

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ
КАЗАНСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ
Институт управления, экономики и финансов
Кафедра иностранных языков и профессиональной коммуникации

Учебно-методическое пособие
по дисциплине «Иностранный язык»
РАБОТА С АУТЕНТИЧНЫМИ ТЕКСТАМИ

Казань 2021

УДК 378.016
ББК К88 Ку

*Печатается по рекомендации кафедры
иностраных языков и профессиональной коммуникации
Института управления, экономики и финансов
Казанского (приволжского) федерального университета
(протокол № 1 от 22.09.2021)*

Рецензенты:

Доктор педагогических наук, профессор кафедры иностранных языков и межкультурной коммуникации Казанской государственной консерватории имени И.Г.Жиганова **И.И.Галимзянова**
кандидат филологических наук, доцент кафедры иностранных языков и профессиональной коммуникации ИУЭиФ **М.Г.Мосолкова**

Кудрявцева М.Г, Хусаинова А.А., Марданшина Р.М., Ильдуганова Г.М.

Работа с аутентичными текстами: Учебно-методическое пособие/ Кудрявцева М.Г, Хусаинова А.А., Марданшина Р.М., Ильдуганова Г.М.Казань: Издательство Казанского университета, 2021-94с.

Данное учебное издание составлено в соответствии с современной структурой изучения учебных дисциплин по иностранному языку и является дополнением к основному курсу «Иностранный (английский) язык для студентов 2 курса бакалавриата, обучающихся по направлениям 080100.62 -«Экономика», 38.03.02 - «Менеджмент», 38.03.04 «Государственное и муниципальное управление», 38.03.06 – «Торговое дело», 20.03.02 –«Природообустройство и водопользование», 05.03.03 – «Картография и геоинформатика», 44.03.05 «Педагогическое образование», 43.03.02 - «Туризм», 43.03.01 – «Сервис».

УДК 378.016
ББК К88 Ку

**Кудрявцева М.Г, Хусаинова А.А., Марданшина Р.М.,
Ильдуганова Г.М., 2021
Издательство Казанского университета**

Оглавление

| | |
|-----------------------|----|
| Пояснительная записка | 4 |
| Критерии оценки | 14 |
| Таблица №1 | 16 |
| Тексты Раздела 1 | 23 |
| Тексты Раздела 2 | 33 |
| Тексты Раздела 3 | 43 |
| Тексты Раздела 4 | 55 |
| Тексты Раздела 5 | 63 |
| Тексты Раздела 6 | 76 |
| Таблица №2 | 90 |

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Методические рекомендации для студента по освоению дисциплины «Иностранный язык» – это ряд указаний, обеспечивающих навигацию студента в процессе самостоятельного обучения английскому языку, раскрывающих формы и виды работы по изучению аутентичных источников (текстов, статей) и интернет - ресурсов.

Аутентичность - это подлинность, оригинальность источника, т.е. аутентичный текст, материал для обучения составлен его носителем. Аутентичность, профессиональная направленность, развернутость, законченность являются наиболее важными характеристиками материалов, предлагаемых в данной методической разработке.

Рекомендации предназначены для обеспечения эффективности изучения дисциплины «Иностранный язык» в режиме самостоятельной работы.

1. Требования к уровню освоения содержания дисциплины

Цель курса иностранных языков на экономическом факультете - развитие общекультурной компетенции – владеть иностранным языком на уровне не ниже разговорного (ОК-14).

Общекультурная компетенция включает в себя овладение знаниями, умениями и навыками работы с оригинальными (аутентичными) источниками и с интернет - ресурсами.

Самостоятельное изучение иностранного языка на основе аутентичных текстов и интернет - ресурсов означает формирование таких интеллектуальных умений, как анализировать, сопоставлять, извлекать информацию, перерабатывать ее в виде аннотаций, сообщений, эссе и т.п.

Таким образом, студент готовится к восприятию иноязычной культуры во всех её проявлениях, получает профессионально-направленную информацию, сведения для реализации своих целей, преодолевает коммуникативные барьеры.

В соответствии с целями и задачами подготовки экономиста курс иностранного языка на ОЭ факультете рассчитан на 1,5 года обучения (с I по 2 курс (3 семестр)).

Для эффективной самостоятельной работы важно использовать разнообразные интернет-ресурсы, которые предназначены для различных целей обучения и индивидуального темпа усвоения материала. Использование новых технологий в сочетании с традиционным обучением чтению аутентичных материалов повышает мотивацию студентов, активизирует их потенциальные интеллектуальные возможности.

2. Финальные требования к уровню подготовки студентов в ходе самостоятельной работы

Обучение направлено на решение общей задачи подготовки будущего экономиста и предусматривает формирование у студентов профессиональных иноязычных знаний, навыков и умений как важных составляющих компонентов **общекультурная компетенция (ОК)** бакалавра экономики, необходимой для выполнения конкретных видов будущей профессиональной деятельности:

- работа с аутентичными источниками профессиональной направленности для извлечения необходимой информации, как при помощи словаря, так и без него;

- «свертывание» информационного поля на основе переработанной информации, полученной из аутентичных источников, преобразование ее в аннотацию, справку, основную идею и т.п.

- информационно-аналитическая работа с различными источниками информации на иностранном языке (пресса, интернет, документы, специальная и справочная литература);

- основы переводческой работы в устной или письменной форме (с английского языка на русский), в том числе перевод документов, интернет - ресурсов и материалов экономического характера.

В результате самостоятельного овладения программой в области чтения аутентичных источников и работы с интернет - ресурсами бакалавры должны

знать:

- основные речевые клише;
- наиболее употребительные (базовые) грамматические явления, характерные для базовой и профессиональной письменной речи;
- базовую лексику общего языка; лексику, представляющую нейтральный научный стиль, а также основную терминологию по широкой и узкой специальности;

уметь:

- читать транскрипцию, пользоваться основными особенностями произношения;
- читать и переводить со словарем специальную литературу;
- понимать аутентичную иноязычную (монологическую и диалогическую) речь на темы, ориентированные на выбранный профиль;
- работать с англоязычными ресурсами Internet;
- понимать и интерпретировать факты страноведческого характера;

владеть:

- навыками просмотрового чтения аутентичных текстов без использования словаря с целью извлечения основной информации;
- навыками публичной речи – делать сообщения, доклады (с предварительной подготовкой), проводить презентации;
- навыками работы с письменной речью, необходимые для аннотирования и реферирования, перевода литературы по специальности.

Кроме того, в рамках самостоятельной работы с аутентичными источниками и интернет - ресурсами студенты должны приобрести следующие речевые умения:

в области чтения

- Умение самостоятельно читать и понимать тексты по специальности.
- Умение выполнять задания к прочитанному тексту.
- Умение составлять рефераты, аннотации на основе обобщения прочитанного материала по специальности.
- Умение аргументировано изложить мнение по поводу прочитанного материала.

3. Организация самостоятельного чтения и работы с Интернет-ресурсами

Самостоятельное чтение предполагает чтение аутентичных профессионально-направленных материалов и текстов по программе обучения. Чтение аутентичной профессионально ориентированной литературы предполагает обязательную самостоятельную работу с целью поиска заданной информации, ее смысловой обработки и фиксации в виде, например, аннотации. Студенты должны ознакомиться с содержанием текстов, с целью их полного понимания. В случае необходимости, тексты рекомендуется дать на письменный перевод с английского языка на русский.

Это могут быть фрагменты научных монографий, статьи из периодических научных изданий (как печатных, так и Интернет-изданий). Такой вид работы контролируется преподавателем, сдается в строго отведенное время и оценивается согласно предложенным ниже критериям.

Объем текста (текстов) для самостоятельного чтения составляет от 2 до 10 тысяч печатных знаков и предполагает обязательное составление глоссария терминов. Первоисточники, подобранные по заданию преподавателя в виде файла или копии (ксерокопии) с указанием выходных данных для печатных источников и печатного варианта, со ссылкой на Интернет ресурс для материалов, взятых из Интернет-изданий.

При осуществлении данного вида самостоятельной работы студентам могут быть предложены следующие типы работы:

- работа со словарем;

- ознакомление с содержанием аутентичного текста, использование поискового, изучающего, просмотрового видов чтения;
- выявить слова-интернационализмы;
- составить глоссарий научных понятий по теме;
- разбить текст на смысловые части, озаглавить их;
- выявить основную идею прочитанного материала;
- составить план-конспект по прочитанному материалу;
- сделать аналитическую выборку новой научной информации;
- составить краткую аннотацию на прочитанное на английском языке.

4. Работа со словарем

Интернет включает в себя несколько поисковых систем, которые помогают осуществлять доступ к различным информационным ресурсам. Использование электронных словарей и энциклопедий развивает умение пользоваться справочно-информационной поддержкой

- В Интернете есть несколько бесплатных **англо-русских и русско-английских словарей**. Их список можно найти, например, на сайте yourdictionary.com или в [Каталоге Google](#). Лучший словарь – [Мультитран](#). Не забывайте о том, что поскольку язык непрерывно изменяется, словари быстро устаревают. Словарь, которому десять или двадцать лет, безнадежно устарел!

- Существует множество **англо-английских** словарей, доступных online: [Cambridge Dictionary of American English](#) предназначен для тех, у кого английский язык не родной. К сожалению, этот словарь переводит только отдельные слова, искать в нем фразу целиком невозможно.

- [Merriam-Webster Online](#): этот словарь является электронной версией третьего издания Академического Словаря Мерриам-Вебстер (1998).

- [Bartleby.com](#): особенно полезен [American Heritage Dictionary, Fourth Edition \(2000\)](#).

- Попробуйте воспользоваться словарем [Wiktionary](#) (Вики-словарь)..

- Определение слова можно искать в [Google](#): введите `define:ваше слово` или словосочетание (напр.: `define:housing starts`). Если вы не найдете

определения, можно попробовать непосредственно ввести слово в поисковом окне Google. Если это словосочетание, не забудьте заключить его в кавычки (напр.: "housing starts"). При таком поиске Google не будет просматривать ни один из упомянутых выше ресурсов, но он будет учитывать многие другие источники.

- Другие словари перечислены на сайтах LI и IPL.

Существуют и **другие лингвистические справочники**, доступные в сети. Их перечень дается на сайтах LI и IPL – сайтах, где содержатся ссылки и на всевозможные справочные ресурсы.

Кроме того, есть и другие варианты словарей:

Ask Oxford (толковый словарь английского языка и тезаурус, цитаты, словарь имён). **Вебстерский словарь** (толковый словарь и тезаурус английского языка). **Xrefer** (множество англоязычных словарей, справочников и энциклопедий, тезаурус, идиоматические выражения, цитаты, названия географических мест). **On-line словарь сленга** (английский язык). **Словарь английского сленга и разговорных выражений Соединённого Королевства.Glossary.ru** (тематический глоссарий русского языка).

5. Использование поискового, изучающего, просмотрного видов чтения аутентичных текстов

1. Reading for gist, skim reading (skimming) – ознакомительное (просмотровое) чтение. Текст прочитывается с целью понять основное содержание и общую структуру текста, с целью выбора главных фактов. Данный вид чтения предполагает следующее: читать текст, стараясь догадаться о значении ключевых слов, не прерывать чтение, если встречаются незнакомые слова, выявить основную информацию из прочитанного. Такой вид чтения носит ознакомительный характер и не требует тщательного перевода и немедленного обращения к словарю. Следует установить жесткие временные рамки при таком виде работы, например – 10-15 минут.

2. Reading for specific information – поисковое чтение. Текст прочитывается с целью нахождения той или иной информации: дата, время,

имена, названия или аргументация, правила, оценочные суждения и т.п. Студенту следует собрать информацию о полезности текста, о важности информации для решения той или иной задачи.

3. Reading for detailed comprehension - изучающее чтение: полное и точное понимание всех основных и второстепенных фактов, их осмысление и запоминание. Студенту следует оценить, прокомментировать, пояснить информацию, сделать из прочитанного вывод. О значении незнакомых слов возможно догадаться из контекста.

6. Работа со словами - интернационализмами

В языке аутентичной литературы большое место занимают слова, заимствованные из других языков, в основном латинского и греческого. Эти слова получили широкое распространение и стали интернациональными.

По корню таких слов легко догадаться о их переводе на русский язык, например:

revolution – революция

transition - переход

economy – экономика

cooperation - сотрудничество

Все эти слова входят в международный фонд научной терминологии, и умение их видеть очень облегчает чтение и перевод. Однако нужно помнить, что многие интернационализмы разошлись в своем значении в русском и английском языках, поэтому их часто называют «ложными друзьями» переводчика. Например:

accurate – точный, а не аккуратный

control – не только контролировать, но и управлять и т. д.

Exercise

Прочтите следующие слова и переведите их без словаря: resources, form, control, text, transformation, plan, mechanism, problem, practice, technology, economical, practical.

7. Составление глоссария профессиональных терминов

Самостоятельное чтение профессионально ориентированной аутентичной литературы или интернет-ресурсов предполагает обязательное составление словаря терминов - глоссария. Помимо основной цели – расширения профессионального лексического запаса - применение такой формы работы студентов может способствовать изучению приемов словообразования и, что особенно важно, формированию понятийно-категориального аппарата для использования в учебных и профессиональных целях (написание аннотаций, рефератов, докладов на иностранном языке, проведения презентаций и т.д)

При этом студенту необходимо помнить, что:

- отобранные термины, понятия и категории должны относиться к профилю специальности;
- отобранные термины, понятия и категории не должны дублироваться;
- желательно, чтобы отобранные термины понятия и категории были снабжены транскрипцией и переводом на русский язык (во избежание неточностей рекомендуется пользоваться специализированным словарем);
- общее количество отобранных единиц по тексту или источнику не должно быть меньше 20;
- отобранные термины, понятия и категории должны быть предназначены для запоминания.

8. Работа с Интернет-ресурсами

При подготовке будущих специалистов со знанием иностранного языка в сфере профессиональной деятельности необходимо учитывать специфику их будущей деятельности, поэтому студенты должны работать с информационными материалами, полученными из разных источников, в том числе и из Интернета, как на русском, так и на иностранных языках, самостоятельно приобретать знания, уметь грамотно работать с информацией. Другими словами, будущие специалисты должны самостоятельно критически мыслить, уметь видеть проблему и искать пути ее решения, используя

современные технологии, уметь применять полученные знания, а также генерировать новые идеи, творчески мыслить. В этом случае особую значимость приобретает формирование коммуникативной компетенции студентов специализированных вузов при работе с иноязычной информацией сети Интернета.

Число домашних компьютеров и информационных центров, предоставляющих доступ в Интернет, растет с каждым днем, поэтому все сложнее становится контролировать самостоятельную работу студентов вне образовательных учреждений. В связи с этим, преподаватели должны, по возможности, попытаться направить самостоятельную деятельность студентов, при работе с Интернет-ресурсами, в нужном направлении. Осуществить это помогают построенные специальным образом задания, включающие список рекомендуемых, заранее просмотренных преподавателем Интернет - ресурсов.

Студент получает уникальную возможность для самообразования, поскольку образовательные Интернет-ресурсы активизируют познавательную деятельность, формируют информационную культуру, навыки исследовательской и аналитической деятельности. Работа с Интернет-ресурсами позволяет активизировать самостоятельную деятельность студентов: предлагаемые задания, построены таким образом, что возникает необходимость обратиться к тем или иным сайтам, чтобы найти дополнительный материал, провести поиск или сравнение. К тому же, современные Интернет-ресурсы привлекательны не только наличием текстового, но и мультимедийного материала, что повышает заинтересованность студента в образовательном процессе и самостоятельном поиске информации. Материалы, размещенные на сетевых ресурсах, могут представлять собой различные способы передачи информации: научный или научно - популярный текст, статья, отчет о состоянии реальной компании или экономики любой страны в целом, видео, аудиозапись интервью или события, тесты, и т.д. В зависимости от этого, могут использоваться различные виды заданий. Например:

– прочитайте статью и составьте краткую аннотацию;

- прочитайте текст и проведите сравнительный анализ различных видов предприятий;
- прослушайте монолог и составьте краткое изложение прослушанного материала;
- прочитайте текст об опыте работы руководителя компании А и напишите эссе (см. информацию по написанию эссе в интернет-ресурсах);
- ознакомьтесь с формами составления CV, напишите свое резюме (см. информацию по написанию CV, резюме в интернет-ресурсах) и отправьте потенциальному работодателю.

Аннотация - краткая характеристика статьи с точки зрения ее назначения, содержания, вида, формы и других особенностей.

Аннотация выполняет следующие функции:

- дает возможность установить основное содержание статьи, определить ее релевантность и решить, следует ли обращаться к полному тексту статьи;
- используется в информационных, в том числе автоматизированных системах для поиска информации.

Аннотация должна включать характеристику основной темы, проблемы статьи, цели работы и ее результаты.

Разбейте текст на смысловые части. Выделите в каждой части основную мысль, обозначьте ее предложением, заимствованным из текста. Сформулируйте основную мысль своими словами или словами из текста. Перечислите основные мысли, проблемы, затронутые автором, его выводы, предложения. Определите значимость работы. В случае затруднения можете обратиться к речевым стандартам (речевым клише), возможность использования которых является особенностью аннотации в сравнении с другими, родственными по тематике и целевому назначению.

Рекомендуемый средний объем аннотации 500 печатных знаков (ГОСТ 7.9-95 СИБИД).

Для лучшего понимания структуры аннотации на английском языке Вы можете обратиться к ссылке:

<http://go.mail.ru/search?q=how%20to%20write%20an%20annotation&rch=1&sf=20>

9. Критерии оценки (дифференцированная сдача) и самооценки

5 = отлично (сдано)

Аннотация составлена в соответствии с предъявляемыми требованиями. Выделена и сформулирована основная мысль статьи, раскрыта тема. Перечислены основные проблемы, затронутые автором. Текст хорошо написан, идеи ясно изложены и структурированы. В текст выключены речевые клише, общенаучного характера. Текст аннотации изобилует терминологией и грамматически верно оформлен, встречаются 1-2 ошибки, не влияющие на понимание.

Глоссарий представлен в аккуратном, презентабельном виде, содержится необходимое количество терминов и понятий (20), имеется перевод, составлен по алфавиту, соответствует теме.

4 = хорошо (сдано)

Достаточно точная информация. Сформулирована и раскрыта тема. Ясно изложен материал. Текст хорошо написан и сформированные идеи ясно изложены, но не структурированы. В тексте встречаются речевые клише, характерные для научного стиля, достаточное наполнение терминологией по теме, материал грамматически верно оформлен, но встречаются 3-4 ошибки, не влияющие на понимание.

Глоссарий представлен в аккуратном виде, количество терминов и понятий приближено к необходимому (17-20), имеется перевод, возможны 3-4 неточности в переводе, составлен по алфавиту, соответствует теме.

3 = удовлетворительно (сдано)

Информация изложена частично. Не совсем точно раскрыта тема. Некоторый материал изложен некорректно. Текст не соблюден по объему, плохо читается, идеи изложены не ясно или не структурированы. Небольшой

объем использованные терминов, отсутствуют речевые клише научного характера, встречаются 3-4 ошибки, влияющие на понимание.

Представлен глоссарий, возможны погрешности в оформлении: неаккуратно, не в алфавитном порядке, имеется перевод, количество терминов и понятий представлено на 85%, соответствует теме.

2 = неудовлетворительно (не сдано)

Тема не очевидна. Информация не точна или не дана. Трактовка темы некорректна, запутана или не верна. Формат текста выбран неверно, текст не читаем. Включены несколько терминов, явные грамматические ошибки.

Глоссарий представлен на 50%, оформление не соответствует требованиям (не все термины и понятия переведены, материал представлен, не по алфавиту), не полностью соответствует теме.

1 = плохо (не сдано)

Тема не понятна. Информация практически не имеется. Текст грамматически и лексически неверен, не понятен. Не включены термины и речевые клише.

Глоссарий представлен на 30%, оформление небрежное, с частичным переводом понятий и терминов, не полностью соответствует теме.

