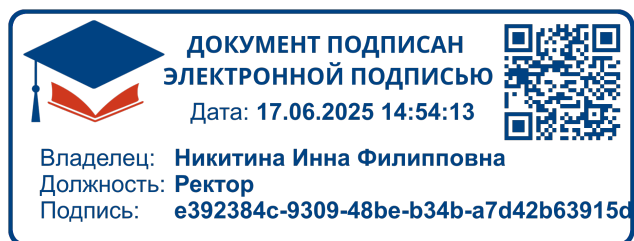


Автономная некоммерческая организация высшего и профессионального образования  
**«ПРИКАМСКИЙ СОЦИАЛЬНЫЙ ИНСТИТУТ»**  
**(АНО ВПО «ПСИ»)**



Приложение № 1  
к Рабочей программе дисциплины  
«Иностранный язык»

**УТВЕРЖДЕН**  
Ученым советом АНО ВПО «ПСИ»  
(протокол от 11.06.2025 № 03)  
Председатель Ученого совета, ректор  
И.Ф. Никитина

**ФОНД ОЦЕНОЧНЫХ МАТЕРИАЛОВ**

**Рабочей программы дисциплины**

**«Иностранный язык»**

Направление подготовки 38.03.02 Менеджмент

Профиль – финансовый менеджмент

Квалификация выпускника: бакалавр

Форма обучения: очная, очно-заочная, заочная

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**ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ ПО ДИСЦИПЛИНЕ  
«ИНОСТРАННЫЙ ЯЗЫК»**

Контролируемые разделы (темы) дисциплины	Код контролируемой компетенции (или ее части)	Наименование оценочного средства
<b>Раздел 1. Бизнес-английский</b>		
Тема 1. Введение в специальность (иностранный язык в сфере профессиональной коммуникации)	ОК-4	Грамматические тесты, подготовка презентаций, диктант, зачет, экзамен
Тема 2. Бизнес-английский	ОК-4	Грамматические тесты, подготовка презентаций, диктант, зачет, экзамен
Тема 3. Рыночная экономика	ОК-4	Грамматические тесты, аудирование, диктант, зачет, экзамен
<b>Раздел 2. Профессиональная коммуникация</b>		
Тема 4. Финансовый аудит	ОК-4	Грамматические тесты, аудирование, диктант, зачет, экзамен
Тема 5. Типы налогов	ОК-4	Грамматические тесты, аудирование, диктант, зачет, экзамен

## ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

**1. Назначение фонда оценочных средств.** Оценочные средства предназначены для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины «Иностранный язык».

**2. Фонд оценочных средств включает** контрольные материалы для проведения текущего контроля в форме тестовых грамматических заданий, подготовку презентаций, задания по аудированию, промежуточной аттестации в форме примерных тем для перевода текстов и составления монологов к зачету и экзамену.

**3. Структура и содержание заданий** разработаны в соответствии с рабочей программой дисциплины «Иностранный язык».

**4. Перечень компетенций, формируемых дисциплиной:**

ОК-4 – способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия

**5. Проверка и оценка результатов выполнения заданий**

По каждому виду фонда оценочных средств представлены критерии выставления оценок, подтверждающие освоение студентом компетенций, формируемых дисциплиной «Иностранный язык».

**АВТОНОМНАЯ НЕКОММЕРЧЕСКАЯ ОРГАНИЗАЦИЯ  
ВЫСШЕГО И ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ  
«ПРИКАМСКИЙ СОЦИАЛЬНЫЙ ИНСТИТУТ»**

**ТЕСТЫ, ПРАКТИЧЕСКИЕ И ИНТЕРАКТИВНЫЕ ЗАДАНИЯ**

**РАЗДЕЛ 1. БИЗНЕС-АНГЛИЙСКИЙ**

Бизнес/Деловой английский - это область английского языка, направленная на углубленное изучение тематик, словарного запаса, законов и положений построения английской речи. Бизнес английский - это не только тематики, касающиеся предпринимательства, бизнес английский - это широкое поле с огромным количеством специализированных участков языка, будь то экономика, медицина, туризм, менеджмент или IT. Заполнение любых документов, начиная от написания писем и резюме, и заканчивая специализированными бизнес отчётами, есть неотъемлемые части делового мира, имеющие свои правила и рамки, обеспечивающие наилучшее понимание между людьми в личной и деловой обстановке. Экзамены и тесты, в том числе и международные, общение по телефону, собеседования и презентации - это те элементы, без которых не обойтись в повседневной жизни активному и перспективному человеку.

**Тема 1. Введение в специальность (иностранный язык в сфере профессиональной коммуникации)**

**1. Цель занятия:** изучение профессиональной лексики.

**2. Задачи занятия:** изучить ключевые выражения и профессиональную лексику, используемую в официальных обращениях (письмо, запрос, составление договора, заключение сделки и т.д.), разработать презентацию на тему: 'Economics'

**3. Ключевые термины и выражения.**

*Economics, household, management, distribution, trade, consumption, goods and services, microeconomics, macroeconomics, aggregate supply, supply and demand, commodity, resource allocation, production, competition, to determine value, economic theory, utility-maximizing rule.*

**4. Тематика занятий.**

1. Изучение профессиональной лексики (профессии, экономические циклы и процессы, типы экономических систем, значение экономики в обществе и др.).
2. Повторение времен активного залога.
3. Диктант по терминам.
4. Подготовка презентации 'Economics'.
5. Чтение и перевод профессиональных текстов.
6. Составление монолога и диалога (на темы: «моя будущая профессия», «значимость науки экономика для общества», «характеристика мировых экономических процессов», «особенности экономических систем» и др.).

**5. Темы презентаций.**

1. Economic theory
2. Macroeconomics.
3. Microeconomics



15. That was great! It was ... meal you have ever cooked.  
 a) good c) best  
 b) better d) the best
16. This exhibition is ... interesting than the previous one.  
 a) little c) least  
 b) less d) the least
17. We saw ... good film last night. The film was about the love of a girl to her cat and dog.  
 a) a c) -  
 b) the d) an
18. Everybody agrees that ... happiness is very important in the life of people.  
 a) - c) a  
 b) the d) many
19. In the past people lived in ... harmony with the environment.  
 a) a c) the  
 b) an d) -
20. When they arrived ... the station, they rushed to the platform not to miss the train.  
 a) to c) in  
 b) at d) for

## 7. Ответы к тестовым заданиям

### Test 1

- 1) b;
- 2) a;
- 3) c;
- 4) c;
- 5) a;
- 6) c;
- 7) a;
- 8) b;
- 9) c;
- 10) a;
- 11) d;
- 12) d;
- 13) b;
- 14) b;
- 15) d;
- 16) b;
- 17) a;
- 18) a;
- 19) d;
- 20) b.

## 8. Текст для перевода

### Economics

Economics (from the Greek "household management") is a social science that studies the production, distribution, trade and consumption of goods and services.

Economics, which focuses on measurable variables, is broadly divided into two main branches: microeconomics, which deals with individual agents, such as households and businesses, and macroeconomics, which considers the economy as a whole, in which case it considers aggregate supply and demand for money, capital and commodities. Aspects receiving particular attention in economics are resource allocation, production, distribution, trade, and

competition. Economic logic is increasingly applied to any problem that involves choice under scarcity or determining economic value. Mainstream economics focuses on how prices reflect supply and demand, and uses equations to predict consequences of decisions. The fundamental assumption underlying traditional economic theory is the utility-maximizing rule.

READ AND ANSWER THE FOLLOWING QUESTIONS

1. What is the definition of economics?
2. What are the two main branches of economics?
3. Which aspects receive particular attention in economics?

## Тема 2. Бизнес-английский

**1.Цель занятия:** изучение профессиональной лексики.

**2. Задачи занятия:** изучить ключевые выражения и профессиональную лексику, используемую в официальных обращениях (письмо, запрос, составление договора, заключение сделки и т.д.), разработать презентацию на тему: ‘Economic Growth’, написание официального письма

### 3. Ключевые термины и выражения.

*Economic growth, commerce, gross domestic product (GDP), capacity utilization, standard of living, stock of capital, marginal, market access, underclass, transfer, valuation, equilibrium point, market failure, perfect information, perfect competition, monopoly, monopsony, insider trading, externalities, allocation of resources, unemployment, price floor, price ceiling, legitimate, involvement, minimum wage.*

#### 4. Тематика занятий.

1. Изучение профессиональной лексики (бизнес-процессы, типы бизнес структур, международный бизнес и др.).
2. Повторение пассивного залога и сослагательного наклонения.
3. Диктант по терминам.
4. Подготовка презентации 'Economic Growth'.
5. Чтение и перевод профессиональных текстов.
6. Изучение фраз и обращений, используемых в официальном письме.
7. Написание официального письма (в форме заключения контракта, просьбе о предоставлении дополнительных условий и информации в отношении будущего сотрудничества и т.д.).
8. Составление монолога и диалога (на темы: «характеристика состояния бизнеса в отдельных странах»).

## 5. Темы презентаций.

1. Economic development
2. Modern business structure

## 6. Тестовые задания.

1. When you ... older, you'll change your mind about this.  
a) will grow                      c) have grown  
b) grow                          d) grew
2. By the time the police get there, the burglars ... .  
a) vanish                        c) will have vanished  
b) will vanish                 d) vanished
3. As soon as the taxi arrives, I ... you know.



