

МИНОБРНАУКИ РОССИИ
ВЛАДИВОСТОКСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
ЭКОНОМИКИ И СЕРВИСА

**РАБОЧАЯ ПРОГРАММА
УЧЕБНОГО ПРЕДМЕТА**

ОГСЭ. 03 Иностранный язык
программы подготовки специалистов среднего звена
по специальности

38.02.05 Товароведение и экспертиза качества потребительских
товаров

Форма обучения: очная

Владивосток 2022

Рабочая программа учебной дисциплины ОГСЭ.03 «Иностранный язык» разработана в соответствии с требованиями Федерального государственного образовательного стандарта среднего профессионального образования по специальности 38.02.05 Товароведение и экспертиза качества потребительских товаров, утвержденного приказом Минобрнауки России от 28 апреля 2014 года, № 835

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Рассмотрена на заседании ЦМК междисциплинарного профиля
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1 ОБЩАЯ ХАРАКТЕРИСТИКА ПРОГРАММЫ УЧЕБНОЙ ДИСЦИПЛИНЫ

1.1 Место дисциплины в структуре основной образовательной программы

Учебная дисциплина ОГСЭ. 03 Иностранный язык является частью профессиональной подготовки общего гуманитарного и социально-экономического учебного цикла основной образовательной программы (далее ООП) в соответствии с ФГОС СПО по специальности 38.02.05 Товароведение и экспертиза качества потребительских товаров.

1.2 Цель и планируемые результаты освоения дисциплины

По итогам освоения дисциплины, обучающиеся должны продемонстрировать результаты обучения, соотнесённые с результатами освоения ООП СПО, приведенные в таблице.

Код компетенции	Умения	Знания
ОК 1 ОК 2 ОК 3 ОК 4 ОК 5 ОК 6 ОК 7 ОК 8 ОК 9	<p>Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес.</p> <p>Организовывать собственную деятельность, выбирать типовые методы и способы выполнения профессиональных задач, оценивать их эффективность и качество.</p> <p>Принимать решения в стандартных и нестандартных ситуациях и нести за них ответственность.</p> <p>Осуществлять поиск и использование информации, необходимой для эффективного выполнения профессиональных задач, профессионального и личностного развития.</p> <p>Использовать информационно-коммуникационные технологии в профессиональной деятельности.</p> <p>Работать в коллективе и команде, эффективно общаться с коллегами, руководством, потребителями.</p>	<p>Правила построения простых и сложных предложений на профессиональные темы;</p> <p>основные общеупотребительные глаголы (бытовая и профессиональная лексика);</p> <p>лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности;</p> <p>особенности произношения;</p> <p>правила чтения текстов профессиональной направленности</p>

2 СТРУКТУРА И СОДЕРЖАНИЕ УЧЕБНОЙ ДИСЦИПЛИНЫ

2.1 Объем учебной дисциплины и виды учебной работы

Вид учебной работы	Объем часов
Объем образовательной программы учебной дисциплины	138
в том числе:	
– практические занятия	116
– самостоятельная работа	14
– консультации	8
– промежуточная аттестация – <i>дифференцированный зачет, контрольная работа</i>	

2.2 Тематический план и содержание учебной дисциплины

Наименование разделов и тем	Содержание учебного материала и формы организации деятельности обучающихся	Объем в часах	Уровень освоения
1	2	3	4
Раздел 1.	Использование иностранного языка в повседневной жизни и профессиональной деятельности		
Тема 1.1. Great Britain	Содержание учебного материала:	6	OK1-OK9
	1.Лексический материал по теме: - географическое положение - состав соединенного королевства - Лондон - королевская семья		
	2. Грамматический материал: - времена английского глагола; формы английского глагола		
	Самостоятельная работа Самостоятельная работа на лексическую и грамматическую тему “Great Britain”	2	
	Консультация Консультация на тему “Времена английского глагола”	2	
Тема 1.2. Computers	Содержание учебного материала:	6	OK1-OK9
	1.Лексический материал по теме: - компьютер - интернет - социальные сети		
	2.Грамматический материал: - PassiveVoice		
	Самостоятельная работа Самостоятельная работа на лексическую и грамматическую тему “Computers”	2	
	Консультация Консультация на тему “Passive Voice”	2	
Тема 1.3.	Содержание учебного материала:	6	OK1-OK9

Education	1.Лексический материал по теме: - система образования в России - система образования в Великобритании - система образования в США - крупнейшие университеты - роль английского языка		
	2.Грамматический материал: - условные придаточные		
	Самостоятельная работа Самостоятельная работа на лексическую и грамматическую тему “Education”	2	
	Консультация Консультация на тему “Условные придаточные предложения”	2	
Тема 1.4. My future profession	Содержание учебного материала:	6	OK1-OK9
	1.Лексический материал по теме: - профессии - профессиональные качества - известные люди в профессии - моя специальность - введение в специальность		
	2.Грамматический материал: - герундий		
	Самостоятельная работа Самостоятельная работа на лексическую и грамматическую тему “My future profession”	2	
	Консультация Консультация на тему “Gerund”	2	
Тема 1.5. Employment	Содержание учебного материала:	6	OK1-OK9
	1.Лексический материал по теме: -прием на работу - составление резюме; -сопроводительное письмо.		
	2.Грамматический материал: -времена английского глагола.		
	Самостоятельная работа	2	

	Самостоятельная работа на лексическую и грамматическую тему “Employment”		
Тема 1.6. Business communication	Содержание учебного материала:	6	OK1-OK9
	1.Лексический материал по теме: - деловой этикет - деловая переписка - переговоры с партнером - служебное совещание		
	2.Грамматический материал: - придаточные дополнительные после I wish		
	Самостоятельная работа Самостоятельная работа на лексическую и грамматическую тему “Business communication”	2	
Тема 1.7. Economics	Содержание учебного материала:	6	OK1-OK9
	1.Лексический материал по теме: - экономическая система России - экономическая система Великобритании - экономическая система США		
	2.Грамматический материал: - инфинитивные обороты		
	Самостоятельная работа Самостоятельная работа на лексическую и грамматическую тему “Economics”	2	
Тема 1.8. Management	Содержание учебного материала:	6	OK1-OK9
	.1 Лексический материал по теме: - менеджмент предприятия		
	2.Грамматический материал: - инфинитив или герундий		
	Самостоятельная работа Самостоятельная работа на лексическую и грамматическую тему “Management”	2	
Тема 1.9.	Содержание учебного материала:	6	OK1-OK9

Accounting	1.Лексический материал по теме: - бухгалтерский учет - банковская система - финансы, денежное обращение - валютные операции - налоги, налогообложение - кредит - аудит - статистика - бухгалтерская отчетность		
	2.Грамматический материал: - причастие		
Раздел 2	Использование иностранного языка в профессиональной деятельности		
Тема 2. 1 A career in merchandising	Содержание учебного материала Где требуются товароведы?	6	OK1-OK9
	Практические занятия Чтение газетной публикации. Ответы на вопросы Составление определений Самостоятельная работа Работа с глоссарием		OK1-OK9
Тема 2.2 Who needs merchandisers?	Содержание учебного материала Что входит в обязанности товароведа?	6	OK1-OK9
	Практические занятия Аудирование «Я хочу быть товароведом» Грамматика: Способы выражения будущего времени. Самостоятельная работа Заполнение анкеты		OK1-OK9
Тема 2.3 What do merchandisers do?	Содержание учебного материала Профессии, связанные с товароведением.	6	
	Практические занятия Чтение и заполнение анкеты для соискателя. Аудирование «Собеседование» Самостоятельная работа		OK1-OK9

	Написать собственные ответы на вопросы анкеты		
Тема 2.4 Jobs in merchandising	Содержание учебного материала Профессии, связанные с бухгалтерией 2.	6	OK1-OK9
	Практические занятия Чтение и заполнение анкеты для соискателя. Аудирование «Собеседование»		OK1-OK9
Тема 2.5 What makes a good merchandisers?	Содержание учебного материала Качества и навыки для работы в сфере товароведения	6	OK1-OK9
	Практические занятия Работа с активным словарем: качества, умения и навыки. Грамматика: Отрицательные приставки. Прилагательные с противоположным значением.		OK1-OK9
Тема 2.6 Was it a good conference?	Содержание учебного материала Конференции и презентации	6	
	Практические занятия Аудирование «На конференции» Работа с активным словарем. Грамматика: Простое прошедшее время.		OK1-OK9
Тема 2.7 Calculations	Содержание учебного материала Математические знаки	6	OK1-OK9
	Практические занятия Чтение математических знаков. Аудирование «Чтение формул и примеров» Грамматика: Числительные.		OK1-OK9
Тема 2.8 A tax return	Содержание учебного материала Налоговые вычеты	6	OK1-OK9
	Практические занятия Аудирование «Налоговые вычеты» Работа с лексикой Грамматический практикум		OK1-OK9
Раздел 3	The changing world of economics		
Тема 3.1 The changing world of economics	Содержание учебного материала Изменения в банковской системе.	4	OK1-OK9
	Практические занятия		OK1-OK9

	Чтение текста «Изменения в банковской системе» Работа с лексикой. Грамматика: Настоящее совершенное время.		
Тема 3.2 Economic change	Содержание учебного материала Изменения в экономике	4	OK1-OK9
	Практические занятия Чтение текста «Изменения в экономике» Работа с лексикой. Чтение графиков.		OK1-OK9
Раздел 4	Business English for Accounting		
Тема 4.1 Formal style	Содержание учебного материала Клише, грамматические и лексические единицы характерные для официально-делового стиля, Основные отличия.	2	OK1-OK9
	Практические занятия Чтение и анализ корреспонденции с определением принадлежности к стилю. Составление и обыгрывание ситуаций использования официально-делового стиля в реальных или максимально приближенных к реальным условиям.		OK1-OK9
Тема 4.2 Writing memos, e-mails and notes	Содержание учебного материала Деловой этикет, деловая переписка, стенографирование.	2	OK1-OK9
	Практические занятия Практикум в составлении различных видов деловой переписки.		OK1-OK9
Тема 4.3 Describing graphs and charts	Содержание учебного материала Клише для презентации материалов.	2	OK1-OK9
	Правила чтения графиков и диаграмм. Составление и презентации финансовых отчетностей.		OK1-OK9
Всего:		138	

3 УСЛОВИЯ РЕАЛИЗАЦИИ ПРОГРАММЫ УЧЕБНОЙ ДИСЦИПЛИНЫ

3.1 Материально-техническое обеспечение

Для реализации программы учебного предмета предусмотрено наличие следующих специальных помещений:

Кабинет иностранного языка

количество посадочных мест – 30 шт., стол для преподавателя 1 шт., стул для преподавателя 1 шт., монитор облачный 23" LG, проектор Casio XJ 1 шт., звуковые колонки Microlab 2.0 1 шт., экран 1 шт., наглядные материалы и CD, доска маркерная меловая комбинированная 1 шт., дидактические пособия.

ПО:1. Microsoft WIN VDA PerDevice AllLng (ООО «Акцент», договор №32009496926 от 21.10.2020, лицензия №V8953642, действие от 01.11.2020 до 31.10.2021);

2. Microsoft Office ProPlus Educational AllLng (ООО «Акцент», договор №32009496926 от 21.10.2020, лицензия №V8953642, действие от 01.11.2020 до 31.10.2021);

3. Visual Studio 2017 (свободное);

4. Google Chrome (свободное);

5. Internet Explorer (свободное).

3.2 Информационное обеспечение реализации программы

Для реализации программы учебного предмета библиотечный фонд ВГУЭС укомплектован печатными и электронными изданиями.

Обучающиеся из числа инвалидов и лиц с ограниченными возможностями здоровья обеспечены печатными и (или) электронными образовательными ресурсами в формах, адаптированных к ограничениям их здоровья.

Основные источники:

1. Английский язык для экономистов (B1–B2) : учебник и практикум для среднего профессионального образования / Т. А. Барановская [и др.] ; ответственный редактор Т. А. Барановская. — 3-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2020. — 470 с. — (Профессиональное образование). — ISBN 978-5-534-14127-6. — Текст: электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/467830> (дата обращения: 13.09.2021).2020<https://urait.ru/book/angliyskiy-yazyk-dlya-ekonomistov-b1-b2-467830>

2. Гуреев, В. А. Английский язык. Грамматика (B2) : учебник и практикум для среднего профессионального образования / В. А. Гуреев. — Москва : Издательство Юрайт, 2021. — 294 с. — (Профессиональное образование). — ISBN 978-5-534-10481-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/474630> (дата обращения: 20.09.2021).. 2021 <https://urait.ru/book/angliyskiy-yazyk-grammatika-b2-474630>

3. Левченко, В. В. Английский язык для экономистов (A2–B2) : учебник для вузов / В. В. Левченко, Е. Е. Долгалёва, О. В. Мещерякова. — Москва : Издательство Юрайт, 2020. — 351 с. — (Высшее образование). — ISBN 978-5-534-01167-8. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/450283> (дата обращения: 13.09.2021).<https://urait.ru/book/angliyskiy-yazyk-dlya-ekonomistov-a2-b2-450283>

4. Минина, О. Г. Базовый профессиональный английский язык : учебное пособие : [12+] / О. Г. Минина. — Москва ; Берлин : Директ-Медиа, 2020. — 160 с. : ил., табл. — Режим доступа: по подписке. — URL: <https://biblioclub.ru/index.php?page=book&id=595465> (дата обращения: 13.09.2021). — ISBN 978-5-4499-1303-6. — DOI 10.23681/595465. — Текст : электронный.http://biblioclub.ru/index.php?page=book_red&id=595465

5. Смирнова, Н. В. Английский язык для менеджеров (B1-B2) : учебник для вузов / Н. В. Смирнова, А. В. Соколова, Ю. А. Дуглас. — Москва : Издательство Юрайт, 2020. — 185 с. — (Высшее образование). — ISBN 978-5-534-08395-8. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/455833> (дата обращения: 13.09.2021).<https://urait.ru/book/angliyskiy-yazyk-dlya-menedzherov-b1-b2-455833>

Дополнительные источники

1. Чикилева, Л. С. Английский язык в бизнес-информатике. English for Business Informatics (B1-B2) : учебник и практикум для среднего профессионального образования / Л. С. Чикилева, Е. Л. Авдеева, Л. С. Есина. — Москва : Издательство Юрайт, 2020. — 185 с. — (Профессиональное образование). — ISBN 978-5-534-14043-9.
2. Стогниева, О. Н. Английский язык для экономистов (B1–B2) : учебное пособие для среднего профессионального образования / О. Н. Стогниева. — Москва : Издательство Юрайт, 2021. — 197 с. — (Профессиональное образование). — ISBN 978-5-534-11825-4. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/475090> (дата обращения: 13.09.2021). <https://urait.ru/book/angliyskiy-yazyk-dlya-ekonomistov-b1-b2-475090>
3. Чикилева, Л. С. Английский язык в бизнес-информатике. English for Business Informatics (B1-B2) : учебник и практикум для среднего профессионального образования / Л. С. Чикилева, Е. Л. Авдеева, Л. С. Есина. — Москва : Издательство Юрайт, 2020. — 185 с. — (Профессиональное образование). — ISBN 978-5-534-14043-9. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/467535> (дата обращения: 20.09.2021).