0 = отсутствует (не сдано)

10. Работа с таблицами 1 и 2

Материал для самостоятельной работы рассчитан для прохождения в течение 1 и 2 курсов в соответствии с основной программой дисциплины «Английский язык». Тексты и задания, данные в таблицах, должны изучаться параллельно, в соответствии с разделом, указанным в графе 1. Также параллельно выполняется работа с интернет-ресурсами. Количество текстов и интернет-ресурсов по каждому разделу и теме обсуждается индивидуально с преподавателем в зависимости от уровня подготовки студента. **Аннотацию и глоссарий студент высылает на почтовый ящик преподавателя в указанные им сроки.**

Таблица 1

| Название раздела | Перечень аутентичных текстов для самостоятельного чтения | Задания к текстам для самостоятельной работы |
|--|--|--|
| <p>Раздел 1: «Образование и поиск работы» (26)</p> <p>Тема 1: «Образование в России»</p> <p>Тема 2: «Образование в Великобритании»</p> <p>Тема 3: «Поиск работы»</p> | <p>№1. The National Education System.</p> <p>№2 Higher education in Russia.</p> <p>№ 3 Why choose UK higher education?</p> <p>№ 4 An overview of Higher education sector</p> | <p>Текст № 1.а) Просмотрите внимательно текст, не обращаясь к словарю; разделите текст на смысловые части; б) озаглавьте каждую часть в) напишите письменно план пересказа текста № 1; г) выпишите ключевые слова из текста, составьте глоссарий; д) напишите аннотацию.</p> <p>Текст № 2. а) Прочитайте внимательно текст со словарем, обращая внимание на произношение слов; б) выпишите основные факты; в) составьте глоссарий к тексту; г) напишите аннотацию.</p> <p>Текст № 3. а) просмотрите текст, не пользуясь словарем; б) выпишите интернационализмы из текста, догадайтесь об их значении; в) проверьте правильность значений по словарю; г) составьте глоссарий к тексту; д) напишите аннотацию.</p> <p>Текст № 4 а) прочитайте внимательно текст, обращая внимание</p> |

| | | |
|---|---|--|
| | <p>№5 A brief history of the University</p> | <p>на видо-временные формы глаголов; б) выпишите сказуемые из каждого предложения, определить их видо-временную форму в) прочитайте текст еще раз; г) составьте глоссарий терминов, отражающих систему образования в Великобритании</p> <p>д) составьте краткую аннотацию к тесту (10-12 предложений.)</p> <p>Текст № 5.</p> <p>а) прочитайте внимательно текст;</p> <p>б) выпишите незнакомые слова;</p> <p>в) переведите их, пользуясь словарем.</p> <p>г) составьте глоссарий;</p> <p>д) напишите к тексту 10 вопросов (общих и специальных), отражающих основное содержание текста;</p> <p>е) напишите аннотацию.</p> |
| <p>Раздел 2: «Международная и региональная экономика» (28)</p> <p>Тема 4: «Экономика республики Татарстан»</p> <p>Тема 5: «Экономика Великобритании»</p> <p>Тема 6: «Экономика США»</p> | <p>№ 6 Major Sector of Economy</p> <p>№7 Regions in Russia: 10 facts about Tatarstan</p> <p>№8 United Kingdom: Economic development</p> | <p>Текст № 6 а) просмотрите текст; б) выпишите слова-интернационализмы, попробуйте перевести их без словаря; в) проверьте правильность перевода по словарю; г) выпишите все отрасли промышленности и статистические данные по ним; д) подготовьте краткую аннотацию о состоянии развития промышленности РТ;</p> <p>е) составьте глоссарий интернационализмов</p> <p>Текст № 7 а) прочитайте внимательно текст, который разделен на смысловые части;</p> <p>б) используйте словарь, если необходимо;</p> <p>в) составьте глоссарий;</p> <p>г) напишите аннотацию.</p> <p>Текст № 8. а) прочитайте внимательно текст со словарем; б) выпишите из текста примеры глаголов в Perfect, Active Voice; Present Perfect Passive Voice; в) переведите эти</p> |

| | | |
|--|---|--|
| | <p>№ 9 UK Economy</p> <p>№10 United States - Economic development</p> <p>№ 11 A History of the U.S. Economy</p> | <p>примеры на русский язык; г) составьте глоссарий по тексту; д) напишите аннотацию.</p> <p>Текст № 9 а) просмотрите внимательно текст; б) разделите его на смысловые части; в) озаглавьте каждую часть; г) выпишите основные отрасли промышленности Великобритании; д) составьте глоссарий ключевых понятий и терминов по теме; е) напишите аннотацию.</p> <p>Текст № 10 а) прочитайте внимательно текст со словарем; б) выпишите незнакомые слова, переведите их, пользуясь словарем; в) письменно составьте активный вокабуляр - выписываете те слова, которые помогут вам передать основное содержание текста; г) напишите аннотацию.</p> <p>Текст №11 а) просмотрите внимательно текст; б) составьте глоссарий к экономическим терминам; в) напишите аннотацию.</p> |
| <p>Раздел3: «Организации» (18)</p> <p>Тема 7: «Типы коммерческих организаций»</p> <p>Тема 8: «Альянсы»</p> <p>Тема 9: «Менеджмент»</p> | <p>№ 12 Definition of Commercial Organization</p> <p>№ 13 Types of Non Profit Organizations</p> | <p>Текст № 12 а) просмотрите текст внимательно; б) выпишите ключевые слова, отражающие суть темы; в) составьте глоссарий; г) подготовьте 10 вопросов к тексту в письменном виде в качестве плана для его пересказа; д) напишите аннотацию.</p> <p>Текст № 13 а) прочитайте внимательно текст без словаря; б) сформулируйте на английском языке определение; в) выпишите типы non profit organizations; г) составьте глоссарий</p> |

| | | |
|--|---|---|
| | <p>№14 Banks and banking</p> <p>№ 15 Joint Venturing</p> <p>№ 16 Apple and I.B.M. End Multimedia Joint Venture</p> <p>№ 17 The basics of managing as a leader</p> | <p>ключевых слов по теме; д) напишите аннотацию.</p> <p>Текст № 14 а) прочитайте текст внимательно без словаря; б) если вы не уверены, что вы поняли весь текст, используйте словарь; в) составьте глоссарий понятий и терминов по теме; г) составьте краткое изложение темы в виде аннотации;</p> <p>Текст № 15 а) прочитайте текст без использования словаря; б) выпишите ключевые слова, отражающие содержание текста; в) если необходимо, обратитесь к словарю; г) ответьте письменно на вопросы, расположенные в центре текста, выделенные курсивом, используя ключевые слова; д) напишите аннотацию.</p> <p>Текст № 16 а) прочитайте внимательно текст: б) составьте глоссарий понятий и терминов по теме, пользуясь словарем; в) напишите аннотацию.</p> <p>Текст № 17 а) прочитайте внимательно текст, пользуясь словарем, если необходимо; б) составьте глоссарий понятий и терминов по теме; в) напишите аннотацию.</p> |
| <p>Раздел 4 «Маркетинг» (18)</p> <p>Тема 10: «Маркетинг»</p> <p>Тема 11: «Составляющие маркетинга»</p> <p>Тема 12: «Реклама»</p> | <p>№ 18 Define Money Market & Its Components</p> <p>№ 19 Marketing – Art or Science?</p> | <p>Текст № 18 а) изучите текст с помощью словаря; б) составьте глоссарий к тексту; в) выпишите определение “money market fund”; г) найдите в тексте и выпишите характеристики “money market fund”; д) напишите аннотацию.</p> <p>Текст № 19 а) просмотрите текст; б) разделите лист на 2 колонки: одна будет Art , другая – Science; в) выпишите из текст предложения, соответствующие первому и второму по колонкам</p> |

| | | |
|---|--|---|
| | <p>№ 20 The Marketing Mix and 4 Ps</p> <p>№ 21 Advertising and Marketing</p> <p>№22 Television Advertising Pros and Cons</p> | <p>г) составьте глоссарий; д) напишите аннотацию.</p> <p>Текст № 20</p> <p>а) просмотрите текст внимательно; б) найдите в тексте и выпишите пояснения, что такое Marketing, Marketing Mix, 4Ps; в) составьте глоссарий основных понятий и терминов; г) напишите аннотацию.</p> <p>Текст № 21</p> <p>а) просмотрите текст; б) определите, какая информация может быть полезна для Вас; в) выпишите незнакомые слова и составьте глоссарий; г) напишите аннотацию.</p> <p>Текст № 22</p> <p>а) внимательно прочитайте текст; б) выпишите определение TV Ad; в) разделите страницу на два столбика под заголовками Pros и Cons, заполните столбики; г) составьте глоссарий основных терминов; д) напишите аннотацию.</p> |
| <p>Раздел 5: «Финансы» (28)</p> <p>Тема 13: «Инвестиции»</p> <p>Тема 14: «Банки»</p> <p>Тема 15: «Бухгалтерский учет»</p> | <p>№ 23 Apple's investment manager wrestles with \$120bn problem</p> <p>№ 24 Managing Problems With Your Investments</p> | <p>Текст № 23</p> <p>а) внимательно изучите текст; б) выпишите слова интернационализмы и переведите их; в) сверьте Ваш перевод со словарем; г) выпишите понятия и термины, составьте глоссарий; д) напишите аннотацию к тексту.</p> <p>Текст № 24</p> <p>а) просмотрите текст; б) составьте глоссарий понятий и терминов по теме Investments; в) выпишите все советы, приведенные в тексте; г) напишите аннотацию, обращая внимание на терминологию</p> |

| | | |
|--|---|--|
| | <p>№ 25 What is Accounting?</p> <p>№ 26 What is Accounting? What a management accounting can do for you?</p> <p>№ 27 Accounting in China</p> <p>№ 28 The Russian banking system</p> <p>№ 29 Russian banking system is underdeveloped according to international standards</p> | <p>по теме.</p> <p>Текст № 25 а) изучите внимательно текст; б) составьте глоссарий по теме Accounting; в) выпишите определение Accounting; г) выпишите, новую информацию из текста; д) напишите аннотацию.</p> <p>Текст № 26 а) просмотрите текст; б) найдите ответы на вопросы: What is accounting? What are two types of accounting?; в) составьте глоссарий; г) напишите аннотацию.</p> <p>Текст № 27 а) прочитайте текст внимательно со словарем; б) составьте глоссарий; в) составьте аннотацию к тексту; г) ответьте на вопрос: CAN you trust Chinese accounts? Обоснуйте.</p> <p>Текст № 28 а) просмотрите текст; б) выберите информацию, касающуюся проблем в банковской системе в России; в) начните составлять глоссарий по теме Banking.</p> <p>Текст № 29 а) изучите текст внимательно с использованием словаря; б) продолжите составлять глоссарий по теме Banking; в) сверните информацию в тексте, разделив его на смысловые части; г) выпишите основные проблемы, отмеченные в тексте; д) подготовьте выступление по банковской системе в России на основании текстов № 28 и 29.</p> <p>Текст № 30 а) внимательно изучите текст; б) завершите работу над</p> |
|--|---|--|

| | | |
|---|---|--|
| | <p>№ 30 A Brief History of U.S. Banking</p> | <p>гlossарием по теме Banking; в) подготовьте информацию по теме History of U.S. Banking на основании предложенного текста № 30; г) напишите аннотацию. на основании текстов №№ 28-30 на тему Problems of the world banking system</p> |
| <p>Раздел 6: «Международное сотрудничество»(26)</p> <p>Тема 16: «Деловая корреспонденция»</p> | <p>№ 31 How Globalization Affects Developed Countries</p> <p>№ 32 Pros And Cons Of Globalization</p> <p>№ 33 International trade</p> <p>№ 34 History of International Trade</p> | <p>Текст № 31</p> <p>а) внимательно прочитайте текст;</p> <p>б) выберите и выпишите слова - интернационализмы, переведите их;</p> <p>в) проверьте перевод по словарю;</p> <p>г) составьте глоссарий понятий и терминов по теме Globalization;</p> <p>д) подготовьте аннотацию текста.</p> <p>Текст № 32</p> <p>а) прочитайте внимательно текст;</p> <p>б) продолжите составлять глоссарий по теме Globalization; в) разделите страницу на две части : Pros And Cons Of Globalization;</p> <p>г) подготовьте сообщение о плюсах и минусах глобализации</p> <p>Текст № 33</p> <p>а) текст содержит 19 вопросов и ответов на них; б) попробуйте ответить на вопросы, не читая ответы;</p> <p>в) проверьте себя, прочитав ответы;</p> <p>г) прочитайте текст еще раз, передайте его содержание в кратком виде.</p> <p>Текст № 34 а) прочитайте внимательно текст со словарем; б) составьте глоссарий по теме International trade; в) составьте аннотацию к тексту.</p> |

РАЗДЕЛ 1: «ОБРАЗОВАНИЕ И ПОИСК РАБОТЫ»

Текст №1.

THE NATIONAL EDUCATION SYSTEM

There are the following educational levels in the Russia Federation:

1. Pre-school education;
2. Basic (primary, general, and secondary) education;
3. Secondary vocational education and training;
4. Higher professional education: bachelor, specialist, master and post graduate qualifications.

According to Federal Law “On Education in the Russian Federation” 29.12.2012 № 273-FL the following stages of higher education are identified:

- Bachelor - total study duration no less than 4 years;
- Master - total study duration 2 years (the program is available after the completion of the Bachelor degree);
- Specialist - total study duration no less than 5 years;
- Post - graduate studies.

Russian HEIs offer academic programmes at the Bachelor’s, Specialist’s and Master’s levels. *Bachelor degree programmes* focus on basic training and courses relevant to the degree programme and the fundamentals of the subject. Bachelor programmes are offered virtually in all fields of study with few exceptions, for example, medicine. Bachelor degree programmes are of general scientific and professional character. Bachelor programmes offered in Russia have a standard duration of four years. Bachelor’s degrees are awarded to students upon successful completion of undergraduate studies. Graduates obtain the Certificate of Bachelor in a related field of study: for example, Bachelor of Economics, Bachelor of Law, etc. Bachelor’s degree holders may enter the workforce immediately and take up jobs requiring applicants to have higher education. Bachelor programme graduates may also pursue a Master’s degree in their major or related study field, or apply to a Master’s degree programme in a different discipline from that of their Bachelor’s degree. *Master degree* follows the Bachelor degree level. The length of Master degree programmes delivered by Russian HEIs is two years. Master level programmes offer students a deeper and a wider perspective on related fields of study, and in-depth specialization in their majors. Bachelor level programmes are more practice-oriented; Master programmes provide students with competencies they will need for their future research or teaching activities. In spite of the fact that the transition to two-cycle system has been a subject of much controversy in Russia, it is now a fait accompli. A thorough, informal multifaceted preparation of HEIs for the transition is an essential precondition of its efficient implementation and positive outcomes. For example, the new flexible structure of Bachelor level programmes allows rather quick modulating and upgrading

as adequate reaction to the rapidly changing production technologies and, consequently, employers' demands. Master degree programmes are characterized by an even higher degree of flexibility which is aimed at the development of students' research potential. Therefore, graduates of Bachelor and Master programmes are expected to be well prepared for the changing contemporary labor market or research sector demands and have highly developed professional competencies and adaptive abilities. Of primary importance is the fact that the "Bachelor-Master" system of higher education is widely accepted throughout the world which promotes professional mobility of graduates on the international labor market.

It should be noted that the two-cycle system is not used with regard to approximately one hundred specialties which are listed on a special Register adopted by the Federal Government of Russia. Academic studies in the specified majors lead to the Specialist's Diploma. A Specialist Diploma programme is a traditional form of Russian higher education, which comprises basic education with in-depth specialist training in the chosen area. Regular duration of a full-time programme is 5 years, of a distance programme – 6 years.

Текст № 2

Higher education in Russia

If you would reward honesty, if you would give encouragement to good, if you would stimulate the idle, eradicate evil, or correct what is bad, education - comprehensive liberal education - is the one thing needful, and the one effective end

The system of higher education in Russia has undergone several changes in recent years.

During the Soviet period, universities were established on the European or 'continental' model. The students were trained for 5-6 years and at the end of their education they received a professional degree. The students received higher education once in their lifetime and the state was responsible for providing employment to these graduates. This system was being implemented for many years without any development while the market demanded life-long education along with updating of qualifications and skills from the alumni. To keep in pace with the economic and technological development, the concept of 'infinite education' was gradually evolved in which additional education became essential for graduates of any stream.

The American model of higher education was adopted as the solution. In this model, the student first decides on the stream of education, gets the basic knowledge and skills and then narrows down the specialization within this stream of education. In this system, the state does not participate in the process of providing higher education to the students and the competition between the universities to attract the students leads to continuous improvement of the educational program. To ensure compatibility in the standards and quality of higher education due to the existence of

European and American systems of education, a common education space was created as a result of intergovernmental cooperation and agreements between European countries. This process came to be known as 'Bologna' as the European Higher Education Area (EHEA) was adopted in Bologna on June 19, 1999. At present, the Bologna Process unites 47 countries in Europe and Asia, including Russia and are committed to the goals of the European Higher Education Area. The Bologna Process involves a two-tier education system. The graduation in the education system was divided into Bachelor's Degree and Master's Degree. This two-tier system allows the students to work while pursuing higher education and at the same time remain competitive in the market. At the same time, Russia has not abandoned the old model of education. Thus, at the moment in Russia, there are three stages of Higher Professional Education:

- Bachelor's Degree (4 years)
- Master's Degree (2 years).

Under the new system (Bachelor + Master) of education, mainly students from humanitarian sciences, medical, military and technical universities maintain continuous education for 5-6 years. Here is little more information on each of the stages. For the bachelor degree, undergraduate students are educated in the educational stream of their choice without specialization. Despite the fact that many employers believe that Bachelor Degree holders have incomplete higher education, the Bachelor's Degree is an academic degree awarded to students who have mastered the appropriate educational program and meet the standards expected of them in the countries participating in the Bologna Process. Master's is a stage of higher education after the completion of Bachelor's Degree to provide the students with specialization in a particular stream of education.

As per the education system prevalent during the Soviet period in Russia, a degree in a Specialty is awarded to a student on successfully presenting a degree project or thesis to the State Attestation Commission and qualifies to be enrolled in a Master's or Doctorate program. For a number of medical specialties like general medicine, pharmacy, medical and preventive medicine, pediatrics, and dentistry etc a successful completion of the internship is required to hold certain positions in state and municipal organizations. According to the bill on amendments to the Laws on Higher Education, a qualification of 'Specialist' will cease to exist in Russia in the near future. On receiving a Master's Degree, the student can study further to get a PhD in his chosen stream of education. It has to be noted that in the United States and the European Union, most of the Bachelor Degree holders do not study further for a Master's Degree as a Bachelor's Degree is considered as a confirmation of higher education. Mainly those students who plan to pursue research or teaching activities in Universities continue to study for a Master's Degree in these countries. The higher education institutions are divided into colleges, universities, academies and institutes depending

upon the number of streams of education. At present, in addition to the participation in the Bologna Process, the following trends exist in the changes in higher education in Russia:

- Increase in the share of students opting for paid education
- Growth in the number of students wishing to enroll into Universities despite stringent requirements for admission
 - Many large universities are opening branches in other cities of Russia to meet the rights of citizens to higher education
 - At present, for every 10,000 of the population, there are over 300 students pursuing higher education and this figure is at its highest in the history of higher education in Russia
 - Higher education in technical courses is most sought after followed by teaching in the second place and natural and human sciences in the third place.

Текст №3

Why choose UK higher education?

Gain a world-class education: UK higher education offers you inspiring teaching, excellent facilities and a world-class research environment. Did you know that...

- Four of the world's top six universities are in the UK (World Rankings, QS)
- Over 88% of international graduates are satisfied with their UK learning experience (Tracking International Graduate Outcomes, BIS)
 - 93% of postgraduate students rated the UK's quality of teaching positively (Postgraduate Taught Experience Survey, HE Academy)
 - The UK is a world-leading research nation (International Comparative Performance of the UK Research Base, BIS)
 - 54% of the research conducted by UK universities and colleges is either 'world-leading' or 'internationally excellent' (Research Assessment Exercise).

UK education is all about giving you the inspiration to help you develop your skills, the freedom to be creative, and the support you need to achieve your best. UK universities and colleges invest in excellent facilities – from libraries, computer and science labs to sports centres, theatres and art studios. Class sizes are restricted to ensure that you have access to equipment and enough time to talk to your tutors and lecturers.

- **Achieve an internationally recognized qualification:** UK higher education qualifications are recognized and respected by employers and academics worldwide.

- **Prepare for the career of your dreams:** UK qualifications are a great boost to your CV and to your earnings. According to the Tracking International Graduate Outcomes survey by BIS,

UK-educated international graduates achieve markedly higher average salaries than if they had been educated at home.