- a) let c) had let  
b) have let d) will let  
4. My friend has been writing to me for years already, but he never ... a photo.  
a) sends c) will send  
b) has sent d) sent  
5. Why are you busy packing? - My train ... in two hours, so we'll leave the house in an hour.  
a) is leaving c) leaves  
b) will be leaving d) left  
6. When was this building finished? - They say it ... by the end of last year.  
a) had been finished c) will be finished  
b) was finished d) finishes  
7. I thought that I ... my key and was very glad when I found it.  
a) lose c) had lost  
b) lost d) was losing  
8. What's the matter? You look upset. Last week I lost my scarf and now I just ... my gloves.  
a) lost c) had lost  
b) have lost d) lose  
9.1 ... for this bank for five years already but I have decided to change my job.  
a) am working c) have been working  
b) has worked d) worked  
10. Martin said that he ... the tickets the next day.  
a) bought c) will buy  
b) had bought d) would buy  
11. The house opposite our college ..., that's why we are using the back entrance at present.  
a) pulls down c) is being pulled down  
b) is pulled down d) pulled down  
12. You ... an umbrella when you left the house, didn't you?  
a) have c) had had  
b) was having d) had  
13. By the time we got to the cinema the film ... .  
a) will begin c) had begun  
b) would begin d) began  
14. Is there anything I ... do to help you?  
a) can c) am to  
b) may d) as to  
15. The last film I saw was ... frightening than this one.  
a) little c) least  
b) less d) the least  
16. Someone is calling you. Will you answer ... phone?  
a) a c) -  
b) the d) these  
17. To tell the truth I don't like ... pair of trousers that I bought last month.  
a) those c) that  
b) this d) a  
18. Whose house is it? - It's ... .  
a) my c) her  
b) mine d) our  
19. Today is ... cold than yesterday. So, I'm wearing my shorts.

- a) little                                      c) least  
b) less                                         d) the least

20. "Come home ... Christmas Day, we'll be waiting for you", my mother always says to me.

- a) in    c) -  
b) on     d) at

## **7. Ответы к тестовым заданиям**

### **Test 2**

- 1) b;  
2) c;  
3) d;  
4) b;  
5) c;  
6) a;  
7) c;  
8) b;  
9) c;  
10) d;  
11) c;  
12) d;  
13) c;  
14) a;  
15) b;  
16) b;  
17) c;  
18) b;  
19) b;  
20) b.

## **8. Текст для перевода**

### **Private Property**

An essential characteristic of capitalism is the institution of rule of law in establishing and protecting private property, including, most notably, private ownership of the means of production. Private property was embraced in some earlier systems legal systems such as in ancient Rome, but protection of these rights was sometimes difficult, especially since Rome had no police. Such and other earlier system often forced the weak to accept the leadership of a strong patron or lord and pay him for protection. It has been argued that a strong formal property and legal system made possible a) greater independence; b) clear and provable protected ownership; c) the standardization and integration of property rules and property information in the country as a whole; d) increased trust arising from a greater certainty of punishment for cheating in economic transactions; e) more formal and complex written statements of ownership that permitted the easier assumption of shared risk and ownership in companies, and the insurance of risk; f) greater availability of loans for new projects, since more things could be used as collateral for the loans; g) easier and more reliable information regarding such things as credit history and the worth of assets; h) an increased standardization and transferability of statements documenting the ownership of property, which paved the way for structures such as national markets for companies and the easy transportation of property through complex networks of individuals and other entities. All of these things enhanced economic growth.

Capitalism is often contrasted to socialism in that besides embracing private property in terms of personal possessions, it supports private ownership of the means of production. Those

Many governments extend the concept of private property to ideas, in the form of "intellectual property." It has been argued that the introduction of the patent system was a crucial factor behind the rapid development and widespread use of new technology during and following the industrial revolution. Some oppose the establishment of intellectual property as being counterproductive or coercive. Others argue that some intellectual property rights may be too rigid or constraining to innovation, favoring weaker protections.

**1. Цель занятия:** изучение профессиональной лексики.

### 3. Ключевые термины и выражения.

#### 4. Вопросы к занятию.

1. Изучение профессиональной лексики (регулирование спроса и предложения, ключевые законы рыночной экономики и др.).
2. Повторение грамматики.
3. Диктант по терминам.
4. Аудирование.
5. Чтение и перевод профессиональных текстов.
6. Проведение итоговой контрольной работы по разделу 1.

### Test 3

- Excuse me, do you speak English? I ... for a hotel.  
a) look                                  c) was looking  
b) am looking                        d) have been looking
- Last summer we wanted a relaxing holiday, so we ... to stay on a small island.  
a) choose                              c) had chosen  
b) have chosen                        d) chose
- Mathematics ... hard. I don't understand it.  
a) are                                  c) was  
b) is                                     d) were
- While we ... for the train, it started to rain.  
a) waited                              c) was waiting  
b) are waiting                        d) were waiting
- The police officer said that every house in that street ... already by the police.  
a) search                              c) had been searched

- b) were searched                      d) searched
6. There is going to be a big art exhibition. It... a lot of visitors.  
a) attracts                              c) has attracted  
b) will attract                      d) attracted
7. The result of his investigation ... in the newspaper soon.  
a) publish                              c) will be published  
b) be published                      d) is published
8. When they arrived home, their children ... outside the door waiting for them.  
a) sit                                      c) was sitting  
b) are sitting                      d) were sitting
9. We ... a new computer not long ago. Now the job will be done much more quickly.  
a) had bought                      c) bought  
b) was bought                      d) have bought
10. He was sorry that he ... to me for so long.  
a) didn't write                      c) hadn't been writing  
b) haven't been writing      d) hasn't been writing
11. The ring you found ... be returned to an old lady who had lost it.  
a) can                                      c) have to  
b) must                                      d) are to
12. Everybody in our team played ... except the captain.  
a) bad                                      c) worst  
b) badly                                      d) the worst
13. You know much, but you know ... than your teacher.  
a) little                                      c) least  
b) less                                      d) much
14. Small shops are not as ... as supermarkets.  
a) more convenient                      c) most convenient  
b) convenient                      d) the most convenient
15. Sarah is a very good pianist. She plays ... piano very well.  
a) a                                      c) the  
b) an                                      d) -
16. We had five phone calls, but there were ... for you.  
a) no                                      c) either  
b) none                                      d) neither
17. I didn't have much time, but I ... visit a lot of places of interest in London.  
a) can                                      c) must  
b) was able to                      d) had to
18. That's an easy question! ... knows the answer!  
a) All                                      c) Each  
b) Everybody                      d) Every
19. The comic told silly jokes, but nobody laughed ... him.  
a) on                                      c) at  
b) under                                      d) about
20. We feel sorry ... Sam because he hasn't got any friends.  
a) for                                      c) with  
b) about                                      d) by

## 6. Ответы к тестовым заданиям

### Test 3

- 1) b;  
2) d;  
3) b;

- 4) d;
- 5) c;
- 6) b;
- 7) c;
- 8) d;
- 9) c;
- 10) c;
- 11) b;
- 12) b;
- 13) b;
- 14) b;
- 15) c;
- 16) b;
- 17) b;
- 18) b;
- 19) c;
- 20) a.

## **7. Текст для перевода**

### **Market Economy**

The notion of a "free market" where all economic decisions regarding transfers of money, goods, and services take place on a voluntary basis, free of coercive influence, is commonly considered to be an essential characteristic of capitalism. Some individuals contend, that in systems where individuals are prevented from owning the means of production (including the profits), or coerced to share them, not all economic decisions are free of coercive influence, and, hence, are not free markets. In an ideal free market system none of these economic decisions involve coercion. Instead, they are determined in a decentralized manner by individuals trading, bargaining, cooperating, and competing with each other. In a free market, government may act in a defensive mode to forbid coercion among market participants but does not engage in proactive interventionist coercion. Nevertheless, some authorities claim that capitalism is perfectly compatible with interventionist authoritarian governments, and/or that a free market can exist without capitalism.

A legal system that grants and protects property rights provides property owners the entitlement to sell their property in accordance with their own valuation of that property; if there are no willing buyers at their offered price they have the freedom to retain it. According to standard capitalist theory, as explained by Adam Smith, when individuals make a trade they value what they are purchasing more than they value what they are giving in exchange for a commodity. If this were not the case, then they would not make the trade but retain ownership of the more valuable commodity. This notion underlies the concept of mutually-beneficial trade where it is held that both sides tend to benefit by an exchange.

In regard to pricing of goods and services in a free market, rather than this being ordained by government it is determined by trades that occur as a result of price agreement between buyers and sellers. The prices buyers are willing to pay for a commodity and the prices at which sellers are willing to part with that commodity are directly influenced by supply and demand (as well as the quantity to be traded). In abstract terms, the price is thus defined as the equilibrium point of the demand and the supply curves, which represent the prices at which buyers would buy (and sellers sell) certain quantities of the good in question. A price above the equilibrium point will lead to oversupply (the buyers will buy less goods at that price than the sellers are willing to produce), while a price below the equilibrium will lead to the opposite situation. When the price a buyer is willing to pay coincides with the price a seller is willing to offer, a trade occurs and price is determined.

However, not everyone believes that a free or even a relatively-free market is a good thing. One reason proffered by many to justify economic intervention by government into what would otherwise be a free market is market failure. A market failure is a case in which a market fails to efficiently provide or allocate goods and services (for example, a failure to allocate goods in ways some see as socially or morally preferable). Some believe that the lack of "perfect information" or "perfect competition" in a free market is grounds for government intervention. Other situations or activities often perceived as problems with a free market may appear, such as monopolies, monopsonies, information inequalities (e.g. insider trading), or price gouging. Wages determined by a free market mechanism are also commonly seen as a problem by those who would claim that some wages are unjustifiably low or unjustifiably high. Another critique is that free markets usually fail to deal with the problem of externalities, where an action by an agent positively or negatively affects another agent without any compensation taking place. The most widely known externality is pollution. More generally, the free market allocation of resources in areas such as health care, unemployment, wealth inequality, and education are considered market failures by some. Also, governments overseeing economies typically labeled as capitalist have been known to set mandatory price floors or price ceilings at times, thereby interfering with the free market mechanism. This usually occurred either in times of crises, or was related to goods and services which were viewed as strategically important. Electricity, for example, is a good that was or is subject to price ceilings in many countries. Many eminent economists have analyzed market failures, and see governments as having a legitimate role to mitigate these failures, for examples through regulation and compensation schemes.

However, some economists, such as Nobel prize-winning economist Milton Friedman as well as those of the Austrian School, oppose intervention into free markets. They argue that government should limit its involvement in economies to protecting freedom rather than diminishing it for the sake of remedying "market failure." These economists believe that government intervention creates more problems than it is supposed to solve. Laissez-faire advocates do not oppose monopolies unless they maintain their existence through coercion to prevent competition, and often assert that monopolies have historically only developed because of government intervention rather than due to a lack of intervention. They may argue that minimum wage laws cause unnecessary unemployment, that laws against insider trading reduce market efficiency and transparency, or that government-enforced price-ceilings cause shortages.

