with a deep understanding and knowledge of the China logistics market. You should have at least 5 years' experience in a multinational company and you should possess outstanding _____ skills. Based in Macau, excellent _____ of English and Cantonese is a must with Mandarin an advantage.

If you are interested in this role, please send your CV in Word format to

III. Read the job advertisement again and answer the questions.

1. What area will the new corporate procurement manager head?
2. What are the procurement manager's main responsibilities? List two or three.
3. Who will he/she collaborate with closely in his/her job?
4. What qualifications are expected?
5. What kind of experience is required? Can you think of other areas which are important in procurement? Discuss with a partner.

IV. Complete the sentences with words from the box.

Experience	background	hours	knowledge	company	job
------------	------------	-------	-----------	---------	-----

1. You need to have a through _____ of reverse logistics to apply for this position.
2. He is not with his mundane _____.
3. Alibaba is a widely recognized and prosperous _____.
4. Most of our employees work flexible _____.
5. The pay depends on previous _____.
6. Our course is designed on provide the analytical _____ necessary for students wishing to study business now.

V. Complete the sentences with suitable prepositions.

1. The pay depends _____ previous experience.
2. A suitable candidate will have _____ least 2 years logistics experience.
3. Those selected _____ an interview will be contacted.
4. We are currently looking an Office Administrator _____ join our team.
5. The candidate is expected _____ have through knowledge of budgeting.
6. The candidate must be able _____ work _____ different projects simultaneously.

VI. Write an essay “I want to work in logistics business.”

CAREERS IN LOGISTICS.

I. Read and translate the text.

Graduating with a degree in transportation and logistics will leave you with no shortage of career paths. I'm sure that the profession of a logistician is among the most important ones. Since any enterprise should interact with the world outside, logistics plays a crucial role in upgrading the national economy of the country.

What Does a Logistician Do? Logisticians work in nearly every industry. Most logisticians work for either large shipping firms or international distribution companies, with other opportunities in scientific and technological fields, transportation, or aerospace. They are responsible for organizing, scheduling, and managing the distribution of materials.

These are just eight of the possible careers you could pursue with a degree in transportation and logistics:

- Analyst
- Logistics Engineer
- Consultant
- Customer Service
- Purchasing Manager
- International Logistics Manager
- Inventory Manager
- Supply-Chain Manager

Analyst

Analyst is the most common entry-level logistics position. Analysts are responsible for gathering and analyzing data to look for problems. Good math and computer skills are generally required for these positions; thriving in a team setting is also important, as analysts are expected to recommend solutions to their supervisors. Although it is an entry-level position, an analyst's tasks become more varied and complex as he or she accumulates experience. The basic understanding of logistics planning that one acquires as an analyst is useful in many more-advanced positions.

Logistics Engineer

A successful analyst might find himself promoted to Logistics Engineer. The tasks of an engineer are related to those of an analyst: engineers evaluate the supply chain and logistics systems for trends or problems using computer systems and mathematics. While analysts make recommendations, however, engineers are responsible for implementing solutions. They manage their own projects as well as those of analysts, and must be able to write technical proposals for their plans. Management becomes an important part of many transportation and logistics careers.

Consultant

Consultants work directly with clients devising and implementing logistics solutions for specific problems. This often requires the consultant to be a free agent of sorts, moving from city to city solving problems; many consultants, however, find this challenge to be rewarding. Project management is a key part of consulting work; consultants must manage data to find solutions, oversee the implementation of those

solutions, and ensure that clients understand basic supply-chain needs for independence moving forward.

Customer Service

Customer service specialists are not required to have college degrees or entry-level knowledge of logistics, but the best customer service usually features both. Whether acting as a sales team or managing existing clients, customer service acts as an intermediary between clients and the rest of the logistics team. A client's needs and concerns must be relayed to engineers or managers; likewise, if there is a problem of logistics, the problem and its solution must be communicated to the client. Therefore, a knowledge of logistics offers both clients and customer service representatives a greater grasp of the situation. As with other positions, successful customer service eventually leads to a management position responsible for establishing procedures for the entire customer service team.

Purchasing Manager

Not every company that employs logistics professionals will employ a purchasing manager. Careers such as UPS, FedEx, and USPS, for instance, distribute goods or products that are ready to be sold, or already have been. Manufacturers, however, must acquire resources and materials and have them delivered for production. Purchasing managers find materials suppliers across the world, sign them to contracts, and manage relationships with them. They must also communicate with inventory and warehouse managers to coordinate the delivery of materials.

International Logistics Manager

While international logistics managers aren't responsible for acquiring materials, they are responsible for maintaining relationships with international partners. International logistics requires a familiarity with ever-changing international customs, laws, and regulations. Such managers often start off working as importer-exporters and are expected to collaborate with manufacturing, marketing, and purchasing to build and manage supply chains. Knowledge of both logistics and international business are essential to the successful international logistics manager.

Inventory Manager

Inventory managers oversee the accumulation of resources and material goods, and examine data for trends. They are responsible for identifying problems with inventory and implementing solutions by managing data and computer systems. Inventory managers coordinate with purchasing and logistics managers to optimize order and distribution schedules. They generally have experience with logistics and importing/exporting.

Supply-Chain Manager

If transportation and logistics is the study of distribution systems, you might expect the supply chain manager to be the king of all managers. This is not quite true, but they are very important. Supply-chain managers oversee the entire supply chain (including purchasing, warehousing, inventory, and production) and seek to streamline the system in order to reduce cost and optimize productivity. Supply-chain managers are expected to understand logistics planning in order to forecast long-term financial needs. Again, the ability to communicate, collaborate, and manage is key; if the supply-chain manager recognizes a problem, he must ensure its implementation by many other managers and departments.

Logistician careers experienced a rapid growth in the mid-1980s as manufacturing firms shifted to just-in-time delivery. As a result of this change, it was

necessary to schedule and manage the movement of large volumes of materials all over the world. This career has continued to grow, with the enhancement of computer technology that allows more firms to take advantage of this cost-reduction measure.

Managing the supply chain is the top priority for a logistician. The supply chain refers to every step in the process: from the procurement of materials to the production and shipment of those materials to different locations. The timing, costs, and efficiency of this process is the responsibility of the logistician.

Making transportation arrangements involves coordinating the efforts of the shipper from the supply firm, the selection and scheduling of the transportation company, and the completion of the customs documentation, if required. It is important to note that these shipments are typically very large and may require specialized containers, unique transportation solutions or include hazardous materials.

Whatever a logistician deals with, he should have an in-depth training in economic theory, logistics and supply chain management, and our University offers such training. Our classes in logistics and supply chain management cover topics such as ethics, administration, finances, organization, marketing, international business, statistics, and conflict resolution. Additionally, business law, accounting, economics, and statistics courses are common to supplement the more specified logistics material.

Besides, a logistician needs to be familiar with various software programs, as that is the most common way to keep track of product movement within or outside the country. That's why learning foreign languages is one of the main priorities in the development of each logistician.

WHAT DOES A LOGISTICIAN DO?

I. Read and translate the text.

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 logistician. I'm sure that the profession of a logistician is among the most important ones. Since any enterprise should interact with the world outside, logistics plays a crucial role in upgrading the national economy of the country.

What Does a Logistician Do? Logisticians work in nearly every industry. Most logisticians work for either large shipping firms or international distribution companies, with other opportunities in scientific and technological fields, transportation, or aerospace. They are responsible for organizing, scheduling, and managing the distribution of materials.

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Besides, a logistician needs to be familiar with various software programs, as that is the most common way to keep track of product movement within or outside the country. That's why learning foreign languages is one of the main priorities in the development of each logistician.

II. Write an essay “How do I See Myself in the Future”

2.1.2. ФРАНЦУЗСКИЙ ЯЗЫК

1.1. UNE NOUVELLE ETAPE 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. gâter | 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, moyenne) taille (f) | 29. – высокий (маленький, средний) 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	44. – стройный, гибкий
45. tante (f)	45. – тётя
46. temps (m) perdu	46. – упущенное, утраченное время
47. travaux (m, pl) pratiques	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. Êtes-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. – <i>просыпаться</i> |
| 2. se laver | 2. – <i>умываться</i> |
| 3. se brosser les dents | 3. – <i>чистить зубы</i> |
| 4. se peigner | 4. – <i>причесываться</i> |
| 5. se faire une coiffure | 5. – <i>делать причёску</i> |
| 6. se faire les yeux | 6. – <i>красить глаза</i> |
| 7. se faire les ongles | 7. – <i>делать маникюр</i> |
| 8. se raser | 8. – <i>бриться</i> |
| 9. s'habiller | 9. – <i>одеваться</i> |
| 10. se reposer | 10. – <i>отдыхать</i> |
| 11. se promener | 11. – <i>гулять, прогуливаться</i> |
| 12. se coucher | 12. – <i>ложиться спать</i> |
| 13. s'endormir | 13. – <i>засыпать</i> |
| 14. faire sa toilette | 14. – <i>приводить себя в порядок</i> |
| 15. se mettre à table | 15. – <i>садиться за стол</i> |
| 16. être pressé | 16. – <i>торопиться, спешить</i> |
| 17. être en retard | 17. – <i>опаздывать</i> |
| 18. se rendre à l'Université | 18. – <i>отправляться в университет</i> |
| 19. passer le temps | 19. – <i>проводить время</i> |
| 20. avoir faim | 20. – <i>быть голодным</i> |
| 21. prendre son petit déjeuner | 21. – <i>завтракать</i> |
| 22. déjeuner | 22. – <i>завтракать, обедать</i> |
| 23. dîner | 23. – <i>ужинать</i> |
| 24. prendre un peu d'air | 24. – <i>подышать свежим воздухом</i> |
| 25. la salle d'études | 25. – <i>аудитория</i> |
| 26. la cantine | 26. – <i>столовая</i> |

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 bienvenu¹, dans notre Sorbonne. Votre inscription est-elle déjà valable²? Vous avez payé les droits universitaires³?

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 XIII^e siècle, aujourd'hui elle déborde son ancien cadre⁴.

André: J'espère devenir un digne sujet de son royaume. Mais dites-moi, cher ami, comment sont nos études? J'ai déjà une peur bleue⁵ 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 tout⁶.

André: Et si par hasard, je tombe malade que faut-il faire pour être en règle⁷?

Raymond: En ce cas là⁸, il suffit de présenter une attestation médicale. Mais auriez-vous pensé à sécher les cours⁹? 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'autre¹⁰.

André: Je vais me mettre à bûcher comme les autres. Mais en tant qu'¹¹étudiants avons-nous quelques privilèges aux restaurants, au théâtre?