Employers are increasingly looking for multilingual graduates with multicultural experience. UK higher education gives you the opportunity to meet people from all over the world, providing an excellent introduction to global business environments. As a result, the QS World University Rankings found that UK graduates are among the most 'employable', with employers ranking five UK universities in the global top 10. UK universities and colleges have strong links with industry. Many courses offer you the option of a year in industry too, which is an excellent way to prepare you for the world of work.

- **Perfect your English language skills:** English is widely regarded as the language of international business. Studying on a UK course helps you learn the language through your study, friends and everyday life. You will find that your skills improve rapidly, and you might even start dreaming in English after a few days! If you need any additional support, there are lots of English language classes on offer across the UK.

- **Study what, when and where you want:** With thousands of UK higher education courses on offer, you can follow your passions and choose a course that matches your goals and interests. You can choose to study online or on campus, in the UK or even at an overseas campus!

- **Save time and money:** UK undergraduate and postgraduate courses are generally shorter than in other countries, helping to keep the cost of tuition fees and living expenses down.

- **A unique cultural adventure:** Studying in the UK is an opportunity to discover the UK's unique culture, countryside and cities. There's also lots of adventure on offer, from music festivals and football matches to ancient castles and vibrant nightlife.

- **Join an international community:** In 2012, over 420,000 international students from over 200 nations came to the UK for their higher education, joining over two million local students. The UK is a truly multicultural society, with a great mix of people from different backgrounds. As a student, you'll get to know people from all over the world and be inspired by many cultures. Many universities and colleges provide international offices and advisers to ensure you feel welcome and are supported throughout your time in UK higher education.

- **Quality assured:** UK universities and colleges are regularly reviewed to ensure high standards of academic education, teaching, accommodation, welfare support and facilities.

<http://www.educationuk.org/global/articles/why-choose-higher-education/>

Текст №4

AN overview of the higher education sector

Where are the UK's colleges and universities located? Which universities are in regions?

What are the main activities of UK universities?

What's the difference between a university and a (higher education) college?

What are the different groups of universities?

Who is in charge of a university?

Where are the UK's colleges and universities located? Which universities are in which regions?

A map of UK universities and colleges that provide higher education is available on the website of the Universities and Colleges Admissions Service (UCAS). This University and College map (opens new window) also includes a breakdown of universities by region.

What are the main activities of UK universities?

All UK universities undertake research and teaching, although the mission focus and balance of activities varies. Some institutions concentrate primarily on teaching while others are more research intensive. Universities also increasingly transfer knowledge out to businesses and other organizations. This process is known as knowledge transfer. Universities also seek to use their expertise and facilities to develop thriving social and business communities in their region.

What's the difference between a university and a (higher education) college?

Institutions have to meet certain criteria to be awarded the title 'university'. These are assessed by the Quality Assurance Agency on behalf of the Privy Council. The Privy Council is responsible, under the Further and Higher Education Act 1992, for approving the use of the word 'university' (including 'university college') in the title of a higher education institution.

What are the different groups of universities?

The universities in the UK are diverse in their missions and location. A number of these have formed groups with common interests. These include the various regional university associations and also the so-called 'mission groups'.

The mission groups include the following: Million+ (formerly Campaigning for Mainstream Universities [CMU]) is a university think-tank. They work to help solve complex problems in higher education and to ensure that policy reflects the potential of the UK's world-class university system. It mainly comprises post-1992 universities.

The Russell Group is an association of 20 major research-intensive universities of the United Kingdom. The group is so-called because it traditionally met at the Russell Hotel, London.

The University Alliance was formally launched in 2007. Its member institutions have a balanced portfolio of research, teaching, enterprise and innovation as integral to their missions. Not a mission group as such but an association of universities and colleges with church foundations, the Cathedrals Group A consists of 15 UK members that support the church's continuing role in higher education. It has close links with the Anglican Church, the Roman Catholic Church and the

Methodist Church. However, a large number of universities do not belong to any of these groups but do belong to Universities UK.

Who is in charge of a university?

The vice-chancellor – sometimes known as the principal – is the executive head of a university or college. The equivalent in a company would be the chief executive. They provide strategic leadership and management and are also the principal representative of the university in the wider world.

The chancellor is the non-executive head of a university. The role varies from institution to institution – in some the chancellor is largely a figurehead; in others they have more hands-on involvement. Duties might include awarding degrees at graduation ceremonies and supporting fundraising efforts. Chancellors are usually well-respected public figures, often with a strong prior link to the university or its region.

The governing body is usually known as the university council or board of governors and is responsible for the effective management and future development of the affairs of the institution. More information is available from the Committee of University Chairs (CUC)), the representative body that brings together chairs of governing bodies of all universities in the UK.

<http://www.universitiesuk.ac.uk/linksforstudents/Pages/Anoverviewofthehighereducationsector>

Текст № 5**A brief history of the University**

http://www.ox.ac.uk/about_the_university/introducing_oxford/a_brief_history_of_the_university/

As the oldest university in the English-speaking world, Oxford is a unique and historic institution. There is no clear date of foundation, but teaching existed at Oxford in some form in 1096 and developed rapidly from 1167, when Henry II banned English students from attending the University of Paris.

In 1188, the historian, Gerald of Wales, gave a public reading to the assembled Oxford dons and in 1190 the arrival of Emo of Friesland, the first known overseas student, set in motion the University's tradition of international scholarly links. By 1201, the University was headed by a magister scholarum Oxonie, on whom the title of Chancellor was conferred in 1214, and in 1231 the masters were recognized as a universitas or corporation.

In the 13th century, rioting between town and gown (townspeople and students) hastened the establishment of primitive halls of residence. These were succeeded by the first of Oxford's colleges, which began as medieval 'halls of residence' or endowed houses under the supervision of a Master. University, Balliol and Merton Colleges, which were established between 1249 and 1264, are the oldest.

Less than a century later, Oxford had achieved eminence above every other seat of learning, and won the praises of popes, kings and sages by virtue of its antiquity, curriculum, doctrine and privileges. In 1355, Edward III paid tribute to the University for its invaluable contribution to learning; he also commented on the services rendered to the state by distinguished Oxford graduates.

From its early days, Oxford was a centre for lively controversy, with scholars involved in religious and political disputes. John Wyclif, a 14th-century Master of Balliol, campaigned for a bible in the vernacular, against the wishes of the papacy. In 1530, Henry VIII forced the University to accept his divorce from Catherine of Aragon, and during the Reformation in the 16th century, the Anglican churchmen Cranmer, Latimer and Ridley were tried for heresy and burnt at the stake in Oxford.

The University was Royalist in the Civil War, and Charles I held a counter-Parliament in Convocation House, and in the late 17th century, the Oxford philosopher John Locke, suspected of treason, was forced to flee the country.

The 18th century, when Oxford was said to have forsaken port for politics, was also an era of scientific discovery and religious revival. Edmund Halley, Professor of Geometry, predicted the

return of the comet that bears his name; John and Charles Wesley's prayer meetings laid the foundations of the Methodist Society.

The University assumed a leading role in the Victorian era, especially in religious controversy. From 1833 onwards The Oxford Movement sought to revitalise the Catholic aspects of the Anglican Church. One of its leaders, John Henry Newman, became a Roman Catholic in 1845 and was later made a Cardinal. In 1860 the new University Museum was the scene of a famous debate between Thomas Huxley, champion of evolution, and Bishop Wilberforce.

From 1878, academic halls were established for women and they were admitted to full membership of the University in 1920. Five all-male colleges first admitted women in 1974 and, since then, all colleges have changed their statutes to admit both women and men. St Hilda's College, which was originally for women only, was the last of Oxford's single sex colleges. It has admitted both men and women since 2008.

During the 20th and early 21st centuries, Oxford added to its humanistic core a major new research capacity in the natural and applied sciences, including medicine. In so doing, it has enhanced and strengthened its traditional role as an international focus for learning and a forum for intellectual debate.

How to Protect Your Privacy When Job Hunting (The Wall Street Journal)

<http://guides.wsj.com/careers/how-to-start-a-job-search/how-to-protect-your-privacy-when-job-hunting/>

In the early days of digital job hunting, many job seekers' biggest concern was whether their current employers would get wind of what they were doing. But identity theft and fraud have entered the mix in recent years.

Some experts' first piece of advice is to avoid openly posting their resumes job boards. "It's hunting season, and you are the game," says one privacy analyst.

A safer alternative is to apply directly to employers throughout their company Web sites or, if possible, by sending your resume via email to the hiring manager for the position

These days, with the ease of identity theft, it's also a bad idea to include your home address on your resume. Consider renting a post office box for the duration of your search. You can also get a temporary cell phone number and email address dedicated to your job search. You don't want to give up information that you'll later regret passing along, such as your Social Security number.

On the flip side, by making your job search too private, you could inadvertently limit your exposure to legitimate sources for potential jobs.

One way around this problem is to take advantage of the privacy features that many job sites offer. On Monster.com, for example, users can limit the amount of exposure their resumes receive to just TK to TK. They can also hide certain identifying information, such as their name, contact

information and current employer. If they do, employers can only contact those job seekers through a confidential Monster email address.

It's also important to consider your level of privacy on sites other than just job boards. With the explosion of social media like Facebook and Twitter comes a whole new host of challenges to the digital job search. If you have public profiles on these or other sites, make sure they don't feature any content that might offend or alienate a potential employer.

РАЗДЕЛ 2: «МЕЖДУНАРОДНАЯ И РЕГИОНАЛЬНАЯ ЭКОНОМИКА»**Текст № 6****Major Sectors of Economy**

The economy of the Republic of Tatarstan is based on industry and agriculture. Traditionally, the industrial sectors make up the bulk of the gross regional product (about 40%).

In 2009, the Republic produced 32,4 mln tones of oil; the volume of industrial production adding up to 860 mln rub. The balanced finance result of the industrial companies operating in RT amounted to 90 bln rub., 12% higher than that of the previous year. The maximum positive result is demonstrated by the companies specializing in mining operation with the total revenue running up to 83 bln. rub. As summed up at the end of 2009, the leading position in the structure of industrial production was retained by processing manufacture (57,9%), followed by the mining operation industry (33,1%) and energy, water and gas production and distribution. The biggest contribution in the volume of factory shipments of the processing industries is traditionally the one made by the production of vehicles and equipment (21,2%), chemical production (20,6%), petrochemical production (16,2%), and food production (12,3%).

As estimated at the end of 2009, the volume of investing in the capital stock of the industry in the Republic of Tatarstan amounted to 145 bln. rub., which is 11% more than in the previous year: “Tatneft”; the group of companies “TAIF” and “KAMAZ” being the leading investors. Tatarstan’s agricultural industry is primarily based on growing grain-crops, sugar beet and potato, production of meat, milk and eggs therefore the volume of agricultural production of Tatarstan is 5% of that of Russia. As of the end of 2009 the livestock sector was estimated to be prevalent (51%) over the crop sector (49%). Volumes of agricultural products of all the three major agricultural manufacturers of RT (agricultural organizations, population, private farming) in 2009 added up to about 119,1 bln rub, or 100.1% as compared to the level of 2008 (that’s including the inflation rate). In 2009, the volume of agricultural production made by the population made 42,1%, private farming - 4,8%, agricultural companies - 53,1%. As estimated by the Ministry of Economy of the Republic of Tatarstan, The gross regional product per employee amounted to 480,3 thousand rub, 232,9 thousand rub. per citizen. The bulk of the value added is due to companies specializing in mining operations 39,7%, processing industry companies - 21,4%, transport and communication enterprises - 9,3%, real estate rent service companies - 8,6%. In the Republic of Tatarstan, the average salary per citizen in 2009 added up to the approximate number of 15.5 thousand rubles. The average monthly salary in the industrial sector per citizen made 16000 rubles.

Текст № 7.**Regions in Russia: 10 facts about Tatarstan**

1. General Information: The Republic of Tatarstan is a democratic constitutional state of the Russian Federation located in the Volga district. While Tatarstan has traditionally been known for its wealth in natural resources, the region is also highly developed in automotive and other industrial sectors and is quickly becoming a haven for high tech development. The region has a population of more than 3.7 million people and its key cities include Kazan (capital), Alabuga (Special Economic Zone) and Naberezhnye Chelny.

2. Government support for innovation: Tatarstan's government developed a comprehensive proposal through 2015 aimed at making the region a center for innovation and investment. Part of the proposal focused on the development of a wide range of technoparks that have sprung up during the past decade. Now, with 14 technoparks, Tatarstan is a driving force in the scientific sector throughout Russia.

3. Innovative Technopark Idea, which opened in Kazan in February 2004, is a business incubation technopark dedicated to cultivating small and start-up businesses in Tatarstan. The business incubator offers a range of detailed support for these nascent businesses, including offices and production areas, consulting support, project monitoring and investment services.

4. The Technopolis Chimgrad was set up in 2006 with the express purpose of providing full support to small-and medium-sized companies in the chemical and polymer conversion industries. In 2010, Technopolis Chimgrad housed 70 companies and employed more than 2,500 people. At the end of 2009, Chimgrad companies reported a collective profit of 3 billion rubles (\$95.8 million).

5. IT Park, based in Kazan and set up in collaboration with Cisco, has been a driving technology powerhouse in the region and throughout the country. The IT Park functions as a business incubator and aims to consolidate the region's profound IT talent and potential. Firms based in the IT Park are primary developers of GLONASS and infomats, electronic machines that allow citizens to easily access a variety of government services (e.g. applying for a passport, paying a parking ticket).

6. Investment opportunities: Tatarstan has transformed into one of Russia's foremost centers for foreign investment. In 2008, more than \$2.5 billion in foreign capital was invested in Tatarstan's economy. Some of the things fueling this transformation include:

- *The Investment and Venture Fund of the Republic of Tatarstan (IVF RT):* The IVF RT was established by a Cabinet of Ministers Resolution in November 2004 with the express purpose of situating the region as a center for investment, innovation and production within the Russian

Federation. The fund also promotes the overall image of Tatarstan in foreign markets. IVF RT identifies its main priorities as:

- To manufacture top-of-the-line products with the most export potential
- To find financing for local companies
- To focus on industries with the highest potential for investment and economic growth,

including petrochemical, chemical, building materials, light, furniture manufacturing and food

- *The Alabuga Special Economic Zone (SEZ)*: Created in December 2005, Alabuga is Russia's largest SEZ focused on industrial production. Companies who invest in Alabuga SEZ get various tax privileges, including:

- 20 percent profit tax
- 2.2 percent property tax; SEZ residents living in the region for 10 years pay no property tax
- No land or transport taxes

- *The Automotive Industry*: Tatarstan is one of the centers of Russia's automotive industry. The recent Ford-Sollers joint venture includes plans for a plant in Tatarstan. Isuzu has invested in Alabuga and Kamaz, while Russia's largest truck manufacturer, is located in Naberezhnye Chelny.

7. Foreign companies in Tatarstan:

- *Automotive Sector*: Ford, Isuzu
- *IT Sector*: Intel, IBM, Cisco
- *Other*: IKEA, Johnson & Johnson, Marriott, PricewaterhouseCoopers, Ernst & Young Raytech, Sisecam, Air Liquide, Foster Wheeler

8. Educational Infrastructure: Due to its highly developed network of educational institutions, Tatarstan has on average a more educated labor pool than many other regions in Russia. It is home to more than 50 higher education institutions and 73 scientific research institutes and design centers. Kazan was also chosen as the site for the 2013 Universiade, an international university athletic event similar to the Olympics. Around 60 percent of university athletes who compete in the Universiade go on to compete in the Olympic Games.

9. Interesting Government Programs: According to Information and Communications Minister Nikolai Nikiforov, Tatarstan launched its "Electronic Education" program in 2011. The program will purchase more than 20,000 laptops for teachers, 6,000 computers for schools, and set up 6,700 Wi-Fi hotspots in schools throughout the region. Tatarstan's continued focus on education and students' technological literacy is a marker of the region's overall modernization drive in recent years.

10. Culture: Tatarstan has a thriving Muslim population. The Qolsharif Mosque in Kazan is a UNESCO World Heritage Site, and the region's geography is home to scenic mountains and

rivers, as well as a host of archaeological sites and architectural attractions, making the region an attractive tourist destination.

Текст № 8

United Kingdom - Economic development

Like many other industrialized nations of the West, the United Kingdom has sought to combine steady economic growth with a high level of employment, increased productivity, and continuing improvement in living standards. Attainment of these basic objectives, however, has been hindered since World War II by recurrent deficits in the balance of payments and by severe inflationary pressures. As a result, economic policy has chiefly had to be directed toward correcting these two underlying weaknesses in the economy. When crises have arisen, emergency measures have often conflicted with long-term objectives. In 1967, for example, the government devalued the pound by 14% in order to improve the balance-of-payments position, but simultaneously increased taxes and reduced the growth rate of public expenditures in order to restrain home demand in both public and private sectors. Since the almost uninterrupted upward trend in prices resulted principally from the tendency for money income to rise faster than the volume of production, the government sought to institute a policy designed to align the rise in money income with increases in productivity.

Various bodies have been set up to foster economic development and improve industrial efficiency, notably the National Economic Development Council, established in 1962, which is responsible for the coordination of industry. Another important body, created in 1974, the National Enterprise Board, was set up to help plan industrial investment, particularly in manufacturing and export industries. Subsequently, the Labour government began to de-emphasize increased social services and government participation in the economy and to stress increased incentives for private investment. (A notable exception was in the exploitation of North Sea oil resources.) General investment incentives included tax allowances on new buildings, plants, and machinery. The Conservative government elected in 1979 sought to reduce the role of government in the economy by improving incentives, removing controls, reducing taxes, moderating the money supply, and privatizing several large state-owned companies. This policy was continued by succeeding Conservative governments into the 1990s. The election of a Labour government in 1997 did not reverse this trend. Indeed, privatization is now widely accepted by most of the Labour Party (with the exception of the dwindling numbers of the wing of the party with strong ties to trade unions).

The United Kingdom has long been a major source of both bilateral aid (direct loans and grants) and multilateral aid (contributions to international agencies) to developing countries. To coordinate the overall aid program and its proportions of bilateral and multilateral aid, capital aid,

and technical assistance, the Ministry of Overseas Development was set up in 1962. Since 1958, the terms for development loans have progressively softened, and a policy of interest-free loans for the poorest developing countries was introduced in 1965. About 70% of the UK's direct, official bilateral development assistance goes to Commonwealth countries. In 2000, the United Kingdom donated approximately \$4.5 billion in economic aid to developing countries. The United Kingdom made a commitment to increase its official development assistance (ODA) from 0.26% of GNP in 1997 to 0.33% in 2003–04 (the UN's target for donor countries' development aid is 0.7% of GNP).

The most important issue facing Britain in the early 2000s was membership in the European Monetary Union (EMU). Labour Prime Minister Tony Blair decided to opt out of EMU at its inception in 1998 and has promised a referendum on British membership. The opposition Conservatives oppose abandoning the pound and have the support of a majority of the British population on the issue. In June 2003, the chancellor of the exchequer stated that Britain was not yet ready to enter the euro zone, which made a referendum in the current parliament unlikely, at least until a new government would be seated in 2005. The government in 2003 devoted its attention on the domestic front to improving such public services as health, education, and transportation

Text № 9

UK ECONOMY

The UK, a leading trading power and financial center, is the third largest economy in Europe after Germany and France. Over the past two decades, the government has greatly reduced public ownership and contained the growth of social welfare programs. Agriculture is intensive, highly mechanized, and efficient by European standards, producing about 60% of food needs with less than 2% of the labor force. The UK has large coal, natural gas, and oil resources, but its oil and natural gas reserves are declining and the UK became a net importer of energy in 2005.

Services, particularly banking, insurance, and business services, account by far for the largest proportion of GDP while industry continues to decline in importance. After emerging from recession in 1992, Britain's economy enjoyed the longest period of expansion on record during which time growth outpaced most of Western Europe. In 2008, however, the global financial crisis hit the economy particularly hard, due to the importance of its financial sector.

Sharply declining home prices, high consumer debt, and the global economic slowdown compounded Britain's economic problems, pushing the economy into recession in the latter half of 2008 and prompting the then BROWN (Labour) government to implement a number of measures to stimulate the economy and stabilize the financial markets; these include nationalizing parts of the banking system, temporarily cutting taxes, suspending public sector borrowing rules, and moving forward public spending on capital projects.