## 8. Задания по аудированию

1. Вы два раза услышите четыре коротких диалога, обозначенных буквами А, В, С, D. Установите соответствие между диалогами и местами, где они происходят: к каждому диалогу подберите соответствующее место действия, обозначенное цифрами.

Используйте каждое место действия из списка 1-5 только один раз. В задании есть одно лишнее место действия

1. In a classroom
2. In a library
3. In a street
4. In a friend's house
5. At home

Запишите в таблицу выбранные цифры под соответствующими буквами.

Ответ:

Говорящий	A	B	C	D	E
Ответ					

2. Вы два раза услышите пять высказываний, обозначенных буквами А, В, С, D, E.

Установите соответствие между высказываниями и утверждениями из списка: к каждому

высказыванию подберите соответствующее утверждение, обозначенное цифрами. Используйте каждое утверждение из списка 1-6 только один раз. В задании есть одно лишнее утверждение.

1. The speaker is proud of his/her school uniforms.
2. The speaker is for rules explaining what clothes students are allowed to wear to school.
3. The speaker thinks that students can wear jeans and T-shirts to school.
4. The speaker felt uncomfortable because she/he had chosen the wrong clothes to wear to school.
5. The speaker thinks that only primary school students should wear uniforms.
6. The speaker thinks that uniforms look bad on students.

Запишите в таблицу выбранные цифры под соответствующими буквами.

Ответ:

Говорящий	A	B	C	D	E
Ответ					

3. Вы услышите разговор двух подростков. В заданиях 3—8 в поле ответа запишите одну цифру, которая соответствует номеру правильного ответа. Вы услышите запись дважды.

3 The deadline for Theresa's project is

- 1) in a couple of weeks.
- 2) in a week.
- 3) in two days.

Ответ:

4 The topic of Frank's project is about

- 1) means of transportation.
- 2) violence on television.
- 3) the amount of hours people spend on television.

Ответ:

5 Most people agree that

- 1) no action needs to be taken.
- 2) children take violent behaviour as a role model.
- 3) there isn't too much violence on television.

Ответ:

6 Most people think that violent scenes should be

- 1) banned.
- 2) shown at any time.
- 3) shown after children are asleep.

Ответ:

7 Frank's results may be incorrect because all the respondents

- 1) are very young.
- 2) have too much in common.
- 3) are too different.

Ответ:

8 In the interview Theresa is going to use

- 1) only simple questions.
- 2) multiple choice questions.
- 3) only short questions.

Ответ:

## РАЗДЕЛ 2. ПРОФЕССИОНАЛЬНАЯ КОММУНИКАЦИЯ

Под профессиональной коммуникацией мы понимаем коммуникацию в рамках профессиональной сферы между представителями определенных профессий. Деловой стиль английского языка существенно отличается от разговорного в лексическом, грамматическом и стилистическом плане.

Особенность английской деловой лексики заключается в том, что для каждой отрасли имеется своя специфика. Некоторые термины и выражения, имеющие в одной отрасли одно значение, в другой отрасли могут иметь совершенно другое значение. Следующей особенностью делового английского языка является профессиональный уровень знаний, когда необходимо не только знать название термина, но и уметь его правильно понять и употребить. Стилистической характеристикой делового стиля английского языка является использование языковых штампов и клише в официальных документах. Помимо наличия клише для делового стиля характерна терминологичность. В процессе терминообразования отмечают две основные тенденции – образование аббревиатур и создание терминов-словосочетаний.

Что касается грамматических особенностей, то необходимо отметить, что в русском языке, по сравнению с английским, отсутствуют такие грамматические категории, как артикль или герундий, а также инфинитивные и причастные обороты, абсолютная номинативная конструкция. Для делового стиля английского языка характерно: использование сложносочиненных и сложноподчиненных предложений; прямой порядок слов, неопущение союзных слов; предпочтительное использование пассивного залога вместо активного; использование местоимения 1 лица множественного числа вместо 1 лица единственного числа. Преобладают простые распространенные предложения. Еще одной особенностью официального стиля английского языка является строгий порядок следования абзацев по их роли в общем контексте документа. Также характерна инверсия, которая чаще всего встречается в придаточных предложениях условия и сравнения.

### Тема 4. Финансовый аудит

**1. Цель занятия:** изучение профессиональной лексики.

**2. Задачи занятия:** изучить ключевые выражения и профессиональную лексику, используемую в официальных обращениях (письмо, запрос, составление договора, заключение сделки и т.д.), выполнить задания по аудированию и тестовые грамматические упражнения.

**3. Ключевые термины и выражения.**

*Financial audit, stakeholder, regulator, "attest" function, CPA (certified public accountant) firm, assurance, audit report, accounting principles, fraud, to assess, internal control, external auditor, to attest.*



#### 4. Вопросы к занятию.

1. Изучение профессиональной лексики (финансовая отчетность, финансовый анализ, международные стандарты отчетности).
2. Повторение грамматики.
3. Диктант по терминам.
4. Аудирование.
5. Чтение и перевод профессиональных текстов.

## 5. Тестовые задания

## Test 4

1. If I ... some fish, will you cook it for me?  
a) will catch                      c) caught  
b) catch                              d) am catching
2. She said that she ... her present flat. She tried to find another one.  
a) doesn't like                      c) didn't like  
b) won't like                        d) likes
3. I saw you yesterday from the bus. Where ... you ... at that time?  
a) was hurrying                    c) had hurried  
b) were hurrying                  d) did hurry
4. I found that everything I said on the phone ... to the police.  
a) report                              c) was reported  
b) is reported                        d) had been reported
5. When I speak Italian, all the others in the class ... at me as I don't know the language well.  
a) laughed                            c) will laugh  
b) was laughing                    d) laugh
6. He ... in the Army for eighteen months. This is his last month.  
a) serves                              c) has been serving  
b) is serving                        d) have served
7. Don't make noise: the children ... to sleep.  
a) try                                  c) will try  
b) is trying                          d) are trying
8. A new museum ... in the city. What a beautiful building it will be!  
a) was being built                  c) is built  
b) is being built                    d) builds
9. Two terrorists ... in New York some days ago.  
a) are arrested                      c) were arrested  
b) have been arrested              d) will be arrested
10. I ... understand this letter. Will you translate it for me?  
a) mustn't                            c) may not  
b) can't                                d) shouldn't
11. Diana's parents don't let her go to late-night disco. She ... be at home at 9 o'clock in the evening.  
a) must                                c) may  
b) can                                 d) have to
12. Henry ... apologize for his bad behaviour yesterday.  
a) have to                            c) had to  
b) may                                 d) is to
13. The children studied hard, and as a result they passed the exams ... of all.

- a) good                                  c) best  
b) better                                d) the best
14. This is ... film I've ever seen.  
a) more interesting              c) most interesting  
b) the most interesting     d) not interesting
15. ... old, ... sick, ... unemployed need our special care.  
a) -                                        c) the  
b) an                                        d) everybody
16. Someone who saw ... robbery called the-police.  
a) -                                        c) the  
b) a                                         d) those
17. According to this song ... we need is love.  
a) all                                        c) each  
b) every                                    d) some
18. We wished the bride and groom happiness in ... new life together.  
a) there                                  c) theirs  
b) their                                    d) these
19. Excuse me, but does this umbrella belong ... you?  
a) to                                        c) at  
b) for                                        d) with
20. I listened to the radio every day to know the weather forecast but I can never rely ... it.  
a) at                                        c) in  
b) to                                         d) on

## 6. Ответы к тестовым заданиям

## Test 4

- 1) b;
- 2) c;
- 3) b;
- 4) c;
- 5) d;
- 6) c;
- 7) d;
- 8) b;
- 9) c;
- 10) b;
- 11) a;
- 12) c;
- 13) c;
- 14) b;
- 15) c;
- 16) c;
- 17) a;
- 18) b;
- 19) a;
- 20) d

## 7. Задания по аудированию

- 1.** Вы два раза услышите четыре коротких диалога, обозначенных буквами А, В, С, D. Установите соответствие между диалогами и местами, где они происходят: к каждому диалогу подберите соответствующее место действия, обозначенное цифрами.

Используйте каждое место действия из списка 1-5 только один раз. В задании есть одно лишнее место действия

1. At the airport
2. In a hotel
3. In a street
4. At a railway station
5. At the customs

Запишите в таблицу выбранные цифры под соответствующими буквами.

Ответ:

Говорящий	A	B	C	D	E
Ответ					

2. Вы два раза услышите пять высказываний, обозначенных буквами A, B, C, D, E. Установите соответствие между высказываниями и утверждениями из списка: к каждому высказыванию подберите соответствующее утверждение, обозначенное цифрами. Используйте каждое утверждение из списка 1-6 только один раз. В задании есть одно лишнее утверждение.

1. The speaker is trying to follow a low-calorie diet.
2. The speaker advises to eat in limited amounts.
3. The speaker only eats when he/she is hungry.
4. The speaker advises to eat often throughout the day.
5. The speaker says that your weight depends on the time you eat.
6. The speaker says that weight is genetic.

Запишите в таблицу выбранные цифры под соответствующими буквами.

Ответ:

Говорящий	A	B	C	D	E
Ответ					

3. Вы услышите разговор двух подростков. В заданиях 3—8 в поле ответа запишите одну цифру, которая соответствует номеру правильного ответа. Вы услышите запись дважды.

David and Diana are

- 1) schoolmates.
- 2) neighbours.
- 3) relatives.

Ответ:

4 Daniel invited Diana to go to

- 1) the cinema.
- 2) the theatre.
- 3) the downtown.

Ответ:

5 Daniel suggested they should go

- 1) by car.
- 2) by train.
- 3) by bus.

ОТВЕТ:

6 Diana will go to the football game with

- 1) her boyfriend.
- 2) her brother.
- 3) David.

ОТВЕТ:

7 At the moment Diana is going to

- 1) go to work.
- 2) see a film.
- 3) do the cooking.

ОТВЕТ:

8 Diana will go to the football game

- 1) with her boyfriend.
- 2) with her brother.
- 3) with David.