Raymond: Tout cela est bien arrangé¹². 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 sociale¹³, des services de logements, restaurants, dispensaires, maisons de repos et divers services culturels. Tout étudiant, sans distinction¹⁴ 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 manches¹⁵. Si ça vous chante¹⁶, 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. ACTIVITE ECONOMIQUE

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 _____	fonction f _____
activité f _____	gouvernement m _____
actualité f _____	charge f _____
choix m _____	intérêt m _____
comportement m _____	justice f _____
construction f _____	lutte f _____
décision f _____	modification f _____
économie f _____	prévision f _____
enseignement m _____	réponse f _____
exigence f _____	survie f _____
fait m _____	

3. Formez les adjectifs(m,f) des mots suivants. Consultez le dictionnaire.

activité _____	quantité _____
actualité _____	économie _____
gouvernement _____	science _____
intérêt _____	fiscalité _____
justice _____	fonction _____
nature _____	société _____
nécessité _____	vie _____
construction _____	rareté _____
décision _____	collectivité _____
différence _____	

4. Formez les participes passés des verbes suivants:

offrir _____	produire _____
concevoir _____	vêtir _____
vivre _____	ressentir (sentir) _____
étudier _____	obtenir _____
naître _____	lier _____
prendre _____	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 à étudier:

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 du comportement de l'homme
la psychologie	g) est une lutte contre la rareté

Texte à lire et à 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

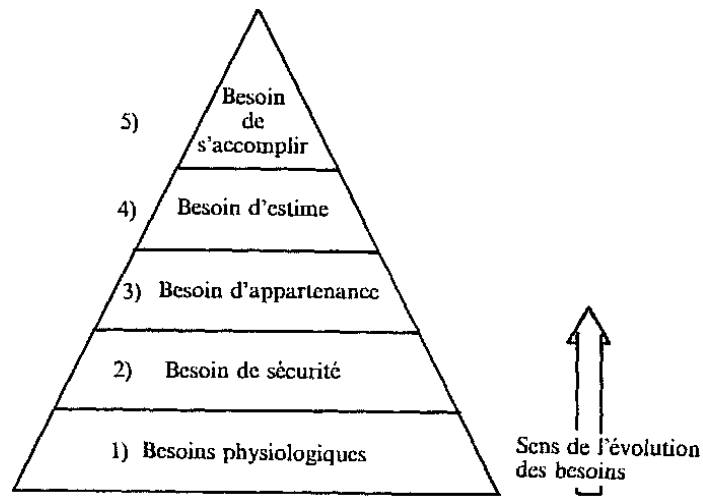
Maslow distingue cinq grandes catégories de besoins.

- **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 ECONOMIQUES

Trouvez dans le dictionnaire la traduction des mots inconnus:

Vocabulaire

achat m	industriel,-le
acheter	intermédiaire
administration f	irrégulier,-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 de consommation m	pays m
bien de production m	PME (petites et moyennes
brut,-e	entreprises)
caractère m	pour que

chargé, -e de qch	prélèvement m
chiffre d'affaires m	privé,-e
civil,-e	production f
client m	produit m
combiner	produit,-e
compter	propriété f
cotisation f	public, publique
création f	réaliser
décomposer (se)	répartition f
destiné, -e à qch, qn	résident m
destruction f	ressource f
disparaître	restauration f
distribution f	retraite f
dividende m	revenu m
en vue de	richesse f
énergie f	salaire m
entrepreneur m	salarial, -e
entreprise f	satisfaire
entretien m	sociétaire
épargne f	soit ... soit
état m	somme f
exceptionnel,-le	statut m
exister (il existe)	subvention f
final, -e	taille f
fois f	technique
fournisseur m	transfert m
fréquent,-e	transformation f
gain m (non salarial)	travail m
grand,-e (consommation)	valeur f ajoutée
grand,-e (entreprise)	valeur f
impôt m	vendre
individuel,-le	vente f
	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 à étudier:

FONCTIONS ÉCONOMIQUES

Les trois grandes fonctions de l'économie:

Apparition
de nouveaux
BESOINS

PRODUCTION
↓
REPARTITION
↓
CONSOMMATION

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*).

Achats fréquents,

LES PRODUITS de consommation *grande consommation*

Biens

PRODUITS industriels

Achats irréguliers

Services

ou exceptionnels

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	a) ce sont les biens non palpables et non stockables, dont la production et la consommation sont réalisées simultanément
les biens libres	b) ce sont les moyens qui permettent de satisfaire les besoins
les biens économiques	c) ce sont les biens rares qui existent en quantité limitée
les biens de production	d) ce sont des biens disponibles en abondance, aucun travail n'étant nécessaire pour en bénéficier
les biens intermédiaires	e) ce sont les biens qui permettent de produire d'autres biens et qui ne sont pas détruits à la première utilisation
les services	f) 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).

1.2. UNIVERSITE TECHNIQUE D'ETAT A BREST

I. Faites attention à la pronociation des mots suivants:

examen (m) [ɛgzamé], intellect (m) [étèllèkt], audit (m) odit], marketing [marketiŋ], comptabilité (f) [kõtabilitè], processus (m) [prosesys], secondaire [səgõdɛ: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. руководить |
| 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, 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 (экзамен)
37. plomberie (f)	37. сантехнические (слесарно- водопроводные) работы
38. préparer	38. готовить
39. presque	39. почти
40. recevoir	40. получать
41. réussir	41. удаваться; успешно сдать
42. secondaire	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 6 facultés: faculté du bâtiment, faculté des systèmes de distribution d'eau et de bonification, faculté des constructions mécaniques, faculté des systèmes d'informations électroniques, faculté d'économie et la sixième faculté est destinée à ceux qui veulent faire leurs études par correspondance. 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 licenciés ès sciences. Plus de 140 licenciés 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 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	voie f
force f	volume m
formation f	

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 à étudier:

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?
17. L'investissement _____ c'est?
18. _____ types d'investissement distingue-t-on?

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 à lire et à 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 REPUBLIQUE DU BELARUS

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 <i>de qch</i>	21. – лишенный чего-либо
22. dissolution (<i>f</i>)	22. – распад, расформирование
23. élection (<i>f</i>)	23. – избрание, выбор
24. élevage (<i>m</i>)	24. – животноводство
25. être arrosé, -e <i>par qch</i>	25. – орошаться
26. être bordé, -e <i>par qch</i>	26. – окаймляться, ограничиваться
27. être décimé, -e	27. – нести большие потери
28. exiger	28. – требовать
29. feuillu, -e	29. – густолиственный
30. frontière (<i>f</i>)	30. – граница
31. gouvernement (<i>m</i>)	31. – правительство
32. humide	32. – влажный, сырой
33. indépendant, -e	33. – независимый
34. lac (<i>m</i>)	34. – озеро
35. législation (<i>f</i>)	35. – законодательство
36. loutre (<i>f</i>)	36. – выдра
37. lynx (<i>m</i>) [lé:ks]	37. – рысь
38. mammifères (<i>m pl</i>)	38. – млекопитающие
39. marais (<i>m</i>)	39. – болото, трясина
40. marécage (<i>m</i>)	40. – болото, трясина
41. mine (<i>f</i>) antipersonnelle	41. – противопехотная мина
42. minorité (<i>f</i>)	42. – меньшинство
43. montagne (<i>f</i>)	43. – гора
44. navigable	44. – судоходный
45. nommer	45. – назначать; называть
46. pittoresque	46. – живописный
47. plaine (<i>f</i>)	47. – равнина
48. plateau (<i>m</i>)	48. – плато, плоскогорье
49. pur, -e	49. – чистый, прозрачный
50. représenter	50. – представлять
51. rigoureux/x, -se	51. – суровый
52. rive (<i>f</i>)	52. – берег
53. sapin (<i>m</i>)	53. – пихта
54. siège (<i>m</i>)	54. – местопребывание; центр
55. signataire (<i>m, f</i>)	55. – подписавший(ся)
56. superficie (<i>f</i>)	56. – поверхность, площадь
57. Slave (<i>m, f</i>)	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^{ème} 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 km².

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, Svitiaz, 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 édicates 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; un autre tiers; le Soviet rural; le chef de l'Etat; les fleuves navigables; le lac Narotch; marécageuses ou humides; de chasse des Rois polonais et russes; le chef du gouvernement; un Conseil de la République; la minorité la plus importante; des plus vieux sièges des Slaves; le canal du Dniépr-Boug; arrosée par beaucoup de fleuves et de rivières; dans tous les textes officiels

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 km².
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 км².
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 пуша, 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, могилевская, 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)	– зд.: <i>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 XIème siècle. Les églises, les palais, les domaines à visiter sont nombreux et variés. Les riches Polonais du début du XXème 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)	– <i>угорь</i>
brochet (m)	– <i>щука</i>
espèce (f)	– <i>вид</i>
forêt (f)	– <i>лес</i>
mousse (f)	– <i>мох</i>
pin (m)	– <i>сосна</i>
poissonneux//x, -se	– <i>богатый рыбой</i>
sable (m)	– <i>песок</i>
truite (f)	– <i>форель</i>

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, pi) 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	– предварительное собеседование при приеме на работу
préalable	– превышать, превосходить
excéder	– опыт работы
expérience (f) professionnelle	– четко выразить
expliciter	

<p> exonération (f) faire obstacle à qch en faveur de qch hormis que incitation (f) indemnisation (f) du chômage indemnité (f) de chômage insérer instaurer à l'issue de lettre (f) missive lettre (f) de motivation négocier une rupture opter pour parcimonie (f) paritairement pénurie (f) période (f) d'essai période (f) de préavis population (f) active poste recherché (m) postulant (m) précarisation (f) de l'emploi préretraite (f) présélection (f) promouvoir prospection (f) prud'homal reconversion (f) recruter régime (m) d'assurance régime (m) de solidarité résilier restriction (f) rupture (f) à l'amiable situation (f) militaire stages (m, pl) d'initiation à la vie professionnelle surcroît (m) de travail tableau (m) de bord de gestion taux (m) de chômage </p>	<p> – освобождение – являться препятствием чему-либо – в пользу чего-либо – кроме того, что – побуждение, призыв – компенсационные выплаты по безработице – пособие по безработице – включать, вносить – учреждать, основывать – по истечении – деловое письмо – письмо кандидата на должность – договариваться о расторжении – высказываться за – бережность, бережливость – на паритетных началах – нехватка, недостаток – испытательный срок – срок для предварительного уведомления – экономически активное население – искомая должность – претендент – усиление неустойчивого характера занятости – досрочный выход на пенсию – первичный отбор – 1) продвигать (товар на рынке); 2) продвигать по служебной лестнице – изучение рынка сбыта – относящийся к арбитражной комиссии, третейскому суду – зд. перевод на новую должность; обучение новой профессии – набирать на работу – выплаты в режиме страхования – выплаты в режиме солидарной ответственности – аннулировать, расторгать – ограничение – прекращение, расторжение по взаимному согласию – отношение к воинской службе – стажировки в целях ознакомления со спецификой профессии – увеличение объема работы – сводка деятельности предприятия – уровень безработицы </p>
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titulaire (m)	– штатный работник
transition (f)	– переход
tricher	– обманывать
ultime	– последний, решающий

TEXTES à étudier:

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);

- **conjoncturel** 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'accentuer* 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 (congrés 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 ;
- un protection sociale.