Электронные ресурсы

1. Free Management Library, from <http://managementhelp.org/>
2. Investopedia, from <http://www.investopedia.com/terms/c/customer-service.asp>
3. MULTITRAN – интернет словарь (<http://www.multitran.ru>)
4. Online Business Dictionary, from <http://www.businessdictionary.com/>
5. Wikipedia, <http://en.wikipedia.org>
6. Wisegeek: clear answers for common questions, from <http://www.wisegeek.com/>
7. <http://school-collection.edu.ru> – аудио файлы
8. www.britishcouncil.org/learnenglish
9. <http://lessons.study.ru>
10. <http://english-language.ru> Электронный ресурс «Английский для всех»
11. www.macmillan.ru
12. www.pearsonlongman.com

4 КОНТРОЛЬ И ОЦЕНКА РЕЗУЛЬТАТОВ ОСВОЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ

Результаты обучения	Критерии оценки	Методы оценки
понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы участвовать в диалогах на знакомые общие и профессиональные темы строить простые высказывания о себе и о своей профессиональной деятельности кратко обосновывать и объяснить свои действия (текущие и планируемые) писать простые связные сообщения на знакомые или интересующие профессиональные темы правила построения простых и сложных предложений на профессиональные темы знать: правила построения простых и сложных	Понимать смысл и содержание высказываний на английском языке на профессиональные темы. Понимать содержание технической документации и инструкций на английском языке. Строить высказывания на знакомые профессиональные темы и участвовать в диалогах по ходу	Экспертное наблюдение за выполнением практических работ.
		Результаты выполнения контрольных работ Оценка устных и письменных ответов

<p>предложений на профессиональные темы основные общеупотребительные глаголы (бытовая и профессиональная лексика) лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности особенности произношения правила чтения текстов профессиональной направленности</p>	<p>профессиональной деятельности на английском языке. Писать краткие сообщения на профессиональную тему.</p>	
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Для оценки достижения запланированных результатов обучения по предмету разработаны контрольно-оценочные средства для проведения текущего контроля и промежуточной аттестации, которые прилагаются к рабочей программе предмета.

МИНОБРНАУКИ РОССИИ
ВЛАДИВОСТОКСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
ЭКОНОМИКИ И СЕРВИСА

Контрольно-оценочные средства
для проведения текущего контроля и промежуточной
аттестации по учебной дисциплине
ОГСЭ 03. Иностранный язык
программы подготовки специалистов среднего звена
по специальности
38.02.05 Товароведение и экспертиза качества
потребительских товаров
Форма обучения очная

Владивосток 2022

Контрольно-оценочные средства для проведения текущего контроля и промежуточной аттестации по учебной дисциплине ОГСЭ.03 Иностранный язык разработаны в соответствии с требованиями ФГОС СПО по специальности 38.02.05 Товароведение и экспертиза качества потребительских товаров, 28.04.2014 г., № 835, утвержденного приказом Минобрнауки РФ от 14 мая 2014 №525, рабочей программой учебной дисциплины.

Разработали:

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Рассмотрен на заседании ЦМК

Протокол № 9 от «13» мая 2022 г.

Председатель ЦМК



А.Д. Гусакова

1 Общие сведения

Контрольно-оценочные средства (далее – КОС) предназначены для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины ОГСЭ 03. Иностранный язык, профессиональная подготовка по специальности 38.02.05 Товароведение и экспертиза качества потребительских товаров. КОС включают в себя контрольные материалы для проведения текущего контроля успеваемости и промежуточной аттестации по дисциплине, которая проводится в форме дифференцированного зачёта, экзамена, контрольной работы (с использованием оценочного средства - устный опрос в форме ответов на вопросы билетов, устный опрос в форме собеседования, выполнение письменных заданий, тестирование и т.д.).

2 Планируемые результаты обучения по дисциплине, обеспечивающие результаты освоения образовательной программы

Код ОК, ПК	Код результата обучения	Наименование результата обучения
ОК.01- ОК-09	У1	понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые)
	У2	понимать тексты на базовые профессиональные темы
	У3	участвовать в диалогах на знакомые общие и профессиональные темы
	У4	строить простые высказывания о себе и о своей профессиональной деятельности
	У5	кратко обосновывать и объяснить свои действия (текущие и планируемые)
	У6	писать простые связные сообщения на знакомые или интересующие профессиональные темы
	З1	правила построения простых и сложных предложений на профессиональные темы
	З2	особенности произношения
	З3	основные общеупотребительные глаголы (бытовая и профессиональная лексика)
	З4	лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности
	З5	правила чтения текстов профессиональной направленности

3.1 Средства, применяемые для оценки уровня практической подготовки

Краткое наименование темы	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
Тема 1.1. Great Britain	У1 У4 У5 33 34	понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые) строить простые высказывания о себе и о своей профессиональной деятельности кратко обосновывать и объяснить свои действия (текущие и планируемые) основные общеупотребительные глаголы (бытовая и профессиональная лексика) лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности	Контрольная работа №1 5.1	Translate #1
Тема 1.2. Computers	У1 У2 У6 31 32 33 34 35	понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые) понимать тексты на базовые профессиональные темы, писать простые связные сообщения на знакомые или интересующие профессиональные темы правила построения простых и сложных предложений на профессиональные темы особенности произношения основные общеупотребительные глаголы (бытовая и	Контрольная работа №2 5.2	Translate #2

		<p>профессиональная лексика) лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности правила чтения текстов профессиональной направленности</p>		
<p>Тема 1.3. Education</p>	<p>У1 У3 У6 31 34 35</p>	<p>понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые) участвовать в диалогах на знакомые общие и профессиональные темы писать простые связные сообщения на знакомые или интересующие профессиональные темы правила построения простых и сложных предложений на профессиональные темы лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности правила чтения текстов профессиональной направленности</p>	<p>Контрольная работа №3 5.3</p>	<p>Translate #3</p>
<p>Тема 1.4. My future profession</p>	<p>У1 У4 У6 31 33 34</p>	<p>понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые) строить простые высказывания о себе и о своей профессиональной деятельности писать простые связные сообщения на знакомые или интересующие профессиональные темы правила построения</p>	<p>Контрольная работа №4 5.4</p>	<p>Translate #4</p>

		<p>простых и сложных предложений на профессиональные темы</p> <p>основные общеупотребительные глаголы (бытовая и профессиональная лексика)</p> <p>лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности</p>		
<p>Тема 1.5. Employment</p>	<p>У1 У2 У6 З1 З4 З5</p>	<p>понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые)</p> <p>понимать тексты на базовые профессиональные темы, писать простые связные сообщения на знакомые или интересующие профессиональные темы</p> <p>правила построения простых и сложных предложений на профессиональные темы</p> <p>лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности</p> <p>правила чтения текстов профессиональной направленности</p>	<p>Контрольная работа №5 5.5</p>	<p>Translate #5</p>
<p>Тема 1.6. Business communication</p>	<p>У1 У2 У6 З1 З4 З5</p>	<p>понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые)</p> <p>понимать тексты на базовые профессиональные темы, писать простые связные сообщения на знакомые или интересующие</p>	<p>Контрольная работа №6 5.6</p>	<p>Translate #6</p>

		<p>профессиональные темы правила построения простых и сложных предложений на профессиональные темы лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности правила чтения текстов профессиональной направленности</p>		
Тема 1.7. Economics	<p>У1 У2 У3 У6 З1 З4 З5</p>	<p>понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые) понимать тексты на базовые профессиональные темы, участвовать в диалогах на знакомые общие и профессиональные темы писать простые связные сообщения на знакомые или интересующие профессиональные темы правила построения простых и сложных предложений на профессиональные темы лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности правила чтения текстов профессиональной направленности</p>	<p>Контрольна я работа №7 5.7</p>	<p>Translate #7</p>
Тема 1.8. Management	<p>У1 У3 У4 У5 У6 З1 З2 З3 З4</p>	<p>понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые) участвовать в диалогах на знакомые общие и профессиональные темы строить простые</p>	<p>Контрольна я работа №8 5.8</p>	<p>Translate #8</p>

		<p>высказывания о себе и о своей профессиональной деятельности</p> <p>кратко обосновывать и объяснить свои действия (текущие и планируемые)</p> <p>писать простые связные сообщения на знакомые или интересующие профессиональные темы</p> <p>правила построения простых и сложных предложений на профессиональные темы</p> <p>особенности произношения</p> <p>основные общеупотребительные глаголы (бытовая и профессиональная лексика)</p> <p>лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности</p>		
Тема 1.9. Accounting	<p>У1</p> <p>У3</p> <p>У4</p> <p>У5</p> <p>З1</p> <p>З2</p> <p>З3</p> <p>З4</p>	<p>понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые)</p> <p>участвовать в диалогах на знакомые общие и профессиональные темы</p> <p>строить простые высказывания о себе и о своей профессиональной деятельности</p> <p>кратко обосновывать и объяснить свои действия (текущие и планируемые)</p> <p>правила построения простых и сложных предложений на профессиональные темы</p> <p>особенности произношения</p> <p>основные общеупотребительные глаголы (бытовая и</p>	Контрольная работа №9 5.9	Translate #9

		<p>профессиональная лексика) лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности</p>		
<p>Тема 2.1. A career in merchandising</p>	<p>У1 У4 У5 33 34</p>	<p>понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые) строить простые высказывания о себе и о своей профессиональной деятельности кратко обосновывать и объяснить свои действия (текущие и планируемые) основные общеупотребительные глаголы (бытовая и профессиональная лексика) лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности</p>	<p>Контрольная работа №10 5.10</p>	<p>Промежуточный тест 1 5.12</p>
<p>Тема 2.2. Who needs merchandisers?</p>	<p>У1 У4 У5 33 34</p>	<p>понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые) строить простые высказывания о себе и о своей профессиональной деятельности кратко обосновывать и объяснить свои действия (текущие и планируемые) основные общеупотребительные глаголы (бытовая и профессиональная лексика) лексический минимум, относящийся к описанию</p>	<p>Контрольная работа №11 5.11</p>	<p>Translate #10</p>

		предметов, средств и процессов профессиональной деятельности		
Тема 2.3. What do merchandisers do?	У1 У3 У4 У5 З1 З2 З3 З4	<p>понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые)</p> <p>участвовать в диалогах на знакомые общие и профессиональные темы</p> <p>строить простые высказывания о себе и о своей профессиональной деятельности</p> <p>кратко обосновывать и объяснить свои действия (текущие и планируемые)</p> <p>правила построения простых и сложных предложений на профессиональные темы</p> <p>особенности произношения основные общеупотребительные глаголы (бытовая и профессиональная лексика)</p> <p>лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности</p>	Контрольная работа №12 5.12	Translate #11
Тема 2.4. Jobs in merchandising	У1 У3 У4 У5 У6 З1 З2 З3 З4	<p>понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые)</p> <p>участвовать в диалогах на знакомые общие и профессиональные темы</p> <p>строить простые высказывания о себе и о своей профессиональной деятельности</p> <p>кратко обосновывать и объяснить свои действия (текущие и планируемые)</p>	Translate into Russian #12	Translate #13

		<p>писать простые связные сообщения на знакомые или интересующие профессиональные темы</p> <p>правила построения простых и сложных предложений на профессиональные темы</p> <p>особенности произношения</p> <p>основные общеупотребительные глаголы (бытовая и профессиональная лексика)</p> <p>лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности</p>		
<p>Тема 2.5. What makes a good merchandisers?</p>	<p>У1 У2 У6 З1 З4 З5</p>	<p>понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые)</p> <p>понимать тексты на базовые профессиональные темы, писать простые связные сообщения на знакомые или интересующие профессиональные темы</p> <p>правила построения простых и сложных предложений на профессиональные темы</p> <p>лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности</p> <p>правила чтения текстов профессиональной направленности</p>	<p>Translate into Russian #14</p>	<p>Translate #15</p>
<p>Тема 2.6. Was it a good conference?</p>	<p>У1 У3 У4 У5 У6 З1</p>	<p>понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые)</p>	<p>Translate into English #16</p>	<p>Translate #17</p>