Facing burgeoning public deficits and debt levels, in 2010 the CAMERON-led coalition government (between Conservatives and Liberal Democrats) initiated a five-year austerity program, which aimed to lower London's budget deficit from over 10% of GDP in 2010 to nearly 1% by 2015. In November 2009, Chancellor of the Exchequer George OSBORNE announced additional austerity measures through 2017 because of slower-than-expected economic growth and the impact of the euro-zone debt crisis. The CAMERON government raised the value added tax from 17.5% to 20% in 2009. It has pledged to reduce the corporation tax rate to 21% by 2014.

Текст № 10

United States - Economic development

By the end of the 19th century, regulation rather than subsidy had become the characteristic form of government intervention in US economic life. The abuses of the railroads with respect to rates and services gave rise to the Interstate Commerce Commission in 1887, which was subsequently strengthened by numerous acts that now stringently regulate all aspects of US railroad operations.

The growth of large-scale corporate enterprises, capable of exercising monopolistic or near-monopolistic control of given segments of the economy, resulted in federal legislation designed to control trusts. The Sherman Antitrust Act of 1890, reinforced by the Clayton Act of 1914 and subsequent acts, established the federal government as regulator of large-scale business. This tradition of government intervention in the economy was reinforced during the Great Depression of the 1930s, when the Securities and Exchange Commission and the National Labor Relations Board were established. The expansion of regulatory programs accelerated during the 1960s and early 1970s with the creation of the federal Environmental Protection Agency, Equal Employment Opportunity Commission, Occupational Safety and Health Administration, and Consumer Product Safety Commission, among other bodies. Subsidy programs were not entirely abandoned, however. Federal price supports and production subsidies remained a major force in stabilizing US agriculture. Moreover, the federal government stepped in to arrange for guaranteed loans for two large private firms—Lockheed in 1971 and Chrysler in 1980—where thousands of jobs would have been lost in the event of bankruptcy

During this period, a general consensus emerged that, at least in some areas, government regulation was contributing to inefficiency and higher prices. The Carter administration moved to deregulate the airline, trucking, and communications industries; subsequently, the Reagan administration relaxed government regulation of bank savings accounts and automobile manufacture as it decontrolled oil and gas prices. The Reagan administration also sought to slow the growth of social-welfare spending and attempted, with only partial success, to transfer control over

certain federal social programs to the states and to reduce or eliminate some programs entirely. Ironically, it was a Democrat, Bill Clinton, who, in 1996, signed legislation that replaced Aid to Families with Dependent Children with a system of block grants that would enable the states to design and run their own welfare programs.

Some areas of federal involvement in social welfare, however, seem safely entrenched. Old age and survivors' insurance, unemployment insurance, and other aspects of the Social Security program have been accepted areas of governmental responsibility for decades. With the start of the 21st century, the government faced the challenge of keeping the Medicare program solvent as the postwar baby-boomer generation reached retirement age. Federal responsibility has also been extended to insurance of bank deposits, to mortgage insurance, and to regulation of stock transactions. The government fulfills a supervisory and regulatory role in labor-management relations. Labor and management customarily disagree on what the role should be, but neither side advocates total removal of government from this field.

Since the Reciprocal Trade Agreement Act of 1934, government regulation of foreign trade has tended toward decreased levels of protection, a trend maintained by the 1945 Trade Agreements Extension Act, the 1962 Trade Expansion Act, and the 1974 Trade Act. The goals of free trade have also been furthered since World War II by US participation in the International Monetary Fund (IMF), the World Bank, and the General Agreement on Tariffs and Trade (GATT). With the formation in 1995 of the World Trade Organization (WTO), most-favored-nation policies were expanded to trade in services and other areas. In 1993, Congress approved the North American Free Trade Agreement, which extended the Free Trade Agreement between Canada and the United States to include Mexico. NAFTA, by eliminating tariffs and other trade barriers, created a free trade zone with a combined market size of \$6.5 trillion and 370 million consumers. The effect on employment was uncertain—estimates varied from a loss of 150,000 jobs over the next ten years to a net gain of 200,000. Labor intensive goods-producing industries, such as apparel and textiles, were expected to suffer, while it was predicted that capital goods industries would benefit. It was anticipated that US automakers would benefit in the short run by taking advantage of the low wages in Mexico and that US grain farmers and the US banking, financial, and telecommunications sectors would gain enormous new markets. As of 2003, the pros and cons of NAFTA were still being hotly debated. Spokespersons for organized labor claimed in 2000 that the agreement had resulted in a net loss of 420,000 jobs, while advocates of free trade insisted that 311,000 new jobs had been created to support record US exports to Canada and Mexico, with only 116,000 workers displaced—a net gain of 195,000 jobs.

In 2003, President George W. Bush introduced, and Congress passed a tax cut of \$350 billion designed to stimulate the economy, which was in a period of slow growth. This came on the

heels of a \$1.35 trillion tax cut passed in 2001 and a \$96 billion stimulus package in 2002. Democrats cited the loss of 2.7 million private sector jobs during the first three years of the Bush administration as evidence that the president did not have control over the economy. In 1998, for the first time since 1969, the federal budget closed the fiscal year with a surplus. In 2000, the government was running a surplus of \$236 billion, or a projected \$5.6 trillion over 10 years. By mid-2003, the federal budget had fallen into deficit; the deficit stood at \$455 billion, which was 4.2% of gross domestic product (GDP). Congress was debating an overhaul of the Medicare program, to provide prescription drug coverage for the elderly and disabled.

Текст № 11

A History of the U.S. Economy Into the Modern Era (1950s – Present)

While portions of Asia and Europe lay in literal ruins, the United States continued to grow after the war, both in population and economically. The postwar “baby boom” was one of many results of the American military returning home. Most significantly, consumer spending and numbers of consumers increased substantially. The American “middle class” became dominant (Conte 2001). Suburbs exploded with the passing of the Federal-Aid Highway Act of 1956. By now the United States was the richest nation in the world. As a result, America was developing an extensive infrastructure to match its wealth. The completion of the Interstate Highway System “remains the largest public works project in the history of the world” (Gordon 2001). Finally, the strong interrelationship between the government and the ever-expanding industrial sector (the “military-industrial complex”) helped establish the United States as the economic superpower of the world going into the Cold War—a dominance that would be cemented with the collapse of the Soviet Union (Tassava 2008).

The middle of the twentieth century saw a brief expansion of labor unions and then labor policy. Most important to American workers were expanded labor rights regulated by the federal government, as well as the Civil Rights movement of the 1960s. President Lyndon Johnson’s “Great Society” further expanded and guaranteed access to opportunity by minorities in America while Congress helped support new federal spending in the form of programs such as Medicare and Food Stamps (Conte 2001). Economic trouble largely resulting from the Vietnam War and high domestic spending plagued the economy in the 1970s as the government grappled with inflation and shockwaves from global crises that drove oil prices and consumer discontent high.

As president from 1977 to 1981, Jimmy Carter was hit hard by such discontent as the trade deficit increased dramatically, inflation hit its highest point since World War I, and unemployment had climbed to 9 percent. With the country in another recession, President Ronald Reagan was subsequently elected on promises of smaller government as well as lower taxes and increased

deregulation. But Reagan did not also decrease public spending. The result of increased expenditures (particular in the military and defense) but decreased taxes was significant increases in both the budget deficit and the national debt as the U.S. government was forced to borrow heavily from other countries (America.gov).

A recession of the early 1990s lingering from the stock market crash of 1987 was drawn out by high oil prices stemming from the Persian Gulf War, but consumer confidence and spending helped keep the economy afloat. The economy of the 1990s was driven by the rise of technology and the Internet, whose companies made startling gains on the stock market. Personal and business technology alike broadened and streamlined access to the global marketplace. Economic optimism was based upon high-tech “dot.com” industries who built their success from low interest rates and enthusiastic investors during an era of low unemployment and low inflation (American.gov).

The Federal Reserve closely monitored America’s economic pace, so despite President Bill Clinton’s insistence on smaller government, it still played an active role in the American’s economy (Conte 2001). But it is also because of the Reserve selling billions in bonds to the Chinese that China has gradually assumed role of banker to America. That, in addition to America’s virtual dependence upon cheaply manufactured Chinese goods to sustain America’s consumer-driven economy, had managed to keep inflation, interest rates, and corporate wage costs in America artificially low (Ferguson 2008). Low, even as the economy was taxed by terrorism, dual military fronts in Afghanistan and Iraq, and natural disaster.

Understanding the Recession: Stock Markets, Subprime Lending, and Bursting Bubbles

In all, there have been over thirty cycles of expansions and recessions of the U.S. Economy just since 1854, according to the National Bureau of Economic Research. When markets are surging, “bubbles” form out of wild speculation and overvaluation that are based largely upon euphoria and greed. Electronic “herds” of investors are populated with optimistic, or “bull” buyers (Ferguson 2008). In 2000, the dot.com economic boom came to an end as interest rates rose and investments in technology slowed (America.gov). When an economic bubble bursts, the herd became fearful. A pessimistic “bear” market is a seller’s stock market in decline. Some of these economic forces were the same key factors that caused the “subprime” mortgage bubble that burst in late 2007. However, it was dubious and unregulated lending practices (with encouragement from the U.S. government) that caused this shutter in the economy—with aftershocks felt around the world (Ferguson 2008).

President George W. Bush and the U.S. Department of Housing and Urban Development urged lenders and the governmental mortgage enterprises like Fannie Mae to support subprime mortgage lending to extend the American “dream” of homeownership to low-income groups, but

most notably to minority home owners. The model of lending may have worked if interest rates stayed low, but because the loans were mostly adjustable-rate mortgages (ARMs) with “teaser” introductory rates, when rates inevitably did rise, borrowers could no longer afford their mortgages and began to default. Since the success of the loans was also dependent upon a good job market and rising real estate, defaults on loans and house foreclosures signaled just the opposite. House and real estate prices in fact fell dramatically, and “asset-backed securities,” like those bundled with the subprime mortgages, collapsed in value (Ferguson 2008). Mortgage-backed securitization had attempted to manage the risk of subprime lending by dividing and bundling the loans into units of investments that were sold in the form of “exotic securities” and bonds to eager—and unfortunate—investors around the world (America.gov).

Americans have tried to be cautiously optimistic, embracing the message of “Hope” in the presidential campaign of Barack Obama. Like many presidents who took over in the midst of recession, President Obama faces the task of virtually “remaking America,” and to do so with a sharply partisan Congress. Direct effects of smaller government and deregulation under previous administrations, but most recently with the energy and environmental policies of President Bush and Vice President Dick Cheney, were seen in the Gulf of Mexico when as much as 180 million gallons of oil gushed from a self-regulated rig’s blownout wellhead. The question, then, seems virtually the same as that which faced a younger America: how big should the government be? The answer is overwhelmed by the sheer number of complexities that complicate the task facing President Obama and Americans today—the task of remaking another new American economy.

РАЗДЕЛ 3 «ОРГАНИЗАЦИИ»

Текст № 12

Definition of Commercial Organization

The term commercial organization is general and applies to any group(s) with a particular set of skills, priorities, strategies, and resources that organize to collectively achieve the "specific aim" of making a profit. Ultimately, the first concern of commercial organizations is to make a profit for the owner, shareholders, or both, by providing products and services.

To properly understand what a commercial organization is requires being aware of the many "for profit" activities commercial organizations participate in. Although not an exhaustive list, notable types of commercial organizations specialize in entertainment, commercial broadcasting, banking, agriculture and organized crime.

The majority of entertainment organizations produce, provide or otherwise aid in the production or creation of entertainment activities for customers in hopes of realizing a profit. Examples of commercial organizations implementing entertainment business models are nightclubs, sport activities, live music venues and movie theaters. The common theme uniting these examples are the physical locations where customers actually "go to" and "pay for" the particular type of entertainment.

Broadcasting

Commercial broadcasting involves selling advertisements (airtime) to other entities, and in so doing, making a profit. Business models for commercial broadcasting organizations may also include pay-per-view television programming and donation-based models. Although commercial broadcasting organizations contribute significantly to entertainment activities, two main factors set commercial broadcasting apart from entertainment organizations: (1) broadcasting isn't a platform strictly for entertainment purposes and (2) broadcasting is a platform where recipients of the service aren't required to go to a specific location to participate.

Banking

Commercial banking provides financial services to businesses, accepts savings and checking deposits, and provides lending services to individuals such as mortgage loans. Profit generated for commercial banks involves collecting interest from all monies loaned, fees associated with financial services, and fees associated with the secure handling of customers' money.

Agriculture

Commercial agriculture is an organization specializing in cultivating and processing crops or livestock for large-scale distribution for the purpose of making a profit. Products produced from commercial agricultural activities are sold to supermarkets or wholesalers that are often the first point of contact with consumers.

Criminal Organizations

Organized crime is also an example of a commercial organization's primary aim to make a profit by producing, distributing, selling or reselling illegal products, or performing illegal activities. For example, a criminal organization may implement business models that involve seeking out discrepancies within the marketplace, and in so doing, capitalizing on selling products (illegal drugs) where the perceived value of those products are highly unstable or otherwise controversial.

Текст № 13

Types of Non Profit Organizations (by Lucy Friend, Demand Media)

A nonprofit organization is a business in which profits are not distributed to employees, but invested back into the business. Although profits are not distributed to employees, they are paid a salary to carry out the functions to operate the business. The Internal Revenue Service categorizes nonprofit organizations in 26 types--Section 501(c)(1) to 501(c)(26), all of which are exempt from federal taxes. These types of organizations engage in a variety of charitable services.

Educational

Nonprofit organizations that focus on education offer educational services to children and adults to assist them in learning new skills. This includes schools, day care centers, colleges and universities, as well as adult learning facilities to name a few. These organizations offer many individuals educational opportunities they may not be able to afford otherwise. Nonprofit educational organizations also create public awareness and seek out those who may benefit from these services.

Research

Some nonprofit organizations establish this business to perform research to assist the medical community, the environment, wild life and cultures. The goal of these organizations is to improve individuals or environments. These organizations may assist in finding cures for medical conditions and diseases, improve environments such as rain forests and ecosystems, assist in saving endangered species, as well as raise awareness and interest in their cause.

Community

Community nonprofit organizations develop programs and raise awareness of services in specific communities. This includes child care, recreational activities, health programs and other services designed to assist in improving the lives of individuals and families in the community. Along with specific community services, these organizations often schedule events for the community that provides services or entertainment, as well as assists the organization in raising funds for the community.

Religious

Some nonprofit organizations are owned and operated by religious organizations, and offer a variety of services to specific communities or cultures the religious organization supports. They may also provide food, housing and other services to those in need. These organizations have the ability to create awareness through their churches and religious groups to fund the nonprofit organization.

Artistic/Creative

Nonprofit organizations may also promote or support artistic and creative endeavors, such as art galleries, orchestras, symphonies, theaters and dance groups. These types of organizations may also provide youth services to teach children these arts and create interest in these areas. Fundraising is often provided by public performances and community events to support the organization financially.

<http://smallbusiness.chron.com/types-non-profitorganizations-4137.html>

Текст № 14**BANKS AND BANKING**

A bank is an institution that provides financial services to consumers, businesses, and governments. One major type of bank is the commercial bank, which has fewer restrictions on its services than other types of banks. Commercial banks profit by taking deposits from customers, for which they typically pay a relatively low rate of interest, and lending the deposits to borrowers at a higher rate of interest. These borrowers may be individuals purchasing homes, cars, and other things or they may be businesses financing working capital needs, equipment purchases, etc. Banks may also generate revenue from services such as asset management, investment sales, and mortgage loan maintenance.

In addition to commercial banks, major types of banks include savings banks, trust companies, and central banks. Savings banks are similar to commercial banks but they are geared toward serving individuals rather than businesses. They take deposits primarily from individuals, and their investment activity is limited by the federal government to specific non-commercial investments, such as home mortgage loans. Trust companies act as trustees, managing assets that they transfer between two parties according to the wishes of the trustor. Trust services are often offered by departments of commercial banks. Central banks are usually government-controlled institutions that serve regulatory and monetary management roles. Among other activities, central banks may issue the nation's currency, help to determine interest rates, collect and disburse government resources, and issue and redeem government debt.

Savings banks, savings and loan associations (S&Ls), and credit unions are known as thrift institutions. Like commercial banks, thrifts are depository institutions and are distinguished from nondepository institutions such as investment banks, insurance companies, and pension funds. S&Ls traditionally have taken savings, time, and demand deposits as their primary liability, and made most of their income from loaning deposits out as mortgages. Credit unions are financial cooperatives designed exclusively for the purposes of serving their members, or "owners." Credit unions are nonprofit financial institutions and are generally as concerned with community involvement as with profits. One of the main differences between credit unions and banks relates to the fees that they charge. Banks typically charge higher fees for such items as stop-payment orders, below minimum balances, and check bouncing, as these fees help to increase the bottom line for banks. Credit unions are typically more forgiving concerning service fees. They provide a lower cost, "friendly" savings investment option, while still maintaining competitive interest rates as well as a wide variety of financial services for their members.

COMMERCIAL BANK ORGANIZATION

Most commercial banks are operated as corporate holding companies, which may own one or several banks. Because of regulatory constraints, banks that are not associated with holding companies must operate under restrictions that often put them at a disadvantage compared with other financial institutions. Holding companies are often used as vehicles to circumvent legal restrictions and to raise capital by otherwise unavailable means. For instance, many banks can indirectly operate branches in other states by organizing their entity as a holding company. Banks are also able to enter, and often effectively compete in, related industries through holding company subsidiaries. In addition, holding companies are able to raise capital using methods from which banks are restricted, such as issuing commercial paper. Multi-bank holding companies may also create various economies of scale related to advertising, bookkeeping, and reporting, among other business functions.

Commercial banking in the United States has been characterized by: 1) a proliferation of competition from other financial service industries, such as mutual funds and leasing companies; 2) the growth of multibank holding companies; and 3) new technology that has changed the way that banks conduct business. The first two developments are closely related. Indeed, as new types of financial institutions have emerged to meet specialized needs, banks have increasingly turned to the holding company structure to increase their competitiveness. In addition, a number of laws passed since the 1960s have favored the multibank holding company format. As a result the U.S. banking industry had become highly concentrated in the hands of bank holding companies by the early 1990s.

Electronic information technology, the third major factor in the recent evolution of banking, is evidenced most visibly by the proliferation of electronic transactions. Electronic fund transfer systems, automated teller machines (ATMs), and computerized home-banking services all combined to transform the way that banks conduct business. Such technological gains have served to reduce labor demands and intensify the trend toward larger and more centralized banking organizations. They have also diminished the role that banks have traditionally played as personal financial service organizations. Finally, electronic systems have paved the way for national and global banking systems.

BANKS AND SMALL BUSINESSES

Small business is the fastest-growing segment of the American business economy. As a result, more and more commercial banks are creating special products and programs designed to attract small business customers. It is vitally important for entrepreneurs and small business owners to develop a comfortable, productive relationship with a bank in order to meet their current and future financing needs. Ideally, as Gibson Heath indicated in *Doing Business with Banks*, a banker should be part of a small business owner's team of outside advisors (along with an attorney, an accountant, an insurance agent, and other specialty consultants). The banker's role on that team is to assist with the business's overall financial needs, from savings, checking, and retirement accounts to employee benefit plans, loans, and investments.

Before selecting a bank and establishing a relationship, an entrepreneur should take steps to understand his or her current financial needs and plan for future ones. It may be helpful to examine the business's current position, immediate monetary needs, future cash flow requirements, level of credit worthiness, and ability to repay loans through a detailed review of the company's financial records and other pertinent documents (i.e., the business plan, balance sheet, income statement, cash flow projections, tax returns, and owner's personal financial information).

There are a number of factors a small business owner should consider when selecting a bank, including its accessibility, compatibility, lending limit, loan approval process, general services provided, and fees charged. Perhaps the best way to approach banks is to obtain referrals to business representatives or loan officers at three to five banks. This approach aids the small business owner by providing a recommendation or association from a known customer, and also by providing the name of a specific banker to talk to. The company's accountant, business advisors, and professional contacts will most likely be good sources of referrals.

The next step in forming a positive banking relationship is to arrange for a preliminary interview at each bank to get a feel for its particular personnel and services. It may be helpful to bring a brief summary of the business and a list of questions. The small business owner should also be prepared to answer the bankers' questions, including general information about the business, its

primary goods/services, its financial condition, its banking needs, and the status of the industry in which it operates. All of these queries are designed to solicit information that will enable the institution to evaluate the small business as a potential client. After all the face-to-face meetings have taken place, the small business owner should compare each bank to the list of preferred criteria, and consult with his or her business advisors as needed. It is important to notify all the candidates once a decision has been made.