À partir de la fin du XIX^e 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 à durée déterminée

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 à durée indéterminée

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. – хорошеет |
| 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>m pl</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 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); упоминаться 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 nord. La superficie de son territoire dépasse 32.800 km², 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 Kostiuchko, 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) public	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)

52. rémunération (f)	участвуют в прибылях) 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

Ou'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 appartient 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-t-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 MARCHÉ

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:

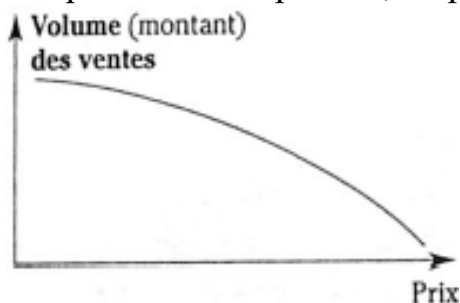
Prix TTC = Coût de revient + marge (bénéfice) + TVA (taxe à la valeur ajoutée)

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 = _____

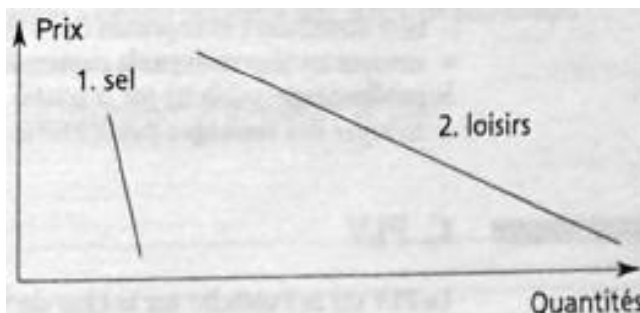
15. Complétez les mentions manquantes:

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-ECONOMIQUE 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. затопливать, 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. охлаждать, 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 nord, 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 552 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!

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!

3) Nous entrerons dans la carrière
 Quand nos aînés n'y seront plus
 Nous y trouverons leur poussière
 Et la trace de leurs vertus!

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

a)

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.

b)

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^{ie}, 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 précédents 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.

Veuillez 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^{ie} ... 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, датуи 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 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.

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^e 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 XX^e siècle a apporté la cabine téléphonique, le XXI^e nous amène dans l'ère de la cabine Internet. C'est-à-dire que, comme vous le faites aujourd'hui, vous cherchez 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 ELECTRONIQUE

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. lien hypertexte |

7. модем
8. сервер

7. message écrit
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 mots 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 s'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

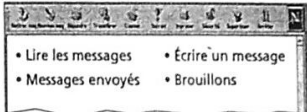
Le commerce électronique concerne l'achat et la vente de produits ou de services sur Internet. Les transactions peuvent s'effectuer:

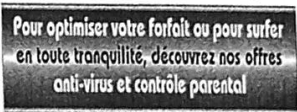
- entre deux entreprises : c'est le B2B (business to business);
- ou entre une entreprise et un consommateur : c'est le B2C (business to consumer).


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:

1. 

2. 

3. 

4. 

5. 

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.

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 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 solde _____ 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 VIIe 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^e 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 XVIII^e 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 METIER

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:*

Métier d'économiste

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 XVIIe 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 SGDT (Système de Gestion des Données Techniques),
- les SGBC (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
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

- 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 nécessaire 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 Sabrina Beunois

accorder	– давать, предоставлять
agréer	– благосклонно принимать
atout (m)	– козырь
au sein de	– внутри, в рядах
compréhension (f)	– понимание
défi (m)	– вызов
efficace	– действенный, эффективный
enrichir	– обогащать
entretien (m)	– беседа, переговоры
exigence (f)	– требовательность, потребность
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. 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 Logistics Management and Organization

1. Read the text and label the paragraphs with the correct headings from the list. You will not need one of them.

A. Strategic Customer Service Planning for Cost Optimization

B. Balancing Costs and Customer Satisfaction

C. Understanding the Complex Nature of Transportation Costs

D. The Relationship of Logistics Activities to Logistics Costs

E. Future of Transportation

F. The Hidden Costs of Lost Sales and Negative Publicity in Customer Service

1. _____

Logistics costs are driven or created by the activities that support the logistics process. The major cost categories are customer service, transportation, warehousing, order processing and information, lot quantity and inventory carrying. The first two categories are discussed below.

2. _____

Customer Service Levels. The key cost trade-off associated with varying levels of customer service is the cost of lost sales. Money that is spent to support customer service includes the costs associated with order fulfillment, parts, and service support. It also includes the costs of return goods handling, which has a major impact on a customer's perception of the organization's service as well as the ultimate level of customer satisfaction.

3. _____

The cost of lost sales includes not only the lost contribution of the current sale, but also potential future sales from the customer and from other customers due to word-of-mouth negative publicity from former customers. A recent estimate indicated that every disgruntled customer tells an average of nine others about his or her dissatisfaction with the product or service. It is no wonder that it is extremely difficult to measure the true cost of customer service!

4. _____

Thus, the best approach is to determine desired levels of customer service based on customer needs, and how those needs are affected by expenditures on other areas of the marketing mix. The idea is to minimize the total cost, given the customer service objectives.

5. _____

Transportation Costs. The activity of transporting goods drives transportation costs. Expenditures that support transportation can be viewed in many different ways, depending on the unit of analysis. Costs can be categorized by customer, product line, type of channel and so on. Costs vary considerably with volume of shipment, weight of shipment, distance, and point of origin and destination. Costs and service also vary considerably with the mode of transportation chosen.

2. Decide whether these statements are true or false according to the text above.

1. Logistics costs are driven by the activities that support the logistics process.
2. The major cost categories in logistics include customer service, transportation, warehousing, order processing, and information.
3. Money spent on customer service includes costs related to order fulfillment, parts, service support, and return goods handling.
4. The cost of lost sales includes only the lost contribution of the current sale.
5. Disgruntled customers may negatively impact potential future sales through word-of-mouth publicity.
6. It is easy to measure the true cost of customer service.
7. The best approach is to determine customer service levels based on customer needs and financial considerations.
8. Transportation costs vary depending on factors such as volume of shipment, weight, distance, and mode of transportation chosen.

3. Match the words with their definitions.

- a. Lost sales
 - b. inventory
 - c. strategy
 - d. costs
 - e. order processing
 - f. customer satisfaction
 - g. approach
1. _____ - The systematic plan or method used to achieve a specific goal.
 2. _____ - The activities involved in receiving, fulfilling, and shipping customer orders.
 3. _____ - The goods or materials a company holds or maintains for the purpose of resale.
 4. _____ - Revenue that could have been earned but was foregone due to inventory shortages.
 5. _____ - The key measure of how products and services supplied by a company meet or surpass customer expectations.
 6. _____ - The expenses incurred in the operations of a business.
 7. _____ - A particular way of doing something or dealing with a problem.

3. Fill in the gaps using the words from the box.

point of origin, mode of transport, product line, shipment, goods, customer service, order fulfillment
--

1. Providing excellent _____ is essential for building brand loyalty.
2. Efficient _____ ensures timely delivery to customers.
3. The company is expanding its _____ to cater to a wider market.
4. The _____ of the shipment was the manufacturer's warehouse.
5. The _____ of the new products arrived at the distribution center on schedule.
6. Choosing the right _____ is crucial for cost-effective logistics management.

7. The company received a large shipment of _____ from its overseas supplier.

Test Aims of Logistics

I. Make up 5 questions of different types to the following sentence.

Most organizations get materials from many different suppliers

II. Match the words with their definitions.

1. supplier	a) the act of keeping or putting something in a place while it is not being used, or the place used for this
2. customer	b) an area just outside a city or town where there are small factories and businesses
3. gross domestic product	c) a person who buys goods, products, and services for their own use, not for business use or resell
4. manager	d) a company that provides a particular type of product
5. shopping mall	e) things that are produced in order to be used or sold
6. storage	f) the growth or improvement in something, so that it becomes bigger or more advanced
7. consumer	g) a person or organization that buys goods or services from a shop or company
8. retail shop	h) someone whose job is to manage all or part of a company or organization, or a particular activity
9. goods	i) the sale of goods to customers for their own use, rather than to shops
10. trading estate	j) a large area where there are lots of shops, usually a covered area where cars cannot go
11. development	k) the total value of goods and services produced in a country's economy, not including income from abroad

III. Fill in the table with terms in English or Russian.

Warehouse	
forwarding company	
	перевозить морским транспортом
destination	
	груз
high quality	

	маршрут
competitive	
	хранить
safe delivery	

IV. Translate the following text into Russian.

People often summarize the aims of logistics as getting 'the right materials, to the right place, at the right time, from the right source, with the right quality, at the right price'. This is broadly correct, but it depends on how we define 'right'. In different circumstances, logistics is judged by completely different measures of performance. When you post letters, you sometimes want them delivered quickly, sometimes as cheaply as possible, sometimes with high security, sometimes at a specified time, and so on. Managers have to design logistics that are flexible enough to satisfy a variety of needs. There are two aspects of this. The first is concerned with planning, when managers take a strategic view and design the best possible supply chain for their circumstances. The second concern is about execution, when materials move through this chain as efficiently as possible. So logistics plays a great role in every organization and in every country on a national scale.

Final Test

I. Read the text. Choose one of the given variants.

The world's biggest electronics company (1)..... in 1891 when Gerard Philips established a company in Eindhoven, the Netherlands, to manufacture electrical products. In the beginning, it (2)..... on making carbon-filament lamps. In 1914 Philips (3)..... a research laboratory to stimulate product innovation and expand production. In the 1920s, Philips decided to protect its innovations with patents. Since then, Philips (4)..... to develop new and exiting products like the compact disc, which (5)..... in 1983. Other interesting landmarks (6)..... the production of Philips' 100-millionth TV set in 1984.

Philips (7)..... a major multinational company which has almost 30,000 trademarks registered worldwide. It (8)..... 256,400 people all over the world, and has sales and service outlets in 150 countries. Research laboratories (9)..... in six countries. It also has a network of 400 designers in twenty-five locations. Its shares are listed on sixteen stock exchanges in nine countries. Each day its factories (10)..... a total of 50 million integrated circuits.

Royal Philips Electronics (11)..... by the Board of Management, which looks after the general direction and long-term strategy of the Philips group as a whole. The Supervisory Board (12)..... the general course of business of the Philips group and (13)..... the Board of Management and supervises its policies.