ОТВЕТ:

## **8. Текст для перевода**

### **Financial Audit**

A financial audit is the examination of financial records and reports of a company or organisation, in order to verify that the figures in the financial reports are relevant, accurate, and complete. The general focus is to ensure the reported financial statements fairly represent a company's stated condition for the firm's stakeholders. These stakeholders will be interested parties, such as stockholders, employees, regulators, and the like.

Doing a financial audit is called the "attest" function. The general purpose is for an independent party (the CPA firm) to provide written assurance (the audit report) that financial reports are "fairly presented in conformity with generally accepted accounting principles".

Because of major accounting scandals (failure by CPA firms to detect widespread fraud), assessing internal control procedures has increased in magnitude as a part of financial audits.

Financial audits are typically done by external auditors (accountancy firms). Many organizations, including most very large organizations, also employ or hire internal auditors, who do not attest to financial reports. Internal auditors often assist external auditors, and, in theory, since both do internal control work, their efforts should be coordinated.

## **Тема 5. Типы налогов**

**1. Цель занятия:** изучение профессиональной лексики.

**2. Задачи занятия:** изучить ключевые выражения и профессиональную лексику, используемую в официальных обращениях (письмо, запрос, составление договора, заключение сделки и т.д.), выполнить задания по аудированию и тестовые грамматические упражнения.

**3. Ключевые термины и выражения.**



- b) were sitting                      d) had been sitting
14. We were disappointed as the film was ... than we expected.  
a) entertaining                      c) most entertaining  
b) less entertaining                d) entertaining
15. We usually ask our teacher to explain ... difficult problems to us.  
a) the                                      c) a  
b) -                                         d) this
16. Playing ... guitar is an interesting hobby.  
a) -                                         c) the  
b) a                                         d) mine
17. Our city is famous for ... beautiful ancient buildings.  
a) its                                        c) it's  
b) it                                         d) his
18. Her hair is long and fair. Everybody admires ... .  
a) them                                    c) they  
b) it                                         d) its
19. You are very good ... dealing with people.  
a) in                                        c) on  
b) at                                        d) about
20. Last summer our neighbours decided to drive to Scotland ... a short holiday.  
a) at                                        c) on  
b) to                                        d) for

## 7. Ответы к тестовым заданиям

### Test 5

- 1) b;
- 2) c;
- 3) d;
- 4) b;
- 5) b;
- 6) c;
- 7) b;
- 8) c;
- 9) d;
- 10) a;
- 11) d;
- 12) d;
- 13) d;
- 14) b;
- 15) b;
- 16) c;
- 17) a;
- 18) b;
- 19) b;
- 20) d.

## 8. Текст

A tax is a compulsory charge or other levy imposed on an individual or a legal entity by a state or a functional equivalent of a state (e.g., tribes, secessionist movements or revolutionary movements). Taxes could also be imposed by a subnational entity.

Taxes may be paid in cash or in kind or as corvée labor. In modern capitalist taxation systems, taxes are designed to encourage the most efficient circulation of goods and services and

are levied in cash. In kind and corvee taxation are characteristic of traditional or pre-capitalist states and their functional equivalents. The means of taxation, and the uses to which the funds raised through taxation should be put, are a matter of hot dispute in politics and economics, so discussions of taxation are frequently tendentious.

Public finance is the field of political science and economics that deals with taxation.

## HISTORY OF TAXATION

Political authority has been used to raise capital throughout history. In many pre-monetary societies, such as the Incan empire, taxes were owed in labor. Taxation in labor was the basis of the Feudal system in medieval Europe. In more sophisticated economies such as the Roman Empire, tax farming developed, as the central powers could not practically enforce their tax policy across a wide realm. The tax farmers were obligated to raise large sums for the government, but were allowed to keep whatever else they raised. Many Christians have understood the New Testament to support the payment of taxes, through Jesus's words "Render unto Caesar the things that are Caesar's". There were certain times in the Middle Ages where the governments did not explicitly tax, since they were self-supporting, owning their own land and creating their own products. The appearance of doing without taxes was however illusory, since the government's (usually the Crown's) independent income sources depended on labor enforced under the feudal system, which is a tax exacted in kind. Many taxes were originally introduced to fund wars and are still in place today, such as those raised by the American government during the American Civil War (1861-1865). Income tax was first introduced into Britain in 1798 to pay for weapons and equipment in preparation for the Napoleonic wars and into Canada in 1917 as a "temporary" tax under the Income War Tax Act to cover government expenses resulting from World War I.

The current income tax in America was set up by Theodore Roosevelt in 1913. It was called The Federal Income Tax and was deducted from incomes at rates varying from 1-7%. But, since then, the American Tax Code has been modified and new taxes have been added, especially over the World War I and II periods. Since World War II, the American Tax Code has increased in size four-fold.

### 9. Задания для аудирования

1. Вы два раза услышите четыре коротких диалога, обозначенных буквами А, В, С, D. Установите соответствие между диалогами и местами, где они происходят: к каждому диалогу подберите соответствующее место действия, обозначенное цифрами.

Используйте каждое место действия из списка 1-5 только один раз. В задании есть одно лишнее место действия

1. At lunch
2. At home
3. In a friend's house
4. In a restaurant
5. On a picnic

Запишите в таблицу выбранные цифры под соответствующими буквами.

Ответ:

Говорящий	A	B	C	D	E
Ответ					

2. Вы два раза услышите пять высказываний, обозначенных буквами А, В, С, D, E.

Установите соответствие между высказываниями и утверждениями из списка: к каждому высказыванию подберите соответствующее утверждение, обозначенное цифрами.

Используйте каждое утверждение из списка 1-6 только один раз. В задании есть одно лишнее утверждение.

1. The speaker prefers to wear only designer clothes.
2. The speaker has her/his own philosophy of dressing up.
3. The speaker is very practical about her/his clothes.
4. The speaker is a partygoer who likes to dress smartly.
5. The speaker prefers to wear the same kind of clothes for different events.
6. The speaker likes to be the centre of attention.

Запишите в таблицу выбранные цифры под соответствующими буквами.

Ответ:

Говорящий	A	B	C	D	E
Ответ					

**3.** Вы услышите разговор двух подростков. В заданиях 3—8 в поле ответа запишите одну цифру, которая соответствует номеру правильного ответа. Вы услышите запись дважды.

3. John is sure that the second year at college will be

- 1) much easier than the first one.
- 2) very difficult.
- 3) the same as the first year.

Ответ:

4 Sarah works on Sunday mornings because she

- 1) can buy books for her studies.
- 2) has to pay for her studies.
- 3) has some free time.

Ответ:

5 The students must choose

- 1) two courses.
- 2) only one course.
- 3) four courses.

Ответ:

6 The best thing about the Medieval Society course is that students have

- 1) to know Latin.
- 2) no requirements for it.
- 3) to read books in medieval English.

Ответ:

7 To do the course about the Crusades students must

- 1) know French.
- 2) read a lot.
- 3) buy a lot of books.

Ответ:

8 Both Sarah and John

- 1) know Latin well.
- 2) like to read a lot.



3) are good enough at French.

ОТВЕТ:

## ТЕКСТЫ К АУДИРОВАНИЮ

### РАЗДЕЛ 1, 2

#### Тема 3. Рыночная экономика

##### 1. Dialogue A

A I think it's about time we made a move.

B What already? Won't you have another coffee?

A I'd love to, but I have to be up early tomorrow.

B Oh dear! What a shame!

A Thank you for a most enjoyable evening.

B Not at all. Hope you can come again.

##### Dialogue B

A: Hello, Peter! I often come to the reading room but I have never seen you here before!

B: Hello, Jane. That's right - you could not have possibly seen me here. I come round to change my books or look through some journals now and then during the term, but that is it. The end of the term is different, of course.

A: Why so?

B: Well, you know, the exams are coming and I am getting a bit nervous.

##### Dialogue C

A What's the weather like?

B I don't know. I just woke up.

A Why don't you look outside?

B Okay. It looks like rain.

A Why do you say that?

B The sky is gray.

A Is it raining right now?

B No.

A How do you know?

B. The street isn't wet.

A: I have to go shopping today.

B: You'd better take an umbrella.

##### Dialogue D

A: Hello, Holly. I need to talk to you.

B: Hi, Carter. We've got about ten minutes before Professor Label comes. How can I help you?

A: Holly, may I borrow your notes? I'll give them back tomorrow.

B: Sorry, but I usually go to the cafeteria and review them. Say, why don't you copy them over in the library?

A: Okay.

##### 2. Speaker A

My primary school as well as high school had a lot of school limitations on uniforms, bags, shoes, socks, hair colour and so on. They were public schools with old traditions. The students were unhappy about their uniforms. The main reason why nowadays students don't like school

uniforms is because most schools choose horrible colours and styles that don't suit young people at all.

**Speaker B**

I don't like to wear the same clothes as my classmates. Someday I will have to wear a uniform for work as a grown-up. Students shouldn't be made to wear uniforms, as they look the same. I agree there should be some limitation on what students can wear and what clothes are forbidden. These limitations are important because sometimes students' choices are bad.

**Speaker C**

I don't see anything bad about wearing a school uniform. In our school we have uniforms, school colours and even a school song, which was composed by students. We also wear uniforms in sporting competitions and academic contests, as we want everyone to know which school we are from.

**Speaker D**

I can't say that I was bored with my usual look and my uniform but when I discovered that my school was having a day when we could dress as we please I decided to go for my own style! Somehow though, I guess I got the look so wrong that when I showed up in the classroom the next day everybody started laughing at me. They told me that I looked like a parrot in my clothes. I felt terrible. I'll never go for that look again.

**Speaker E**

In my opinion students up to eleven years old should wear school uniforms. Wearing uniforms at this age is for the good of students. It stops all the arguments about who has the most fashionable or the best jeans and T-shirts. But when you are in high school you shouldn't wear any uniform because you are old enough not to argue about your clothes.

3. Theresa: How is your market research project going, Frank?

Frank: Very well actually, Theresa. I have just got the results of the survey back and so now I have got to draw some conclusions from the information I've collected.

Theresa: That's good. I'm still writing my questionnaire. In fact I'm starting to panic as the project deadline is in two weeks and I don't seem to be making any progress at all.

Frank: What is your topic?

Theresa: Forms of transportation in the city. What about you?

Frank: I've been finding out people's attitudes to the amount of violence on television.