	32 33 34	<p>участвовать в диалогах на знакомые общие и профессиональные темы</p> <p>строить простые высказывания о себе и о своей профессиональной деятельности</p> <p>кратко обосновывать и объяснить свои действия (текущие и планируемые)</p> <p>писать простые связные сообщения на знакомые или интересующие профессиональные темы</p> <p>правила построения простых и сложных предложений на профессиональные темы</p> <p>особенности произношения</p> <p>основные общеупотребительные глаголы (бытовая и профессиональная лексика)</p> <p>лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности</p>		
Тема 2.7. Calculations	У1 У4 У5 33 34	<p>понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые)</p> <p>строить простые высказывания о себе и о своей профессиональной деятельности</p> <p>кратко обосновывать и объяснить свои действия (текущие и планируемые)</p> <p>основные общеупотребительные глаголы (бытовая и профессиональная лексика)</p> <p>лексический минимум, относящийся к описанию предметов, средств и процессов</p>	Translate into English #18	Translate #19

		профессиональной деятельности		
Тема 2.8. A tax return	У1 У3 У4 У5 У6 31 32 33 34	<p>понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые)</p> <p>участвовать в диалогах на знакомые общие и профессиональные темы</p> <p>строить простые высказывания о себе и о своей профессиональной деятельности</p> <p>кратко обосновывать и объяснить свои действия (текущие и планируемые)</p> <p>писать простые связные сообщения на знакомые или интересующие профессиональные темы</p> <p>правила построения простых и сложных предложений на профессиональные темы</p> <p>особенности произношения основных общеупотребительных глаголов (бытовая и профессиональная лексика)</p> <p>лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности</p>	Translate into English #20	Translate #21
Тема 3.1. The changing world of economics	У1 У3 У4 У5 У6 31 32 33 34	<p>понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые)</p> <p>участвовать в диалогах на знакомые общие и профессиональные темы</p> <p>строить простые высказывания о себе и о своей профессиональной деятельности</p> <p>кратко обосновывать и</p>	Контрольная работа №11 5.11	Translate #22

		<p>объяснить свои действия (текущие и планируемые) писать простые связные сообщения на знакомые или интересующие профессиональные темы правила построения простых и сложных предложений на профессиональные темы особенности произношения основные общеупотребительные глаголы (бытовая и профессиональная лексика) лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности</p>		
<p>Тема 3.2. Economic change</p>	<p>У1 У3 У4 У5 У6 З1 З2 З3 З4</p>	<p>понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые) участвовать в диалогах на знакомые общие и профессиональные темы строить простые высказывания о себе и о своей профессиональной деятельности кратко обосновывать и объяснить свои действия (текущие и планируемые) писать простые связные сообщения на знакомые или интересующие профессиональные темы правила построения простых и сложных предложений на профессиональные темы особенности произношения основные общеупотребительные глаголы (бытовая и профессиональная</p>	<p>Тест 5.13</p>	<p>Translate #23</p>

		лексика) лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности		
Тема 4.1. Formal style	У1 У3 У4 У5 У6 З1 З2 З3 З4	понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые) участвовать в диалогах на знакомые общие и профессиональные темы строить простые высказывания о себе и о своей профессиональной деятельности кратко обосновывать и объяснить свои действия (текущие и планируемые) писать простые связные сообщения на знакомые или интересующие профессиональные темы правила построения простых и сложных предложений на профессиональные темы особенности произношения основные общеупотребительные глаголы (бытовая и профессиональная лексика) лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности	Текст 1,2	Translate #24
Тема 4.2. Writing memos, e-mails and notes	У1 У3 У4 У5 У6 З1 З2 З3 З4	понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые) участвовать в диалогах на знакомые общие и профессиональные темы	Текст 3	Translate #25

		<p>строить простые высказывания о себе и о своей профессиональной деятельности</p> <p>кратко обосновывать и объяснить свои действия (текущие и планируемые)</p> <p>писать простые связные сообщения на знакомые или интересующие профессиональные темы</p> <p>правила построения простых и сложных предложений на профессиональные темы</p> <p>особенности произношения</p> <p>основные общеупотребительные глаголы (бытовая и профессиональная лексика)</p> <p>лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности</p>		
<p>Тема 4.3. Describing graphs and charts</p>	<p>У1 У3 У4 У5 У6 З1 З2 З3 З4</p>	<p>понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые)</p> <p>участвовать в диалогах на знакомые общие и профессиональные темы</p> <p>строить простые высказывания о себе и о своей профессиональной деятельности</p> <p>кратко обосновывать и объяснить свои действия (текущие и планируемые)</p> <p>писать простые связные сообщения на знакомые или интересующие профессиональные темы</p> <p>правила построения простых и сложных предложений на профессиональные темы</p> <p>особенности</p>	Текст 4	<p>Промежуточный тест 2 5.13</p>

		произношения основные общеупотребительные глаголы (бытовая и профессиональная лексика) лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности		
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4 Описание процедуры оценивания

Результаты обучения по дисциплине, уровень сформированности компетенций оцениваются по четырём бальной шкале оценками: «отлично», «хорошо», «удовлетворительно», «неудовлетворительно».

Текущая аттестация по дисциплине проводится с целью систематической проверки достижений обучающихся. Объектами оценивания являются: уровень овладения практическими умениями и навыками по всем видам учебной работы, качество выполнения самостоятельной работы, учебная дисциплина (активность на занятиях, своевременность выполнения различных видов заданий, посещаемость всех видов занятий по аттестуемой дисциплине).

При проведении промежуточной аттестации оценивается достижение студентом запланированных по дисциплине результатов обучения, обеспечивающих результаты освоения образовательной программы в целом.

Критерии оценивания устного ответа

(оценочные средства: *собеседование, устное сообщение*)

5 баллов - ответ показывает прочные знания основных процессов изучаемой предметной области, отличается глубиной и полнотой раскрытия темы; владение терминологическим аппаратом; умение объяснять сущность, явлений, процессов, событий, делать выводы и обобщения, давать аргументированные ответы, приводить примеры; свободное владение монологической речью, логичность и последовательность ответа; умение приводить примеры современных проблем изучаемой области.

4 балла - ответ, обнаруживающий прочные знания основных процессов изучаемой предметной области, отличается глубиной и полнотой раскрытия темы; владение терминологическим аппаратом; умение объяснять сущность, явлений, процессов, событий, делать выводы и обобщения, давать аргументированные ответы, приводить примеры; свободное владение монологической речью, логичность и последовательность ответа. Однако допускается одна - две неточности в ответе.

3 балла – ответ, свидетельствующий в основном о знании процессов изучаемой предметной области, отличающийся недостаточной глубиной и полнотой раскрытия темы; знанием основных вопросов теории; слабо сформированными навыками анализа явлений, процессов, недостаточным умением давать аргументированные ответы и приводить примеры; недостаточно свободным владением монологической речью, логичностью и последовательностью ответа. Допускается несколько ошибок в содержании ответа; неумение привести пример развития ситуации, провести связь с другими аспектами изучаемой области.

2 балла – ответ, обнаруживающий незнание процессов изучаемой предметной области, отличающийся неглубоким раскрытием темы; незнанием основных вопросов теории, несформированными навыками анализа явлений, процессов; неумением давать аргументированные ответы, слабым владением монологической речью, отсутствием

логичности и последовательности. Допускаются серьезные ошибки в содержании ответа; незнание современной проблематики изучаемой области.

Критерии оценивания письменной работы

(оценочные средства: *контрольная работа*)

5 баллов - студент выразил своё мнение по сформулированной проблеме, аргументировал его, точно определив ее содержание и составляющие. Проблема раскрыта полностью, выводы обоснованы. Приведены данные отечественной и зарубежной литературы, статистические сведения, информация нормативно-правового характера. Студент владеет навыком самостоятельной работы по заданной теме; методами и приемами анализа теоретических и/или практических аспектов изучаемой области. Фактических ошибок, связанных с пониманием проблемы, нет; графически работа оформлена правильно.

4 балла - работа характеризуется смысловой цельностью, связностью и последовательностью изложения; допущено не более 1 ошибки при объяснении смысла или содержания проблемы. Проблема раскрыта. Не все выводы сделаны и/или обоснованы. Для аргументации приводятся данные отечественных и зарубежных авторов. Продемонстрированы исследовательские умения и навыки. Фактических ошибок, связанных с пониманием проблемы, нет. Допущены одна-две ошибки в оформлении работы.

3 балла – студент проводит достаточно самостоятельный анализ основных этапов и смысловых составляющих проблемы; понимает базовые основы и теоретическое обоснование выбранной темы. Проблема раскрыта не полностью. Выводы не сделаны и/или выводы не обоснованы. Проведен анализ проблемы без привлечения дополнительной литературы. Допущено не более 2 ошибок в смысле или содержании проблемы, оформлении работы.

2 балла - работа представляет собой пересказанный или полностью переписанный исходный текст без каких бы то ни было комментариев, анализа. Не раскрыта структура и теоретическая составляющая темы. Проблема не раскрыта. Выводы отсутствуют. Допущено три или более трех ошибок в смысловом содержании раскрываемой проблемы, в оформлении работы.

Критерии оценивания тестового задания

Оценка	<i>Отлично</i>	<i>Хорошо</i>	<i>Удовлетворительно</i>	<i>Неудовлетворительно</i>
Количество правильных ответов	91 % и ≥	от 81% до 90,9 %	не менее 70%	менее 70%

Критерии выставления оценки студенту на зачете

(оценочные средства: *устный опрос в форме ответов на вопросы билетов, устный опрос в форме собеседования, выполнение письменных разноуровневых задач и заданий*)

Оценка по промежуточной аттестации	Характеристика качества сформированности компетенций
«зачтено» / «отлично»	Студент демонстрирует сформированность дисциплинарных компетенций на продвинутом уровне: обнаруживает всестороннее, систематическое и глубокое знание учебного материала, умеет тесно увязывать теорию с практикой, свободно справляется с задачами, вопросами и другими видами применения знаний, причем не затрудняется с ответом при видоизменении заданий, правильно обосновывает принятое решение, владеет разносторонними навыками и приемами выполнения практических задач.

«зачтено» / «хорошо»	Студент демонстрирует сформированность дисциплинарных компетенций на базовом уровне: основные знания, умения освоены, но допускаются незначительные ошибки, неточности, затруднения при аналитических операциях, переносе знаний и умений на новые, нестандартные ситуации.
«зачтено» / «удовлетворительно»	Студент демонстрирует сформированность дисциплинарных компетенций на пороговом уровне: имеет знания только основного материала, но не усвоил его деталей, в ходе контрольных мероприятий допускаются значительные ошибки, недостаточно правильные формулировки, нарушения логической последовательности в изложении программного материала, испытывает затруднения при выполнении практических работ, при оперировании знаниями и умениями при их переносе на новые ситуации.
«не зачтено» / «неудовлетворительно»	Студент демонстрирует сформированность дисциплинарных компетенций на уровне ниже порогового: выявляется полное или практически полное отсутствие знаний значительной части программного материала, студент допускает существенные ошибки, неуверенно, с большими затруднениями выполняет практические работы, умения и навыки не сформированы.

5 Примеры оценочных средств для проведения текущей аттестации

5.1 Контрольная работа №1 Тема Logistics

1. Match the words or phrases (1-6) with the definitions (A-F)

1 - logistician 4 - manufacturing

2 – industry 5 - consumer

3 – supplier 6 - supply chain

A someone who purchases products or services for use

B an individual or organization that makes products available for use or sale

C a system of individuals, organizations, technology, and resources that move a product from a supplier to a consumer

D a professional specialist who analyzes and coordinates a company's supply chain, which involves managing how a product is acquired, distributed, allocated, and delivered

E a profit-making enterprise that employs large personnel to create products or services of commercial value

F - the process or business of making goods, in large amounts, in a factory

2. Use the words below to complete the sentences:

Logistician suppliers movement materials education

1. Every organization needs a reliable flow of _____.

2. Managers have to make the _____ of materials as efficient and effective as possible.

3. A manager who works in logistics, or an academic who studies the subject, is, formally, a _____.

4. Logistics is responsible for the transport and storage of materials on their journey between _____ and customers.

5. All parents want a good _____ for their children.

3. Translate the following word combinations:

to coordinate a company's supply chain, every step in a supply chain, to enter a career in logistics, to move products, to work in manufacturing, to deliver items, a problem with distribution, to fix distribution problems, to make distribution effective, far-paced work, to be responsible (for), communication skills, work experience, to gain experience, military service, the global economy, the latest technology, to look for a job, job duties, to manage a company

4. Read the text. Use dictionary if necessary.

LOGISTICS

Logistics can be defined as the management of the flow of goods, information and other resources, energy and people between the point of origin and the point of consumption in order to meet the requirements of consumers. Logistics involves the integration of information, transportation, inventory, warehousing, material handling, packaging and security. Logistics may have an internal focus (inbound logistics), or external focus (outbound logistics).

If the company manufactures a product from parts purchased from suppliers, and those products are then sold to customers, one can speak about a *supply chain*. *Supply Chain* can be defined as a network of facilities and distribution options that performs the function of procurement of materials, transformation of these materials into intermediate and finished products, and the distribution of these finished products to customers.

Logistics management is part of supply chain management. Logistics management plans, implements, and controls the efficient flow and storage of goods, services and related information between the point of origin and the point of consumption in order to meet customers' requirements.

Successful supply chain operators work in close partnerships with their customers; they jointly explore the opportunities for increasing efficiency of the supply chain and improving service levels by using the latest systems and techniques.

A professional working in the field of logistics management is called a *logistician*. The main functions of a qualified logistician include, among other things, inventory management, purchasing, transportation, warehousing, consultation and organizing and planning of these activities. Logisticians are responsible for the life cycle and supply chain operations of a variety

of products. They are also responsible for customs documentation. They regularly work with other departments to ensure that the customers' needs and requirements are met.