These policies (14)..... by the Group Management Committee, which (15)..... of the members of the Board of Management, chairmen of the product divisions and some other key officers.

- 1 a) found b) was founded c) founded d) founds

- | | | | | |
|-----------|-------------------------|-----------------------------|--------------------------|------------------------|
| 2 | a) was
concentrating | b) had been
concentrated | c) had
concentrated | d) concentrated |
| 3 | a) had established | b) was established | c) established | d) was
establishing |
| 4 | a) has continued | b) had continued | c) had been
continued | d) was continued |
| 5 | a) launched | b) had launched | c) was launched | d) has launched |
| 6 | a) includes | b) had included | c) include | d) including |
| 7 | a) was | b) is | c) had been | d) were |
| 8 | a) employed | b) is employed | c) are employed | d) employs |
| 9 | a) was located | b) locates | c) are located | d) locate |
| 10 | a) produced | b) produce | c) are producing | d) has produced |
| 11 | a) is managed | b) manages | c) was managed | d) are managed |
| 12 | a) monitors | b) is monitored | c) is monitoring | d) are monitoring |
| 13 | a) is advised | b) advised | c) advises | d) will advise |
| 14 | a) implement | b) is implemented | c) implemented | d) are
implemented |
| 15 | a) consists | b) consisted | c) is consisting | d) has consisted |

II. Choose one of the given variants.

- 16.** In this company, we firmly believe the value of innovation.
a) into b) in c) at d) –
- 17.** The development of computer technology has resulted enormous changes in the way that people work.
a) to b) for c) in d) at
- 18.** The Personnel Manager thinks that we would all benefit further training in how to use the office software.
a) of b) from c) – d) about
- 19.** The success in creating and selling new products depends a number of factors.
a) from b) of c) to d) on
- 20.** There are companies that specialize servicing production machinery.
a) on b) in c) at d) about
- 21.** Some companies concentrate research and development.
a) in b) for c) to d) on
- 22.** This can be seen in the fast speed at which companies change names and look a new image.
a) on b) for c) to d) at
- 23.** An entrepreneur can establish a small business based a technical innovation, a business idea and some capital.

- a) at b) on c) of d) from
- 24.** These companies have an efficient staff, who know the paperwork involved the distribution process.
- a) in b) at c) of d) on
- 25.** Usually one section of the department deals the outgoing traffic.
- a) with b) for c) on d) about

III. Circle the word that does not belong in each horizontal group.

- 26** a) firm b) company c) society d) subsidiary
- 27** a) salary b) manager c) engineer d) employee
- 28** a) boat b) car c) bus d) truck
- 29** a) combustible b) hazardous c) radioactive d) safe
- 30** a) plant b) facility c) patent d) factory

IV. Match the words (31-38) with their corresponding definitions (a-h).

- 31.** an innovation a) a planned series of action
- 32.** a patent b) main offices
- 33.** diversification c) a place or address
- 34.** a range d) the introduction of a new idea
- 35.** headquarters e) a selection or series
- 36.** a location f) making different types of products
- 37.** a strategy g) an agreed course of action
- 38.** a policy h) the right to make or sell an invention

V. Connect the beginnings of the sentences (39-46) with their endings (a-h).

39. The supply chain encompasses the steps	a. ... to produce the products to fulfill the customer's orders.
40. Logistics refers to the distribution process within the company ...	b. ... the shipping department determines the most efficient method to ship the products.
41. The supply chain for most products will encompass all the companies	c. ... necessary to get a good or service from the supplier to the customer.
42. The customer contacts the sales department of the company,	d. ... until they are required by the production department.
43. The planning department will create a production plan	e. ... whereas the supply chain includes multiple companies.
44. The raw materials are stored	f. ... which issues the sales order for products to be delivered on a specific date.
45. The finished products ordered by the customer are manufactured	g. ... using the raw materials purchased from suppliers.

46. When the finished products arrive in the warehouse,	h. ... manufacturing parts for the product, assembling it, delivering it and selling it.
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VI. Complete the passage below with the given words (a-g).

<p>The Incoterms rules are an internationally recognized standard and are used worldwide in international and domestic contracts for the 47) _____ of goods. First published in 1936, Incoterms rules provide internationally accepted definitions and rules of interpretation for most common commercial 48) _____. The rules have been developed and maintained by experts and practitioners brought together by ICC and have become the 49) _____ in international business. They help traders avoid costly misunderstandings by clarifying the tasks, costs and 50) _____ involved in the delivery of goods from sellers to buyers. All 51) _____ made under Incoterms 2000 remain valid even after 2011. Moreover, although experts recommend using Incoterms 2010 after 2011, parties can agree to choose any version of the Incoterms 52) _____ after 2011. It is important however to clearly specify the chosen version Incoterms 2010, Incoterms 2000 or any earlier 53) _____.</p>	<p>a. standard b. version c. terms d. risks e. rules f. contracts g. sale</p>
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VII. Label the paragraphs with the correct headings from the list.

- a. Today's role of major providers
- b. Changing logistics requirements for manufacturers
- c. 3PL in the past
- d. New challenges for 3PL
- e. Change in logistics concepts

54. Until a few years ago, companies used to outsource only parts of their logistics operations to providers specializing in services such as distribution or warehousing. A single company sometimes had several third-party logistics providers (3PLs).

55. The globalization of trade and increasing demand for services, however, has led to a drastic shift in logistics concepts and management with an impact on both producers and logistics providers.

56. As far as manufacturers are concerned, logistics management has become a lot more complex. By now, many of them have learned that outsourcing single segments to different providers has not really made their logistics operations more efficient. That is why they are looking for providers who can provide a higher level of service and more comprehensive supply chain solutions.

57. Logistics providers today are facing an increasingly tough and highly competitive market. In recent years, growing pressure on prices has led to a decrease in profit margins. In order to compensate for this, many third-party logistics providers now offer value-added services for their customers. Due to fierce competition in the 3PL market, however, experts predict that only the big international players will be able to work profitably in the future.

58. The big global players, also called super-3PLs, can provide their customers with comprehensive supply chain or end-to-end solutions. These services usually include

forwarding, transportation, consolidation, customs brokerage, warehousing, and distribution, as well as a range of value added services.

VIII. Insert the words derived from those given in brackets.

When a customer buys something in a supermarket, the bar code on the product is read **59)**_____ (ELECTRONIC). The information is transmitted to head office, where it is collected and analysed, and then schedule for the **60)**_____ (DELIVER) of the product to the supplier is produced. A miracle of scale, speed and **61)**_____ (EFFICIENT), it's the new system of food **62)**_____ (DISTRIBUTE) that has imposed a huge strain on Britain's transport infrastructure. Between 35 and 40 per cent of lorries on UK roads today are involved in **63)**_____ (PRODUCT) of food. Shopping for food has also made a **64)**_____ (CONSIDER) contribution to the increase in traffic. In the last ten years, the average **65)**_____ (DISTANT) traveled to go shopping went up 30 per cent, as small and local shops came under pressure from out-of-town retail stores and closed.

XI. Complete the extract from a company's annual conference about improving warehouse.

The recent growth of e-commerce makes having a quick and simple warehouse process **66)**_____ than ever before. Improving the warehouse's layout now will **67)**_____ productivity in the long run. Warehouse optimization for increased **68)**_____ is more crucial now than ever. Well-organized and efficient warehouses can meet the increased need for higher volumes of orders from **69)**_____ and retailers alike. A poorly organized **70)**_____ can lead to **71)**_____ time and squandered space, both of which can negatively **72)**_____ productivity. It means a warehouse does not work as hard as it should.

Managing warehouse processes improves workers' ability to pick order components. **73)**_____ time for picking orders and **74)**_____ the accuracy of the products pulled makes your warehouse more efficient. Some methods help improve the way people **75)**_____ with your warehouse and the items in it.

- | | | | | |
|----|-------------------|-------------------|----------------|---------------|
| 66 | a) less important | b) more important | c) popular | d) versatile |
| 67 | a) share | b) minimize | c) size | d) maximize |
| 68 | a) efficiency | b) promotion | c) work | d) accuracy |
| 69 | a) politics | b) consumers | c) departments | d) providers |
| 70 | a) schedule | b) construction | c) facility | d) shelf |
| 71 | a) saved | b) extra | c) wasted | d) sufficient |
| 72 | a) interact | b) make | c) effect | d) affect |
| 73 | a) Reducing | b) Increasing | c) Revision | d) setting |
| 74 | a) reducing | b) increasing | c) revision | d) setting |
| 75 | a) react | b) talk | c) interact | d) work |

3.2.2. ФРАНЦУЗСКИЙ ЯЗЫК

Test 1

Exercice 1. Ouvrez les parenthèses, écrivez les verbes au présent.

2. Madame Lucie _____ (rester) à l'hôtel.
3. Le professeur _____ (fermer) la porte de la classe.
4. Nous _____ (jouer) dans le parc.
6. Qu'est-ce que tu _____ (admirer) ?
8. Vous _____ (aimer) la Seine et ses quais ?
11. Je _____ (habiter) à Brest et mes parents _____ (habiter) à Minsk.
12. Vous _____ (parler) français ?
14. Qu'est-ce qu'ils _____ (regarder) ?
21. Qu'est-ce que tu _____ (donner) à Nicolas ?
23. Les garçons ne _____ (porter) pas les robes.
27. Vous _____ (téléphoner) souvent aux enfants ?
2. Nous _____ (bâtir) une bibliothèque. –
3. Le cours _____ (finir) à deux heures.
5. Hélène et Michel _____ (grandir) vite.
6. Vous _____ (applaudir) ces artistes.
8. Je _____ (choisir) le français.
11. Vous _____ (réfléchir) trop.
14. En descendant ils _____ (choisir) attentivement où poser les pieds.
15. Nous _____ (agir) dans ses intérêts.

Exercice 2. Ouvrez les parenthèses, employez le présent. Traduisez les phrases.