Theresa: That's interesting. What do your results show?

Frank: Well, as I said I haven't finished writing my conclusions yet, but it seems most people think there is a problem. Unfortunately, there is no real agreement on the action that needs to be taken. Nearly everyone surveyed said that there was too much violence on TV. Any children watching might take the heroes of these programs as role models and copy their behaviour.

Theresa: So what did most people suggest should be done?

Frank: A lot of people are concerned about how these films affect children. They are particularly worried that children will try to behave like the stars. The survey shows that violent programs should only be broadcast after 10.00 p.m. when most children are already in bed. There is also a significant minority of people who feel that violent films should be banned altogether.

Theresa: How did people feel about the violence on news broadcasts?

Frank: Most of the responses I have looked at have felt that violence on news broadcasts is more acceptable as it's real. Although it is unpleasant, it is important to keep in touch with reality. Still, many people thought that it would be better to restrict violent scenes to late evening.

Theresa: Your survey sounds very good. How many people filled it in?

Frank: I gave out 120 copies and I got 70 back.

Theresa: That's a very high rate of return. Who did you give your questionnaires to?

Frank: I gave a copy to every student in my hall of residence and a few to friends from other colleges.

Theresa: Don't you think that this will influence your results?

Frank: How do you mean?

Theresa: The people in your hall of residence will all be about the same age. They are all

students, most of them studying similar subjects and from similar backgrounds.

Therefore it is likely that they will have similar opinions. Your results represent student opinion not public opinion.

Frank: So how are you going to do your research?

Theresa: I'm going to interview my respondents in the shopping mall. What I'll do is ask people if they have five minutes to spare to answer a few questions. If they agree I will ask them some multiple choice questions and tick off their answers on my sheet. That way I can select people of all ages and attitudes, so my sample should be reasonably representative.

Frank: Isn't it very difficult to ask meaningful questions using a multiple choice?

Theresa: Yes, it is.

Frank: So that's why it is taking you so long to write.

Theresa: Yeah, but I hope I will be ready to start interviewing at the weekend.

#### **Тема 4. Финансовый аудит**

##### **1.**

A Next. Uh, your passport please.

B Okay.

A And, what do you have in your luggage?

B Uh, well, just, just my personal belongings um ,... clothes, a few books, and a CD player.

A Okay. Uh, please open your bag.

B Sure.

A Okay ... Everything's fine.

B Great.

A Well, enjoy your trip.

B Thanks.

Dialogue B

A Uh, where am I?

B Excuse me. Do you need any help?

A Well, actually . . . yeah. Um . . . I want to go to the science museum, but I've been lost for the past few hours, and I can't make heads or tails of these ticket machines.

B Ah, well, just press this button. [Oh, yeah] And from here, it's a dollar fifty.

A Okay.

B Then, get on the train at platform number 4.

A Alright. Thanks for your help.

B No problem. Good luck.

Dialogue C

A: There are some pretty long queues. Look.

B: Yes, shall we check in straightaway?

A: Yes, I think I'd prefer that. We won't have to bother anymore with our cases then. By the way, do you know where the check-in desk is?

B Yes, I think we have to check in just over there.

A Yes, you are right. I've just heard an announcement about our flight.

B O.K. Let's go then.

Dialogue D

A: Good afternoon. What can I do for you?

B: I'd like to check in please. I have a reservation under the name Anthony Roberts.

A: All right R.O.B.E.R.T.S... Oh, Mr. Roberts we've been expecting you and here is your keycard to the presidential suite.

B But there must be some mistake; my reservation was for a standard room.

A Are you sure? Let me double check.

B Yeah. Here, this is my confirmation number.

2.

**Speaker A**

One thing I've learned in all this dieting is that eating pizza before bedtime is how you store fat and not eating pizza after 5 o'clock in the afternoon. That's what my daughter is doing to lose

weight. She feels so much better and has so much energy and enthusiasm for life. So losing weight depends on whether you have your meals early in the evening or late in the evening.

**Speaker B**

After reading an article on dieting, I tried to watch my calories. Instead of pancakes, bacon, and coffee for breakfast at work, I have a bowl of cereal with low-fat milk or yoghurt. I hate feeling hungry thirty minutes after a meal. I buy fruit in the bags and keep them with me at work. If I'm hungry, I eat an apple or orange or have some juice.

**Speaker C**

Never starve yourself. Don't skip your meals. If you skip one, your body uses every calorie you get with your next meal. Go ahead and eat frequently: three meals a day and at least two snacks. For snacks, eat fruit or vegetables. That will give you energy, but at the same time won't add many calories to your daily intake.

**Speaker D**

I've never been fond of any particular diet. I personally believe a person can eat anything they want, if they do so in small portions. Treat yourself to a dessert; just don't eat the whole thing. You can eat fast food but leave some of it on your plate and never eat what kids leave on their plates.

**Speaker E**

I strongly believe that so much of our weight, appetites, and lifestyles are genetic. My mother loved eating. I'm a skinny person like my father. I don't care, really, if I eat or not. I never feel hungry. Food is not something that I need: it is something that I have to have to survive. True, it's not the healthiest food that I eat, but it doesn't matter.

3.

Diane: Uh, hi. You are Daniel, right?

David: No, Diana. Remember? We met at Gary's party last Friday night. I'm David.

Diane: Oh, yeah. Now I remember. You were standing all alone ... uh, oh, I ... I mean, you ... you know. We started talking about school, about our brothers and our childhood. Uh, how did you know I lived here?

David: Well, I just live around the corner, and I asked Gary if he knew how I could contact you, and...

Diane: And?

David: Well, I was just wondering if you'd like to go out this Thursday night. Well, there's this real great movie playing downtown at the theater, and I thought ... Well ... well, we can't use my car 'cause I was in an accident with this wild man driving this BMW, so I've already checked the bus schedule, and ..

Diane: Uh-hem, well, David. I'm sorry, but I have to work that evening.

David: Oh really? Well, I thought you said before that you quit your job.

Diane: Well, I did, but I found a new one.

David: Uh, well, how about this Friday night? We could have dinner and then see that movie.

Diane: A movie? How boring!  
 David: Well. A movie? Yeah, for... forget a movie.  
 Diane: Anyway, I'm afraid I have to cook dinner for my family, and ...  
 David: Hey, I love cooking. We could whip something up together! I mean, it would be great!  
 Diane: I don't think that's a good idea. It's just a family occasion and...  
 David: Well, hey, are you free this Saturday night? I have two tickets to the football game, and I thought...  
 Diane: Sure. I'd love to go. I've wanted to see a game all year. My brother will be so surprised when he finds out I have a ticket for him too, and ...  
 David: Well, but the ticket...  
 Diane: Oh, thank you very much.  
 David: OK! Hey, well, it's been really nice talking to you, but I have to mn. Hey. Here are the tickets. Have a great time!

## **Тема 5. Типы налогов**

### **1.**

Dialogue A

A May I take your order?  
 B Uh ... yes. I'd like the chicken fried steak.  
 A Okay. Would you like fries, bread, or rice with your meal?  
 B' Umm. I'll take the rice.  
 A Would you care for anything to drink?  
 B Yeah. I'll take a medium orange juice.  
 A I'm sorry. We only have large or small.  
 B Well, in that case, uh, I'll have a small one.  
 A Would you like anything else?  
 B Well, I'd like to see your pie menu. That's the main reason why I like to dine here.

Dialogue B

A Do have the rest of the mashed potato.  
 B No, thank you. I've had too much already.  
 A Just take it to please me.  
 B OK, but only a small piece or I shan't have room for any pudding.

Dialogue C

A What's for dinner?  
 B I'm not sure.  
 A How about a pizza?  
 B You had pizza for lunch.  
 A But I love pizza.  
 B Everybody loves pizza.  
 A So why can't I have pizza for dinner?  
 B Because you need a variety. Dialogue D  
 A If you'll excuse me, I really should be off now.  
 B Not yet surely. Have another drink at least.

A No, thank you all the same.  
 B Oh dear! What a pity!  
 A Thank you very much indeed for the delicious meal.  
 B Thank you for coming.

### **2.**

**Speaker A**

Every weekend I go to clubs and parties and this is when I wear something stylish, something I would never wear to university. Then I just wear jeans and T-shirts, kind of casual clothes. But when I go to a party I wear some nice skirts or black pants with a nice top to match and I put on

high-heeled shoes. I guess that makes me look more grown-up.

**Speaker B**

Oh, when do I dress up? Every day and for every event. I have developed my personal dress code. There are many different levels of dressing up. There is 'going drinking and dancing' dressing up, when I usually wear pants with a cute shirt. And then there is 'going to a wedding' dressing up, when it's more formal. And finally, there is work dressing up, and that's when I am more professional.

**Speaker C**

I have a very individual style of clothes, even in everyday life. And I like to put an effort into

how I look when I go to parties or when I go to the nearest shop. I put on something very bright and a bit crazy. Some people are shocked when they see me in jeans or T-shirts but I do want to look cool. I like it when people look at me in clubs or at parties.

**Speaker D**

Well, I would say it depends on where I'm going to and what I am going to do. When do I dress up? Well, I would say it depends on what I am going to do. For example, if I am going shopping, I put on dark jeans and old sneakers. If I am going out with my friends, I also wear inexpensive, sensible clothes, like a black skirt and a sweater. I often buy them in second-hand shops. I don't want to spend much money on clothes.

**Speaker E**

When I dress up, I usually wear trousers even to attend my friend's wedding or to go clubbing. It doesn't matter because I feel most myself when I am wearing trousers or jeans. I wear jeans a lot.

I sometimes buy designer jeans though they are extremely expensive.

**3.**

Sarah: Hi, John.

John: Hello, Sarah. What are you doing in here? Haven't all your exams finished?

Sarah: Well, yes, they have, but I've got to make my decisions for next year. I still haven't

chosen what courses I'm going to do.

John: That's why I'm here. Why don't we have a look through the brochure together?

Sarah: That's a good idea. I'm not sure about some of these courses on Medieval History.

John: No. In fact, I'm not sure about the whole second year. I was talking to Peter Lily the other day - you know, he's just finished the second year - and he was saying that the work load is higher in the second year because you have to read all these medieval documents in Latin. I mean, the first year's been pretty hard but next year will be worse. There are more assignments in the second year - it goes up to six a year for each course, doesn't it?