5. Mark the following sentences as True or False

1. Logistics can be defined as the management of the flow of goods between the point of origin and the point of consumption.
2. Logistics involves the integration of information, transportation, inventory, warehousing, etc.
3. Logistics always has an external focus.
4. All supply chains are very simple.
5. The complexity of the supply chain will vary with the size of the business.
6. Logistics management is part of supply chain management.
7. Successful supply chain operators work in close partnerships with their customers.
8. A professional working in the field of logistics management is called an academician.
9. The main functions of a qualified logistician include, inventory management, purchasing, transportation, warehousing, etc.
10. Logisticians are responsible for the life cycle and supply chain operations of a variety of products.

6. Answer the following questions.

1. What is logistics?
2. How important is logistics?
3. What is the role of logistics in the organizations?
4. What does the term *supply chain* imply?
5. What is *logistics management*?
6. What are the main functions of a qualified logistician?
7. What are professional logisticians responsible for?
8. How does someone become a logistician?

5.2 Контрольная работа №2 Тема Logistics Jobs

1. Match the words or phrases (1-6) with the definitions (A-F)

- | | |
|------------------------------|-------------------------------------|
| 1 – customer service manager | 4 - consultant |
| 2 - logistics engineer | 5 – production manager |
| 3 – analyst | 6 – international logistics manager |

A - uses analytical and quantitative methods to understand and interpret data

B – works with clients to improve logistics performance using skills such as strategic planning, process re-engineering, and/or information technology.

C – oversees production in manufacturing, managing the work of manufacturing engineers, production associates, machine operators, and other plant employees

D – works to create efficient import/export supply chains

E - determines processes, technology, or infrastructure to support management

F - plans and directs the activities of the customer service team

2. Fill in the blanks with the correct words or phrases from the word bank.

production manager supply chain manager warehouse operations manager
transportation manager purchasing manager logistics software manager

1. The _____ oversees all buying activities for the company.
2. Mark called the _____ when he needed assistance with technology tools.
3. When the vice president wanted a review of all production and procedure activities, he contacted the _____.
4. Helen called the _____ when she needed assistance with technology tools.
5. The entire manufacturing process is managed by the _____.
6. Contact the _____ if you have questions about shipping products by train.

3. Translate the following word combinations:

employment opportunities, to manage logistics personnel, independent consultant, to oversee teams, customer service, to develop strategic processes, to negotiate with suppliers, to work closely with, to oversee efficient import/export supply chains, qualified candidates, to have

experience, job advertisement, to oversee customer service teams, process improvement, to plan and direct the activities (of), to interpret data, to integrate services, to determine processes, to support management, to create efficient supply chain, to hire an outside consultant, to improve strategic planning, a logistics job candidate, to apply for a job, to work in the field of, logistics job experience, a job candidate, position applied for, previous jobs, to coordinate shipments, distribution methods, to manage third party contracts, to meet customer needs, to arrive safely and on time, job training, opportunities for advancement, job requirements, proven leadership skills, outside contractors, , to oversee warehouse activities, to need assistance, to set up a time to meet, meeting schedule

4. Answer the following questions.

9. What is the most common career path in logistics?
10. Who works in a logistical management?
11. What kinds of organizations employ logistics managers?
12. Where do new logistics managers get started?
13. What are some responsibilities of a logistics manager?
14. What skills do logistics managers need?
15. What are some ways that logistics managers work with people outside their companies?
16. What types of information do logistics managers analyze to improve efficiency?
17. What types of things does a logistics engineer plan?
18. How important is a graduate degree in entering a career.

5.3 Контрольная работа №3 Тема Gerund

1. (повторение). Образуйте герундий от глагола в скобках и переведите предложение. Почему надо в данном случае использовать герундий?

Start ... about pleasant things — and you'll be happy! (think)

Americans enjoy ... houses and ... to new places. (change/ move)

Would you like to go ... in the sea? (sail)

Most people enjoy ... in the sun. (lie)

I haven't had my lunch yet. Do you mind ... outside for ten minutes? (wait)

John likes ... at a high speed. (drive)

Stop ... about your troubles. (worry)

Jack was proud of ... the first prize for.... (get/ jump)

Helen was so angry that she left without... a word. (say)

2. Образуйте герундий от соответствующих глаголов и вставьте его в диалог.

cook, sleep, spend, hike, talk

A What's the best way to relax?

B Well, I love ... in the country. And you?

A Yeah, but I dislike ... on a camp fire and can't stand ... on the ground!

A Oh, where's your sense of adventure? And I bet you hate ... a week without your mobile phone.

B That's true. I quite like ... to people.

3. Выберите предлог.

Read the rule ... writing the exercise. (after, before, by the time)

Diana is fond ... collecting posters of pop singers. (for, to, of)

Betty likes art very much and she is keen ... visit-ing art galleries. (in, on, about)

Black is tired ... painting the wall. He has been working for 5 hours. (of, after, for)

Susan is clever ... learning English. (of, for, at)

I don't understand how David can fish for hours ... catching anything. (with, without, on)

Kate bought a book ... buying an umbrella. (but, without, instead of)

... visiting the British Museum the tourists were very much impressed. (After, Before, Instead of)

I can't get used ... getting up early. (for, with, to)

... hearing the news Mr White felt pleased. (On, With, By)
 We were fascinated ... Ella's singing Russian songs. (by, about, on)
 I like the idea ... visiting St. Petersburg this sum-mer. (of, to, about)
 Jack answered the examiners' questions ... thinking and later he regretted it. (without, instead of, with)
 Thank you ... helping us In troubles. (about, by, for)
 My friends and I dream ... going to England. (to, of, for)
 Children went for a walk ... switching off the light. (with, without, before)
 We were surprised ... meeting Alice at the theatre. She was going to stay at home on that day. (at, by, with)
 Sorry ... interrupting you, but could you show me the way to the nearest cinema? (for, at, of)
 We have improved our English ... learning the new words and rules every day. (by, for, with)
 Pamela looking forward ... visiting London again. (to, on, about)

5.4 Контрольная работа №4 Тема Employment Opportunities

1. Match the words or phrases (1-8) with the definitions (A-H).

- | | |
|-------------------|---------------|
| 1. transportation | 5. consulting |
| 2. manufacturing | 6. passenger |
| 3. merchandising | 7. education |
| 4. freight | 8. retailer |

- A the art of displaying products in stores in a manner that makes people want to buy them
 B goods that are transported by vehicles, and the system of moving them
 C the act of learning and teaching, usually in a school, college or university environment
 D a person who travels in a vehicle without driving it or working on it
 E a person or business that sells goods directly to customers for their personal use
 F the system or activity of moving people or objects from one place to another
 G the business of giving professional help and advice on a certain subject
 H the process or business of making goods in large amounts in a factory

2. Fill in the blanks with the correct words or phrases from the word bank.

opportunities transportation education manufacturing process
consumers logistician transportation to improve

- Logistics is the connection between manufacturers and_____.
- She applied for both employment _____.
- A professional working in the field of logistic management is called _____.
- The logistics consultant wanted _____ the company's transportation.
- The term " _____ " refers to the movement of product from one point to another
- You may need a high degree of _____ to get a well-paid logistics job.
- International logistics managers must have an extensive knowledge of different modes of _____.
- _____ is all the stages involved in making something.

3. Translate the following word combinations:

employment opportunities, consumer products, to reach retailers, consulting firms, manufacturing company, merchandising firm, education institution, service institution, government agencies, basic knowledge, business skills, entry-level supervisor, education level, prior experience, to hire workers, job openings, in the logistics field, to have a set career path, to improve transportation, the manufactured product, to deliver products, in large amounts, business of making goods, to provide professional help, to transport goods, to provide a service, to celebrate a promotion, the pay and benefits (package), to apply for employment opportunities, to take the job

4. Talk about these questions.

- What kinds of companies hire logistics workers?
- At which type of company would you like to work?

5.5 Контрольная работа №5 Тема Basic Math . Measurements.

1. Match the words or phrases (1-8) with the definitions (A-I)

- | | |
|---------------|------------------|
| 1. plus | 5. inch |
| 2. minus | 6. mile |
| 3. divided by | 7. convert |
| 4. equals | 8. volume weight |

- A used to indicate division
- B used to give the result of a mathematical operation
- C a unit of length that is equal to one-twelfth of a foot
- D used to indicate addition
- E used when taking away a number from another
- F a calculation that shows the density of a package
- G an imperial unit of length that is equal to 5.280 feet
- H to exchange one system of weights and measures for another

2. Read the sentence pairs. Choose which word or phrase best fits each blank.

1. foot/meter

A One hundred centimeters is equal to one _____ .

B The ruler measured twelve inches, or one _____ .

2. imperial system/kilometers

A In Canada, distance is measured in _____ .

B One cubic yard is a unit of _____ .

3. suppliers/consumers

A _____ often complain about the high cost of products.

B _____ distribute finished products, parts, and raw materials.

4. weight/length

A The metric system uses meters to measure _____ .

B A pound is an imperial unit of _____ .

3. Translate the following word combinations:

basic mathematical operations, metric system, imperial system, to abbreviate numbers, to indicate division, to indicate subtraction, to request information, to calculate the volume of the shipment, to convert to kilograms, to ship freight, to deliver cargo, conventional cargo, to determine measurements, container loads, volume weight, to provide measurements in miles, the density of a package, a unit of weight/length, to measure distance, roll-on/roll-off cargo

4. Talk about these questions.

1. What are some basic math operations?
2. What are some ways to express the results of mathematical operations?
3. What are the different ways in which freight is shipped?
4. What are some examples of imperial and metric units?

5.6 Контрольная работа №6 Тема Safety Issues

1. Match the words or phrases (1-7) with the definitions (A-G)

- | | |
|-------------------|---------------------------------------|
| 1 safety | 5 lockouts |
| 2 accidents | 6 personal protective equipment (PPE) |
| 3 injuries | 7 first aid kits |
| 4 malfunction (v) | |

- A physical damage that occurs to the body or a body part
- B a procedure that locks and labels malfunctioning electrical equipment as a safety measure.
- C an unplanned event that results in damage or injury

D a case that contains bandages, medicines, and other items needed to administer care in case an injury occurs.

E clothing and accessories designed to protect people from harm.

F to not work properly

G protection from danger or harm that could cause injury or death

2. Read the sentences and choose the correct words or phrases

1. Falls and slips are the biggest cause of **safety/injury** in warehouses.

2. Safety procedures reduce **fatalities/personal protective equipment** caused by accidents on the job.

3. A hard hat is part of an employee's **personal protective equipment/injury**.

4. All employees need to follow safety procedures to avoid **lockout/accidents**.

5. **Fatality/slip** is a death that occurs as a result of an accident or disaster.

6. All inventory needs to be off the floor so people don't **spill/trip** over it.

7. Electrocution/accident is an injury or death that results from coming in direct contact with electricity.

3. Translate the following word combinations:

safety issues, to ensure safety, employee manual, to follow safety procedures, to avoid accidents, personal protective equipment, job assignment, PPE requirements, lockout/ tagout procedures, to reduce the risk of electrocution, the cause of injury, to trip over items, first aid kits, in case of injuries, to reduce accidents (fatalities), unsafe handling of electrical equipment, to improve safety, accident report

4. Talk about these questions.

1. Why is safety important in warehouses?

2. What are some measures to ensure safety in a warehouse setting?

5.7. онтрольная работа №7 Тема Customer Service

1. Match the words or phrases (1-7) with the definitions (A-G)

1 - customer service

5 - update

2 - customer

6 - complaint

3 - order (n)

7 - expectation

4 - inquiry

A - a question you ask in order to gather information about someone or something

B - a written or spoken statement in which a person says they are unhappy with something

C - the latest news or information about something

D - what you believe or hope will happen

E - the way in which a business treats its customers. It is also the department in a company that deals with customer issues and complaints.

F - a person or organization that buys products or services from a store or business

G - a request for a company to make goods for you, or to send them to you

2. Fill in the blanks with the correct words or phrases from the word bank

**assistance complaint customers polite suppliers customer service
return**

1 If you need any _____ you may call the company's helpline.

2 Rude or poor _____ can ruin a company's reputation.

3 The woman brought the _____ back to the store.

4 The customer service department rarely receives a _____.

6 The company values its _____.

7 The customer service representatives tried to be very _____.

8. Most products move through a series of organizations as they travel between original _____ and final customers.

3. Translate the following word combinations:

customer service, to exceed expectations, prompt and friendly service, to answer inquiries, to take complaints seriously, to make it right, to accept returns for damaged orders, to resolve the problem, to provide customers with order updates, timely delivery of shipments, to value customers, to expand services, the shipment of goods, delivery time

4. Fill in the blanks with the correct words or phrases from the word bank.

order flow suppliers satisfaction complaints

1. Poor logistics is the cause of roughly 50 per cent of all customer_____.
2. Logistics is the function that is responsible for the _____ of materials into, through and out of an organization.
3. Logistics forms links with _____, developing mutually beneficial, long-term trading relationships.
4. Logistics forms links with customers, contributing to customer _____ and added value.
5. The customer's _____ was delivered on time.

5. Read the text and translate it.

The success of every organization depends on customer satisfaction. If it doesn't satisfy customers, it is unlikely to survive in the long term, let alone make a profit, have high return on assets, add shareholder value, or achieve any other measure of success. So organizations must deliver products that satisfy customers. Unfortunately, customers judge products by a whole series of factors. When you buy a DVD, for example, you judge its contents, appearance, how easy it is to buy, how long you wait, how expensive it is, whether the right DVD was delivered, whether it was damaged, how courteously you were treated by sales staff, and so on.

Some of these factors clearly depend on logistics – the availability of the the DVD depends on stocks; the delivery time depends on transport; damage is prevented by good material handling; the price is affected by logistics costs. So we can phrase the overriding aim of logistics in terms of customer service.