Ideally, a small business's banking relationship should feature open communication. Consultants recommend regular appointments to keep the banker updated on the business's condition, including potential problems on the horizon, as well as to give the banker an opportunity to update the small business owner on new services. The banker can be a good source of information about financing, organization, and record keeping. He or she may also be able to provide the small business owner with referrals to other business professionals, special seminars or programs, and networking opportunities.

Текст № 15

Joint Venturing 101

What is a joint venture and how do they work?

By Scott Allen The following article is an exclusive excerpt from Happy About Joint Venturing by Valerie Orsoni-Vauthey.

If you can't beat 'em, join 'em. Two heads are better than one. United we stand.

If you are a business owner who wants to significantly increase market reach, break down barriers to entry in your market, or simply generate skyrocketing revenues in a shorter amount of time, these old adages are becoming more and more relevant.

According to the Commonwealth Alliance Program (CAP), businesses anticipate strategic alliances accounted for 25% of all revenues in 2005, a total of 40 trillion dollars. This figure has been steadily growing over the past few years as more solopreneurs and Work At Home Parents (WAHPs) decide to unite to augment their odds of survival in a highly competitive global environment.

You are about to learn one of the most powerful tools I know of for being successful in today's competitive business atmosphere. I'm of course talking about Joint Ventures, or specifically, teaming up with another person, group of persons, or business entity for the purpose of expanding your business influence and creating a more powerful market presence.

Joint Ventures are in, and if you're not utilizing this strategic weapon, chances are your competition is, or will soon be, using this to their advantage.... possibly against you!

Our primary goal is to make you a successful joint venturer. This will happen if you are an informed entrepreneur. Thus, it is necessary for us to dive into the technical aspects of joint ventures. Specifically:

- *What is a joint venture?*
- *How does it work?*
- *Should I start a joint venture?*
- *What are my chances of success?*
- *What are the risks involved?*
- *What are the legal implications of a joint venture?*

From a merger in the sense that there is no transfer of ownership in the deal.

This partnership can happen between goliaths in an industry. Cingular, for instance, is a strategic alliance between SBS and Bellsouth. It can also occur between two small businesses that believe partnering will help them successfully fight their bigger competitors.

Companies with identical products and services can also join forces to penetrate markets they wouldn't or couldn't consider without investing tremendous resources. Furthermore, due to local regulations, some markets can only be penetrated via joint venturing with a local business.

In some cases, a large company can decide to form a joint venture with a smaller business in order to quickly acquire critical intellectual property, technology, or resources otherwise hard to obtain, even with plenty of cash at their disposal.

How does a joint venture work?

The process of partnering is a well-known, time-tested principle. The critical aspect of a joint venture does not lie in the process itself but in its execution. We all know what needs to be done: specifically, it is necessary to join forces. However, it is easy to overlook the "hows" and "whats" in the excitement of the moment.

We will look at the "hows" in our review of the Eight Critical Factors of Success. For the moment, let's keep in mind that all mergers, large or small, need to be planned in detail and executed following a strict plan in order to keep all the chances of success on your side.

The "whats" should be covered in a legal agreement that will carefully list which party brings which assets (tangible and intangible) to the joint venture, as well as the objective of this strategic alliance. Although joint venture legal agreement templates can readily be found on the Internet, I suggest you seek the appropriate legal advice when entering such a business relationship.

<http://entrepreneurs.about.com/od/beyondstartup/a/jointventures.htm>

Текст № 16

Apple and I.B.M. End Multimedia Joint Venture

By LAWRENCE M. FISHER

Apple Computer Inc. and I.B.M. said today that they were closing one of their three joint ventures, Kaleida Labs Inc., which makes programming tools for multimedia software. Kaleida had never managed to dislodge the industry standard, Macromedia Inc.'s Director program, from its perch.

Kaleida had only 79 employees, some of whom will be offered positions at Apple and I.B.M., the companies said.

The demise of Kaleida raises questions about the survival of another of the companies' joint ventures, Taligent Inc., which was originally intended to create a new operating system, but which lowered its horizons and now provides software-development tools. The Hewlett-Packard Company is a third partner in Taligent, and its presence may increase the venture's chances of survival, though many analysts say they think Taligent's days are numbered.

The failure of Kaleida to bridge the cultures of two very different companies raises questions about the wisdom of any Apple merger with the International Business Machines Corporation. Such a deal has been much rumored.

Apple and I.B.M.'s ballyhooed 1991 alliance created three ventures. The only one that appears to be a success is Power PC, and even that is a qualified success.

Apple, I.B.M. and Motorola Inc. banded together to create a new microprocessor using advanced technology, and today that Power PC chip is used to power most new Macintosh computers. But I.B.M. and Motorola have yet to sell large volumes of computers using the chip, and the Intel Corporation's dominance of the microprocessor market remains unassailed.

Kaleida's intent was to create software, called Scriptx, that would allow multimedia programs to run on multiple types of players, so that developers could create titles independent of conflicting hardware concerns.

Although a number of large consumer electronics companies endorsed Scriptx, Kaleida was late delivering the program, and the multimedia market took off without it. Many developers partly skirt the compatibility issue by shipping hybrid CD-ROM disks that run on either the Macintosh or the Microsoft Corporation's Windows system.

"The products, such as they were, were too late and too little," said Richard Shaffer, publisher of Computer Letter. "It's just extremely difficult for companies to work together. Most alliances and joint ventures don't produce much more than the first press release."

Kaleida has produced Scriptx for its target audience of software developers, and has made the Kaleida media player, for playback only on computers and video game players. The media

player was first shipped about a year ago, and updated versions are being completed now. Apple and I.B.M. said they planned to continue to develop products based on Scriptx's core technology. Apple will integrate Kaleida's programs with its software development tools business, which includes Hypercard, Quiktime and Quikdraw.

"When we really looked at what we had to do to make Scriptx successful, we realized we really had to spend more on authoring tools, not so much on marketing," David Nagel, Apple's senior vice president for worldwide research and development, said in a telephone interview.

Scriptx will go forward both in its original form and as a dynamic programming language for multimedia on the Internet, he said. "Since media-rich experiences on the Internet are what people are excited about, we think Scriptx can be very interesting in that space," he said.

Nat Goldhaber, the original chief executive of Kaleida, who left in 1993, said the company could have amounted to much more had Apple and I.B.M. given it true independence. The ties to the parent companies worked against Kaleida in signing licensees, and Mr. Goldhaber said his attempts to run it as an independent company only irritated Apple and I.B.M. management.

"As an independent company in which I.B.M. and Apple had an investment and contributed, but which could steer its own course and establish its own business practices, it made sense," he said. "As an independent development group whose products only benefited Apple and I.B.M., there was not sufficient internal motivation to complete things in a timely manner and behave like a start-up," he said.

Taligent appears to have suffered from similar problems, in that its products are late and have gathered relatively little support. The company has also had to contend with the recent departure of its chief executive, Joseph M. Guglielmi, a former I.B.M. executive who left to join Motorola, and the sudden death of his acting successor, Richard A. Guarino. But Steve Mills, general manager of I.B.M.'s software solutions division, said there were no plans to close Taligent.

"We're still very committed to Taligent," Mr. Mills said in a telephone interview. "It is a larger and more diverse technology. It has much more stand-alone capability than Scriptx," he said. Mr. Nagel said Apple, too, remained committed to Taligent as a separate entity.

The Kaleida announcement appeared to have little impact on either Apple's or I.B.M.'s stock. Apple shares closed today at \$40.125, up 18.75 cents, in Nasdaq trading; I.B.M. shares closed at \$95.125, down 50 cents, on the New York Stock Exchange.

<http://www.nytimes.com/1995/11/18/business/apple-and-ibm-end-multimedia-joint-venture.html>

Текст № 17**The basics of managing as a leader**

How can a manager manage as a leader? Here are five critical factors to successfully managing as a leader:

1. Know yourself

Leaders understand themselves and what they offer to the organization. Each leader has a distinctive, personal style, and each leader recognizes that he or she will make change in a way that reflects this style. Leaders who know themselves are able to assess themselves realistically and are comfortable talking about their limitations, as well as their strengths. Self-aware leaders know that feedback is essential to their development, and they eager to receive constructive criticism.

Some managers at MIT may find themselves in a management position because they have been very successful as an individual contributor to a team. In some of these cases, they may not have stepped back and looked at their own strengths and areas for development as a manager and leader.

2. Know the organization

A leader's way of leading should be flexible and adaptable to the context and culture of the organization. A single, constant style of leadership would not be effective in all organizations: different organizations require different approaches to leadership.

At MIT, your organization could be the Institute-wide organization, your specific department, or your team within your department. Consequently, there are numerous sub-cultures at MIT within the bigger, Institute-wide culture. Effective managers and leaders understand the context and culture of the different organizations within the larger organization. They then use the strengths of the organizational culture in their efforts to implement change.

To understand an organization's culture, think about the following:

- How do things truly get done in the organization?
- Who have been successful leaders of the organization in the past?
- Why were they successful?
- What has the organization been successful for in the past?
- If you were to ask someone who has worked in the organization for a long time about why things are the way they are, what would he or she say?

Answering these questions should give you some insight into the underlying assumptions and values that drive your organization's culture.

3. Build relationships

Managers who lead effectively pay attention to the interpersonal dimensions of their role as manager and as leader. As a manager, they coach their employees to plan, set goals, and monitor

performance (to learn more about coaching, see our article ["What is Coaching?"](#)). As a leader, they collaborate and influence people at all levels of the organization, they communicate assertively and effectively across the organization, and they are empathetic to others, regardless of position or authority.

People who effectively build relationships often weave the following communication techniques into their everyday conversations:

- They ask others questions to learn more about what they really feel or believe (inquiring before advocating)
- They repeat others' comments as they hear them without adding their own ideas (allowing the other person to feel as though she or he was heard)
- They understand another person's point of view from that person's perspective, not from his or her own perspective

It is critically important that managers who are leaders are able to build credible, trusting relationships with people in their own group and with others across the organization. Because of the complex range of emotions associated with change (fear, resistance, denial), managers who are leaders must be credible and trusted by the people they manage and lead if they are to be successful in leading change

4. Create vision

Creating a vision means that a person can image the future and literally "see" what the future could look like. someone who creates vision can see opportunities for change, is able to think beyond obstacles, and can recognize what is best for the organization, even if obstacles and challenges to this vision exist in the present situation.

Managers who are leaders may have a vision about how the work in their area could be organized in order to improve efficiencies, or they may see an opportunity to move into a new area or create a new product in the interest of meeting the organization's strategic goals. creating vision requires a certain amount of creativity, thinking out-of-the-box, and freedom to explore. sometimes managers at mit who are caught in the day-to-day operations of their group may feel too busy to generate the creativity necessary for a vision. stepping back from the day-to-day responsibilities and reflecting on the big picture can help managers have some of the perspective to create a vision. holding a retreat at an off-site location can provide the necessary distance from the day-to-day work to have the mental energy to create vision.

Tips to keep in mind about creating a vision:

- A vision taps into embedded concerns and needs.
- A vision asserts what you and your colleagues want to create.
- A vision is something worth going for.

- A vision provides meaning to the work you and your colleagues do.
- By definition, a vision is a little cloudy and grand.
- A vision is simple.
- A vision provides a starting place from which to get to more and more levels of specificity.

5. Manage the day-to-day relationships and operations of your team.

The previous four factors, which are critical to success in managing as a leader, are incomplete without a fifth essential factor: good day-to-day management practices. Managers who lead others effectively also exercise the basics of good management practice (coaching, delegating, planning, goal setting, motivating employees) on a day-to-day basis. Consequently, the smooth, efficient day-to-day operation of their group allows them to also be effective leaders. <http://hrweb.mit.edu/learning-development/learning-topics/leading/articles/basics>

Basics of management», «Management styles and qualities». American and Japanese work management Тема 7. «Типы коммерческих организаций How to start a business Company structure».

Mergers and Acquisitions», «Joint Ventures». Mergers and Acquisitions», «Joint Ventures».

РАЗДЕЛ 4 «МАРКЕТИНГ»**Текст № 18****Define Money Market & Its Components (by Kenneth Hamlett, Demand Media)**

Money market funds strive to keep their net-asset value at \$1.00.

A money market fund is essentially a mutual fund that invests in low-risk securities. However, it's important not to get money market funds confused with money market deposit accounts. The FDIC insures money market deposit accounts but not money market funds. The main components of a money market fund are the quality of its investments and its liquidity, investment diversity and investment length. Money market funds strive to keep their net-asset value at \$1.00 per share with a fluctuating yield.

Investment Quality

By law, money market funds must invest in low-risk securities. This translates into high-credit rated securities. For example, money market funds typically invest in government securities, CDs and commercial paper of first tier securities. Additionally, 97 percent of a money market fund's assets must get invested in these first tier securities. In most cases these securities must receive top ratings from two nationally-recognized statistical rating organizations such as Moody's, Standard and Poor's or Dominion Bond Rating Service Limited.

Liquidity

Money market funds must maintain high levels of liquidity. In order to do that, a certain percentage of their assets must remain in cash, U.S. Treasuries, other government securities, or securities that mature and can get cashed out in one to five business days. All money market funds must maintain 30 percent of their assets in investments that can be made liquid within five business days; or in investments that take 60 days or less to mature if they are government securities. In addition, if a fund is taxable it must maintain 10 percent of its assets in investments it can make liquid on a daily basis. Now that's some serious pressure.

Investment Diversity

Money market funds cannot put too many eggs in one basket. Federal regulations require that a money market fund have no more than 5 percent of its assets tied up in any single issuer.

Like most things, that rule gets bent when it comes to the federal government. Exceptions exist for some government agencies and other securities. Also, if a security falls into the second tier category of investments, a money market fund can only invest 0.5 percent of its total assets with that security's company.

Investment Length

By nature, money market funds invest in short-term securities products. A money market fund cannot invest in a security that has more than 397 days left to mature. Plus, there's a weighted-average maturity scale that takes into account the average maturity of all of the portfolio's securities, weighted by each security's percentage of net assets. When calculated, the weighted average maturity can't surpass either 60 or 120 days, depending on the investment.

<http://budgeting.thenest.com/define-money-market-its-components-3661.html>

Текст № 19**Marketing – Art or Science?**

Is marketing an art or a science? The answer is yes. Marketing is both - an art and a science. Enjoy this point and counter point about the art and science of marketing. Use the strengths of both arguments to better understand and improve your marketing.

Marketing Science

Marketing is a science because marketing is about understanding and influencing behaviors. Psychology, the science of behaviors, studies how people react to certain stimuli in predictable ways. This is similar to Newton's' third law - cause and effect. For every marketing action there is a reaction. The science is in anticipating the reactions to your actions.

Marketing Art

Marketing is an art because marketing is about appreciating the nuances of human behaviors. Beauty is in the eye of the beholder. Beauty is art.

Marketing Science

Marketing is a science because marketing is about measuring and analyzing the numbers. How many prospects do you reach? How many people read your message? How many do you convert to buyers? How much do they spend? How many buy again? These are mathematical questions and answers and important to the success of your marketing. Math and accounting are important sciences to your business.

Marketing Art

Marketing is art because marketing is about creating a demand for your product. Some of that demand is immediate and some of it is in the future. You can try to use science to predict the future part but you might pick a number based on art. There is always an unknown aspect that we attribute to art.

Marketing Science

Marketing is a science because the most common question is "How much money should I spend on marketing?" The business owner and the accountants want the answer to this question. It's a good question but the more important question is, "What return can you expect from your marketing investment?" That's an important question and it is measurable like science.

Marketing Art

Marketing is an art because there is the issue of branding which is difficult to measure. To generate a good return on your marketing investment requires a creative approach. That means that you need to apply the art of marketing. That is difficult to measure but it is necessary.

Of course the argument of science versus art could go on. Is it art? Is it science?

I believe that many marketers try to portray marketing as art when they can't measure their results. Hence they give up responsibility for their marketing programs. They suggest that marketing is all chance. Many self-declared branding experts talk about the art of branding and refuse to face the science of measurement. Don't be fooled by that hocus pocus.

I believe that marketing is a science that should draw upon the art. Never let art dictate the direction of your marketing. Use science to determine major decisions and use the art for the nuances.

Is marketing a science or art? I believe that it is both art and science. Most importantly the science should lead and measure; the art should inspire and create.

That is the art and science of marketing.

<http://www.torok.com/articles/marketing/MarketingArtorScience.html>

Текст № 20

The Marketing Mix and 4 Ps

Understanding How to Position Your Market Offering

How to use the 4Ps, with James Manktelow & Amy Carlson.

What is marketing?

The definition that many marketers learn as they start out in the industry is:

Putting the right product in the right place, at the right price, at the right time.

It's simple! You just need to create a product that a particular group of people want, put it on sale some place that those same people visit regularly, and price it at a level which matches the value they feel they get out of it; and do all that at a time they want to buy. Then you've got it made!

There's a lot of truth in this idea. However, a lot of hard work needs to go into finding out what customers want, and identifying where they do their shopping. Then you need to figure out

how to produce the item at a price that represents value to them, and get it all to come together at the critical time.

But if you get just one element wrong, it can spell disaster. You could be left promoting a car with amazing fuel-economy in a country where fuel is very cheap; or publishing a textbook after the start of the new school year, or selling an item at a price that's too high – or too low – to attract the people you're targeting.

The marketing mix is a good place to start when you are thinking through your plans for a product or service, and it helps you avoid these kinds of mistakes.

Understanding the Tool

The marketing mix and the 4 Ps of marketing are often used as synonyms for each other. In fact, they are not necessarily the same thing.

"Marketing mix" is a general phrase used to describe the different kinds of choices organizations have to make in the whole process of bringing a product or service to market. The 4Ps is one way – probably the best-known way – of defining the marketing mix, and was first expressed in 1960 by E J McCarthy.

The 4Ps are:

- **Product (or Service).**
- **Place.**
- **Price.**
- **Promotion.**

A good way to understand the 4Ps is by the questions that you need to ask to define your marketing mix. Here are some questions that will help you understand and define each of the four elements:

Product/Service

- What does the customer want from the product/service? What needs does it satisfy?
- What features does it have to meet these needs?
- Are there any features you've missed out?
- Are you including costly features that the customer won't actually use?
- How and where will the customer use it?
- What does it look like? How will customers experience it?
- What size(s), color(s), and so on, should it be?
- What is it to be called?
- How is it branded?

- How is it differentiated versus your competitors?
- What is the most it can cost to provide, and still be sold sufficiently profitably? (See also Price, below).

Place

- Where do buyers look for your product or service?
- If they look in a store, what kind? A specialist boutique or in a supermarket, or both? Or online? Or direct, via a catalogue?
- How can you access the right distribution channels?
- Do you need to use a sales force? Or attend trade fairs? Or make online submissions? Or send samples to catalogue companies?
- What do your competitors do, and how can you learn from that and/or differentiate?

Price

- What is the value of the product or service to the buyer?
- Are there established price points for products or services in this area?
- Is the customer price sensitive? Will a small decrease in price gain you extra market share? Or will a small increase be indiscernible, and so gain you extra profit margin?
- What discounts should be offered to trade customers, or to other specific segments of your market?
- How will your price compare with your competitors?

Promotion

- Where and when can you get across your marketing messages to your target market?
- Will you reach your audience by advertising in the press, or on TV, or radio, or on billboards? By using direct marketing mailshot? Through PR? On the Internet?
- When is the best time to promote? Is there seasonality in the market? Are there any wider environmental issues that suggest or dictate the timing of your market launch, or the timing of subsequent promotions?
- How do your competitors do their promotions? And how does that influence your choice of promotional activity?

The 4Ps model is just one of many marketing mix lists that have been developed over the years. And, whilst the questions we have listed above are key, they are just a subset of the detailed probing that may be required to optimize your marketing mix.

Amongst the other marketing mix models have been developed over the years is Boom and Bitner's 7Ps, sometimes called the extended marketing mix, which include the first 4 Ps, plus people, processes and physical layout decisions.