Sarah: Yes. But we've got the experience of the first year to build on, so it must get easier. And there isn't so much secondary material in the second year. There aren't so many books about the medieval period.

John: Don't you believe it! I think this year's going to be hard work!

Sarah: Well, perhaps I'd better give up my job then.

John: You're working as well?

Sarah: Yeah, I've been working in the same place for over a year now. Only part-time, you know. Just Saturday mornings in the market. I mean, it doesn't pay much, but it's interesting and it gives me a bit of extra cash for my text books. Anyway, what about these courses? How many do we have to take? I remember Professor Bolt saying something about four courses in the second year, is that right?

John: We have to select four courses, but for some courses there are two parts. They count as one course. Have you got the course brochure there?

Sarah: Yes. Look ... under... second year history ... There it is.

John: Right. Yes, look. Now, Medieval Society... Hmm. What do you think? Sarah: Well, actually, I think it looks really good. Dr Smith is OK, and you don't have to buy any books except a study pack. The best thing is, there are no special requirements - no Latin or medieval English!

John: The next one is Development of Technology with Mr. Mills. Ah ... this is a good one. Peter recommended it. It's all about the way printing developed, and early science. In fact, I think I could get a copy of Bouchier's 'History of Science' from him. That means I wouldn't have to buy it.

Sarah: That does look interesting. And that doesn't have any special requirements either. What's next...? Ah, here they are. The Crusades. You need French to do them. I suppose a lot of the documents are in French.

John: That's strange, look. There are different teachers for each part. I expect that's why it's two modules. Dr Clare does the first part, but it's Dr Shaker and Professor Lord for the second one.

Sarah: Oh, look, you have to know French for this one.

John: Well, I must say I don't fancy any course that asks you to have Latin, but I think my French is good enough to read original sources.

Sarah: Yes, mine too. Well, what shall we choose ...?

### **Ответы к заданиям по аудированию**

#### **Тема 3. Рыночная экономика**

- 1) 4251
- 2) 62145
- 3) 1
- 4) 2
- 5) 2
- 6) 3
- 7) 2
- 8) 2

#### **Тема 4. Финансовый аудит**

- 1) 5412
- 2) 51426
- 3) 2
- 4) 1
- 5) 3
- 6) 2
- 7) 3
- 8) 2

#### **Тема 5. Типы налогов**

- 1) 4123
- 2) 42635
- 3) 2
- 4) 1
- 5) 3
- 6) 2
- 7) 1
- 8) 3

**Критерии выставления оценок, уровень освоения компетенций:**

Оценка выставляется в 4-х балльной шкале:

–«отлично», Повышенный уровень - выставляется в случае, если студент верно выполнил 84-100 % всех заданий, представленных в каждой теме;

–«хорошо», средний уровень – если студент верно выполнил 66-83% всех заданий;

–«удовлетворительно», пороговый уровень – если студент верно выполнил 50-65% всех заданий;

–«неудовлетворительно», уровень не сформирован – менее 50 % выполнено верно.



**АВТОНОМНАЯ НЕКОММЕРЧЕСКАЯ ОРГАНИЗАЦИЯ  
ВЫСШЕГО И ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ  
«ПРИКАМСКИЙ СОЦИАЛЬНЫЙ ИНСТИТУТ»**

Кафедра экономики и управления

**ТЕМАТИКА ПРЕЗЕНТАЦИЙ**

1. Economics
2. Accountancy
3. Accounting Theory
4. Auditing. Introduction
5. Financial Audit
6. Internal, Governmental and External Audit
7. Process of Audit
8. Tax
9. Types of Taxes
10. Origins of Money
11. What Is Capitalism?
12. Etymology of the Word "Capitalism"
13. Private Property
14. Market Economy
15. Profit
16. Private Enterprise
17. Economic Growth
18. Critique of Inequality in Capitalism
19. Employment
20. Human Rights Violations, Imperialism, and Democracy

**МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ПОДГОТОВКЕ ПРЕЗЕНТАЦИЙ**

Понятие презентации Слово «презентация» в переводе с английского языка означает «представление», «показ», т.е. презентация – это красивый, наглядный показ какой-либо информации. Компьютерная презентация состоит из отдельных кадров, которые называются слайдами. На каждом слайде можно поместить произвольную текстовую, графическую и аудио информацию, а также видеоклипы. Объекты на слайде могут быть анимированы. При показе презентации человек просто щелкает мышью. Щелчок – и один слайд сменяется другим. Презентацию можно показывать прямо на компьютере или выводить на большой экран через мультимедийный проектор. Для создания компьютерных презентаций предназначены специальные программы. Одна из самых популярных программ – PowerPoint («пауэр поинт»), которая входит в состав пакета Microsoft Office.

Создание презентации. В настоящее время презентации, как правило, создают не для просмотра на компьютере, а для показа в аудитории, зале на большом экране через проектор. На экран падает свет от ламп, люди могут сидеть далеко от экрана – все это накладывает на оформление презентаций определенные требования и ограничения:

1. «Светлый фон – темный шрифт, темный фон – светлый шрифт». Хорошо сочетаются: белый фон и черный, синий, красный цвета шрифта; синий фон в сочетании с белым и желтым шрифтом. Предпочтительнее использовать светлый фон и темный шрифт (а не наоборот).

2. Недопустимо использовать, например, белый фон и желтый шрифт, зеленый фон и светло-зеленый шрифт, т.к. на экране текст будет не виден. Не сочетаются синий и красный цвета, т.е. на слайде синего цвета недопустимо использовать красные заголовки и текст. Не приветствуется черный фон в сочетании со светлым шрифтом.

3. Если презентация предназначена для показа в небольшой аудитории, то размер шрифта основного текста должен быть не меньше 18 пт, заголовки – 20 пт и больше. Если презентация предназначена для показа в большом зале – размер шрифта основного текста 28-32 пт, заголовки – 36 пт и более (для шрифта Arial). Если текст не помещается на одном слайде, разбейте его на фрагменты и разместите на нескольких слайдах.

4. Презентация не должна состоять из слайдов, целиком заполненных текстом. Допустимо использовать несколько слайдов со сплошным текстом (особенно в деловых презентациях), но не более 2-3 подряд.

5. Не перегружайте презентацию анимацией, не используйте слишком много разных эффектов. Если слайды однотипные, применяйте к похожим объектам одинаковые эффекты. Анимация не должна быть слишком медленной, иначе слушатели потеряют интерес к тому, что должно появиться на экране.

6. Новые анимированные объекты не должны появляться поверх уже имеющихся на слайде, например, заголовок не должен выезжать поверх картинки.

7. При оформлении слайдов учитывайте, что шрифты с засечками зрительно выглядят меньше (Times New Roman), чем шрифты без засечек (Arial).

8. Фотографии и картинки должны быть достаточно крупными и четкими (лучше с цифровой камеры).

## GENERAL RECOMMENDATIONS

Introduction Presentations and reports are ways of communicating ideas and information to a group. But unlike a report, a presentation carries the speaker's personality better and allows immediate interaction between all the participants. A good presentation has:

Content - It contains information that people need. But unlike reports, which are read at the reader's own pace, presentations must account for how much information the audience can absorb in one sitting.

Structure - It has a logical beginning, middle, and end. It must be sequenced and paced so that the audience can understand it. Where as reports have appendices and footnotes to guide the reader, the speaker must be careful not to loose the audience when wandering from the main point of the presentation.

Packaging - It must be well prepared. A report can be reread and portions skipped over, but with a presentation, the audience is at the mercy of a presenter.

Human Element - A good presentation will be remembered much more than a good report because it has a person attached to it.

But you still need to analyze if the audience's needs would not be better met if a report was sent instead.

1. PREPARING THE PRESENTATION With good preparation and planning you will be totally confident and less nervous. And your audience will feel your confidence. Your audience, too, will be confident. They will be confident in you. And this will give you control. Control of your audience and of your presentation. WHY ? WHO? WHERE? WHEN? HOW? WHAT? WHY ? Objective Before you start to prepare a presentation, you should ask yourself: "Why am I making this presentation?" Do you need to inform, to persuade, to train or to sell? Your objective should be clear in your mind. If it is not clear in your mind, it cannot possibly be clear to your audience. WHO? Audience "Who am I making this presentation to?" Sometimes this will be obvious, but not always. You should try to inform yourself. How many people? Who are they? Business people? Professional people? Political people? Experts or non-experts? Will it be a small, intimate group of 4 colleagues or a large gathering of 400 competitors? How much do they know

already and what will they expect from you? WHERE? Venue "Where am I making this presentation?" In a small hotel meeting-room or a large conference hall? What facilities and equipment are available? What are the seating arrangements? WHEN? Time and length "When am I making this presentation and how long will it be?" Will it be 5 minutes or 1 hour? Just before lunch, when your audience will be hungry, or just after lunch, when your audience will be sleepy? HOW? Method How should I make this presentation?" What approach should you use? Formal or informal? Lots of visual aids or only a few? Will you include some anecdotes and humour for variety? WHAT? Content "What should I say?" Now you must decide exactly what you want to say. First, you should brainstorm your ideas. You will no doubt discover many ideas that you want to include in your presentation. But you must be selective. You should include only information that is relevant to your audience and your objective. You should exclude all other ideas. You also need to create a title for your presentation (if you have not already been given a title). The title will help you to focus on the subject. And you will prepare your visual aids, if you have decided to use them. But remember, in general, less is better than more (a little is better than a lot). You can always give additional information during the questions after the presentation. Notes When you give your presentation, you should be - or appear to be - as spontaneous as possible. You should not read your presentation! You should be so familiar with your subject and with the information that you want to deliver that you do not need to read a text. Reading a text is boring! So if you don't have a text to read, how can you remember to say everything you need to say? With notes. You can create your own system of notes. Some people make notes on small, A6 cards. Some people write down just the title of each section of their talk. Some people write down keywords to remind them. The notes will give you confidence, but because you will have prepared your presentation fully, you may not even need them! Rehearsal Rehearsal is a vital part of preparation. You should leave time to practise your presentation two or three times. This will have the following benefits: λ you will become more familiar with what you want to say λ you will identify weaknesses in your presentation λ you will be able to practise difficult pronunciations λ you will be able to check the time that your presentation takes and make any necessary modifications So prepare, prepare, prepare! Prepare everything: words, visual aids, timing, equipment. Rehearse your presentation several times and time it. 2. STRUCTURE A well organised presentation with a clear structure is easier for the audience to follow. It is therefore more effective. You should organise the points you wish to make in a logical order.