The overall AIM of LOGISTICS is to achieve high customer satisfaction. It must provide a high quality service with low – or acceptable – costs. Organizations that put a lot of emphasis on customer satisfaction are said to have a **customer focus**. Organizations with satisfied customers have the obvious benefit of bringing them back with repeat business – remembering the rule of the thumb that *it costs five times as much to attract a new customer as it does to retain an existing one*. Satisfied customers also attract new business, as they recommend a good service to four or five other people – compared with dissatisfied customers who warn a dozen potential customers about a bad experience.

6. Answer the questions to the text.

1. What does the success of every organization depend on?
2. What kind of customer service does everyone expect from a business?
3. Why is customer service so important?
4. How does logistics contribute to customer satisfaction?

5.8 Контрольная работа №8 Тема Supplier Planning

1. Translate the following word combinations.

Supply chain, supply chain system, production plan, raw materials, to test materials, to check the quality of each delivery, to improve quality, to store extra raw materials, a supply warehouse, to transport the finished product, shipping department, to organize delivery, to list products and their prices, the terms of sale, modes of transportation, to speed up deliveries, to send invoices, customers' needs, customer service, the customer service department, communication systems, logistics team, damaged orders, the company webpage, manufacturing process

2. Match the words or phrases (1-7) with the definitions (A-G)

- | | |
|-----------------|---------------|
| 1. supply chain | 5. supply (n) |
| 2. production | 6. order (v) |
| 3. delivery (n) | 7. invoice |

4. quantity

A. a collection of raw materials that are stored until they are needed by the production department

B. the number or amount of something

C. to arrange for a product to be sent or delivered to your address

D. a system of individuals, organizations, technology, and resources that move a product from a supplier to a consumer

E. an itemized list of sold and shipped products, showing prices and terms of sale

F. an item or a collection of items that is brought to the customers who ordered them

G. a process in which items are made using raw materials bought by suppliers

3. Read the sentence pairs. Choose which word best fits each blank.

1. transport/delivery

A. Mark assigned thirty trucks to _____ freight.

B. The morning _____ was three hours late due to bad weather.

2. production/manufacture

A. We _____ some products by hand.

B. _____ slowed down last year.

3. ordered/purchased

A. Sasha _____ his supplies by phone.

B. Our company _____ three thousand dollars' worth of timber.

4. customer/supplier

A. The _____ is the most important element in every supply chain.

B. The _____ sent an invoice to the company for the delivered items.

4. Read the text and try to understand it.

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

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

Each product has its own supply chain, and there is a huge number of different configurations. Some are very short and simple – such as a cook buying potatoes directly from a farmer. Others are surprisingly long and complicated. An everyday product like a shirt has a long journey from the farm growing cotton through to the final customer. It also has several chains merging as buttons, polyester, dyes and other materials join the main process.

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

As we can see, the picture of supply chains is getting more complicated, with various mergers and divisions along their length. The reality is even more complex, as each organization works with many – often thousands – of different products, each of which has its own supply chain.

5. Decide whether the following statements are true or false.

1. A supply chain is a system of organizations, people, technology involved in moving a product or service from customer to provider.

2. Supply chain activities transform natural resources, raw materials and components into a finished product that is delivered to the end customer.

3. The supply chain starts and ends with the provider.
4. A simple supply chain links a company that manufactures or assembles a product with its suppliers and distributors and customers.
5. The raw materials are received from the customers, checked for quality and accuracy and moved into the warehouse.
6. The finished products ordered by the customer are manufactured using the raw materials purchased from suppliers.
7. After the items have been completed and tested, they are stored in the main office prior to delivery to the customer.
8. When the goods are received by the customer, the company will send the customer an invitation to a business meeting.

6. Answer the following questions.

1. What is the role and structure of supply chains?
2. What is the most important element in every supply chain?
3. How do companies successfully manage a supply chain?
4. Is the supply chain an important link with the company's customers?
5. Why is the supply chain regarded as an essential component of success for most companies?
6. What elements is a simple supply chain made up of?

5.9 Контрольная работа №9 Тема Types of Inventory

1. Match the words or phrases (1-7) with the definitions (A-G).

2. raw materials
3. work in process
4. finished goods
5. spare parts
6. inventory
7. distribution inventory
8. MRO supplies

A parts that are used to maintain or repair the finished products sold by a company

B completed products that are stored and ready for sale

C a complete list of materials or products in stock

D materials that are in transit, off-site, or held by a seller on consignment

E materials that are purchased by a company to be processed or manufactured into a finished product

F _____ refers to maintenance, repair, and ordering supplies, the items that are not part of the finished product,

G materials that have been processed in some way, but are not finished products

2. Fill in the blanks with the correct words or phrases from the word bank

production inventory materials services raw material finished goods sale

1. The three most important types of _____ are the raw materials, the work in process (WIP) inventory and the finished goods.

2. Plastic is _____ for production of toys.

3. Inventory of _____ occurs at various stages and departments of an organization.

4. A manufacturing enterprise must stock an adequate amount of raw materials to ensure uninterrupted _____.

5. Your business inventory consists of your stock, the goods that you offer for _____ and any other materials you need to run your businesses.

6. Sufficient amount of _____ was carried in stock to meet customers' demand.

7. Inventories consist of raw material, work-in-process and finished goods which are held by a business in ordinary course of business, either for sale or for the purpose of using them in the process of producing goods and _____.

3. What type of inventory is this text about?

It is a type of inventory which acts as the *basic* constituent of a product. For example cotton is _____ for cloth production. This type of inventory is usually held by *manufacturing* companies because they have to manufacture goods from it/them .

- a) work in process
- b) raw material
- c) finished goods

4. Translate the following word combinations:

manufacturing process, inventory awaiting production, raw materials, work in process, finished goods, finished parts, to stock spare parts, to be stored on-site, to be stored in the warehouse, to be used as replacement parts, final assembly, ready for sale, distribution inventory, consignment items, nonproduction items, to coordinate warehouse departments, to manage inventory, to process materials, inventory list, warehouse inventory

5. Read the text and translate it. Make five questions to the text.

Raw materials are inventory items that are used in the manufacturer's conversion process to produce components, subassemblies, or finished products. These inventory items may be commodities or extracted materials that the firm or its subsidiary has produced or extracted. They also may be objects or elements that the firm has purchased from outside the organization. Even if the item is partially assembled or is considered a finished good to the supplier, the purchaser may classify it as a raw material if his or her firm had no input into its production. Typically, raw materials are commodities such as ore, grain, minerals, petroleum, chemicals, paper, wood, paint, steel, and food items. However, items such as nuts and bolts, ball bearings, key stock, casters, seats, wheels, and even engines may be regarded as raw materials if they are purchased from outside the firm.

5.10 Контрольная работа №11 Тема Inventory Costs

1. Match the words or phrases (1-7) with the definitions (A-G)

- 1 – depreciation
- 2 – obsolescence
- 3 – warehousing
- 4 – insurance
- 5 – carrying cost
- 6 – handling cost
- 7 – storage cost

- A the storing (holding) of goods
- B includes all expenses related to moving and transporting items
- C the total cost of holding an asset, including storage, maintenance, insurance, and other expenses
- D includes all expenses related to storage, including warehouse space, security, and maintenance
- E refers to loss of value, often due to damage or deterioration during storage caused by handling, weather, age, evaporation, or shrinkage.
- F a loss in the utility or value of property that results over time from intrinsic imitations (as outmoded facilities) or external circumstances
- G a guarantee to protect inventory

2. Use the words above to complete the sentences:

depreciation storage cost carrying cost deliveries satisfaction

- 1. The success of every organization depends on customer _____. If it doesn't satisfy customers, it is unlikely to survive in the long run
- 2. This industry is very competitive, and the managing director knows that customers will go to other suppliers if he cannot guarantee_____.
- 3. The company searched for a new storage warehouse, hoping to decrease storage cost.
- 4. The company increased the price of the end product to cover_____.

5. _____ occurs when an item experiences a loss of value. It can occur as a result of age, general use, or obsolescence.

3. Translate the following word combinations:

inventory costs, material overhead cost, carrying cost, storage cost, acquisition cost, handling costs, inspection cost, increased costs, to invest money, to involve expenses, to protect assets, to earn interest, to order materials, to place orders, to increase the price of the end product, to reduce carrying cost, to decrease storage cost, to reduce expenses, unsold merchandise, causes of depreciation, at a reduced cost, to cover carrying cost

4. Mark the following sentences as True or False

1. Inventory cost is the cost of holding goods in stock.

A. True

B. False

2. Inventory cost includes capital, warehousing, depreciation, insurance, taxation, obsolescence, and shrinking costs.

A. True

B. False

3. The cost of keeping goods somewhere, including the costs of storing them, insurance, taxes, etc.

A. Inventory cost

B. Warehousing

4. Risk-transfer mechanism that ensures full or partial financial compensation for the loss or damage caused by event(s) beyond the control of the insured party.

A. Insurance

B. Unsold merchandise

5. Depreciation is the _____ in value of assets.

A. increase

B. decrease

6. Inspection cost includes the costs for _____ of materials received, products in process, and finished goods.

A. increases

B. inspections

5. Answer the questions

1. What are some expenses associated with carrying cost?

2. What are some causes of depreciation?

5.11 Контрольная работа №11 Тема Third-Party Logistics

1. Match the words or phrases (1-7) with the definitions (A-G)

1 – outsource

2 – third-party logistics provider

3 – standard provider

4 – service developer

5 – customer adapter

6 – customer developer

7 – non-asset based

A – a provider who engages in warehousing, pick and pack, and distribution

B – a provider who takes over the company's logistics activities, and improves them without developing a new service

C – a firm that provides outsourced third-party logistics services to customers

D – a provider who takes over logistics functions and performs extensive and detailed tasks for a few customers. This provider is at the highest level of logistics.

E – a provider who offers tracking and tracing, cross-docking, and security

F – having expertise and information technology resources but no personnel

G – to use an outside supplier to acquire goods and services that are needed by a business or organization

2. Translate the following word combinations:

to use a third-party logistics provider, to provide logistics services, logistics needs, to perform distribution services, to offer transportation services, freight forwarder, to take over logistics activities, to improve operations, to outsource tasks to subcontractors, to involve on-demand transport, to hire outside help, to subcontract non-asset based tasks, the highest level of logistics

3. Look through the text. Give answers to the questions below.

The term 3PL is an acronym for third party logistics. It refers to a process whereby the logistics of a company are outsourced and managed by another company. Though the most commonly outsourced logistics activity is transportation, third party logistics may include warehousing, supply chain management, and order fulfillment.

Transportation. 3PL is widely outsourced around the globe. Most businesses contract with government postal services, commercial carriers, and airlines to get their goods from the manufacturing facility to the end customer. When the product is ready to ship, the 3PL carrier will pick up the package and deliver it to the end customer. The shipping costs are then billed by the carrier to the business. By hiring an outside firm that specializes in shipping and transportation, businesses are able to reduce overall costs since there is no need to invest in trucks, planes, trains, or employees to transport the goods.

Warehousing is another activity commonly outsourced to third party logistics. For businesses that want to devote the bulk of their time to design, sales, and manufacturing, outsourcing the warehouse activity may be a prudent move. The third party logistics company will house either raw components or finished products until such time as the parts are needed for manufacture or shipping. Typically, a notification is then sent to the third party logistics company to deliver the goods. A third party warehouse reduces the amount of space a business must lease or own and also reduces the number of employees required.

Supply chain management is the process used by businesses to manage their goods. This process often involves an automated ordering system where purchasing agents order material from suppliers and send purchase orders for raw goods. For many businesses, this activity is outsourced to a third party logistics company and purchasing professionals at the third party logistics company actually handle the ordering process. The goods are then delivered when needed to either the third party logistics warehouse or the manufacturing plant.

Order fulfillment is the process of completing an order and delivering it to a customer. When using a third party logistics company to manage order fulfillment, many businesses simply provide a standalone ordering system or access to the internal ordering system to the 3PL company. When orders are placed by end customers, the 3PL company confirms the orders, pulls the product from the warehouse, packages the product, and schedules the shipment. Depending on the amount of outsourced logistics, the 3PL company may also be responsible for transportation to the end customer.

4. Answer the following questions. Write down your answers.

1. What does the term 3PL mean?
2. What are third-party logistics, and who provides their services?
3. What activities may third-party logistics include?
4. What happens when businesses hire an outside firm that specializes in shipping?
5. What does the term outsourcing mean?
6. Why do 3PL providers sometimes outsource tasks to subcontractors?
7. Why do companies need third-party logistics?

5.12 Промежуточный тест 1 по темам 1-8.

1. Match the words or phrases (1-6) with the definitions (A-F).

- | | |
|--------------|---------------|
| 1. training | 4. purchasing |
| 2. employees | 5. consumer |

3. warehouse

6. producer

A the place where you store finished products before they are sold

B the act of buying goods or services to accomplish an intended purpose, e.g. buying raw materials to manufacture a product

C organized help and advice with learning the job

E an individual or organization that creates goods or services for other people to use and consume

E workers in the company

F a person who uses any product or service

Fill in the blanks with the correct words or phrases

service prices successful attracted provides opened customers

7. A telephone company _____ a communication service.

8. Most products move through a series of organizations as they travel between original suppliers and final _____. In 1962 Sam Walton _____ (9) a discount store in Rogers, Arizona. He _____ (10) customers with a combination of low _____ (11), a wide range of goods and friendly _____ (12). Sam called his store Wal-Mart, and was so _____ (13) that he quickly opened more branches.

Complete the test. Read each question carefully.

•14. What is logistics? (Choose the most complete definition.)

A. The system of creating plans for an organization.

B. The study of Logarithms within Calculus.

C. Managing the flow and storage of goods from their point of origin to the point of consumption.

D. The implementation of policies and procedures.

•15. Each organization acts as a customer when it buys materials from its own suppliers, and then it acts as a supplier when it delivers materials to its own customers.

A. True

B. False

•16. Responsiveness is the right support in the right quantity in the right place at the right time.