Another marketing mix approach is Lauterborn's 4Cs, which presents the elements of the marketing mix from the buyer's, rather than the seller's, perspective. It is made up of Customer needs and wants (the equivalent of product), Cost (price), Convenience (place) and Communication (promotion). In this article, we focus on the 4Ps model as it is the most well-recognized, and contains the core elements of a good marketing mix.

http://www.mindtools.com/pages/article/newSTR_94.htm

Текст № 21

Advertising and Marketing

Whether a business is an established global brand or a start-up, effective advertising and marketing can be the key to its success. All businesses have a legal responsibility to ensure that advertising is truthful and not deceptive. And no matter where an ad appears – on the Internet, on the radio or television, in newspapers and magazines, in the mail, or on billboards or buses – the same truth-in-advertising standard applies. Additional standards apply if you use telemarketing in your promotional efforts.

Advertising and Marketing Basics

Under the law, claims in advertisements must be truthful, cannot be deceptive or unfair, and must be evidence-based. For some specialized products or services, additional rules may apply.

Children

If you advertise directly to children or market kid-related products to their parents, it's important to comply with truth-in-advertising standards.

Endorsements

Do you use endorsements or testimonials in your marketing?

Environmental Marketing

Companies are offering consumers an ever-growing assortment of "green" options. But whether your environmental claims are about the product or the packaging, you'll need competent and reliable scientific evidence to support what you say.

Health Claims

Companies must support their advertising claims with solid proof. This is especially true for businesses that market food, over-the-counter drugs, dietary supplements, contact lenses, and other health-related products.

Online Advertising and Marketing

The Internet connects marketers to customers across the country and around the world. If you advertising online, remember the rules and guidelines that protect consumers also help businesses by maintaining the credibility of the Internet as a marketing medium. In addition, truth-in-advertising standards apply if you sell computers, software, or other tech-related products or services

Telemarketing

The FTC's Telemarketing Sales Rule helps protect consumers from fraudulent telemarketing calls and gives them certain protections under the National Do Not Call Registry. Companies also need to be familiar with rules banning most forms of robocalling. If you or someone working on your behalf is telemarketing products or services, know the dos and don'ts before you plan your strategy.

<http://www.business.ftc.gov/advertising-and-marketing>

Текст № 22

Television Advertising Pros and Cons

Published on AllBusiness.com Filed In: Television Advertising and Broadcast Advertising
Still the Most Powerful Form of Advertising

The Internet may grab all of the attention these days, but TV is still the media king. According to one recent study, the average American spends more than four and a half hours a day in front of the tube -- and a whopping 99 percent of all U.S. households have at least one TV.

Those numbers make one thing crystal clear: television advertising is still the most pervasive and powerful tool for reaching U.S. consumers. For small businesses, however, the barriers to using TV ads can be daunting; airtime can be very expensive, and good commercials are difficult and costly to create.

Given both the costs and benefits, is TV advertising the right approach for your small business? In the following slideshow we'll run down both the pros and cons, and help you to decide whether television advertising is a good choice.

Pro: The "Show and Tell" Effect

TV ads allow you to show and tell a wide audience about your business, product, or service. You can show how your product or service works, demonstrate the benefits of ownership, and show how it's packaged so prospective customers will know what to look for at the point of sale. While both online and print media offer some of the same advantages, TV advertising still offers the best way to tell your story in an engaging, consumer-friendly format.

Also keep in mind that in advertising, it often takes multiple touch points to influence consumers' purchasing behavior. TV makes it easier to accomplish that quickly, allowing your small business to convert more potential buyers into paying customers.

Con: TV Ads Demand Good Scripts and Strong Offers

For every really good ad that we see on TV, there are many others that either fail to make an impression or actually make the wrong impression -- they're cheap, tacky, stilted, or flat-out dumb.

To create an effective television ad, it's first necessary to have a good script that highlights a strong offer. Ads must also be effectively produced, and it's for this reason that it's often better to enlist the services of an advertising agency. That's an expensive prospect (more on that next), but it beats the alternative: the kind of ad that actually makes your business look *worse* than it did before.

Pro: TV Reaches a Bigger Audience

TV reaches a much larger audience than local newspapers and radio stations, and it does so during a short period of time. According to one study, for example, Americans in 2010 spent an average of 96 minutes per day listening to radio and 30 minutes a day reading newspapers. That may sound like a lot of time, but it pales in comparison to the 4.5 hours a day that the average person spends in front of his or her TV set.

At the same time, the growing number of cable TV channels offers an opportunity to purchase lower-cost ads that still reach specific demographic groups. Whether your business needs to reach young people, seniors, women, or minority communities, chances are there's a channel - or several channels -- that are a good fit for your ads.

Con: TV Ads Are Expensive

No other advertising medium will eat up your budget as quickly as television. Even if you're buying late-night cable TV spots, air time can run into thousands of dollars. You'll also have to deal with production costs, including hiring script writers, actors, editors, and other professionals. An ad agency can coordinate this process and even help you design an entire ad campaign, but they'll charge you by the hour to do so. And since TV ads are far more effective when they're viewed repeatedly, you're going to have to buy multiple ads.

How much will all of this set you back? At the national level, the average cost of producing a 30-second spot can be well over \$300,000. While ads in local markets, using smaller agencies, can cost far less, you'll still invest thousands of dollars to produce even a bargain-basement TV ad with enough air time to get your business noticed.

<http://www.allbusiness.com/small-business-tv-advertising/15583543-5.html>

РАЗДЕЛ 5 «ФИНАНСЫ»**Текст 23****Apple's investment manager wrestles with \$120bn problem**

Braeburn Capital is investing the cash Apple has amassed thanks to the global appetite for its consumer electronics

It is one of the world's largest hedge funds, with \$121bn under management, but its name is virtually unknown in financial circles. Braeburn Capital is not operated from the top floor of a Manhattan skyscraper or a plush Mayfair townhouse. It is located in a quiet suburb of Nevada's capital, Reno, and it belongs to Apple.

In a nondescript building opposite an abandoned restaurant, a small number of advisers have been charged with investing the cash pile Apple has amassed thanks to the seemingly insatiable global appetite for its consumer electronics.

That pile has grown from \$9bn when Braeburn was established in 2006 to more than \$120bn (£75bn), according to Apple's financial results on Thursday. That is a shade less than the \$130bn Bridgewater Associates, the largest hedge fund in America and probably the world, has under management.

Much of Apple's money is trapped overseas, sheltered from the US taxman, who would demand a 35% cut were the money to be repatriated. But it can be invested at home. Apple's financial reports show it holds \$21bn of US government debt – a vast sum for a single private investor. Foreign governments like investing in US securities, but Apple owns more than the \$19bn held by Malaysia, and just \$4bn less than Spain.

Apple's largest investment category is corporate securities. It has \$44.5bn in company shares, more than the entire \$39bn managed by Man Group, the UK's largest hedge fund. It is also a big holder of other nations' debt, with \$7bn invested in sovereign securities abroad.

Little is known about which companies Apple invests in. It occasionally owns stakes large enough to be declared: Apple was a founding investor in British chip designer ARM, but has sold out, and owns 9% of Hertfordshire-based Imagination Technologies, which designs video and audio chips.

Braeburn does not file a record with the American stock market regulator, or the Investment Adviser Public Disclosure register; it is not an independent adviser but a division of a private company.

It is free to hold any assets – for all anyone knows they could be short positions on the shares of its major rivals such as Samsung and Google, or the sub-prime mortgages of American homeowners, lumped together and traded on the financial markets. Indeed, it declares ownership of nearly \$9bn of mortgage and asset-backed securities, according to filings.

The decision to locate Braeburn in Nevada rather than Apple's home state of California makes sense because Nevada does not collect corporation tax or capital gains tax. California, by contrast, has a corporate tax rate of 8.84%, a rate of contribution to the public coffers that has not been enough to prevent a school funding crisis in a state that houses some of the world's most valuable companies. Managing its money from Nevada also allows Apple to lower its tax bills in other states. Florida, New Jersey and New Mexico discount taxes when a company's financial management is in another jurisdiction.

In 2006, Apple listed only cash and short term investments in its filings, but Braeburn's managers are expected to take the long view. Apple now holds nearly \$90bn of its money in "long-term marketable securities".

According to analysis by the New York Times, Apple has earned more than \$2.5bn in interest and dividend income on its cash reserves and investments around the globe.

Apple declined to comment on Braeburn's activities, but in the year its investment arm was established, an Apple spokesman explained that it would function as a regional treasury office, on a par with existing offices at its Cupertino headquarters, in Singapore and in Cork, Ireland.

The Nevada Annual Report, a register of companies located in the state, lists three Braeburn officers: Apple attorney Gene Levoff, Michael Shapiro and Gary Wipfler, who as Apple's treasurer is the person officially responsible for the management of the technology titan's billions.

Various Braeburn employees have filled in pared down profiles on LinkedIn, the corporate networking site, including Steve Johnson, who claims to be chief investment officer, and Rhys Gray, a chartered financial accountant previously employed by investment management firm Payden & Rygel.

Ted Mulvaney describes himself as a portfolio manager at Braeburn, and is also linked to Magrathea Financial Services, a Reno based investment firm named after a Hitch-Hiker's guide to the Galaxy planet, known as one of the wealthiest in the universe due to its extraordinary trade – building customised planets to order.

Braeburn's team may be modest, but its scope is galactic

Текст № 24**Managing Problems With Your Investments****When things go wrong**

If your investments have fallen in value or your investment company gets into financial trouble, you will be feeling anxious and worried. The investment loss may be due to various factors, for example; a fall in the overall market, problems with one investment in your portfolio, poor advice or breaches of the law.

Your investment value falls

If your investments have fallen in value, see keep track of your investments.

If you have an adviser, talk to them.

Your investment company gets into financial trouble

Sometime companies fail for many of different reasons. You should contact them immediately if:

- They stop paying your interest payment
- They stop paying the distribution you expect to receive
- You see something in the media about your investment company going into administration, liquidation or receivership.

liquidation or receivership.

The most recent prospectus or the investment statement will have your investment company's contact details or if you know who the receiver is, you can contact them.

Will you get any money back?

Whether you will get any money back will depend on what type of investment you have and the financial status of the company. For example, if you own shares in the company, any money that is recoverable will first go to the company's creditors and then to shareholders."

Get legal advice

It's a good idea to get legal advice about your rights and whether you are entitled to any compensation early on. The reasons for the company defaulting may include misconduct or a breach of the law, and you might be able to be compensated.

You think you've been scammed

Investment scams are often so professional, slick and believable that it is hard to tell them apart from genuine investment opportunities. The scammers set up a fake business and websites to trick people out of their money. Don't be caught out.

You think you've been given bad advice

If you think the financial advice you've been given by an adviser was inappropriate you have a right to complain.

When there are problems with your investments, work out what your options are and if you can recover any money. It's important that you focus on the future to get your finances back on track.

Reproduced and adapted with permission of ASIC. Source: MoneySmart website www.moneysmart.gov.au 31 August 2012.

<http://www.fma.govt.nz/help-me-invest/investing-basics/managing-problems-with-your-investments/>

Текст № 25

What is Accounting? (by EDITOR)

Accounting can be described as a way to communicate the financial health of a business or an organization to any and all interested parties. It is a way of assessing the assets, liabilities and cash flow, or the future of an entity for all current and future investors. It is the lifeblood of a business and all types of business have basic information that is recorded to get that job done.

All accounting or book keeping has a standard set of accounting principles. It stands for every type of business. In this way there is unity in all business accounting procedures to ensure that there is unity and a clear understanding no matter what business is being monitored.

This system is called GAAP or Generally Accepted Accounting Principles and are general rules that all businesses follow when recording their financial information. There is no law enforcing this, but it is to the advantage of a business to use this when reporting to the different loan agencies and the Government when reporting earnings and getting an audit.

The Many Layers Of Accounting

There are many layers or types of accounting in a business. Every facet of the business has its own unique type of accounting. There is accounting for the day to day transactions and all are important to the survival of a business. The accounting areas include:

- Credit.
- Payroll.
- Taxes.
- Assets.
- Receivables.
- Payables.
- Public.

When the day to day transactions are recorded this is called basic book keeping. These transactions are recorded as debits and credits and must always balance in what is called the

accounting equation. This is the way an overall look at a company can be made to determine the success of the company.

The use of computers is making these transactions easier to post and work for the company. Reports of any kind can be produced with the push of a button and a quick snap-shop of the transactions and cash flow are revealed. All kinds of reports are needed to gauge the company's success:

- Statement of Profit and Loss
- Balance Sheets
- Assets and Liabilities Report
- Retained Equity

All of these reports give a picture of what the company is doing and where it is headed. They can help to decide if the company is financially stable and if there are any adjustments to be made in the strategies for operation. These reports are good for the investors also. They are able to see if a company is worth investing in.

Credit Accounting

Of all the areas of accounting in a business, Credit Managing is a very important area. In Credit Accounting the business can secede or fail if the cash flow is tied up in unpaid bills or bad credit. There needs to be a strong person in charge of this area to manage and take action to keep the company's cash flow free and make sure that bad debt is recovered.

With all of the areas of accounting working together in a business, it can be determined if a company is financial stable. The health of a business is depending on it!

<http://www.accounting-degree.org/what-is-accounting/>

Текст № 26

What is Accounting? What a management accounting can do for you?

It's no doubt Hong Kong is acted as an international role in the global market providing secure, stable and professional corporate services to all-level of business, from SMEs to MNC or even listed companies. This is the reason why more and more entrepreneurs start-up their business here and explore their vision in the heart of Asia.

Imagine being a boss and run a business yourself, what makes you better understand the business status after putting so much effort to get your sales? "Accounting" is probably the only tool to help you.

What is accounting? In Hong Kong, similar to other countries, accounting is generally categorized into two types: 1) **Management Accounting**; and 2) Financial Accounting. For a business starter, management accounting can help them identify their sales and costs in a regular

basis. Professions recommended that "Bookkeeping" or "Keep-the-book" in a regular basis would definitely enhance the efficiency and effectiveness when making any management decisions – "Data + Analysis = Information".

In the commercial world, accounting is aptly called the "language of business" because the way you discuss your business to all related parties for examples banks, vendors etc. simply like learning a new language. To enable this language to convey the same meaning to all people as far as practicable it is under certain principles, frameworks, concepts and standards over a period of time.

If you can't handle yourself, you better find a corporate service provider with qualified and experienced accountants to reduce your operation risk in long-run.

http://www.asiabs.com/english/english_theme_accounting.htm

Текст № 27

Accounting in China

Seeing the forest for the trees

Corporate governance in China is lousy

CAN you trust Chinese accounts? Many investors fear (and several short-sellers are betting) that the answer is "no". Sino-Forest, a big forestry firm listed in Toronto, is a case in point. Last year Muddy Waters, a short-seller, accused it of running a Ponzi scheme, which it denies. On January 31st Sino-Forest released the final report of independent investigators into the charge. Insiders crow that the gumshoes found no smoking gun. The gumshoes grumbled that, lacking access to all the evidence, they were "not able to reach definitive conclusions".

America's SEC is trying to force the Shanghai office of Deloitte Touche Tohmatsu, a big Western accountancy firm, to hand over papers related to Longtop, a Chinese software firm that was delisted by the New York Stock Exchange last year. Deloitte refuses, saying this would violate Chinese laws on "state secrets". Deloitte may have a point. If it co-operates, its local staff could be jailed under Chinese law.

Many accountancy problems spring from reverse takeovers, when a Chinese firm buys a foreign one to acquire its listing. T. J. Wong of the Chinese University of Hong Kong has analysed 200 Chinese reverse takeovers in the West, and found that many have run into trouble. The troubled outfits are typically smallish private ones that opted for a backdoor Western listing because they could not list in Hong Kong (where reverse takeovers are barred).

Western accountancy firms have taken flak for lending their good names to dodgy Chinese firms. But the international boss of a Big Four accountancy firm says this is unfair. The first 156 Chinese reverse takeovers were not audited by Western accountants, he says, but by their Chinese rivals. He insists the Big Four have greatly increased their vigilance in China.

Michael Thompson of the China Europe International Business School argues that Chinese corporate-governance laws are better than people think. They call for independent directors, separate the chairman's role from that of the chief executive, and grant shareholders many rights.

The problem with many of the firms whose accounts are currently under scrutiny is that they were registered in such places as the Cayman Islands, outside the reach of Chinese law. And the loophole that allowed them to list in America via reverse takeovers is an American loophole, not a Chinese one.

China's biggest corporate-governance problem is not its laws, but its government's willingness to enforce them even-handedly. William McGovern of Kobre & Kim, a lawyer and former SEC enforcement official, argues that aggressive action by American regulators after the Enron debacle restored confidence to American markets. China risks a similar crisis of confidence now, but Mr McGovern observes that its regulators have yet to act decisively at home or to cooperate with foreign agencies such as the SEC. Not all Chinese firms are crooked—but until China gets serious about regulating its companies, investors should remain wary.

<http://www.economist.com/node/21546052>

Текст № 28

The Russian banking system

The 2008 – 2010 crisis and its aftermath

The reality was very different, and the 2008-2010 crisis brought problems for many borrowers. Moreover, during the crisis period the government poured money into the economy and in the first place directed help at the state banks, leading to a centralization of the banking system: today 60% of capital and shares are in the hands of the state banks. During the crisis period 200 billion dollars of gold and currency reserves went on supporting the ruble exchange rate.

The Russian banking system's problems are not over, and this is particularly evident in two areas, if one compares it with Western countries: inflation, for which the Central Bank is responsible, and interest levels on the credit market. Despite the rapid growth of the economy during Putin's presidency, inflation in Russia remains very high, at 9-10% - about five times the rate in Europe and the USA. In other words, on this scale Russia is clearly lagging behind the leaders in the world economy. But this does not appear to have happened by chance, since during Putin's presidency the money supply increased by a factor of 28.

To some extent it can be explained by the populist politics of those years: the growth in spending on social welfare and government projects has required ever more cash, and as Russia's Central Bank is heavily dependent on the government its issues are determined by the latter's needs.

It is no surprise that inflation does not want to fall (inflation cannot want anything), despite all the vocal interventions of governmental organizations.

As a result of this high inflation rate, Russia has a higher interest rate, which makes some investment projects uneconomic. Here too it lags behind Europe by a factor of 4-5, which incidentally makes it worthwhile to attract money from foreign banks. The last few years have seen a trend towards foreign banks entering the Russian market, which has improved services and brought down interest rates. Russia's wish to join the World Trade Organization has forced her to reconsider her attitude to foreign banks, which until now were bound by a limit of 25% of the market sector.

At present Russian banks are actively seeking capital investment on the international markets, but during the crisis period there was a significant decline in the number of reliable borrowers, leading to the current drop in interest rates. However, ordinary Russians have lost some of their financial optimism and are less happy about building up debts to the same extent as before the crisis.

'The Russian banking system is very young in international terms, so it is not surprising that after 20 years of reform it is still not perfect.'

The Russian banking system is very young in international terms, so it is not surprising that after 20 years of reform it is still not perfect. But as the Russian population becomes more finance-literate and gains more experience in the world of credit, competition in the market will gradually become healthier – provided, of course, that the government does not throw a spanner in the works.

<http://www.opendemocracy.net/od-russia/pavel-usanov/russian-banking-system-between-market-and-state>

Текст № 29

Russian banking system is underdeveloped according to international standards

How developed is the Russian banking system compared to that of Western banking systems? How high is the level of competition in the Russian banking market compared to that in the West?

There is no doubt among experts that the Russian banking system is underdeveloped according to international standards. If you take any general indicator, like banking system capital to GDP, or banking assets to GDP, you will see that Russia falls well below developed and many emerging economies. That could be explained historically: in emerging economies the banking system is usually underdeveloped and grows in step with the economy. But despite the size of Russia's economy, its banking system has not experienced a strong growth in quality. Moreover, Russia periodically faces severe banking crises, as in 1998, 2004, 2008, and 2010/11. Any of these

events, of course, reduces the banking system's potential, and creates a very unfavorable situation for the economic growth.

As for competition within the banking system, formally, Russia has slightly less than 950 banks, which seems more than enough. But most of those banks are very small, and of course they do not affect the overall situation, as the concentration of banking activity within the top 30 or top 100 banks is huge – 70% and 95%, respectively. Even more, one bank, Sberbank, accounts for approximately 50% of private savings and about 25% of the overall banking assets that makes it very difficult for a small or medium-sized regional bank to compete with Sberbank. Another cause of the weak competition is the large number of state-controlled banks, whose share of the market is increasing. State controlled banks, like Sberbank, VTB, Rosselkhozbank, Vnesheconombank, and so on are occupying a bigger and bigger share of the banking activity in the country. All of those banks enjoy considerable state support – both financial and what we call “administrative support” – like during the crisis of 2008, when all four banks – Rosselkhozbank, VEB, VTB and Sberbank – received huge capital injections from the government. And now we see as VTB performing poorly prepared and executed hostile takeover of the Bank of Moscow that creates huge losses for both banks. In order to keep those banks afloat the government provides them financial support in a form of a gift amounting 150 bln rubles (\$5 bln). Of course such a policy distorts the competition, and it's not good for the economy.