1. Il (confondre) toujours tout. – 2. Ils (descendre) l'escalier. – 3. Elle (entendre) les bruits. – 4. Vous (vendre) une maison ? – 5. Tu (rendre) tes parents responsables de tes problèmes. – 6. Tu (devoir) être plus sérieux. – 7. Vous ne (dire) pas la vérité à vos amis. – 8. Il (écrire) trois lettres. – 9. Ils (lire) les livres avec plaisir. – 10. Vous (faire) beaucoup de bruit. – 11. Ils (faire) tout eux-mêmes. – 12. Nous (faire) du sport tous les jours. – 13. Elle (lire) l'article en silence. – 14. Il me (mettre) dans une situation difficile. – 15. (Vouloir)-vous lire cet article ? – 16. Je le (vouloir), mais je ne le (pouvoir) pas. – 17. Il ne (comprendre) pas la grammaire. – 18. Nous (apprendre) la conjugaison des verbes. – 19. Ils (apprendre) à patiner. – 20. (comprendre)-vous ma question ? – 21. Pourquoi vous ne lui (répondre) pas ? – 22. Leurs enfants (prendre) leur responsabilité. – 23. Il (être) responsable de ce qu'il (faire). – 24. Vous ne (se tromper) jamais, comme d'habitude vous (avoir) raison. – 25. Pourquoi tu ne (être) pas attentif ? – 26. Tu (avoir) beaucoup d'amis ? – 27. Nous (avoir) faim. – 28. Il (avoir) envie de partir. – 29. Qui vous (attendre) ? (Кто вас ждет?) – 30. Qui (attendre)-vous ? (Кого вы ждете?) – 31. (être)-vous libre ce soir ? – 32. J'(avoir) beaucoup de choses à te dire.

Exercice 3. Dites à l'imparfait.

il / elle – changer, commencer, tenir, choisir, neiger, avoir.

je / nous – crier, obliger, étudier, être, comprendre, prévenir, faire.

vous – annoncer, se diriger, devenir, lire, écrire, répondre, venir, choisir.

Exercice 4. Choisissez une forme correcte.

1. Chaque jour nous (avoir) une leçon de maths.
a) avions b) avons c) aurions
2. En été, elle (aller) toujours à la campagne.
a) allais b) allait c) irait
3. J'(écrire) une lettre à mon ami chaque mois.
a) écrirais b) écrivais c) écrivait
4. Il (être) une fois une fille qui (aimer) beaucoup les contes.
a) était/aimiez b) somnait/aimait c) était/aimait
5. Vous (faire) souvent du vélo.
a) faisez b) fairiez c) faisiez
6. Elles (prendre) du café chaque matin.
a) prenaient b) prendraient c) prenaient

Exercice 5. Ecrivez les participes passés des verbes.

- | | |
|------------------|-----------------|
| lire – _____ | aller – _____ |
| prendre – _____ | marcher – _____ |
| dire – _____ | venir – _____ |
| attendre – _____ | être – _____ |
| vouloir – _____ | avoir – _____ |
| dormir – _____ | pouvoir – _____ |
| choisir – _____ | mettre – _____ |
| écrire – _____ | |

Exercice 6. Transformez les phrases en mettant le verbe au passé composé.

1. Nous discutons de littérature. – 2. J'écoute de la musique. – 3. Vous regardez un documentaire à la télévision. – 4. Tu parles avec ton voisin ? – 5. Ils dînent ensemble. – 6. Je passe un bon week-end. – 7. Il raconte sa soirée. – 8. Tu ne téléphones pas à Léon. – 9. Vous achetez des livres ? – 10. Il n'invite pas Louise. – 11. Il va au cinéma. – 12. Nous restons à la maison. – 13. Ils s'occupent des enfants. – 14. Elle sort avec Frédéric. – 15. Nous passons à la poste. – 16. Ils arrivent à l'heure. – 17. Il ne vient pas à la fête. – 18. Tu ne pars pas avec Grégoire? – 19. Il s'inscrit au club de gym. – 20. Elle mange peu. – 21. Il aime beaucoup ce film. – 22. Il danse bien. – 23. Nous détestons vraiment cette musique. – 24. Ils parlent beaucoup. – 25. Tu travailles trop.

Exercice 7. Transformez les phrases en mettant le verbe à la forme passive.

1. La France (visiter) par les étrangers.
2. L'étudiant (interroger) par le professeur.
3. La route (égayer) par le chant des oiseaux.
4. Le voyageur (arrêter) par un orage.
5. Les rues (couvrir) de neige.
6. Nous (appeler) par nos amis.
7. Je (inviter) par ma copine à une grande promenade.
8. L'examen (passer) à temps.
9. Le livre (lire) à la fin.
10. Ces pommes (acheter) au magasin.
11. Le chauffage (détraquer) brusquement.
12. Les routes de France (parcourir) par les voyageurs.

13. Le cours de la rivière (suivre) par la route.
14. Nombreux villages (traverser) par cette route.
15. La vaisselle (laver) par moi.
16. La Bastille (prendre) le 14 juillet 1789 par le peuple de Paris.
17. Ces maisons (construire) vite.
18. Ils (apercevoir) de loin.
19. La session d'examens (passer) par les étudiants.
20. Les deux rivières (réunir) par le canal.

Test 2

Exercice 1. Lisez les séries de nombres.

- 2, 12, 20, 21, 32, 42, 24, 23, 52, 25, 62, 26, 72, 27, 82, 28, 92, 29, 102, 202, 212, 220, 222, 2 000, 2 002, 2 012, 2 020, 2 022, 2 200, 2 202, 2 212, 2 222.
- 3, 13, 30, 33, 43, 53, 63, 73, 83, 93, 103, 113, 130, 137, 232, 344, 435, 536, 638, 739, 831, 933, 3 000, 3 300, 3 003, 3 303, 33 313, 30 303.
- 4, 14, 40, 8, 18, 41, 42, 24, 80, 84, 90, 94, 104, 114, 140, 404, 484, 494, 424, 414, 4 004, 40 014, 40 840, 4 884, 4 094.

Exercice 2. Répondez aux questions.

1. Quel âge avez-vous?
2. Quand avez-vous votre anniversaire?
3. Quelle est votre date de naissance?
4. Quelle est votre adresse?
5. Le bus de quel numéro faut-il prendre pour aller à l'université? pour aller à la gare? pour aller à la piscine?

Exercice 3. Dites en français. Continuez selon le modèle.

Modèle : Janvier est le premier mois de l'année.

Février	Mars	Avril	Mai
Juin	Juillet	Août	Septembre
Octobre	Novembre	Décembre	

Exercice 4. Pour chaque lacune choisissez la variante correcte.

Les grandes vacances sont _____ (1), le bruit des vagues _____ (2) disparu, les colonies de vacances sont finies, les _____ (3) chaleurs ne sont plus là, les jours commencent _____ (4) être plus courts, c'est la saison de la rentrée scolaire, de la nouvelle classe, des _____ (5) professeurs, du nouveau matériel scolaire, bref, l'automne représente tout cela ou presque... Presque parce que l'automne est aussi la saison _____ (6) cueillette de fruits tels que les pommes, les poires et le raisin. Après la chaleur de _____ (7), tous _____ (8) fruits sont mûrs et prêts à être cueillis. Il est bon de _____ (9) manger des tartes aux pommes ou aux poires ou bien des compotes ou même de pouvoir déguster _____ (10) raisin ! Mais l'automne c'est aussi la saison de la cueillette des champignons ! _____ (11) en promenade en forêt équipé d'un panier et d'un bâton pour aller ramasser les _____ (12) champignons est un véritable plaisir, mais il faut toujours faire attention à _____ (13) l'on ramasse ! Certains sont vénéneux.

1. a) terminer b) terminés c) terminées

- | | | |
|------------------|-----------------|-------------|
| 2. a) a | b) ont | c) est |
| 3. a) grosses | b) grosses | c) gros |
| 4. a) de | b) à | c) – |
| 5. a) novels | b) nouveaux | c) nouveaux |
| 6. a) d'un | b) du | c) de la |
| 7. a) l'été | b) le printemps | c) l'hiver |
| 8. a) c'est | b) ces | c) ses |
| 9. a) pouvoir | b) peux | c) avoir pu |
| 10. a) le | b) un | c) du |
| 11. a) partir | b) rentrer | c) tomber |
| 12. a) premières | b) premiers | c) premier |
| 13. a) que | b) quel | c) ce que |

Test 3

Exercice de vocabulaire

Complétez le texte par les mots de la liste. Si c'est nécessaire, changez la forme du mot.

D'habitude je me réveille à 7 heures du matin, je _____ une douche, je m'habille vite et je ne prends pas le petit-déjeuner chez _____ parce que je n'ai pas faim.

J'arrive vers 8 heures et _____ au bureau et j'achète un _____ à emporter au bar de l'entreprise. J'allume l'ordinateur, je lis le courriel et j'envoie des réponses. Je prépare mes réunions et mes rendez-vous de la journée. Je fais les visites aux clients et je _____ au bureau vers midi pour faire une pause. Je _____ avec mes collègues et je réponds à tous les appels car le _____ ne s'arrête pas. L'après-midi, je révise les factures et les commandes et je prépare un dossier pour le directeur.

Je finis vers cinq _____ et je vais en voiture au gym; j'adore faire un peu de natation et de vélo. En rentrant je m'arrête au supermarché et je fais les _____. Je cherche les enfants chez ma mère, nous rentrons à la _____ pour dîner en famille et après avoir couché les enfants, ma femme et moi, nous allons au lit et nous lisons un peu avant de nous _____. C'est une journée fatigante.

La liste des mots :

maison – prendre – moi – demie – quart – café – thé – rentrer – courses – coucher – déjeuner – téléphoner – heures.

Test 4

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 ménages 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 publiques.
- 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 de contrôle

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. *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.

4. *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.

5. *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.

6. *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

7. *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.

8. *Ouvrez les parenthèses et formez des participes convenables:*

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.

9. *Mettez les verbes aux temps qui conviennent:*

Le week-end dernier, je (partir) en voyage avec mon cousin Pierre. Comme il (souhaiter) depuis longtemps visiter le sud de la France nous (prendre) le train jusqu'à Marseille. Le trajet (être) très rapide: trois heures en TGV!

Sur place, nous (trouver) un hôtel bon marché dans le centre-ville. Les chambres (être) un peu bruyantes mais la vue du balcon (être) magnifique! D'abord, nous (visiter) le Vieux-Port. Il y (avoir) partout des cafés et des restaurants.

Ensuite, comme il (faire) très chaud, nous (passer) l'après-midi au bord de la mer. Pendant que mon cousin (se baigner), je (se promener) sur un petit chemin de randonnée. Puis je (retrouver) Pierre vers 5 heures et nous (retourner) dans le centre-ville où nous (prendre) un verre en terrasse.

Le soir, nous (découvrir) un petit restaurant près du port. Le patron (être) très sympathique et il nous (conseiller) la bouillabaisse, célèbre soupe de poissons. Je (ne pas regretter) ce choix: le repas (être) excellent!

Le lendemain, Pierre (se lever) tôt car il (vouloir) se rendre au marché aux poissons. Il y (avoir) beaucoup de monde et les pêcheurs (vendre) leurs poissons à la criée. Pierre (trouver) cela très folklorique! Après ça, nous (faire) quelques achats sur la Canebière, avenue importante de Marseille, puis nous (rentrer) rapidement à l'hôtel préparer notre départ. En effet, nous (avoir) peur de manquer le train pour Paris: il (être) déjà 7 heures et le train (partir) à 7h 45! Heureusement, nous (arriver) juste à temps à la gare. Vraiment, je (passer) un merveilleux week-end!