A. True

B. False

•17. Plans must be flexible in order to ensure the successful delivery of required equipment and supplies.

A. True

B. False

•18. The global economy makes logistics more complicated than before.

A. True

B. False

•19. A complaint is a written or spoken statement in which a person says that he/she is happy with something.

A. True

B. False

•20. One hundred centimeters is equal to one meter.

A. equal to

B. more than

C. less than

D. the number of

•21. Logistic Functions: Which of the following is NOT one of the six broad functional areas of Logistics?

A. Transportation

B. Supply Systems

C. Health Services

D. Public Affairs

•22. People who buy IBM's products and services are IBM's customers or clients.

A. producers

B. customers

C. sellers

D. suppliers

•23. People who buy products or services for their own use are consumers

A. sellers

B. buyers

C. consumers

D. distributors

•24. Finding the best way of getting goods to the supermarkets in a supermarket group

A. manufacturing

B. warehousing

C. consulting

D. supply chain management

•25. A university professor who lectures on supply chain managing

A. consultant

B. logistician

C. supplier

D. coordinator

•26. Your resume shows that you have several years of experience in logistics.

A. distribution

B. experience

C. development

D. celebrating a promotion

•27. She applied for both employment opportunities.

A. business skills

B. employment opportunities

C. congratulations

D. manufactured products

•28. to purchase something means

A. to sell

B. to supply

C. to buy

D. to return

•29. activities related to making things

A. manufacturing operations

B. manufacturing plant

C. supply warehouse

D. information systems

•30. The system or activity of moving people or objects from one place to another

A. industry

B. transport

C. education

D. transportation

•

31. A physical damage that occurs to the body or a body part

A. industry

B. injury

C. safety

D. physics

- 32. Protection from danger that could cause injury or death
 - A. industry
 - B. injury
 - C. safety
 - D. accident
- 33. To malfunction means
 - A. to protect
 - B. to function improperly
 - C. to load shipments
 - D. to function effectively
- 34. Satisfied customers _____ new business, as they recommend a good service to four or five other people
 - A. buy
 - B. sell
 - C. attract
 - D. warn
- 35. Dissatisfied customers _____ a dozen potential customers about a bad experience.
 - A. buy
 - B. sell
 - C. attract
 - D. warn
- 36. Instant communication between sellers and customers is vital for management of the _____.
 - A. complaints
 - B. production plan
 - C. supply chain
 - D. transport

5.13 Промежуточный тест 2 по темам 9-12.

Match the words or phrases (1-7) with the definitions (A-G).

- | | |
|-----------------|--------------|
| 1. retailer | 5. inventory |
| 2. invoice | 6. order |
| 3. distribution | 7. storage |
| 4. supply chain | |

- A the storing of goods in a warehouse awaiting use or further transportation
- B a list of goods and materials held available in stock by a business
- C a piece of paper which shows the products that a customer bought and the money they have to pay
- D an individual or organization which purchases products from a manufacturer or distributor and resells them to the ultimate consumer
- E a type of request for goods or services such as a purchase order, sales order, work order, etc
- F a method of transporting items from supplier to consumer
- G a network of producers, manufacturers, distributors and retailers who turn raw materials into finished goods and services, delivered to consumers

Complete the test. Read each question carefully.

- 8. activities related to making things
 - A. manufacturing operations
 - B. manufacturing plant
 - C. supply warehouse
 - D. information systems

- 9. A supply chain is a system of organizations, people, activities, information, and resources involved in moving a product or service from supplier to customer.
 - A. True
 - B. False
- 10. Vertical integration is when a company produces everything internally that it needs, owning all the stages of the supply chain itself.
 - A. True
 - B. False
- 11. Every company is part of another company's supply chain and in general all companies have multiple supply chains.
 - A. False
 - B. True
- 12. Retailers typically only have one kind of goods called merchandise. They purchase it from wholesalers or manufacturers as finished products to sell to their customers. (Fill in the blanks)
 - A. raw materials
 - B. broken electrical equipment
 - C. finished products
 - D. the most important concept
- 13. Washing machines on a truck going out of the factory gate, rather than components being delivered to make them
 - A. transport
 - B. raw materials
 - C. work-in-process (work-in-progress)
 - D. finished goods
- 14. Work in process inventory consists of all partially finished products that a manufacturer produces.
 - A. raw materials
 - B. partially finished products
 - C. ready for sale completed products
 - D. technology tools and systems
- 15. Which is **NOT** listed as inventory?
 - A. raw materials
 - B. consignment items
 - C. service parts
 - D. distributors
- 16. Aircraft wings to be used in the construction of a plane.
 - A. finished goods
 - B. work in process
 - C. raw materials
 - D. transport
- 17. The timing of orders is a critical factor that may impact inventory cost.
 - A. True
 - B. False
- 18. The cotton to be used in making thread for clothes
 - A. service parts
 - B. order
 - C. inventory (stock(s))
 - D. production
- 19. They distribute finished products, parts, and raw materials.
 - A. government agencies
 - B. logistics software managers
 - C. suppliers

D. consumers

• 20. When Ford started making cars, it raised its own sheep to provide wool for the seat covers.

A. to distribute

B. to provide

C. to finish

D. to describe

• 21. Standard 3PL Provider is the most basic form of a 3PL provider.

A. True

B. False

• 22. A customer developer is a provider who is at the highest level of logistics.

A. True

B. False

• 23. Which of the following is **NOT** a service offered by standard providers?

A. pick and pack

B. distribution

C. security

D. warehousing

• 24. The influx of raw material and parts, from suppliers to the manufacturing plant

A. Inbound logistics

B. Outbound Logistics

• 25. The outward movement of final goods, from the company to the end user

A. Inbound Logistics

B. Outbound logistics

• 26. Focuses on movement of finished goods or product from the business to final customer.

A. Outbound logistics

B. Inbound Logistics

• 27. Focuses on Deployment of resources and raw materials, within the manufacturing plant.

A. Outbound logistics

B. Inbound Logistics

• 28. Interaction between firm and the customers

A. Outbound logistics

B. Inbound Logistics

• 29. Interaction between supplier and the firm

A. Outbound logistics

B. Inbound Logistics

• 30. Moving materials into the organization from suppliers is called *inbound* or *inward* logistics

A. True

B. False

• 31. Moving materials out to customers is *outbound* or *outward* logistics

A. True

B. False

• 32. Dyson (company) makes vacuum cleaners. It takes raw materials like steel and plastic, and makes some of the components – or parts – used in its products. (Other components are made by other companies)

A. invoice

B. raw materials

C. finished goods

D. order

- 33. Quantities of raw materials, components, work-in-process and finished goods in a particular place are stocks (inventories).
 - A. customers' purchase
 - B. stocks (inventories)
 - C. delivery trucks
 - D. necessary recipients
- 34. Dyson (home appliances company) has its own manufacturing operations, but it works with its suppliers - companies that provide materials and components.
 - A. customers
 - B. suppliers
 - C. buyers
 - D. inventory
- 35. the physical area where materials are taken in and processed
 - A. case
 - B. place
 - C. stage
 - D. receiving area
- 36. Warehouse: storage place for products. Principal warehouse activities include receipt of product, storage, shipment, and order picking.
 - A. True
 - B. False
- 37. an itemized list of sold and shipped products, showing prices and terms of sale
 - A. injury
 - B. invoice
 - C. inquiry
 - D. quality
- 38. Delivering damaged products due to careless packing is ...
 - A. necessary
 - B. acceptable
 - C. not acceptable
 - D. desirable
- 39. The company's _____ is to provide good quality products for low prices.
 - A. objective
 - B. objectivity
 - C. delivering
 - D. shipping
- 40. Before a shipment goes out, an employee _____ it.
 - A. delivers
 - B. orders
 - C. distributes
 - D. documents

Texts

Text1

The importance of trade in our world today

Trade takes a product from where it is made to where it is needed, and until an article can be placed in the hands of a person who wants or needs it, it has not really become useful. Some winters ago a college made elaborate plans for a week end of winter sports, which of course included tobogganing and skiing. Unfortunately, in midweek a sudden warm spell melted all the snow. In order not to disappoint the students and the guests who were coming to enjoy the events, thousands of dollars were spent to bring in a trainload of snow from the northern part of the state, where it was so deep that highways were blocked and transportation was greatly

restricted. This is an instance of giving great value to a commodity by bringing it from a place where it was not wanted to a place where it was greatly desired.

Every working day men are busy all over the world, planting, reaping and manufacturing things to be transported by land or sea or air to places where they are needed. Engineers make roads, railways, vehicles, ships, barges and planes to assist transport; and the world presents a picture of mountains of goods of all sorts being carried from place to place to satisfy human needs. Where once a few barbarians doing little or no trading gained a meager living, great populations exist because of the trade that has been built up.

Text 2

History of trade

Trading is as old as mankind. The early civilizations of Mesopotamia or Egypt traded among themselves and with other people. Gradually, trade routes developed over land and sea. These were used to transport spices, salt, minerals and jewels over great distances.

In the 15th century Europeans started exploring the seas to find new trade routes to Asia. The Portuguese explored the coast of Africa, the Spanish, English and French set across the Atlantic and founded colonies in the New World.

In the 1700s the Industrial Revolution began in Great Britain. During the following two centuries it became the most powerful trading nation in the world. The British sold goods to its colonies and received raw materials from them.

During this era governments did not interfere much with free trade. As a result many owners became very rich. They kept all the money themselves and paid workers badly. In the first half of the 20th century World War I and the Great Depression led to the decline of world trade. Many governments introduced new plans to help their own companies' workers.

After the Second World War the big countries of the free world tried to improve free trade. Some have formed trading blocs that trade freely. The biggest of them are the European Union, NAFTA and South America's Mercosur. About 150 countries are members of the World Trade Organization, an institution that sets up rules for world trade.

Text 3

Why do we trade?

Trade is the buying and selling of goods and services. The products that are exchanged are things that people grow or make, like food to eat, machines to work with or clothes to wear. Services are things that people do for others, like working in bank, caring for old people or teaching pupils.

Trade happens because people need or want things that they don't have. We also trade for work that we cannot do ourselves. Trade between countries happens for the same reason. Some countries, for example, have natural resources, like coal, oil or wood which other countries might want to buy. They try to sell the goods, products or services that they have too much of to other countries. They earn money from these sales and then can buy the things that they themselves need and cannot produce on their own.

Both producers and consumers profit from international trade. If countries can produce goods more cheaply than others because they specialize on them why not let them. They make more money on one side and consumers in other countries can buy goods that are cheaper.

Even though many nations have a lot of different goods to export there are countries that depend only on one or two products to get money. Saudi Arabia, Kuwait and other countries of the Middle East depend on oil exports, because it is pretty much the only thing that they can sell. Poor countries in Africa depend largely on the export of tropical farm products to get money.

Each year goods and services worth about 11 trillion dollars (\$ 11 000 000 000 000) are traded all over the world. The biggest exporting nations are The United States, France, Germany, the United Kingdom, Canada and Japan.

The difference between what a country exports and what it imports is called the balance of trade. If a country exports more than it imports we call this a trade surplus. And if a country pays more for its imports than it gets for its exports it has a trade deficit.

Text 4

How trade is limited

In some countries the government controls all trade and in others it allows companies and firms to trade freely. However, all governments control trade in some way.

Sometimes a government forbids companies to buy or sell dangerous or illegal products, or military technology. When companies expand and get bigger they often take over others and form a monopoly. Governments pass laws to prevent companies from becoming too strong and powerful and from controlling the market.

Many governments try to help their own industries by making it more difficult to import foreign products. They put import taxes on foreign goods to make products more expensive and their own products cheaper. A government may also limit the number of products that it will buy from another nation. European countries, for example, may limit the number of cars that are imported from Japan or the USA. They want their people to buy European cars. We call this strategy protectionism because governments want to protect their companies and industries.

Translate into English #1

Великобритания

Соединенное королевство Великобритании и Северной Ирландии расположено на Британских островах. Британские острова состоят из двух больших островов, Великобритании и Ирландии, и более пяти тысяч маленьких островов. Их общая площадь - более 315 000 квадратных километров. Великобритания состоит из четырех стран: Англии, Шотландии, Уэльса и Северной Ирландии. Их столицы - Лондон, Эдинбург, Кардифф и Белфаст соответственно.

Британские острова отделены от Европейского континента Северным морем и проливом Ла-Манш. Западное побережье Великобритании омывается Атлантическим океаном и Ирландским морем. Поверхность Британских островов очень разнообразна. Север Шотландии горист и называется Высокогорьем, в то время как юг, на котором находятся красивые долины и равнины, называется Среднешотландской низменностью. Север и запад Англии горист, но все остальное - восток, центр и юго-восток - является обширной равниной. Горы - не очень высоки. Бен-Невис - самая высокая гора. (1343 м)

В Великобритании есть много рек, но они не очень длинные. Северн - самая длинная река, в то время как Темза самая глубокая и наиболее важная.

Великобритания - одна из самых маленьких стран в мире. Население страны - более 87 миллионов человек и приблизительно 80% из них живут в городах. Великобритания высоко индустриально развитая страна. Она известна как один из самых крупных в мире производителей и экспортеров машин, электроники, ткани, самолетов и навигационного оборудования. Великобритания - конституционная монархия. По закону, глава государства - Королева, но практически, Королева правит, но не управляет. Страна управляется избранным правительством с премьер-министром во главе. Британский Парламент состоит из двух палат: Палаты лордов и Палаты общин.

В Великобритании есть три главных политических партии: лейбористская, консервативная и либеральная. Либеральная партия - правящая партия в настоящее время.

Translate into English #2

Компьютеры

Компьютер — это электронное устройство, которое может получать набор инструкций, называемых программой, и затем исполнять их. Современный мир высоких технологий не был бы возможен без компьютеров- В нашем обществе находят применение компьютеры

разных типов и размеров. Они используются для хранения и обработки данных секретных правительственных файлов и информации о банковских операциях и т. д.