What will be the effect of the introduction in 2019 of the new banking requirements developed by the Basel Committee on Banking Supervision, the so-called Basel III proposition, on the banking system in Russia?

2019 is far beyond any reasonable horizon in Russia. But it seems that Basel III will not affect significantly the Russian banking system, or the banking systems in any emerging economy. The basic idea of Basel III is to increase the capital adequacy ratio. But historically, in all emerging economies and in Russia in particular, this ratio is much higher than in developed economies. In Russia the average capital adequacy ratio is above 13%, while in Western Europe it is 2%-4%. Moreover in Russia the bulk of the banking capital is of Tier 1 according to Basel. Basel III at some point introduced a capital adequacy ratio of 6%-7%, which is well below what we see in Russia today. So I don't think Basel III will have a significant impact on Russia.

Is the Russian banking system capable of supporting the establishment of a regional financial center? Is there a national foundation for a regional financial center?

The bulk of Russian banks, at least all big banks, are rather well developed when it comes to their relations with banks abroad. A lot of them have corresponding accounts with dozens of international banks; they operate in different currencies; they trade on international markets. So I would say that big Russian banks not only the biggest are rather active players in the international

banking system, in the international financial system. Moreover, in Eastern Europe Russian banks are among the biggest; Sberbank and VTB are the biggest banks in this area, and they are ordinary, normal players in the banking system. So to answer the first part of your question, of course, Russian banks are ready to play a role, and they do play a role.

But for me, an international financial center is not only infrastructure, it's not only the banking system. I'm a little skeptical about the idea of establishing an international financial center in Moscow, not because we are Russians and we don't speak English, and not only because of the lack of rule of law in the country. Sooner or later, I hope, we shall solve both of those problems – knowledge of English and an effective legal system and law enforcement. The problem is that an international financial center is usually a place where you have lots of investors who are ready to invest their money. An international financial center is an infrastructure that is relevant to the needs of the people who are ready to invest. In Russia in general and in Moscow, in particular, there are a lot of wealthy people, but they invest their money through their investment vehicles abroad – rich Russian individuals are not very interested in investing in Russia, because they would like to diversify their risks. But in the structure of the Russian economy, there is a lack of institutional investors – pension savings, insurance savings, of long-term savings, – and that is the biggest obstacle in the implementation of the idea to establish the regional financial center. In order for Moscow to become a top-ranked financial center, institutional investors must emerge.

How do you feel about the idea of creating an international financial center outside of Moscow?

Where is the international financial center in New York? Manhattan, yes; sooner it is downtown, but midtown as well. Where is the financial center in London? Is it the City, or is it the Docklands? Both, and some other places as well. So a financial center is not a single, concentrated place in the city. A financial center is an area where investors can do realize their ideas, meet one another, use existing infrastructure. But where any particular investor is building his own office is not very important, and definitely that should be his own decision not of the president, not of the government.

<http://valdaiclub.com/economy/29740.html>

Текст № 30**A Brief History of U.S. Banking**

Source: The Office of the Comptroller of the Currency

Banking has changed in many ways through the years. Banks today offer a wider range of products and services than ever before, and deliver them faster and more efficiently. But banking's central function remains as it has always been. Banks put a community's surplus funds (deposits and investments) to work by lending to people to buy homes and cars, to start and expand businesses, to put their children through college, and for countless other purposes. Banks are vital to the health of our nation's economy. For tens of millions of Americans, banks are the first choice for saving, borrowing, and investing.

The First Banks: 1791 to 1832

In most states of the early federal union, bank organizers needed special permission from the state government to open and operate. For a while, an additional layer of oversight was provided by the Bank of the United States, a central bank founded in 1791 at the initiative of the nation's first Secretary of the Treasury, Alexander Hamilton. Its Congressional charter expired in 1811. A second Bank of the United States was created in 1816 and operated until 1832.

In those days, city bankers tended to be extremely cautious about to whom they lent and for how long. To make sure they had enough cash available to meet unexpected demands from depositors, bankers generally made short-term loans only. Thirty to sixty days was the norm. Typically manufacturers and shopkeepers would use these funds to pay their suppliers and workers until they could sell the goods to customers. After that sale they would pay off the bank loan.

In less settled parts of the country, lending standards tended to be more liberal. There farmers could frequently obtain bank loans to buy land and equipment and finance the shipment of farm products to market. Because of the unpredictability of weather and market conditions, loan losses tended to be higher too.

Many Kinds of Money: 1832 to 1864

When the second Bank of the United States went out of business in 1832, state governments took over the job of supervising banks. This supervision often proved inadequate. In those days banks made loans by issuing their own currency. These bank notes were supposed to be convertible, on demand, to cash—that is, to gold or silver. It was the job of the bank examiner to visit the bank and certify that it had enough cash on hand to redeem its outstanding currency. Because this was not always done, many bank note holders found themselves stuck with worthless paper. It was sometimes difficult or impossible to detect which notes were sound and which were not, because of their staggering variety.

By 1860 more than 10,000 different bank notes circulated throughout the country. Commerce suffered as a result. Counterfeiting was epidemic. Hundreds of banks failed. Throughout the country there was an insistent demand for a uniform national currency acceptable anywhere without risk.

In response, Congress passed the National Currency Act in 1863. In 1864, President Lincoln signed a revision of that law, the National Bank Act. These laws established a new system of national banks and a new government agency headed by a Comptroller of the Currency. The Comptroller's job was to organize and supervise the new banking system through regulations and periodic examinations.

Creating a National Currency: 1865 to 1914

The new system worked well. National banks bought U.S. government securities, deposited them with the Comptroller, and received national bank notes in return. By being lent to borrowers, the notes gradually entered circulation. On the rare occasion that a national bank failed, the government sold the securities held on deposit and reimbursed the note holders. No owner of a national bank note ever lost his or her money.

National bank notes were produced and distributed through an involved process. Once the basic engraving and printing were done (at first by private printers, later by the U.S. Bureau of Engraving and Printing), the notes were entered on the books of the Office of the Comptroller of the Currency, then returned to the printer where the seal of the Treasury Department was stamped on each.

Next, the notes were shipped to the bank whose name appeared on them, where they were signed by two senior bank officers. The notes were then ready for circulation. National bank notes were the mainstay of the nation's money supply until Federal Reserve notes appeared in 1914.

National bank notes featured elaborate scenes and portraits drawn from American history. The complexity of their design was intended to foil counterfeiters. Today, collectors prize national bank notes as outstanding examples of the engraver's art.

The Banking Crisis: 1929 to 1933

The onset of the worldwide depression in 1929 was a disaster for the banking system. In the last quarter of 1931 alone, more than 1,000 U.S. banks failed, as borrowers defaulted and bank assets declined in value. This led to scenes of panic throughout the country, with long lines of customers queuing up before dawn in hopes of withdrawing cash before the bank had no more to pay out.

The banking crisis was the first order of business for President Franklin D. Roosevelt. The day after taking office, on March 5, 1933, he declared a bank holiday, closing all the country's

banks until they could be examined and either be allowed to reopen or be subjected to orderly liquidation. The bulk of this work fell to the Office of the Comptroller of the Currency (OCC).

In June 1933, Congress enacted federal deposit insurance. Accounts were covered up to \$2,500 per depositor (now \$100,000). Other laws were passed regulating bank activities and competition, with the objective of limiting risks to banks and reassuring the public that banks were, and would remain, safe and sound.

A Revolution in Banking: 1970s to Today

During the last quarter century, banking has undergone a revolution. Technology has transformed the way Americans obtain financial services. Telephone banking, debit and credit cards, and automatic teller machines are commonplace, and electronic money and banking are evolving. The techniques of bank examination have changed, too. Today OCC examiners use computers and technology to help ensure that the banks they supervise understand and control the risks of the complex new world of financial services.

The OCC supervises national banks and enforces federal banking laws. It rules on new charter and merger applications for national banks, and conducts basic research on banking and the economy. The tools have changed, but for the OCC, the basic mission remains the same as in the days of Lincoln: to ensure a safe, sound, and competitive national banking system that supports the citizens, communities, and economy of the United States.

<http://www.factmonster.com/ipka/A0801059.html>

РАЗДЕЛ 6 «МЕЖДУНАРОДНОЕ СОТРУДНИЧЕСТВО»

Текст № 31

How Globalization Affects Developed Countries

By Nicolas Pologeorgis

The phenomenon of globalization began in a primitive form when humans first settled into different areas of the world; however, it has shown a rather steady and rapid progress in recent times and has become an international dynamic which, due to technological advancements, has increased in speed and scale, so that countries in all five continents have been affected and engaged.

What Is Globalization?

Globalization is defined as a process that, based on international strategies, aims to expand business operations on a worldwide level, and was precipitated by the facilitation of global communications due to technological advancements, and socioeconomic, political and environmental developments.

The goal of globalization is to provide organizations a superior competitive position with lower operating costs, to gain greater numbers of products, services and consumers. This approach to competition is gained via diversification of resources, the creation and development of new investment opportunities by opening up additional markets, and accessing new raw materials and resources. Diversification of resources is a business strategy that increases the variety of business products and services within various organizations. Diversification strengthens institutions by lowering organizational risk factors, spreading interests in different areas, taking advantage of market opportunities, and acquiring companies both horizontal and vertical in nature. Industrialized or developed nations are specific countries with a high level of economic development and meet certain socioeconomic criteria based on economic theory, such as gross domestic product (GDP), industrialization and human development index (HDI) as defined by the International Monetary Fund (IMF), the United Nations (UN) and the World Trade Organization (WTO). Using these definitions, some industrialized countries in 2012 are: Austria, United Kingdom, Belgium, Denmark, Finland, France, Germany, Japan, Luxembourg, Norway, Sweden, Switzerland and the United States.

Components of Globalization

The components of globalization include GDP, industrialization and the Human Development Index (HDI). The GDP is the market value of all finished goods and services produced within a country's borders in a year, and serves as a measure of a country's overall economic output. Industrialization is a process which, driven by technological innovation,

effectuates social change and economic development by transforming a country into a modernized industrial, or developed nation. The Human Development Index comprises three components: a country's population's life expectancy, knowledge and education measured by the adult literacy, and income.

The degree to which an organization is globalized and diversified has bearing on the strategies that it uses to pursue greater development and investment opportunities.

The Economic Impact on Developed Nations

Globalization compels businesses to adapt to different strategies based on new ideological trends that try to balance rights and interests of both the individual and the community as a whole. This change enables businesses to compete worldwide and also signifies a dramatic change for business leaders, labor and management by legitimately accepting the participation of workers and government in developing and implementing company policies and strategies. Risk reduction via diversification can be accomplished through company involvement with international financial institutions and partnering with both local and multinational businesses.

SEE: Evaluating Country Risk For International Investing

Globalization brings reorganization at the international, national and sub-national levels. Specifically, it brings the reorganization of production, international trade and the integration of financial markets. This affects capitalist economic and social relations, via multilateralism and microeconomic phenomena, such as business competitiveness, at the global level. The transformation of production systems affects the class structure, the labor process, the application of technology and the structure and organization of capital. Globalization is now seen as marginalizing the less educated and low-skilled workers. Business expansion will no longer automatically imply increased employment. Additionally, it can cause high remuneration of capital, due to its higher mobility compared to labor.

The phenomenon seems to be driven by three major forces: globalization of all product and financial markets, technology and deregulation. Globalization of product and financial markets refers to an increased economic integration in specialization and economies of scale, which will result in greater trade in financial services through both capital flows and cross-border entry activity. The technology factor, specifically telecommunication and information availability, has facilitated remote delivery and provided new access and distribution channels, while revamping industrial structures for financial services by allowing entry of non-bank entities, such as telecoms and utilities.

Deregulation pertains to the liberalization of capital account and financial services in products, markets and geographic locations. It integrates banks by offering a broad array of

services, allows entry of new providers, and increases multinational presence in many markets and more cross-border activities.

In a global economy, power is the ability of a company to command both tangible and intangible assets that create customer loyalty, regardless of location. Independent of size or geographic location, a company can meet global standards and tap into global networks, thrive and act as a world class thinker, maker and trader, by using its greatest assets: its concepts, competence and connections.

Beneficial Effects

Some economists have a positive outlook regarding the net effects of globalization on economic growth. These effects have been analyzed over the years by several studies attempting to measure the impact of globalization on various nations' economies using variables such as trade, capital flows and their openness, GDP per capita, foreign direct investment (FDI) and more. These studies examined the effects of several components of globalization on growth using time series cross sectional data on trade, FDI and portfolio investment. Although they provide an analysis of individual components of globalization on economic growth, some of the results are inconclusive or even contradictory. However, overall, the findings of those studies seem to be supportive of the economists' positive position, instead of the one held by the public and non-economist view.

Trade among nations via the use of comparative advantage promotes growth, which is attributed to a strong correlation between the openness to trade flows and the affect on economic growth and economic performance. Additionally there is a strong positive relation between capital flows and their impact on economic growth.

Foreign Direct Investment's impact on economic growth has had a positive growth effect in wealthy countries and an increase in trade and FDI, resulting in higher growth rates. Empirical research examining the effects of several components of globalization on growth, using time series and cross sectional data on trade, FDI and portfolio investment, found that a country tends to have a lower degree of globalization if it generates higher revenues from trade taxes. Further evidence indicates that there is a positive growth-effect in countries that are sufficiently rich, as are most of the developed nations.

The World Bank reports that integration with global capital markets can lead to disastrous effects, without sound domestic financial systems in place. Furthermore, globalized countries have lower increases in government outlays and taxes, and lower levels of corruption in their governments.

One of the potential benefits of globalization is to provide opportunities for reducing macroeconomic volatility on output and consumption via diversification of risk.

Harmful Effects

Non-economists and the wide public expect the costs associated with globalization to outweigh the benefits, especially in the short-run. Less wealthy countries from those among the industrialized nations may not have the same highly-accentuated beneficial effect from globalization as more wealthy countries, measured by GDP per capita etc. Although free trade increases opportunities for international trade, it also increases the risk of failure for smaller companies that cannot compete globally. Additionally, free trade may drive up production and labor costs, including higher wages for more skilled workforce.

Domestic industries in some countries may be endangered due to comparative or absolute advantage of other countries in specific industries. Another possible danger and harmful effect is the overuse and abuse of natural resources to meet new higher demands in the production of goods.

The Bottom Line

One of the major potential benefits of globalization is to provide opportunities for reducing macroeconomic volatility on output and consumption via diversification of risk. The overall evidence of the globalization effect on macroeconomic volatility of output indicates that although direct effects are ambiguous in theoretical models, financial integration helps in a nation's production base diversification, and leads to an increase in specialization of production. However, the specialization of production, based on the concept of comparative advantage, can also lead to higher volatility in specific industries within an economy and society of a nation. As time passes, successful companies, independent of size, will be the ones that are part of the global economy.

<http://www.investopedia.com/articles/economics/10/globalization-developed-countries.asp>

Текст № 32

Pros And Cons Of Globalization

World is not a vast space anymore; everything has come together, tightly connected and interrelated that it feels like we are a part of a global village. In the new era, we all are connected to each other in a way that it never really existed before. Production of one part of the world is consumed in other part of the world. People can fly from one end to another end of the world, nothing is distant anymore. Globalization is the absence of imaginary walls and fences that countries had built up against each other, for the purpose of ambition, security and traditions.

Globalization has brought all of us together and made us understand that we are all a part of a single entity, living in different circumstances culturally. Globalization was a tidal wave that first started to enhance the economic state of the world; therefore, it was primarily a fiscal movement.

But its effect could not be restricted to finances; globalization has also affected the cultural, social, psychological and political state of the world. It has affected the mindsets of people, the way they think and react. It is globalization that has consolidated the world over communication.

This is the reason why when people increasingly migrate or travel to far away countries now; they do not have the sense of fear of the unknown anymore. They already know what to expect because the globalization has brought all of us together. Globalization is the reason how the westernization of the naïve cultures took place. Globalization has spread like a fire because of the heavy amount of information exchange all over the world and the increased amount of travel. Another reason for the wide spread of globalization is that there is a considerable amount of resource depletion all over the world and every country now depends on each other for the basic resources. To study the multi dimensional impact of globalization of every aspect of the world we need to discuss its conceivable advantages and disadvantages. In this article, we have mentioned some of the major pros and cons of globalization, to give you a better idea of the concept.

Advantages & Disadvantages Of Globalization

Positive Side Of Globalization

Economically

Globalization leads to higher employment since developed countries outsource jobs to under-developed countries. There is also increased investment in the financial projects of developing countries by established economies, which helps in accelerating their growth. Since the outset of globalization, free trade between nations has been established, this means that the countries can produce and import goods without paying heavy tariffs. This results in the availability of wide range of products at reasonable prices, everywhere in the world.

Culturally

Because of globalization, a lot of information is shared across the world. Various cultures can be understood and acknowledged on global level. Countries which never had anything in common before are sharing and negotiating on a global scale now. All of this leads to the blending of cultures where people from different cultures are more interested in knowing about each other. This leads to increased tolerance among the people; ignorance is shed and social handicaps like racism is contained.

Politically

Politics is now addressed on a global platform and the power is becoming a consolidated 'world' concept rather than just a marginalized theory that meant that political power is separate for separate countries. Since everything is shared together economically, culturally, socially, politically also the decisions are taken keeping the benefit of the whole world in mind. Issues like global warming, depletion of natural resources, degrading ecosystems, increasing pollution in oceans and

seas, etc. are addressed on the political level now since it affects the entire world together. The countries that face the tyranny of their political system are continually supported by the evolved countries, since it is not a secret anymore what happens in which country.

Negative Side Of Globalization

Economically

The major disadvantage of the globalization in the economic sector is that it has made the rich richer and left the poor poorer. The increased opportunities have benefited the managers and top investors but the hardship has fallen on workers and labour class. Since, the labour is easily available now because of the disappearance of the boundaries and people migrate from one country to another in the search of work, workers are paid horrendously low as they are available in abundance. Even if the jobs are outsourced and developing countries are benefitted because of the increase in job opportunities, the power still remains in the hands of the developed countries.

This means that the profits are not equally distributed and most of it remains with the developed economies. Since every country of the world is intertwined with each other economically, economic hardship on one country will greatly affect another country. The goods and products from one country are easily available in another country, which means that the cultural uniqueness is lost.

Culturally

Since media plays a great role in globalizing all the information available, people suffer the evils of sensationalization. The media of the powerful nations has the power to circulate the information to every corner of the world, which means that they get to decide which information has to be shared and what should be the opinion of the people. It also ruins the personal identity of the cultures by westernizing everything. Third world countries are increasingly adopting the western ways as they feel inferior about their own culture. The new generation is increasingly becoming unaware of the nuances of their own culture. Globalization also leads to spreading of epidemics and communicable diseases as travelling has become accessible to all.

Politically

It can be said that the developing nations are still being colonized by the western nations but in a much sophisticated form, for example, these nations form their political decisions according to the suggestions, manipulations and pressures of the more developed nations, so that they can retain their standing in the global scenario. The developed nations take full advantage of this aspect.

<http://lifestyle.iloveindia.com/lounge/pros-and-cons-of-globalization-3507.html>

Текст № 33**International trade**

How do countries decide what to export?

Most economists argue that countries produce and export goods in which they have an absolute or comparative advantage

What is an absolute advantage? What is a comparative advantage?

A country enjoys an absolute advantage when it can produce a certain good more efficiently and/or at less cost than another country. A country enjoys a comparative advantage when it can produce a certain good with a lower opportunity cost than another country.

What does the term “opportunity cost” mean?

An opportunity cost is what you sacrifice in making an economic choice. In terms of foreign trade, it refers to the commercial profits accruing to product X that are sacrificed in deciding to produce and export product Y instead of X.

What currency is used in completing an international exchange?

Generally, buyers have to complete their purchase in the currency of the selling nation. In other words, before buying a foreign product they must secure some foreign currency.

Does that mean that people and businesses must go the bank and exchange their money before buying a foreign product through the mail or online?