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 между ними.
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 LOGISTICS

Absolute Minimum Charge — The minimum price a carrier will charge for any given shipment.

Accessibility — The ability of a carrier to provide service for a freight order.

Accessorial Charges — Fees added to a freight bill for additional services that the carrier might provide. These are a la carte, or per service, and outside of standard shipping and receiving. Things like liftgate requirements, redeliveries, and reclassifications are typical accessorial charges.

Account-Specific Pricing — Customer-specific pricing, or account-specific pricing, refers to an agreement between a vendor moving product and a carrier or 3PL that establishes custom prices. Shippers who move volume above a certain threshold are eligible for a discounted rate because they give the carrier guaranteed business.

Advanced Planning and Scheduling (APS) — Critical supply chain planning that also accounts for production schedules. Typically, it accounts for the planning of demand, production, distribution, and transportation.

Agile — The concept of having a flexible supply chain that allows for quick order fulfillment with short lead times and varying volume.

Air Freight — Transportation of products via air transportation methods.

Application Programming Interface (API) — A digital program that allows for data exchange between two or more applications via the cloud.

ATA — Actual time of arrival

ATD — Actual time of departure

Audit — In logistics, an audit refers to the process of examining, adjusting, and verifying freight bills for accuracy.

Backhaul — Refers to a truck's return trip to the original destination with either a partial or full load.

Benchmark — In logistics, benchmarks refer to KPI thresholds set by an organization to measure supply chain performance.

Billing — A process typically performed by the carrier that determines the total charges for a completed order.

Bill of Lading (BOL) — A legally binding document between a shipper and carrier that details all the information needed to process a freight shipment.

BOL Number — The number established by the carrier that refers to a specific BOL.

Cab Extender — A piece of equipment used to seal the gap between cab and trailer.

Capacity — In trucking, the term refers to available trucks in any given market. Conceptually speaking, tight capacity translates into a more difficult market that is more challenging to find a carrier willing to complete an order. Conversely, loose capacity translates into an easier environment that is easier to find a carrier.

Cargo — Product carried during transportation.

Carmack Amendment — The piece of legislation that establishes carrier liability and BOL provisions.

Carriage — In maritime shipping, carriage refers to the movement of cargo on a vessel after loading and before unloading.

Chargeable Weight — A shipment's weight that is used to determine freight pricing. It may be the dimensional weight of the shipment.

Claim — In freight, shippers can retroactively charge carriers for damages or loss to transported products.

Class (Freight Class) — A group of commodities that are bunched together under a specific category, based on similar dimensions or other attributes. Every commodity has both a freight class and a NMFC code.

Class Rates — The rate charged for hauling products at a given class.

Co-Packer — A contracted partner that packages and labels products on behalf of its client.

Co-Manufacturer (Co-Man) — A third-party partner that produces goods from raw materials or semi-finished materials on behalf of its client.

Collect Shipping — A type of billing that charges the consignee with freight costs rather than the consignor.

Commodity — Any item that is commercially exchanged.

Common Carrier (Carrier) — The person or company that is responsible for transporting goods.

Compliance — In retail logistics, the term that refers to the regulations set by retailers for delivery of goods into their supply chain.

Consignee — The receiver of transported products.

Consignment — A freight order transported by a carrier.

Consignor — The originator of shipped products. Also referred to as the shipper. Typically, the entity that sold the product.

Consolidation — The combination of multiple shipments on a single order or shipment. This process is most commonly used to lower transportation costs or improve supply chain performance.

Container — A large box used to transport freight via maritime shipping methods.

Container ID — The identification number assigned by the carrier to a given container.

Container Yard — The area that stows containers following their arrival at port. Carriers pick-up cargo from these designated spaces.

Contract Carrier — Carriers hired by shippers on a contract basis.

Contract Rates — The rate at which a shipper and carrier agree upon in advance on a given lane. These are rarely upheld as rates fluctuate with market demand and capacity.

Cross-Docking — The process of unloading product at a receiving facility and reloading it on another truck to complete shipment with very little to no storage in between.

Cumulative Lead Time — The total time needed to source material, produce goods, and ship a product to its destination.

Customer Pick-Up (CPU) — The retailer is responsible for arranging the transportation of the freight from the shipper to their store or distribution center.

Customs Broker — A third-party entity that assists vendors to deal with import or export customs.

Dashboard — In the tech aspect of logistics, a singular spot on a website or application where an abundance of information is displayed.

Deadhead — Refers to the empty miles traveled without a load in a trailer.

Dead on Arrival — In logistics, the term used to describe product that is damaged upon delivery to its destination.

Declared Value for Carriage — The value of goods according to the shipper. This amount is declared on a BOL.

Delivery Appointment — The agreed-upon time of arrival for a transported order.

Demurrage — Additional charges incurred when freight is unloading past its specified time. Used in rail and maritime transport.

Density — A product's pounds per cubic foot. The metric is used to establish pricing for a transported order.

Detention — The amount of time a carrier is held at a receiving location beyond a specified loading or unloading appointment. Typically, detention results in a charge to the consignor.

Dispatch — The office in charge of allocating assets to haul shipments.

Distributor — A third-party that purchases products to resell to a retailer.

Distribution Center — A specialized warehouse that serves as a hub to store finished goods. Those goods will then be redistributed to retailers, wholesalers, or directly to consumers.

Drayage — The pick-up of the contents of a container from a yard by a carrier.

Drop Trailer — The process of leaving a trailer at a receiving location to be reloaded at another time.

Dunnage — Packing material used to protect goods from damage during transport.

EDI Exchange — Communication between two businesses via a structured set of messages. EDI is used to exchange information and documents like purchase orders and invoices.

Exception Rate — A situation in which a rate does not follow the set class rate.

Expedited Shipment — The rapid delivery of a product from its origin to its destination.

First-In, First-Out (FIFO) — An inventory management strategy that requires product to be used in chronological order from its arrival to a facility.

Flatbed — A type of trailer that has no enclosed area.

Flexibility — The ability of a supply chain to react quickly and efficiently to changing customer demands.

Free on Board (FOB) — Used to decide who is liable for goods that are damaged during shipment.

For-Hire Carrier — A carrier that provides transportation services on a transactional basis.

Freight — An order that is transported from origin to destination.

Freight-All-Kinds (FAK) — Pricing strategy that bundles multiple freight classes into a single class.

Freight Bill — The invoice for a carrier shipment.

Fuel Surcharge (FSC) — Additional fee for fuel that is sometimes added as a line item on invoices when a carrier lines this charge out separately from their base rate.

Full Truckload (FTL) — A shipment on which an entire trailer is filled with product.

Gross Weight — The total weight of a truck, trailer, its cargo, the driver, and any potential passengers.

Handling Costs — The cost of moving or transferring inventory.

Inbound Logistics — Refers to the transportation and storage of incoming goods into your supply chain.

Intermodal Transportation — The transportation of freight by two or more modes i.e., using rail shipping and over-the-road shipping for a singular shipment.

Joint Rate — A rate of a route that requires two or more different carriers to transport shipment.

Just in Time (JIT) — An inventory control system that requires materials to arrive just in time for use.

Key Performance Indicator (KPI) — In logistics, KPIs are critical metrics that highlight the performance of your supply chain.

Landed Costs — The cost of product combined with additional logistics costs.

Lead Time — The time between an order being placed and the time it needs to be shipped.

Less-Than-Truckload (LTL) — A shipment mode that consolidations several smaller shipments on a single truck.

Line-Haul Shipment — An order that ships over 150 miles between two cities.

Load Tender — Also called a pick-up request. Simply put, it is a shipment offer to a carrier.

Lumper Fee — The cost associated with a driver assisting in the loading or unloading of their trailer.

Market Demand — In trucking, this refers to the need for freight services.

Mileage Rate — A rate that is determined by the number of miles an order is shipped.

Must-Arrive By Date (MABD) — The date set by retailers that specifies when a vendor must have a product delivered to their receiving facilities.

National Motor Freight Classification (NMFC) — A tariff that puts all products that can be hauled as freight into 18 different classes, numbered 50 to 500. Every commodity has both a freight class and a NMFC code.

Network Analysis — The careful analysis of a logistics network. They are designed to analyze warehousing, transportation, and other means of distribution.

On-Time In-Full (OTIF) — A standard by which retailers' grade a supplier's ability to have product delivered to their distribution centers within prescribed delivery windows and at full quantities ordered.

Order — A shipment of goods.

Outbound Logistics — Moving product from your production facilities to the end-user.

Outsource — The process of using a third-party to complete functions that were previously performed in-house.

Over-the-Road (OTR) — The transportation mode that involves long-distance moves via a truck.

Owner/Operator — A driver who owns their own truck and trailer.

Packing List — A document that specifies the quantity and location of each item in a package.

Pallet — The platform that product is stacked and wrapped on for transportation.

Parcel Shipment — The shipment of one or several small packages not on a pallet.

Per Diem — The rate a railroad pays another to use its cars.

Pick and Pack — Refers to the process of picking product and then immediately packing it into shipping containers.

Pool Distribution — A shipping strategy that stocks multiple vendors' orders in an optimally located warehouse before sending out shipments via shortened LTL delivery methods.

Port of Discharge — The port where an order is unloaded.

Port of Entry — A maritime entry for goods into a country.

Port of Loading — The port where cargo is loaded onto a vessel.

Prepaid — A freight billing method in which the shipper pays transportation costs.

Proof of Delivery (POD) — Documented information supplied by the carrier that specifies who signed for the shipment, when it arrived, and any other information.

Purchase Order (PO) — A document that specifies the details of a transaction between buyer and supplier.

Real-Time — In logistics, this term refers to a shipper's ability to track an order as it progresses from origin to destination.

Receiving — The physical receipt of a transported order.

Receiving Dock — At a receiver's facility, the dock is the place where goods are unloaded.

Refrigerated Carrier — A truckload or LTL carrier that has the capability to transport temp-sensitive product in a refrigerated trailer.

Request for Proposal (RFP) — Refers to the process of bidding your freight lanes out to transportation providers for an upcoming period of time.

Request for Quote (RFQ) — Another term for a transportation RFP.

Retail Buyer — A person who purchases products from vendors on behalf of a retail outlet.

Retailer — A business that buys products from suppliers to sell to end-users.

Routing Guide — The process in which a shipper determines which carrier will move a product based on completed RFPs.

Scalability — How quickly a supplier can increase productivity to meet rising demand.

Scorecard — A tool used by retailers to grade their suppliers' ability to deliver product on-time and in-full.

Shipper — The originator of a shipment.

Shipping Lane — The route on which a carrier transports a product between origin and destination.

Short Shipment — An order which is incomplete or missing agreed-upon parts.