Most presentations are organised in three parts, followed by questions:

Beginning Short introduction

welcome your audience

introduce your subject

explain the structure of your presentation

explain rules for questions Middle Body of presentation

present the subject itself End Short conclusion

summarise your presentation

thank your audience

invite questions

Questions and Answers As a general rule in communication, repetition is valuable. In presentations, there is a golden rule about repetition: 1. Say what you are going to say, 2. say it, 3. then say what you have just said. In other words, use the three parts of your presentation to reinforce your message. In the introduction, you tell your audience what your message is going to be. In the body, you tell your audience your real message. In the conclusion, you summarize what your message was. We will now consider each of these parts in more detail. Introduction The introduction is a very important - perhaps the most important - part of your presentation. This is the first impression that your audience have of you. You should concentrate on getting your introduction right. A good presentation often starts out with an icebreaker such as a story, interesting statement or fact, joke, quotation, or an activity to get the group warmed up. The

introduction also needs an objective, that is, the purpose or goal of the presentation. This not only tells you what you will talk about, but it also informs the audience of the purpose of the presentation. The following table shows examples of language for each of the following functions. You may need to modify the language as appropriate.

Function	Possible language
1 Welcoming your audience	<ul style="list-style-type: none"> <li>λ Good morning, ladies and gentlemen</li> <li>λ Good morning, gentlemen</li> <li>λ Good afternoon, ladies and gentleman</li> <li>λ Good afternoon, everybody</li> </ul>
2 Introducing your subject	I am going to talk today about... The purpose of my presentation is to introduce our new range of...
3 Outlining your structure	<ul style="list-style-type: none"> <li>• To start with I'll describe the progress made this year. Then I'll mention some of the problems we've encountered and how we overcame them. After that I'll consider the possibilities for further growth next year. Finally, I'll summarize my presentation (before concluding with some recommendations).</li> </ul>
4 Giving instructions about questions	<ul style="list-style-type: none"> <li>• Do feel free to interrupt me if you have any questions.</li> <li>• I'll try to answer all of your questions after the presentation.</li> <li>• I plan to keep some time for questions after the presentation.</li> </ul>

**Body** The body is the 'real' presentation. If the introduction was well prepared and delivered, you will now be 'in control'. You will be relaxed and confident. The body should be well structured, divided up logically, with plenty of carefully spaced visuals. Remember these key points while delivering the body of your presentation:

- do not hurry
- be enthusiastic
- give time on visuals
- maintain eye contact
- modulate your voice
- look friendly
- keep to your structure
- use your notes
- signpost throughout
- remain polite when dealing with difficult questions

**Conclusion** The following table shows examples of language for each of these functions. You may need to modify the language as appropriate.

Function	Possible language
1 Summing up	<ul style="list-style-type: none"> <li>• To conclude,...</li> <li>• In conclusion,...</li> <li>• Now, to sum up...</li> <li>• So let me summarise/recap what I've said.</li> <li>• Finally, may I remind you of some of the main points we've considered.</li> </ul>
2 Giving recommendations	<ul style="list-style-type: none"> <li>• In conclusion, my recommendations are...</li> <li>• I therefore suggest/propose/recommend the following strategy.</li> </ul>
3 Thanking your audience	<ul style="list-style-type: none"> <li>• Many thanks for your attention.</li> <li>• May I thank you all for being such an attentive audience.</li> </ul>
4 Inviting questions	<ul style="list-style-type: none"> <li>• Now I'll try to answer any questions you may have.</li> <li>• Can I answer any questions?</li> <li>• Are there any questions?</li> <li>• Do you have any questions?</li> <li>• Are there any final questions?</li> </ul>

**Questions** Keep cool if a questioner disagrees with you. You are a professional! No matter how hard you try, not everyone in the world will agree with you! Although some people get a perverse pleasure from putting others on the spot, and some try to look good in front of the boss, most people ask questions from a genuine interest. Questions do not mean you did not explain the topic good enough, but that their interest is deeper than the average audience. Always allow time at the end of the presentation for questions. After inviting questions, do not rush ahead if no one asks a question. Pause for about 6 seconds to allow the audience to gather their thoughts. When a question is asked, repeat the question to ensure that everyone heard it (and that you heard it correctly). When answering, direct your remarks to the entire audience. That way, you keep everyone focused, not just the questioner. To reinforce your presentation, try to relate the question back to the main points. Make sure you listen to the question being asked. If you do not understand it, ask them to clarify. Pause to think about the question as the answer you give may be correct, but ignore the main issue. If you do not know the answer, be honest, do not waffle. Tell them you will get back to them...and make sure you do! Answers that last 10 to 40 seconds work best. If they are too short, they seem abrupt; while longer answers appear too elaborate. Also, be sure to keep on track. Do not let off-the-wall questions sidetrack you into areas that are not relevant to the presentation. If someone takes issue with something you said, try to find a way to agree with part of their argument. For example, "Yes, I understand your position..." or "I'm glad you raised that point, but..." The idea is to praise their point and agree with them. Audiences sometimes tend to think of "us verses you." You do not want to risk alienating them. Questions are a good opportunity for you to interact with your audience. It may be helpful for you to try to predict what questions will be asked so that you can prepare your response in advance. You may wish to accept questions at any time during your presentation, or to keep a time for questions after your presentation.

Normally, it's your decision, and you should make it clear during the introduction. Be polite with all questioners, even if they ask difficult questions. They are showing interest in what you have to say and they deserve attention. Sometimes you can reformulate a question. Or answer the question with another question. Or even ask for comment from the rest of the audience. Visual aids Of all the information that enters our brains, the vast majority of it enters through the eyes. 80% of what your audience learn during your presentation is learned visually (what they see) and only 20% is learned aurally (what they hear). The significance of this is obvious: • visual aids are an extremely effective means of communication • non-native English speakers need not worry so much about spoken English - they can rely more heavily on visual aids It is well worth spending time in the creation of good visual aids. But it is equally important not to overload your audience's brains. Keep the information on each visual aid to a minimum - and give your audience time to look at and absorb this information. Remember, your audience have never seen these visual aids before. They need time to study and to understand them. Without understanding there is no communication. Apart from photographs and drawings, some of the most useful visual aids are charts and graphs, like the 3-dimensional ones shown here: Piecharts are circular in shape (like a pie). Barcharts can be vertical (as here) or horizontal. Graphs can rise and fall. Language Simplicity and Clarity If you want your audience to understand your message, your language must be simple and clear. Use short words and short sentences. Do not use jargon, unless you are certain that your audience understands it. In general, talk about concrete facts rather than abstract ideas. Use active verbs instead of passive verbs. Active verbs are much easier to understand. They are much more powerful. Consider these two sentences, which say the same thing: 1. Toyota sold two million cars last year. 2. Two million cars were sold by Toyota last year. Which is easier to understand? Which is more immediate? Which is more powerful? 1 is active and is passive. Signposting When you drive on the roads, you know where you are on those roads. Each road has a name or number. Each town has a name. And each house has a number. If you are at house 100, you can go back to 50 or forward to 150. You can look at the signposts for directions. And you can look at your atlas for the structure of the roads in detail. In other words, it is easy to navigate the roads. You cannot get lost. But when you give a presentation, how can your audience know where they are? How can they know the structure of your presentation? How can they know what is coming next? They know because you tell them. Because you put up signposts for them, at the beginning and all along the route. This technique is called 'signposting' (or 'signalling'). During your introduction, you should tell your audience what the structure of your presentation will be. You might say something like this: "I'll start by describing the current position in Europe. Then I'll move on to some of the achievements we've made in Asia. After that I'll consider the opportunities we see for further expansion in Africa. Lastly, I'll quickly recap before concluding with some recommendations." A member of the audience can now visualize your presentation like this: Introduction • Welcome • Explanation of structure (now) Body • Europe • Asia • Africa Conclusion • Summing up • Recommendations He will keep this image in his head during the presentation. He may even write it down. And throughout your presentation, you will put up signposts telling him which point you have reached and where you are going now. When you finish Europe and want to start Asia, you might say: "That's all I have to say about Europe. Let's turn now to Asia."

## **МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ДЛЯ НАПИСАНИЯ ОФИЦИАЛЬНОГО (ДЕЛОВОГО) ПИСЬМА**

### **OFFICIAL LETTERS**

*Инструкции.*

**Заглавие.** Оно отличается от личного письма одной важной деталью. Имя и адрес лица, которому вы пишете, должны помещаться ниже вашего собственного адреса, но напротив

левого поля страницы. Это так называемый “внутренний адрес”, и он должен быть точно таким, как и тот, который будет стоять на конверте. Если вы пишете мужчине, то его имя должно выглядеть так: “Mr. E. Jones” или “E. Jones, Esq (эсквайр)”. Эта последняя форма обращения общеупотребительна, и ей обычно отдается предпочтение. Если вы пишете дамам. То используется обычно титулование, то есть “Mrs. ‘J. Robinson” или “Miss J. Robinson”

Очень часто вы не знаете имени человека, который будет читать ваше письмо. В этом случае вы можете адресовать письмо непосредственно заинтересованной компании, то есть: “Jones. Brown and Co., Ltd. (Co и Ltd- обычные сокращения для “Company” и Limited”. Если вы пишете определенному лицу, компании или организации и не знаете его или имя, ваше письмо может быть адресовано “The Manager”, “The Director”, “The principal”, “The Headmaster”, “The secretary” и т.д., как того требуют обстоятельства. В деловых письмах блочный стиль становится все более общепринятым и должен быть более предпочтительным.

**Приветствие.** Если лицо, которому вы пишете, вам известно, вы можете начать “Dear Mrs”, “Dear Mr\_” и т.д. Во всех остальных случаях вы должны начинать “Dear Sir”, “Dear Sirs” или “Dear Madam”, “Gentlemen” или “Sirs”.