Компьютеры открыли новую эру в производстве, они улучшили современные системы связи. Они являются важнейшими инструментами почти в каждой области исследования—от построения моделей Вселенной до создания прогноза погоды на последующие дни. Использование различных баз данных и компьютерных сетей позволяет использовать все разнообразие информационных источников.

Существует два главных типа компьютера, аналоговый и цифровой, хотя термин «компьютер» часто используется только для обозначения цифрового компьютера, так как этот тип компьютера широко используется сегодня. Именно поэтому я и собираюсь рассказать вам о цифровых вычислительных машинах.

Все, что цифровая вычислительная машина делает, основано на одном действии — способности определять: включено или выключено, высокое напряжение или низкое напряжение, или — если брать цифры, то — 0 или 1 или так называемый бинарный код. Скорость, с которой компьютер исполняет это простое действие, называется скоростью компьютера. Скорость компьютера измеряется в герцах или тактовой частотой. Компьютер с тактовой частотой 2000 mHz является довольно распространенным сегодня. Он способен выполнять два миллиарда дискретных действий в секунду. В настоящее время микрокомпьютеры могут выполнять от 800 до 3000 операций в секунду, а суперкомпьютеры, используемые в исследовательской деятельности и обороне, достигают скоростей в многие миллиарды операций в секунду.

Объем данных, обработанных в течение каждого цикла, все больше и больше увеличивает вычислительную мощность и скорость цифрового компьютера. Кроме двух типов компьютера, аналогового и цифрового, выделяются восемь поколений цифровых компьютеров.

Translate into English #3

Образование играет очень важную роль в нашей жизни. Это одна из самых ценных вещей, которую человек может получить в своей жизни.

В течение всех периодов человеческой истории образования имело высокий рейтинг среди населения. Человеческий прогресс в основном зависит от хорошо образованных людей. Мы получаем наши знания о мире и жизни посредством образования. Многие известные открытия были бы невозможны, если бы люди не были заинтересованы научиться чему-то. Самообразование имеет большое значение для развития человеческих талантов. Только путем самообразования человек может стать гармонично развитой личностью.

Человек становится высококвалифицированным специалистом после получения специального образования. А профессионализм может быть достигнут только через него. Даже высококвалифицированные специалисты, время от времени посещают курсы повышения квалификации для обновления своих знаний.

Образование развивает все стороны человеческой личности, раскрывает его способности. Кроме того, оно помогает человеку понять самого себя, чтобы выбрать правильный путь в этом мире. Цивилизованное государство отличается от других в том, что он уделяет большое внимание образовательной политике. Джон Кеннеди сказал: "Наш прогресс как нации не может быть быстрее, чем наш прогресс в образовании". Но это касается не только одной конкретной нации. Мы знаем, что наука и искусство принадлежит всему миру. Перед ними барьеры национальностей исчезают. Так образование объединяет людей, помогает им лучше понимать друг друга.

Translate into Russian #4

Have you ever thought about what your future life is going to be like? What are you going to do when you finish school? It is never too early or late to start thinking about your future career. Maybe you enjoy some of the subjects at school more than others. If you do, this is a good sign,

because they will guide you to your future profession. In today's world, your future career can be absolutely anything. It does not necessarily mean having a boss or working in a company. For example, you can become a freelancer. A freelancer is a person who works at home or wherever they want, doing work for their clients. The clients ask a freelancer to do something, and they have to do it until a certain date. As long as the job is getting done, freelancers can choose where and when to work. They can even work at night, or spend a week not working at all, it depends only on them. Also, there are a lot of jobs that require creativity. For example, you can become a DJ, a musician, or an actor. These professions might require a great deal of training, practice and probably some talent. Some people become entrepreneurs. They run their own businesses, make jobs and fill the needs of society, although running a business is a lot of responsibility. A lot of people depend on an entrepreneur including their employees, partners and clients. Many people enjoy working in more traditional industries. If you love baking pastry or taking care of animals, you should follow your real passion. It is up to you what occupation to choose. In conclusion, I would like to say that choosing your future career is not easy but it is surely rewarding to do something you love.

Translate into Russian #5

Employment

Getting a job is a very hard period in the life of most people. Companies choose an employee from hundreds of candidates according to special rules, that's why there're special 'typical' factors, influencing on employer's choice. Among such factors are: age, sex, experience, family background and marital status, personality and references. If you're to go to an interview tomorrow, sleep well before it and don't forget your CV at home -

is the basic rule. Moreover, there're some recommendations, which can help you, for example, to read annual report, or company newspaper of the company to show your understanding of the corporate strategy on the interview. What's more, you should choose corresponding dress code for the interview. Even such advices are to help you make a good impression; some companies don't want to hire a man, who follows every advice. To illustrate this, I can quote Artemiy Lebedev, the most famous Russian web-designer:

"If you enclose a standard stupid resume, written by the rules of American bureaucracy, we would delete it immediately after receiving. If your CV is composed according to all rules, we wouldn't choose you, as we might think, that your profession is to acquire a job". After getting a job, you may have some unexpected troubles with boss, too: e.g. if you dye your hair or wear something not appropriate. The best solution of such situation is to ask a trade union for advice, which can always help you in your fight with an employer. Of course, if you affect company discipline not coming in time or working badly, your dismissal wouldn't be unfair. To conclude, I can say that it is sometimes hard not only to get a job, but also to work in the staff, and if you don't want to be laid off, you should follow company rules, it is a must.

Translate into Russian #6

To communicate with others, to convince and to find the compromise, to listen and speak - those are what the life consists of, and the business life especially. Without those important skills no success may be reached, and people gain these skills and improve them during their whole life.

This year we were given a lucky opportunity to have some sort of training. The *Communication*, to my mind, is one of the subjects we apply to our life not once, and studying interpersonal skills maybe the most interesting occupation I can imagine. I think, nobody can remain indifferent to the relations between people, their behaviour and their individuality. It is no matter who are you - the manager of giant corporation or, let's say, a low-paid employee in a small office - if you are involved into some kind of business activity and have some goals and wishes - you are compelled to have a deal with others, without possibility to stand out from the communication.

Surely, some of the basic communication skills we learn in a childhood. But it is a common mistake to consider them stable and sufficient. To make a progress in communication skills means to succeed. That is why to prepare for a hard task to be managers we must estimate our present abilities, and then compare them with those necessary to achieve desired result. Even having a high opinion of your own communication level you would better seek for the plenty of self-confidence. (It is not so bad but there is always a room for improvement).

The purpose of this report is to analyse changing in my experience concerning communication skills taking into account my previous behaviour and what have I learned this semester. I am going to describe my impressions after participation and observing role-play situations, critically estimate my weak and strong points. The contents of report are divided in accordance with plan of our course in order to summarise it.

Translate into Russian #7

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.**

Translate into English #8

ИСКУССТВО ИЛИ НАУКА?

Как большинство вещей в нашем современном, меняющемся мире функция менеджмента становится более сложной. Роль менеджмента сегодня многим отличается от того, что было сто лет, пятьдесят лет или даже двадцать пять лет назад. На рубеже веков, например, цель управляющего делами состояла в том, чтобы обеспечивать функционирование компании и получать прибыль. Большинство фирм было ориентировано на производство. Решения в области менеджмента затронули некоторые ограничения. Правительственные учреждения наложили небольшие ограничения на бизнес. Современный менеджер должен теперь рассмотреть среду, в которой работает организация и быть готовым смотреть далеко в будущее. Таким образом, у менеджера должно быть хорошее понимание управленческих принципов, способность оценки текущих вопросов и целей всей экономической, политической, социальной и экологической систем в которых мы живем, и он должен обладать способностью анализировать сложные проблемы.

Современный менеджер должен быть чувствителен и отзывчив к окружающей среде – таким образом, он должен распознавать и быть в состоянии оценить потребности при любых обстоятельствах, в которых функционирует его бизнес, и он должен действовать в соответствии со своим пониманием.

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- Опыт (искусство) без знания (наука) инертность и неспособность передать знания.

Translate into Russian #9

Accountancy (British English) or **accounting** (American English) is the **measurement, disclosure** or provision of **assurance** about information that helps managers and other decision makers make **resource allocation** decisions. **Financial accounting** is one branch of accounting and historically has involved processes by which financial information about a business is recorded, classified, summarized, interpreted, and communicated. **Auditing**, a related but separate discipline, is the process whereby an independent auditor examines an organization's **financial statements** in order to express an opinion (with reasonable but not absolute assurance) as to the fairness and **adherence** to generally accepted accounting principles, in all material respects.

Practitioners of accountancy are known as accountants. Officially licensed accountants are recognized by titles such as **Chartered Accountant** (UK) or **Certified Public Accountant** (US).

Accountancy attempts to create accurate financial reports that are useful to managers, regulators, and other stakeholders such as shareholders, creditors, or owners. The day-to-day **record-keeping** involved in this process is known as **book-keeping**.

At the heart of modern financial accounting is the **double-entry book-keeping system**. This system involves making at least two **entries** for every **transaction**: a **debit** in one **account**, and a corresponding **credit** in another account. The sum of all debits should always **equal** the sum of all credits. This **provides** an easy way to check for errors. This system was first used in medieval Europe, although some believe that the system dates back to Ancient Greece.

According to critics of standard accounting practices, it has changed little since. Accounting reform measures of some kind have been taken in each generation to attempt to keep book-keeping relevant to **capital assets** or production **capacity**. However, these have not changed the basic principles, which are supposed to be independent of economics as such.

Translate into Russian #10

In common usage capitalism refers to an economic system in which the **means of production** are **privately owned** and operated in order to **generate** capital, and where investment and the production, distribution and prices of commodities (goods and services) are determined mainly in a **free market**, rather than by the state. The means of production are usually operated in **pursuit of profits**.

Capitalism is contrasted with **feudalism**, where land is owned by the feudal lords, who collect rent from private operators; **socialism**, where the means of production is owned and used by the state; and **communism**, where the means of production is owned and used by the community collectively.

An economy with a large amount of **intervention** - which may include state ownership of some of the means of production - in combination with some free market characteristics is sometimes referred to as a **mixed economy**, rather than a capitalist one. Some economists oppose all or almost all state control over an economy. By some definitions, all of the economies in the developed world are capitalist, or mixed economies based on capitalism. Others see the world integrated into a global capitalist system, and even those nations which today resist capitalism, operate within a globalized capitalist economy.

Anders Chydenius was first to propose free trade and industry and to **lay out the principles** of liberalism in 1765, eleven years before Adam Smith. Yet, Adam Smith became more famous as

the intellectual **father** of capitalism. From then on, most theories of what has come to be called capitalism developed in the 18th century, 19th century and 20th century, for instance in the context of the **industrial revolution** and European imperialism (e.g. Chydenius, Smith, Ricardo, Marx), **The Great Depression** (e.g. Keynes) and **the Cold war** (e.g. Hayek, Friedman).

These theorists characterize capitalism as an economic system in which capital is owned by the capitalist class and economic decisions are determined in a market – that is, by trades that occur as a result of agreement between buyers and sellers; where a market **mentality** and **entrepreneurial spirit** exists; and where specific, legally **enforceable**, **notions** of property and contract **are instituted**. Such theories typically try to explain why capitalist economies are **likely to generate** more economic growth than those **subject to** a greater degree of governmental intervention.

Some **emphasize** the private ownership of capital as being the **essence** of capitalism, or emphasize the importance of a free market as a mechanism for the **movement** and **accumulation of capital**, while others measure capitalism through class analysis (i.e. class structure of society, relations between the **proletariat** and the **bourgeois**). Some note the growth of a global market system.

Others focus on the application of the market to human labor. Still others, such as Hayek, note the **self-organizing** character of economies which are not centrally-planned by government. Many, such as Adam Smith, point to what is believed to be the value of individuals **pursuing** their **self-interest** as opposed to **altruistically** working to serve the "**public good**."

Many of these theories call attention to various economic practices that became **institutionalized** in Europe between the 16th and 19th centuries, especially involving the right of individuals and groups of individuals acting as "**legal persons**" (or corporations) to buy and sell **capital goods**, as well as land, labor, and money, in a free market, and relying on the state for the enforcement of **private property** rights rather than on a system of feudal protection and obligations.

Aside from referring to an economic or political system, capitalism may also refer to the condition of owning capital. Likewise, in addition to the term "capitalist" referring to someone who **favours** capitalism, capitalist also commonly refers to a person who owns and controls capital.

Translate into Russian #11

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 **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.

Translate into Russian #12

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**.

Translate into Russian #13

One of the primary **objectives** in a social system in which **commerce** and property have a central role is to **promote** the growth of capital. The standard measures of growth are **Gross Domestic Product** or **GDP**, **capacity utilization**, and '**standard of living**'.

The ability of capitalist economies to increase and improve their **stock of capital** was central to the argument which Adam Smith advanced for a free market setting production, price and resource allocation. It has been argued that GDP per capita was essentially **flat** until the industrial revolution and the **emergence** of the capitalist economy, and that it has since increased rapidly in capitalist countries. It has also been argued that a higher GDP per capita promotes a higher standard of living, including the **adequate** or improved availability of food, housing, clothing, health care, reduced working hours and freedom from work for children and the elderly. These are reduced or unavailable if the GDP per capita is too low, so that most people are living a **marginal** existence.

Economic growth is, however, not universally viewed as an **unequivocal** good. The **downside** of such growth is referred to by economists as the '**externalization** of costs'. Among other things, these effects include pollution, the **disruption** of traditional living **patterns** and cultures, the spread of **pathogens**, wars over resources or **market access**, and the creation of **underclasses**.

No matter how wealthy the richest capitalists are, it does not ensure the well-being of all the citizens. Such examples of this include the Hurricane Katrina crisis in New Orleans where the working class (a majority of them being African-American) were left without **aid** despite the US being the wealthiest country in the world at that time.