Spot Market — The trucking market that exists for shipments with little lead time or notice.

Spot Market Rates — Rates at the present moment in the market.

Supplier — A seller of goods.

Supply Chain Visibility — Refers to the ability to identify and isolate key metrics within the supply chain.

Tariff — Taxes assessed by a government on goods leaving or entering a country.

Tender — A formal request for transportation services.

Tender Rejection — A situation that occurs when a carrier rejects a shipper's tender forcing them to find an alternative carrier.

Third-Party Logistics Provider — A third-party firm that provides logistics services for customers.

Traceability — In shipping, this term refers to real-time or close to real-time location tracking.

Track and Trace — Following a shipment's movement from origin to destination.

Trailer Drop — Occurs when a driver leaves a full trailer at a facility to pick up an empty one.

Transactional — A singularly occurring business relationship that occurs only on an at-need basis.

Transportation Management System (TMS) — An application that allows users to perform the activities needed to complete key logistics planning and processes.

Transportation Mode — The method by which goods are transported.

True Logistics Partner — Refers to a logistics relationship that goes beyond transactional services to a deeper, more consultative approach.

Value-Added Partner — A strategic partner that creates value for a firm that goes beyond benefits received from a transaction.

Velocity — The rate at which product move through a warehouse.

Vendor — A company that manufactures or distributes an item.

Visibility — Access to key data within the supply chain.

Warehouse Network — Refers to a vendor's chain of warehousing locations throughout a given geographic area.

A List of Abbreviations

ABC – activity based costing

AOL – an American multinational mass media corporation based in New York City

AS – automated storage

BAT – the Bloomberg Aptitude Test – is an aptitude test owned, published, and developed by Bloomberg Institute – an educational division of Bloomberg LP. It is used by employers in the business world to evaluate employment candidates. (Bloomberg L.P. is a privately held financial software, data and media company headquartered in New York City).

BBN Communications (formerly Bolt, Beranek and Newman) – a technology company in Cambridge, Massachusetts.

B2B – business-to-business – is commerce transactions between businesses, such as between a manufacturer and a wholesaler, or between a wholesaler and a retailer.

B2C – business-to-consumer – is a transaction that occurs between a company and a consumer, as opposed to a transaction between companies. The term may also describe a company that provides goods or services for consumers.

CL – carload

CTL – a British computer manufacturer of the 1970s and 1980s.

DC – distribution centre

DEL – Dell Inc. – is an American privately owned multinational computer technology company based in Round Rock, Texas, United States, that develops, sells, repairs and supports computers and related products and services. Bearing the name of its founder, Michael Dell, the company is one of the largest technological corporations in the world, employing more than 103,300 people worldwide

DHL – a division of the German logistics company Deutsche Post DHL providing international express mail services

DVD – (digital versatile disc or digital video disc) is a digital optical disc storage format, invented and developed by Philips, Sony, Toshiba, and Panasonic in 1995.

EDI – electronic data interchange

EFT – electronic fund transfer

EPOS – electronic point-of-sales data

EU – the European Union – is a politico-economic union of 28 member states that are located in Europe.

Excel – a spreadsheet application by Microsoft Corporation.

FedEx – FedEx Corporation – is an American global courier delivery services company headquartered in Memphis, Tennessee. The name “FedEx” is a syllabic abbreviation of the name of the company's original air division, Federal Express, which was used from 1973 until 2000.

GATX – an equipment finance company based in Chicago, Illinois. Founded in 1898, GATX’s primary activities consist of railcar operating leasing in North America and Europe. In addition, GATX leases locomotives in North America, and also has significant investments in industrial equipment and marine assets, including ownership of the American Steamship Company, which operates on the Great Lakes.

GDP – Gross Domestic Product – is defined by the Organization for Economic Co-operation and Development as "an aggregate measure of production equal to the sum of the gross values added of all resident, institutional units engaged in production (plus any taxes, and minus any subsidies, on products not included in the value of their outputs)

GKN – GKN plc – is a British multinational automotive and aerospace components company headquartered in Redditch, Worcestershire.

HGV – heavy goods vehicle – a truck category

IBS – IBS Software Services is an Indian multinational IT solutions provider to the Travel Transportation and Logistics (TTL) industry. The company is headquartered at Technopark, Trivandrum India.

IRS – The Internal Revenue Service – the revenue service of the United States federal government. The government agency is a bureau of the Department of the Treasury, and is under the immediate direction of the Commissioner of Internal Revenue. The IRS is responsible for collecting taxes and the administration of the Internal Revenue Code. It has also overseen various benefit programs, and enforces portions of the Affordable Care Act.

ISO 9002 – model for quality assurance in production, installation and servicing

JIT – just in time – is a methodology aimed primarily at reducing flow times within production as well as response times from suppliers and to customers.

PC – personal computer – is a general-purpose computer whose size, capabilities and original sale price make it useful for individuals, and is intended to be operated directly by an end-user with no intervening computer operator

PRISM Team Services – is a clandestine surveillance program under which the United States National Security Agency (NSA) collects internet communications from at least nine major US internet companies.

RF – radio frequency

ROA – return on assets – shows the percentage of how profitable a company's assets are in generating revenue.

Ryder Integrated Logistics – a popular truck rental and leasing company for companies' distribution and supply chain efforts.

RSs – retrieval systems

RSVP – request for response (French: *répondez s'il vous plaît*)

TL – truckload

UK – the United Kingdom of Great Britain and Northern Ireland, commonly known as the United Kingdom or Britain, is a sovereign state in Europe.

UPS – United Parcel Service, Inc. – is the world's largest package delivery company and a provider of supply chain management solutions

US – the United States of America, commonly referred to as the United States or America, is a federal republic consisting of 50 states and a federal district.

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 récapitulatif des importations et des exportations de biens d'un pays.

Balance des capitaux: compte récapitulatif des entrées et sorties de capitaux d'un pays.

Balance des invisibles: compte récapitulatif des 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.

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'offres 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 a 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.

Monopsonne: 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'offreurs (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 serait 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).

СПИСОК СОКРАЩЕНИЙ

ACP	Afrique-Caraïbes-Pacifique	страны Африки, Карибского и Тихоокеанского региона
ADEPIC	Aspects des droits de propriété intellectuelle qui touchent au commerce	ТРИПС, Торговые аспекты прав на объекты интеллектуальной собственности
AELE	Association européenne de libre-échange	ЕАСТ, Европейская ассоциация свободной торговли
AGCS	Accord général sur le commerce des services	Генеральное соглашение по торговле услугами
ALALC	Association latino-américaine de libre commerce	ЛАФТА, Латиноамериканская ассоциация свободной торговли
ALENA	Accord de libre-échange nord-américain (français équivalent anglais: North American Free Trade Agreement, NAFTA)	НАФТА, Североамериканское соглашение о свободной торговле
APEC	La Coopération économique des pays d'Asie-Pacifique	АТЭС, Азиатско-Тихоокеанское экономическое сотрудничество
BIRD	Banque internationale pour la reconstruction et le développement	МБРР, Международный банк реконструкции и развития
BNP	Banque Nationale de Paris	БНП (французский банк)
BP	Compagnie pétrolière britannique (anciennement British Petroleum)	Би Пи, британская нефтегазовая компания
BRICS	Brésil, Russie, Inde, Chine, Afrique du Sud	страны BRICS (Бразилия, Россия, Индия, Китай, Южная Африка)

BTP	bâtiment et travaux publics	строительство и общественные работы (<i>отрасль экономики</i>)
CA	chiffre d'affaires	выручка (<i>компании</i>)
CAC 40	Cotation Assistée en Continu (indice boursier français)	КАК 40, индекс Парижской биржи
CAEM	Conseil d'assistance économique mutuelle	СЭВ, Совет экономической взаимопомощи
CEE	Communauté économique européenne	ЕЭС, Европейское экономическое сообщество, Общий рынок
CEI	Communauté des Etats indépendants	СНГ, Содружество независимых государств
CNUCED	Conférence des Nations Unies sur le commerce et le développement	ЮНКТАД, Конференция ООН по торговле и развитию
COMECON	Conseil d'assistance économique mutuelle (CAEM)	СЭВ, Совет экономической взаимопомощи
CRM	Gestion des relations clients (Customer Relationship Management)	Управление отношениями с клиентами
CRRC	China CRRC Corporation Ltd., (le plus grand constructeur chinois d'équipements de transport ferroviaire)	CRRC, китайская вагоностроительная корпорация
EDF	Electricité de France	ЭДФ, Электрисите де Франс (энергетическая компания Франции)
ENI	Eni S.p.A. (Ente Nazionale Idrocarburi)	Эни, итальянская нефтегазовая компания
FMI	Fonds monétaire international	МВФ, Международный валютный фонд
FMN	firme multinationale	ТНК, транснациональная компания
G 7	Groupe des sept pays les plus industrialisés	Большая семерка
GATT	Accord général sur les tarifs et le commerce (angl. : General agreement on tariffs and trade)	ГАТТ, Генеральное соглашение по тарифам и торговле
GDF Suez SA	Gaz de France Suez SA (Engie)	Французская энергетическая и газовая компания, образовавшаяся в 2008 году от слияния компаний Газ де Франс и Суэц, с 2015 года носит название Энжи
GE	General Electric	Дженерал Электрик, амери-

		аканская корпорация
GM	General Motors	Дженерал Моторс, американская автомобильная корпорация
IAA	industrie agro-alimentaire	агро-промышленный комплекс
INSEE	Institut national de la statistique et des études économiques	Национальный институт статистики и экономических исследований
MERCOSUR	Marché commun du Cône Sud	Меркосур, Общий рынок стран Южной Америки
NCM	négociations commerciales multilatérales	многосторонние торговые переговоры
NPI	nouveaux pays industrialisés	НИС, новые индустриальные страны
NTIC	nouvelles technologies de l'information et de la communication	новые информационные и коммуникационные технологии
OCDE	Organisation de coopération et de développement économiques	ОЭСР, Организация экономического сотрудничества и развития
OMC	Organisation mondiale du commerce	ВТО, Всемирная торговая организация
ONG	organisations non gouvernementales	неправительственные организации
OPEP	Organisation des pays exportateurs de pétrole	ОПЕК, Организация стран экспортеров нефти
PAC	Politique agricole commune	ЕСП, Единая сельскохозяйственная политика (стран ЕС)
PDG	Président-Directeur général	председатель совета директоров и генеральный директор
PECO	pays d'Europe centrale et orientale	ЦВЕ, страны Центральной и Восточной Европы
PI	pays industrialisés	промышленно развитые страны
PIB	produit intérieur brut	ВВП, валовой внутренний продукт
PME	petites et moyennes entreprises	малые и средние предприятия
PNB	produit national brut	ВНП, валовой национальный продукт
PSA	Peugeot Société Anonyme	Пежо, французская автомобильная компания
PVD	pays en (voie de) développement	развивающиеся страны
RATP	Régie autonome des transports parisiens	РАТП, Автономный оператор парижского транспорта
R&D	recherche et développement	НИОКР, научно-

		исследовательские и опытно-конструкторские работы
SA	société anonyme	акционерное общество
SARL	société à responsabilité limitée	общество с ограниченной ответственностью
SNC	société en nom collectif	полное товарищество
SNCF	Société nationale des chemins de fer français	СНСФ, Национальная компания железных дорог Франции
SPS	Accord sur l'application des mesures sanitaires et phytosanitaires	Соглашение о применении санитарных и фитосанитарных мер
TIC	technologies de l'information et de la communication	информационные и коммуникационные технологии
TGV	train à grande vitesse	высокоскоростной поезд
TPP	Partenariat Transpacifique	Транстихоокеанское партнерство
TTIP	Partenariat transatlantique de commerce et d'investissement	ТТИП, Трансатлантическое торговое и инвестиционное партнерство
UE	Union européenne	ЕС, Европейский союз

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.