**Остов.** Деловое письмо обычно имеет 4 главных части:

*Ссылка*

*Информация*

*Цель*

*Заключение.*

а) *Ссылка.* Вы должны начинать письмо ссылкой на полученное вами письмо, на увиденное вами объявление и так далее, либо на событие, побудившее вас написать. Вот несколько обычных фраз:

Thank you for your letter of June 3rd.

Many thanks for your letter of April 24th.

In your letter of May 22nd you inquire about...

It was a great pleasure to receive your letter of Nov. 7th.

I was very sorry to learn from your letter of June 22nd that...

In reply to your inquiry of Oct. 21st, I regret that...

I read your advertisement in last Monday’s issue of “The Commercial Gazette” and...

You may remember that I visited you last year when I was in...

I was surprised to learn that...

I recently attended Hanover Fair and...

I recently called on your agent in this country to ask about...

but he was unable to help me.

**Подпись.** Если письмо начинается “Dear/ Sir/Sirs/Madam”, вы должны заканчивать его словами “Yoursfaithfully”. Если же вы обращаетесь к лицу по имени, даже если едва с ним знакомы, то вы должны закончить его словами “Yours sincerely”.

**Личная подпись.** Подписывайте ваше имя четко, полностью, ведь вы хотите, чтобы оно стояло на конверте, который будет адресован вам в ответ на ваше письмо. Ниже даются несколько наиболее распространенных форм деловых писем. Внимательно прочитайте их, отмечая, как они построены и как написаны.

***Письмо-запрос.***

Тема: Письмо в отель за границей с заказом номера для кратковременной остановки запросом о стоимости.

104 Avenue des

Aples,

Zurich

Switzerland.

18th May 19-

The Manager,

Park Hotel,

Brighton,

England.

Dear Sir,

I am writing at the suggestion of a friend who stayed at your hotel last year and has warmly recommended it to me.

I expect to arrive in Brighton on June 23rd and would like a single room with a private bath. I shall be staying for five days and would like to have all my meals at your hotel.

Would you please let me know whether you have a room available and how much my stay is likely to cost?

I shall be looking forward to hearing from your soon.

Yours faithfully,

Albert Durant

Тема: Письмо о человеке, собирающемся открыть книжный магазин и запрашивающем о возможности приобретения редких книг.

227 Solonos St.,

Kolonaki,

Athens,

24th Nov. 19\_\_

A.L.Harrison Esq.,

The Book Shop, 27

Newcombe Road,

Finsbury Park,  
London, N.4,  
England.

Dear Mr Harrison,

I have been studying the rare-book catalogue you gave me while I was in London and I feel that there would be considerable demand here for many of the books on your list.

By mid-December I shall have opened a book-shop of my own in which I hope to sell rare books. Would you please let me know whether you would be prepared to keep me supplied with books published in the early seventeenth century? I would also like to know whether lots 73 and 97 in your catalogue are still available. My kindest regards to your wife.

Yours sincerely, D. Lambros

***Письмо-рекламация.***

Тема: Письмо с рекламацией по поводу магнитофона, доставленного с большими повреждениями.

P.O Box 97431,  
Nairobi,  
Kenya,  
East Africa.

19th Jan. 19\_\_

D.West and Co., Ltd.,  
Electrical Supplies,  
57 Amhurst Crescent,  
London, S.W.3,

Dear Sirs,

The tape-recorder No. JB/4703/08 which I ordered from you on Nov. 17th arrived last night.

I very much regret to have to inform you that the machine has been badly damaged. When I opened the packing –case I found that the lid of the recorder had been cracked and the surface of the machine has been scratched.

Would you please let me know whether you would be willing to send me a new recorder and if I should arrange to return the damaged one to you. In the meantime, I shall hold on to the machine you sent until I hear from you.

Yours faithfully,

J.T.Edwards.

***Письмо-претензия на должность.***

Тема: Письмо, автор которого претендует на должность бортпроводницы.

596 Friedrich St.,  
Hannover.



14th Sept. 19\_

The Employment Officer,  
Home and Overseas Airways Ltd.,  
Sigmund House,  
79g Bremen St.,  
Hannover.

Dear Sir,

I was interested to read in your magazine, "Go by Air", that you require air-hostesses.

I was nineteen years old and am at present attending the Modern languages School at 24 Lowen St. where I am studying English and French. I have been there since leaving the State and French. I have been there since leaving the State Realschule three year ago.

I wish to apply for a post as air-hostess and am free to attend for interview on any day except Mondays and Fridays.

The Principal of my present school, Mr T. Jones, and my old headmaster, Herr G.Schultz, have kindly agreed to send information about me if you require it.

Yours faithfully,

Else Klein.

**АВТОНОМНАЯ НЕКОММЕРЧЕСКАЯ ОРГАНИЗАЦИЯ  
ВЫСШЕГО И ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ  
«ПРИКАМСКИЙ СОЦИАЛЬНЫЙ ИНСТИТУТ»**

**ПРИМЕРНЫЙ ПЕРЕЧЕНЬ ЗАДАНИЙ ДЛЯ ЗАЧЕТА И ЭКЗАМЕНА**

**ЗАЧЕТ**

**Примерный вариант текста для перевода и ответов на вопросы, возникающие в ходе дискуссии**

The pursuit and realization of profit is an essential characteristic of capitalism. Profit is derived by selling a product for more than the cost required to produce or acquire it. Some consider the pursuit of profit to be the essence of capitalism. Sociologist and economist, Max Weber, says that "capitalism is identical with the pursuit of profit, and forever renewed profit, by means of conscious, rational, capitalistic enterprise". However, it is not a unique characteristic for capitalism, some practiced profitable barter and monetary profit has been known since antiquity.

Opponents of capitalism often protest that private owners of capital do not remunerate laborers the full value of their production but keep a portion as profit, claiming this to be exploitative. However, defenders of capitalism argue that when a worker is paid the wage for which he agreed to work, there is no exploitation, especially in a free market where no one else is making an offer more desirable to the worker; that "the full value of a worker's production" is based on his work, not on how much profit is created, something that depends almost entirely on factors that are independent of the worker's performance; that profit is a critical measure of how much value is created by the production process; that the private owners are the ones who should decide how much of the profit is to be used to increase the compensation of the workers (which they often do, as bonuses); and that profit provides the capital for further growth and innovation.

**READ AND ANSWER THE FOLLOWING QUESTIONS**

1. How can profit be derived?
2. Is the pursuit of profits a unique characteristic of capitalism?
3. What do defenders of capitalism think the value of a worker's production is based on?

**ЭКЗАМЕН**

**Примерный вариант текста для перевода и ответов на вопросы, возникающие в ходе дискуссии**

Since individuals typically earn their incomes from working for companies whose requirements are constantly changing, it is quite possible that at any given time not all members of a country's potential work force will be able to find an employer that needs their labor. This would be less problematic in an economy in which such individuals had unlimited access to resources such as land in order to provide for themselves, but when the ownership of the bulk of its productive capacity resides in relatively few hands, most individuals will be dependent on employment for their economic well-being. It is typical for true capitalist economies to have rates of unemployment that fluctuate between 3% and 15%. Some economists have used the term "natural rate of unemployment" to describe this phenomenon.

Depressed or stagnant economies have been known to reach unemployment rates as high as 30%, while events such as military mobilization (a good example is that of World War II) have resulted in just 1-2% unemployment, a level that is often termed "full employment". Typical unemployment rates in Western economies range between 5% and 10%. Some

economists consider that a certain level of unemployment is necessary for the proper functioning of capitalist economies. Equally, some politicians have claimed that the "natural rate of unemployment" highlights the inefficiency of a capitalist economy, since not all its resources – in this case human labor – are being allocated efficiently.

Some libertarian economists argue that higher unemployment rates are in part the result of minimum wage laws, as well as in part the result of misguided monetary policy, and are not inevitable in a capitalist economy. They also claim that if the value of the productive capacity of a given employee is worth less to the employer than the minimum wage, that person will become unemployed, and therefore unemployment will exist whenever the legal minimum wage exceeds the true economic value of the least productive members of the labor pool. Likewise, if the amount of money a person can obtain on welfare approaches or equals what they could make by working, that person's incentive to work will be reduced.

Some unemployment is voluntary, such as when a potential job is turned down because the unemployed person is seeking a better job, is voluntarily living on savings, or has a non-wage-earning role, such as in the case of a traditional homemaker. Some measures of employment disregard these categories of unemployment, counting only people who are actively seeking work and have been unable to find any.

**READ AND ANSWER THE FOLLOWING QUESTIONS**

1. What is the natural rate of unemployment?
2. What sort of events can lead to full employment?
3. How can minimum wage laws affect unemployment rates?
4. When will person's incentive to work be reduced?

**Критерии оценки, уровень сформированности компетенций:**

- оценка «отлично» (повышенный уровень) выставляется студенту, если студент обладает глубокими и прочными знаниями программного материала; при ответе на все вопросы продемонстрировал исчерпывающее, последовательное и логически стройное изложение; правильно сформулировал понятия и закономерности по вопросам; использовал примеры из дополнительной литературы и практики; сделал вывод по излагаемому материалу;

- оценка «хорошо» (средний уровень) выставляется студенту, если студент обладает достаточно полным знанием программного материала; его ответ представляет грамотное изложение учебного материала по существу; отсутствуют существенные неточности в формулировании понятий; правильно применены теоретические положения, подтвержденные примерами; сделан вывод; вопросы освещены полностью или один вопрос освещён полностью, а другой доводится до логического завершения при наводящих вопросах преподавателя;

- оценка «удовлетворительно» (пороговый уровень) выставляется студенту, если студент имеет общие знания основного материала без усвоения некоторых существенных положений; формулирует основные понятия с некоторой неточностью; затрудняется в приведении примеров, подтверждающих теоретические положения;

- оценка «неудовлетворительно» (уровень не сформирован) выставляется студенту, если студент не знает значительную часть программного материала; допустил существенные ошибки в процессе изложения; не умеет выделить главное и сделать вывод; приводит ошибочные определения; ни один вопрос не рассмотрен до конца, наводящие вопросы не помогают;

**Перечень компетенций, проверяемых на экзамене: ОК-4.**