In defense of capitalism, liberal philosopher Isaiah Berlin has claimed that all of these ills are neither unique to capitalism, nor are they its inevitable **consequences**.

Translate into Russian #14

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.

Translate into Russian #15

There are numerous myths about the **origins** of money. The concept of money is often **confused** with **coinage**. Coins are a relatively modern form of money. Their first appearance was probably in Asia in the 7th century BC. And whether these coins were used as money in the modern sense has also been questioned.

To determine the earliest use of money, we need to define what we mean by money. We will return to this **issue** shortly. But with any reasonable definition the first use of money is as old as human civilization. The early Persians **deposited** their grain in state or church **granaries**. The **receipts** of deposit were then used as methods of payment in the economies. Thus, banks were invented before coins. Ancient Egypt had a similar system, but instead of receipts they used **orders** of **withdrawal** – thus making their system very close to that of modern checks. In fact, during Alexander the Great's period, the granaries were linked together, making checks in the 3rd century BC more convenient than British checks in the 1980s.

However, money is older than written history. Recent anthropological and linguistic research indicates that not only is money very old, but it's origin has little to do with trading, thus contradicting another common myth. Rather, money was first used in a **social setting**. Probably at first as a method of **punishment**.

Early Stone Age man began the use of **precious** metals as money. Until the invention of coins, metals were weighed to determine their value. Counting is of course more practical, the first standardized **ingots** appeared around 2200 BC. Other **commonplace** objects were subsequently used in the abstract sense, for example **miniature** axes, nails, swords, etc.

Full standardization arrived with coins, approximately 700 BC. The first printed money appeared in China, around 800 AD. The first **severe** inflation was in the 11th century AD. The Mongols **adapted** the bank note system in the 13th century, which Marco Polo wrote about. The Mongol bank notes were "legal tender", **i.e.** it was a **capital offense** to refuse them as payment. By the late 1400s, centuries of inflation eliminated printed bank notes in China. They were reinvented in Europe in the 17th century.

Translate into Russian #16

Detractors claim that **ills caused** by capitalism include imperialism, **poverty**, **oppression** exploitation and **abuse** of **human rights**. Many of these violations occurred during a time period and in states sometimes considered being more capitalist than today since the government share of the economy was much smaller.

Proponents of capitalism point out that these problems have been widespread through all of human history, including in states characterized as socialist such as in Cambodia under Pol Pot. Some assert that these practices are not consistent with principles of capitalism even though they have existed in nations or in the colonies of nations commonly, or **loosely**, labeled as capitalist.

They **deny** that many of the colonies had capitalist economic systems and claim that their economies mostly continued to be feudalistic. Instead they emphasize that it was capitalist states that **abolished slavery** throughout the world and that it was capitalist states who developed the modern democratic system.

The strong economic growth during capitalism may **encourage** democratization, or **vice versa**. There is debate about whether liberal democracy, in the sense of **electoral rights** and **civil liberties**, is a consequence of economic growth, a cause of it, or completely unrelated to it. These studies tend to indicate that establishing the rule of law in protecting private property and free markets, rather than **mere** democratization, is what is most instrumental in **generating** economic growth.

One of the very few studies **simultaneously** examining the relationship among economic freedom, **economic development** (measured with GDP/capita), and **political freedom** found that high economic freedom increases GDP/capita and a high GDP/capita increases economic freedom. A high GDP/capita also increases political freedom but political freedom did not increase GDP/capita. There was no **direct relationship** either way between economic freedom and political freedom if keeping GDP/capita constant.

One common criticism that Marxists make about Capitalism is that it is only democratic to the **Bourgeoisie** (the exploitive class that owns the 'means of production') **citing** examples such as not being able to criticize one's boss out of risk of getting **fired** and not expressing opinions on TV due to lack of **funds** to afford a channel.

Marxists also criticize capitalism for needing Imperialism (the exportation of capital to other nations) to survive. Due to Capitalism not being a **planned economy** it inevitably **overproduces** commodities and **overuse** resources. This leads it to expand its markets into and **drain** the resources out of other nations.

Translate into Russian #17

ИСКУССТВО ИЛИ НАУКА?

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Translate into Russian #19

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.

Translate into Russian #20

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 **corvee 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.

Translate into Russian #21

Taxes are sometimes referred to as **direct** or **indirect**. The meaning of these terms can vary in different contexts, which can sometimes lead to **confusion**. In economics, direct taxes refer to those taxes that are collected from the people or organizations on whom they are imposed. For example, **income taxes** are collected from the person who earns the income. By contrast, indirect taxes are collected from someone other than the person responsible for paying the taxes.

From whom a tax is collected is a matter of law. However, who pays the tax is determined by the **market place** and is found by comparing the price of the good (including tax) after the tax is imposed to the price of the good before the tax was imposed. For example, suppose the price of gas in the U.S., without taxes, were \$2.00 per gallon. Suppose the U.S. government imposes a tax of \$0.50 per gallon on the gas. Forces of demand and supply will determine how that \$0.50 tax burden is **distributed** among the buyers and sellers. For example, it is possible that the price of gas, after the tax, might be \$2.40. In such a case, buyers would be paying \$0.40 of the tax while the sellers would be paying \$0.10 of the tax.

INCOME TAX

Income tax is commonly a **progressive tax** because the tax rate increases with increasing income. For this reason, it is generally **advocated** by those who think that taxation should be **borne** more by the rich than by the poor, even to the point of serving as a form of social **redistribution**. Some critics characterize this tax as a form of punishment for economic productivity. Other critics charge that income taxation is **inherently** socially **intrusive** because enforcement requires the government to collect large amounts of information about business and personal affairs, much of which is considered **proprietary** and confidential.

Income **tax fraud** is a problem in most, if not all, countries **implementing** an income tax. Either one fails to declare income, or declares nonexistent expenses. Failure to declare income is especially easy for non-salaried work, especially those paid in cash. Tax enforcement authorities fight tax fraud using various methods, nowadays with the help of computer databases. They may, for instance, look for **discrepancies** between declared **revenue** and expenses along time. Tax enforcement authorities then **target** individuals for a tax audit – a more or less detailed review of the income and **tax-deductible** expenses of the individual.

Income tax may be collected from **legal entities** (e.g., companies) as well as **natural persons** (individuals), although, in some cases, the income tax on legal entities is levied on a slightly different basis than the income tax on individuals and may be called, in the case of income tax on companies, a **corporation tax** or a **corporate income tax**.

POLL TAX

A poll tax, also called a **per capita tax**, or **capitation tax**, is a tax that levies a set amount per individual. The earliest tax mentioned in the Bible of a half-shekel **per annum** from each adult Jew was a form of poll tax. Poll taxes are **regressive**, since they take the same amount of money (and **hence**, a higher proportion of income) for poorer individuals as for richer individuals. Poll taxes are difficult **to cheat**.

VALUE ADDED TAX

A value added tax (sometimes called a goods and services tax, as in Australia and Canada) applies the equivalent of a sales tax to every operation that creates value. To give an example, **sheet steel** is imported by a machine **manufacturer**. That manufacturer will pay the VAT on the **purchase price**, that amount to the government. The manufacturer will then transform the steel into a machine, selling the machine for a higher price to a **wholesale distributor**. The manufacturer will collect the VAT on the higher price, but will remit to the government only the excess related to the "value added" (the price over the cost of the sheet steel). The wholesale distributor will then continue the process, charging the **retail distributor** the VAT on the entire price to the retailer, but remitting only the amount related to the distribution **markup** to the government. The last VAT amount is paid by the **eventual** retail customer who cannot **recover** any of the previously paid VAT. Economic theorists have argued that this minimizes the market **distortion** resulting from the tax, compared to a **sales tax**.

VAT was historically used when a sales tax or **excise tax** was **uncollectible**. For example, a 30% sales tax is so often cheated that most of the retail economy will go **off the books**. By collecting the tax at each **production level**, and requiring the previous production level to collect the next level tax in order to recover the VAT previously paid by that production level, the theory is that the entire economy helps in the **enforcement**. In reality, **forged invoices** and **the like** demonstrate that **tax evaders** will always attempt to cheat the system.

Translate into Russian #22

One of the primary **objectives** in a social system in which **commerce** and property have a central role is to **promote** the growth of capital. The standard measures of growth are **Gross Domestic Product** or **GDP**, **capacity utilization**, and '**standard of living**'.

The ability of capitalist economies to increase and improve their **stock of capital** was central to the argument which Adam Smith advanced for a free market setting production, price and resource allocation. It has been argued that GDP per capita was essentially **flat** until the industrial revolution and the **emergence** of the capitalist economy, and that it has since increased rapidly in capitalist countries. It has also been argued that a higher GDP per capita promotes a

higher standard of living, including the **adequate** or improved availability of food, housing, clothing, health care, reduced working hours and freedom from work for children and the elderly. These are reduced or unavailable if the GDP per capita is too low, so that most people are living a **marginal** existence.

Economic growth is, however, not universally viewed as an **unequivocal** good. The **downside** of such growth is referred to by economists as the '**externalization** of costs'. Among other things, these effects include pollution, the **disruption** of traditional living **patterns** and cultures, the spread of **pathogens**, wars over resources or **market access**, and the creation of **underclasses**.

No matter how wealthy the richest capitalists are, it does not ensure the well-being of all the citizens. Such examples of this include the Hurricane Katrina crisis in New Orleans where the working class (a majority of them being African-American) were left without **aid** despite the US being the wealthiest country in the world at that time.

In defense of capitalism, liberal philosopher Isaiah Berlin has claimed that all of these ills are neither unique to capitalism, nor are they its inevitable **consequences**.

Translate into English #23

WHAT IS ECONOMICS

Unlike history, mathematics, english and chemistry, economics is a subject that most students encounter only briefly before they begin college. Economics is a basic discipline, not an applied subject like accounting or drafting in which specific skills are taught.

Economics has some similarities to mathematics because logical reasoning and mathematical tools are used in it extensively. It also has some similarities to history because economics studies people as they interact in social groups.

Like chemistry, economics employs the scientific method, although some of economics has a descriptive rather than an analytical flavour. Finally, like english grammar, economics has a few simple rules and principles, but from these principles economics can derive many conclusions.

Economics is the science of making choices. Individuals must decide whether to study another hour or to go for a walk, whether to buy a six-pack of Pepsi or a 0,5 gallon of milk at the grocery, whether to choose fire fighting or teaching as an occupation and whether to play golf or to watch television for an afternoon of recreation. As a group, people must also choose through their governments whether to build a dam or to repair highways with their taxes, whether to invest money to business or to expand national parks.

The common element in all these decisions is that every choice involves a cost.

In fact, economics is the study of the choice that people make and the actions that they take in order to make the best use of scarce resources in meeting their wants.

Translate into Russian #24

Переведите следующие предложения на русский язык:

Supply and demand have not traditionally affected the price of higher education. That's because supply largely remained unchanged, while demand was ever-rising.

The combination of stronger demand and limited supply is pushing up home prices. That could encourage more sellers to put their homes on the market because they can expect a better price.

Energy consumption had been rapidly increasing as the country's economy expands. More stable and sufficient energy supplies will be required in the coming years.

Low interest rates and strong consumer demand are boosting domestic consumption. As a result, economists expect Malaysia's gross domestic product to expand.

China is consuming natural resources too fast. Its rate of consumption is already disproportionately large relative to its GDP. This will push resource prices up and thus hinder its growth.

At the current economic growth rate, China's energy consumption will increase by 40 percent by 2020. That growth in consumption alone equals the total consumption of Japan and Canada in 2009.

Communism is the public ownership and public control of the means of production.

The state laws also allow Detroit to levy a higher income tax than other cities. It generated \$245 million last year.

He was eventually convicted of income-tax evasion and spent 16 months in prison.

I reject increasing the state income tax or state sales tax for several reasons.

In addition, raising income tax would have a negative effect on economic growth.

A limited liability company is a for-profit legal entity that behaves similarly to a corporation.

In addition, the other tax levied on fuel, VAT, is charged at the standard rate. So as the price of fuel rises, the amount of VAT charged also rises.

We want to make sure our retail customers make money. Over the last two years, we've worked to improve customer economics. We've lowered some wholesale prices and introduced new products at lower prices. Also, there's a volume incentive plan. Through growth in sales, the retailer can receive additional funds.

into Russian #25

World Trade Organization (Всемирная торговая организация) helps member states in various ways and this enables them to reap benefits such as:

Helps promote peace within nations: Peace is partly an outcome of two of the most fundamental principle of the trading system; helping trade flow smoothly and providing countries with a constructive and fair outlet for dealing with disputes over trade issues. Peace creates international confidence and cooperation that the WTO creates and reinforces.

Disputes (споры) are handled constructively: As trade expands in volume, in the numbers of products traded and in the number of countries and company trading, there is a greater chance that disputes will arise. WTO helps resolve these disputes peacefully and constructively. If this could be left to the member states, the dispute may lead to serious conflict, but lot of trade tension is reduced by organizations such as WTO.

Rules make life easier for all: WTO system is based on rules rather than power and this makes life easier for all trading nations. WTO reduces some inequalities giving smaller countries more voice, and at the same time freeing the major powers from the complexity of having to negotiate trade agreements with each of the member states.

Free trade (свободная торговля) cuts the cost of living: Protectionism is expensive (дорогой), it raises prices, WTO lowers trade barriers through negotiation and applies the principle of non-discrimination. The result is reduced costs of production (because imports used in production are cheaper) and reduced prices of finished goods and services, and ultimately a lower cost of living. It provides more choice of products and qualities: It gives consumer more choice and a broader range of qualities to choose from.

Trade raises income (доход): Through WTO trade barriers are lowered and this increases imports and exports thus earning the country foreign exchange thus raising the country's income.