8308
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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.


СОСТАВИТЕЛЬ:

Рахуба В.И., заведующий кафедрой иностранных языков, кандидат филологических наук, доцент.

Резько П.Н., доцент кафедры иностранных языков, кандидат педагогических наук, доцент

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);

Специальность по ОУП Белоруссии по специальности

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 и (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 управление	1	1	128	3	68	–	–	68	–	–	зачет
			2	196	6	80	–	–	80	–	–	экзамен
6-05-0611-04	Электронная экономика (профилизация – Экономика электронного бизнеса)	1	1	108	3	68	–	–	68	–	–	зачет
			2	108	3	48	–	–	48	–	–	экзамен
6-05-0611-04	Электронная экономика (профилизация – 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 и (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 и (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 an Marketer.
6. Marketing as a Profession.
7. Marketers and Promoters.
8. Jobs and Responsibilities.

Грамматика: обобщение темы времена и залого 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 самост. 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 существительных; 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.			18		10	Выполнение лексических, грамматических, переводных упражнений
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;			20		10	Выполнение лексических, грамматических, переводных упражнений

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
	времена группы Perfect, Past Simple (действительный залог); времена группы Perfect (действительный залог); предлоги; фразовые глаголы; модальные глаголы; словообразование.						
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. 3. Partnership. 4. Corporations. 5. Multinational Companies. Грамматика: страдательный залог; времена в страдательном залоге; согласование времен; косвенная речь; условные предложения; словообразовательные модели.			18		10	Выполнение лексических, грамматических, переводных упражнений
	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 самост. 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 самост. 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
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

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
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. 2-й семестр			6		8	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.			28		36	Устный опрос, тест, контрольный перевод, презентация, тест
1.17	My Future Career: Тексты: 7. Marketers and Promoters. 8. Jobs and Responsibilities. 5. The Profession of an 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		4	Монологическая речь

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
	4. Great Britain: The Land of Inspiration. Грамматика: причастие I и обороты с причастием I.						
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. Jobs and Responsibilities. 5. The Profession of an Marketer. 6. Marketing as a Profession.			8		4	Презентация

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 самост. 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			20		16	Выполнение лексических, грамматических, переводных упражнений

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
	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.						
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 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.			20		40	Устный опрос, выполнение упражнений, перевод на русский язык
1.5	My Native City Brest: Тексты: 1. Brest: Regional Centre. 2. Video about Brest.			6		10	Устный опрос, выполнение упражнений, работа с видеоматериалом

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
	Грамматика: словообразовательные модели (прилагательное); прямая и косвенная речь (правила перевода в косвенную речь предложений различных типов).						
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. 5. Careers in logistics. 6. What does a logistician do?			6		10	Устный опрос, выполнение упражнений, лексико-грамматический 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 самост. 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			10		4	Монологическая речь

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
	предложения, структура вопросительных и отрицательных предложений.						
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 действительном залоге; типы вопросов; словообразование.			22		10	Монологическая речь, устный опрос, тест.
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			4		8	Монологическая речь

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
	(прилагательное).						
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
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 залоги 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 самост. 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 речь

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
	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).						
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. Грамматика: глагольные времена в страдательном залоге.			6		6	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.			14		20	Устный опрос, тест, контрольный перевод, презентация, тест
1.7	The Republic of Belarus in the Modern World:			4		4	Монологическая речь

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
	Тексты: 7. The Country I live in. 8. Education in Belarus. 9. Belarusian economy. Грамматика: словообразовательные модели (существительное, прилагательное).						
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
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 залогов 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 самост. 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		22	Выполнение лексических, грамматических,

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
	2. College Life. 3. A New Period in My Life. 4. Nick's Usual Working Day.						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: 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.			2		22	Выполнение лексических, грамматических, 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.			6		36	Выполнение лексических, грамматических, переводных

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
	3. Salaries and Other Rewards. 4. Recruitment and Selection. 5. Training. 6. Changes in Employment.						упражнений

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 аудиторных часов				Количество часов самост. 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: 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.			2		22	Выполнение лексических, грамматических, 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:			2		36	Выполнение лексических,

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
	Тексты: 1. The Profession of an Economist. 2. Career Opportunities in Banking and Finance. 3. Accountancy as a Profession.						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 самост. 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. 3. A New Period in My Life. Грамматика: совершенствование слухо-произносительных и ритмико-интонационных навыков; просодическое оформление фраз различного коммуникативного типа (повествование, вопрос); транскрипция.			2		14	Работа с лексическим материалом по содержанию 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:			6		42	Работа с лексическим материалом по

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
	1. Improving Communications. 2. Improving Customer Service. 7. Different Types of Cooperation. Грамматика: модальные глаголы и их эквиваленты. 2-й семестр						содержанию учебного текста
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. Грамматика: прямая и косвенная речь (правила перевода в косвенную речь предложений различных типов).			8		78	Работа с лексическим материалом по содержанию учебного текста
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 университет, 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 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.

3.2.3. 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:

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. Практический курс английского языка. = Practical Course of English for Students of Economics: учеб. пособие для студентов экономических специальностей вузов / Л.В. Бедрицкая [др.]; под ред. В.С. Слеповича. – Мн.: ТетраСистемс, 2012. – 368 с.

4. 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.

5. Митрошкина Т.В. Грамматика английского языка. – Мн.: Выш. школа, 2010. – 238 с.

**ПРОТОКОЛ СОГЛАСОВАНИЯ УЧЕБНОЙ ПРОГРАММЫ
ПО ДИСЦИПЛИНЕ «ИНОСТРАННЫЙ ЯЗЫК (НЕМЕЦКИЙ)»
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		Рассмотрена и рекомендована к утверждению протокол № ___ от __.__.____
Финансы организаций Деньги, кредит, банки	Бухгалтерского учета, анализа и аудита		Рассмотрена и рекомендована к утверждению протокол № ___ от __.__.____
Организация труда Управление персоналом.	Менеджмента		Рассмотрена и рекомендована к утверждению протокол № ___ от __.__.____
Информационные технологии Управление конкурентоспособностью	Менеджмента		Рассмотрена и рекомендована к утверждению протокол № ___ от __.__.____
Основы конкурентоспособности Маркетинг услуг	Мировой экономики, маркетинга, инвестиций		Рассмотрена и рекомендована к утверждению протокол № ___ от __.__.____
Веб-технологии и программирование Основы маркетинга	Мировой экономики, маркетинга, инвестиций		Рассмотрена и рекомендована к утверждению протокол № ___ от __.__.____
Закупочная логистика Распределительная логистика	Экономической теории и логистики		Рассмотрена и рекомендована к утверждению протокол № ___ от __.__.____

Содержание учебной программы согласовано с выпускающей кафедрой

Заведующий выпускающей кафедрой,
кандидат экономических наук, доцент

Н.В.Потапова

Заведующий выпускающей кафедрой,
кандидат экономических наук, доцент

И.М.Гарчук

Заведующий выпускающей кафедрой,
кандидат технических наук, доцент

А.Г.Проровский

Заведующий выпускающей кафедрой,
кандидат экономических наук, доцент

Г.Б.Медведева

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.

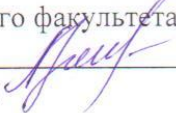
Учебная программа составлена на основе учебных планов, разработанных на основании примерных учебных планов по специальностям, для следующих специальностей: 6-05-0411-01 Бухгалтерский учет, анализ и аудит (утвержден Министерством образования Республики Беларусь 02.12.2022, регистр. № 6-05-04-005/пр.); 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);

Специальность по ОУП Корисное 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 самост. 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.			10		8	Фронтальный/ индивидуальный

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
	Ressources naturelles. Travail. Capital. Грамматика: verbe: Plus-que-parfait, nom: formation du genre féminin et du pluriel.						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», 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.			14		19	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
	Types de prix. Niveau des prix. Грамматика: verbe: Discours direct et indirect.						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/ 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
		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.			10		6	Фронтальный/ индивидуальный опрос. Выполнение

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
	Travail. Capital. Грамматика: verbe: Passé simple, nom: formation du genre féminin et du pluriel.						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. Lecteurs réseau. Multimédia. Грамматика: Passé simple, pronoms relatifs.			12		6	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.			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.

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
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 самостоятельной 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.

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
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. Internet. Intranet. B2B et B2C. Грамматика: verbe: Conditionnel.			4		45	Выполнение упражнений, перевод 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. Венскович [и др.]. – Брест : БрГТУ, 2022.– <https://rep.bstu.by/handle/data/32886>

Дополнительная литература:

4) Венскович, С.В. Введение в экономику: учебное пособие / С.В. Венскович, О.И. Гумяно. – Брест : БрГТУ, 2011 – 51 с.

5) 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.

6) Венскович, С.В. Сборник текстов для чтения и обсуждения / С.В. Венскович, О.И. Гумялко. – 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 французско-русский политехнический словарь / Г.М. Колпакова. – М. : РУССО, 2006. – 712 с.

12) Головкин, С.Г. Французский язык для технических вузов: Учебник / С.Г. Головкин, 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. Гумялко. – 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. Гумянко. – 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.

**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		Рассмотрена и рекомендована к утверждению протокол № 10 от 03.05.2023
Логистика и управление цепями поставок.	Экономической теории и логистики		Рассмотрена и рекомендована к утверждению протокол № 10 от 03.05.2023
Информационные технологии. Организация производства и управление предприятием.	Менеджмента		Рассмотрена и рекомендована к утверждению протокол № 10 от 03.05.2023
Интернет-маркетинг и электронная коммерция. Основы маркетинга.	Мировой экономики, маркетинга, инвестиций		Рассмотрена и рекомендована к утверждению протокол № 10 от 03.05.2023

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