No. It's both more complicated and easier than that. When you buy something from a foreign vendor the transaction will most likely be routed through your bank and the bank of the vendor. These banks will secure the currency they need to complete the transaction from the foreign currency market. This market is not an actual place; it is a web of currency traders connected electronically.

Who or what determines the exchange rates in the foreign currency market?

Currently exchange rates are determined by laws of supply and demand. The amount you pay for foreign currency is determined by the broader demand for that currency and the amount available. If there is a great deal of interest in buying a nation's products, investing in its industries, or buying its government's bond then demand for the currency will be high.

What is a “strong“ or “weak” currency?

If demand for a currency is high and foreigners must pay a lot of their nation's currency to obtain it, we say that the currency is strong. If demand for a currency is low and foreigners need to spend comparatively little of their nation's currency to obtain it, we say that the currency is weak.

Have international exchange rates always been set by supply and demand?

No. The current system of flexible exchange rates is relatively new. For the first part of the twentieth century many nations were on the gold standard—that is, they backed their currency with

gold and uniformly tied the value of their currency to a specific quantity of gold. But during the Great Depression the United States weakened the link between their currencies and gold. After World War II, the United States and many other nations adopted a fixed rate of exchange at a conference held at Bretton Woods, New Hampshire. The value of the dollar was pegged to a certain quantity of gold (\$35 per ounce) and foreign currencies were pegged to the dollar (i.e. one American dollar equaled four German marks, 360 Japanese yen, 625 Italian lira, .357 British pounds, etc).

What happened to the system of fixed exchange rates adopted at Bretton Woods?

America's growing trade deficits and spiraling expenditures in Vietnam led many to lose confidence in the American economy and the American dollar on which the Bretton Woods agreements hinged. In 1971, President Richard Nixon announced that the United States would no longer convert its dollars to gold, essentially eliminating the dollar's value as the basis of international finance.

Do all international currencies currently "float freely"—that is, do all nations allow the market to establish the exchange rate for their currencies?

Not exactly. Governments can influence the value of their currencies by buying and selling currencies in the foreign exchange market. For example, a country can aggressively buy foreign currency, and dump their currency into the foreign currency market in the process, thereby weakening their currency—since the supply of their currency on the foreign exchange market has been increased, the price for it will drop. Nations generally do this in order to boost their exports—if their currency is weak, foreigners can more easily acquire their currency and therefore their nation's products. Most international trade agreements discourage this, but some nations periodically do this.

Do governments adopt any other measures in regards to international trade?

Yes. Nations often adopt measures aimed at preserving a trade surplus and a positive balance of payments. As part of these efforts, some nations provide protection for their domestic industries from foreign competition.

What is a trade surplus?

A trade surplus occurs when a country exports more than it imports. A trade deficit, on the other hand, occurs when a country imports more than it exports.

What is a positive balance of payments?

The balance of payments measures not just the net exchange of goods between countries, but also the amount of money other countries spend on services, such as banking and insurance, and the amount of money foreigners invest in your country's economy. The United States could have a

trade deficit, but a positive balance of payments if much of the money spent on foreign goods returned when foreigners consumed American services and invested in American industries.

What is protectionism?

Protectionism is a set of policies aimed at protecting a nation's industries from foreign competition. Common protectionist measures include tariffs, quotas, and embargos.

What is a tariff?

A tariff is a tax on an imported good thus raising its price and diminishing its attraction.

What is a quota?

A quota is a limit placed on the quantity of a specific good allowed into the country.

What is an embargo?

An embargo is a complete prohibition of a certain goods allowed into a country.

What is free trade?

Free trade is a trade philosophy and policy that emphasizes unrestricted commerce between nations. "Free traders" oppose the use of tariffs, quotas, and embargos.

What are the basic arguments in favor of free trade?

By insulating domestic producers from foreign competition protectionism discourages modernization and improvement. Domestic consumers are also forced to pay higher prices since the price of foreign imports that might bring down retail prices are artificially elevated by government intervention. Also, protectionism invites retaliation from other nations. A protectionist measure that benefits one domestic industry might trigger a retaliatory measure injuring a different, more vulnerable industry.

What are the basic arguments in favor of protectionism?

Protectionism protects domestic industries and therefore domestic jobs. The money spent by consumers fuels job creation and business expansion at home. In addition, foreign industries can afford to pay lower wages, are not forced to meet similar safety and environmental standards, and are often subsidized by their governments making it difficult for domestic industries to compete without some degree of protection.

<http://www.shmoop.com/international-trade/faq.html>

Текст № 34**History of International Trade** (by Arnold Kling)

On the topic of international trade, the views of economists tend to differ from those of the general public. There are three principal differences. First, many noneconomists believe that it is more advantageous to trade with other members of one's nation or ethnic group than with outsiders. Economists see all forms of trade as equally advantageous. Second, many noneconomists believe that exports are better than imports for the economy. Economists believe that all trade is good for the economy. Third, many noneconomists believe that a country's balance of trade is governed by the "competitiveness" of its wage rates, tariffs, and other factors.

Economists believe that the balance of trade is governed by many factors, including the above, but also including differences in national **SAVING** and **INVESTMENT**.

The noneconomic views of trade all seem to stem from a common root: the tendency for human beings to emphasize tribal rivalries. For most people, viewing trade as a rivalry is as instinctive as rooting for their national team in Olympic basketball.

To economists, Olympic basketball is *not* an appropriate analogy for international trade. Instead, we see international trade as analogous to a production technique. Opening up to trade is equivalent to adopting a more efficient technology. International trade enhances **EFFICIENCY** by allocating resources to increase the amount produced for a given level of effort. Classical liberals, such as Richard Cobden, believed that **FREE TRADE** could bring about world peace by substituting commercial relationships among individuals for competitive relationships between states.

History of Trade Theory

DAVID RICARDO developed and published one of the first theories of international trade in 1817. "England," he wrote, may be so circumstanced, that to produce the cloth may require the labour of 100 men for one year; and if she attempted to make the wine, it might require the labour of 120 men for the same time.

To produce the wine in Portugal, might require only the labour of 80 men for one year, and to produce the cloth in the same country, might require the labour of 90 men for the same time. It would therefore be advantageous for her to export wine in exchange for cloth. This exchange might even take place, notwithstanding that the commodity imported by Portugal could be produced there with less labour than in England.²

If a painter takes twenty hours to paint a house, and a surgeon could do the job in fifteen hours, it still makes sense for the surgeon to hire the painter. The surgeon can earn enough money in a few hours of surgery to pay for the entire house-painting job. We say that the surgeon's **COMPARATIVE ADVANTAGE** is in doing surgery, while the painter's comparative

advantage is in painting houses. Ricardo's theory of comparative advantage explains why a surgeon will hire a house painter and why a lawyer will hire a secretary.

The opportunity to trade with the painter enables the surgeon to paint her house by doing a few hours of surgery. Similarly, international trade enables one country to obtain cloth more cheaply by specializing in the production of wine and trading for cloth, rather than producing both goods for itself.

What determines the pattern of specialization and trade? In the 1920s, Eli Heckscher and **BERTIL OHLIN** offered one theory, called the factor proportions model. The idea is that a country with a high ratio of labor to capital will tend to export goods that are labor-intensive, and vice versa.

The Ricardo and Heckscher-Ohlin theories tend to predict clear patterns of specialization in trade. A country will focus on one type of industry for exports and another type of industry for imports. In fact, the types of industries in which a country exports and the types in which it imports are not dramatically different. This fact has led to the emphasis on another theory of trade, developed by Paul Krugman and others. The idea is that patterns of specialization develop almost by accident and that these patterns persist because of positive feedback. This is known as the increasing-returns model of international trade. "Increasing returns" means that the more of something you produce, the more efficient you get at producing it.

In the United States, for example, Detroit became an automobile-manufacturing center. Once the first large automaker located in Detroit, it was natural that other auto companies would be started there because it was easier to find employees with the right skills. Likewise, people with the skills to produce movies were first located in Hollywood. It became uneconomical to try to build an auto plant in Hollywood or a movie studio in Detroit. Thus, Detroit became an exporter of automobiles, and Hollywood became an exporter of movies. The same model of efficiency explains the international arena—why, for example, the Swiss specialize in watches and the Japanese in portable music players.

Gains from Trade

All of the economic theories of international trade suggest that it enhances efficiency. In this regard, international trade is like a new technology. It adds to the productive capacity of all countries that engage in trade. Some of the efficiency is due to comparative advantage, as in the Ricardo and Heckscher-Ohlin theories. In addition, some efficiency comes from taking advantage of increasing returns.

Trade based on comparative advantage should tend to benefit small countries more than large countries. That is because the benefits of comparative advantage are proportional to the difference between the relative prices in world markets and the relative prices that would prevail in

home markets without trade. If that difference is large, then a country earns a large advantage from trade. If that difference is small, then there is only a small advantage from trade. Small countries are more likely than large countries to find that relative prices in the world market differ significantly from what would prevail in their home markets.

Another benefit from trade is that it promotes dynamism and **INNOVATION** within an economy. Improvements in manufacturing quality and **PRODUCTIVITY** in the United States in recent decades have been credited, in part, to the pressure of **COMPETITION** from **JAPAN** and elsewhere.

An economy that is closed to trade is one in which inefficient industries and laggard firms are well protected. In fact, studies suggest that barriers to trade are a major cause of extreme underdevelopment.

The countries that are most closed to trade tend to be the poorest in the world. Countries that have reduced trade barriers and increased the share of imports and exports in their economies tend to be among the fastest-growing nations.

According to a World Bank study, twenty-four developing countries that became more integrated into the world economy in the 1980s and 1990s had higher income growth, longer life expectancy, and better schooling. Per capita income in these countries, home to half the world's **POPULATION**, grew by an average of 5 percent in the 1990s compared with only 2 percent in rich countries. China, India, Hungary, and Mexico are among the countries that adopted policies that allowed their people to take advantage of global markets. As a result, they sharply increased the amount of their GDP accounted for by trade. Real wages in these countries rose and the number of poor people fell.

The study also points out that two billion people—particularly in sub-Saharan Africa, the Middle East, and the former Soviet Union—are in countries being left behind. These countries' integration into the world economy has not increased, and their ratio of trade to GDP has stagnated or fallen. Their economies have generally contracted, poverty has increased, and **EDUCATION** levels have risen less rapidly than in the more globalized countries.

Another report notes that exports plus imports as a share of output among the richest countries rose from 32.3 percent to 37.9 percent between 1990 and 2001. Moreover, among developing countries, that share rose from 33.8 percent to 48.9 percent over that period. The success of India and China recently, and Japan, Taiwan, South Korea, and other countries in the 1970s and 1980s, is due in large part to trade.

The OECD countries, which together have more than \$25 trillion in GDP, account for most of world trade. Poor countries account for less than \$300 billion in GDP, which is less than one-tenth of world output, and thus account for only a miniscule fraction of world trade.

Purchasing Power Parity

If goods were perfectly tradable across borders, with no trade barriers or transactions costs, then there would be no reason for prices to differ. This gives rise to the idea of purchasing power parity, a theory of exchange-rate adjustment based on the law of one price.

If the same good sells for one hundred dollars in the United States and one hundred euros in Europe, then according to the law of one price the exchange rate between dollars and euros ought to be one. The theory of purchasing power parity is that this relationship holds for an overall market basket of goods and services.

Empirical tests tend to show only a weak tendency for exchange rates to move in the direction of purchasing power parity. This means that cross-border trade is not nearly friction free. The failure of purchasing power parity to hold, except perhaps in the long run, indicates that transportation costs, language-translation costs, and other factors limit the integration of global markets.

Capital Flows and the Balance of Trade

In 2000, U.S. exports were \$1.1 trillion and U.S. imports were close to \$1.5 trillion. The excess of imports over exports is called a current account deficit. What caused this deficit? Modern economists believe that the trade surplus and capital flows are mutually determined. When a nation's domestic saving (personal saving plus retained earnings of **CORPORATIONS**) exceeds the domestic uses of saving (financing its private investment and its government budget deficit), then that nation will run a trade surplus, and vice versa.

Imagine that all international trade took place in the form of barter of goods and services. If you wanted to buy a Japanese car, you would have to offer something of equivalent value in return. In that case, trade in goods and services would have to balance, and there would be no trade deficits.

To obtain a Japanese car without trading goods and services, the Japanese have to accept financial assets in exchange for cars. These assets could be dollars, shares of U.S. companies, corporate **BONDS** or other private debt instruments, or U.S. government debt. A country that is accumulating foreign assets will necessarily run a trade surplus. A country that is selling assets to foreigners will necessarily run a trade deficit. A country will accumulate assets when its domestic saving is greater than its domestic uses of saving. A country will sell assets when its national saving is insufficient for its domestic uses of saving.

Typically, one would expect wealthy countries to have excess saving and to invest in capital-poor countries. From this perspective, it is an anomaly that the United States is a capital importer and China is a capital exporter. The United States is a relatively attractive country in which to invest, and American policies tend to encourage consumption rather than saving.

Conclusion

Economic theory indicates that international trade raises the standard of living. A comparison between the performance of open and closed economies confirms that the benefits of trade in practice are significant.

<http://www.econlib.org/library/Enc/InternationalTrade.html>

| Название раздела | Интернет ресурсы по теме | Примерные задания к материалам выбранных интернет страниц |
|---|---|--|
| Раздел 1: «Образование и поиск работы» | <p>http://www.employment-studies.co.uk/summary/summary.php?id=rr267</p> <p>http://study-english.info/topic-uk-higher-education.php</p> <p>http://www.hefce.ac.uk/about/intro/abouthighereducationinengland/</p> <p>http://www.ed.gov/NLE/USNEI/toc.html</p> <p>https://www.google.ru/url?sa=t&rct=j&q=&esrc=s&source=web&cd=9&cad=rja&ved=OCIBEBYwCA&url=http%3A%2F%2Fwww.cisco.com%2Fweb%2Fabout%2Fac79%2Fdocs%2Fwp%2FRussia_CS_1206a.pdf&ei=rVjvUuywEc_64QTuqlGICw&usg=AFQjCNft8zH896Z7KnDFAQzA4FT9tCf0Hg&sig2=B73-5nNuCdGISTER_Zl7kw&bvm=bv.60444564,d.bGE</p> <p>http://www.educationuk.org/global/sub/higher-education/</p> <p>http://global.britannica.com/EBchecked/topic/265464/higher-education/284184/The-system-of-higher-education-in-Great-Britain</p> <p>http://www-db.in.tum.de/teaching/ws0809/hsufg/usa/higher_education_us/presentation/higher_education_us.pdf</p> <p>http://www.job-hunt.org/</p> <p>http://www.esl-lab.com/jobhunting/jobhuntingrd1.htm</p> | <p>1. Ознакомьтесь с материалом.</p> <p>2. Составьте глоссарий основных слов и понятий по теме.</p> <p>3. Составьте план обсуждения темы.</p> <p>4. Составьте краткое эссе.</p> <p>1. Посмотрите презентацию.</p> <p>2. Составьте список наиболее важных фактов.</p> <p>3. Подготовьте краткое эссе по теме.</p> <p>1. Ознакомьтесь с советами по поиску работы.</p> <p>2. Просмотрите предлагаемые образцы для оформления документов.</p> <p>3. Попрактикуйтесь в составлении резюме.</p> |

| | | |
|---|--|--|
| | <p>http://www.prospects.ac.uk/job_hunting.htm</p> | <p>4. Напишите и отправьте свое резюме по адресам реальных компаний, указанных в ссылках.</p> <p>1. Ознакомьтесь с материалом. 2. Послушайте запись и выполните все задания на web-странице. 3. Попрактикуйтесь в составлении и рассылке своего резюме.</p> |
| <p>Раздел 2: «Международная и региональная экономика»</p> | <p>http://www.heritage.org/index/country/unitedkingdom</p> <p>https://www.gov.uk/government/topics/uk-economy</p> <p>http://www.economywatch.com/world_economy/united-kingdom/?page=full</p> <p>http://www.heritage.org/index/country/unitedstates</p> <p>http://www.economywatch.com/world_economy/usa/?page=full</p> <p>http://topics.bloomberg.com/u.s.-economy/</p> <p>http://www.economist.com/topics/russian-economy</p> | <p>1. Прочитайте статью. 2. Выпишите основные экономические показатели. 3. Составьте краткое изложение материала.</p> <p>1. Ознакомьтесь с материалом. 2. Сформулируйте основные направления развития экономики страны. 3. Составьте краткое изложение в форме сообщения или доклада.</p> <p>1. Прочитайте статью. 2. Выпишите основные экономические показатели. 3. Составьте краткое изложение материала.</p> <p>1. Выберите и статью. 2. Составьте краткую аннотацию.</p> <p>1. Ознакомьтесь с материалом. 2. Сформулируйте</p> |

| | | |
|-----------------------------------|--|---|
| | <p>http://1997-2011.tatarstan.ru/?DNSID=26e55058f22e0c3c176d27793015e091&node_id=1350</p> <p>http://tatarstan.ru/eng/about/economy.htm</p> <p>http://www.thinkrussia.com/life-arts/regions-russia-10-facts-about-tatarstan</p> <p>http://voiceofrussia.com/2011/03/23/47857975/</p> <p>http://documents.worldbank.org/curated/en/2010/06/16280909/russian-federation-advancing-innovation-republic-tatarstan-framework-competing-thriving-global-economy</p> | <p>основные направления развития экономики республики.</p> <p>3. Составьте краткое изложение в форме сообщения или доклада.</p> <p>1. Послушайте запись текста.</p> <p>2. Во время прослушивания запишите основную информацию.</p> <p>3. Прочитайте и переведите текст, сверьте свои записи с оригиналом.</p> |
| <p>Раздел3: «Организации»</p> | <p>www.bized.co.uk/</p> <p>www.bbc.co.uk/schools/gesebitesize/</p> <p>www.s-cool.co.uk/</p> <p>www.bbc.co.uk/schools/gesebitesize/business/aim/index.shtml</p> <p>http://www.bized.co.uk/current/mind/2006_7/041206.htm</p> <p>http://www.bized.co.uk/educators/16-19/business/marketing/lesson/mergers.htm</p> <p>http://www.bized.co.uk/notes/2012/09/international-business-methods</p> <p>http://www.bized.co.uk/blogs/tourism/2010/03/tui-moves-russia</p> <p>http://www.bized.co.uk/notes/2013/02/managing-people-ethhically</p> <p>http://www.bized.co.uk/educators/16-19/business/strategy/lesson/busorg.htm</p> <p>http://www.s-cool.co.uk/</p> <p>http://www.s-cool.co.uk/a-level/business-studies/management-leadership-motivation-and-communication</p> <p>http://www.linguarama.com/ps/management-themed-english.htm</p> | <p>1. Пройдите по ссылке.</p> <p>2. Ознакомьтесь с предложенным материалом.</p> <p>3. Выполните задания на web-странице.</p> |

| | | |
|---------------------------------|--|--|
| <p>Раздел 4 «Маркетинг»</p> | <p>http://www.bized.co.uk/learn/business/marketing/index.htm http://www.s-cool.co.uk/a-level/business-studies/marketing http://www.linguarama.com/ps/marketing-themed-english.htm http://www.tutor2u.net/business/presentations/marketing/</p> | <p>1. Пройдите по ссылке. 2. Ознакомьтесь с предложенным материалом. 3. Выполните задания на web-странице.</p> |
| <p>Раздел 5: «Финансы»</p> | <p>http://www.bbc.co.uk/schools/gcsebitesize/business/finance/sourcesoffinancerev1.shtml http://www.bbc.co.uk/schools/gcsebitesize/business/finance/accountingprinciplesrev1.shtml http://www.bbc.co.uk/schools/gcsebitesize/business/finance/cashflowrev1.shtml http://www.bbc.co.uk/schools/gcsebitesize/business/finance/cashflowrev2.shtml http://www.bbc.co.uk/schools/gcsebitesize/business/finance/profitabilityrev1.shtml http://www.bbc.co.uk/schools/gcsebitesize/business/finance/accountsrev1.shtml http://www.bbc.co.uk/schools/gcsebitesize/business/environment/stakeholders1.shtml http://www.nyse.com/ http://www.bankofengland.co.uk/education/ccbs/index.htm http://www.msmonney.com/mm/banking/bkbasics/central_banks.htm http://www.bized.co.uk/educators/16-19/economics/markets/activity/marketsintro.htm http://www.bized.co.uk/educators/16-19/economics/markets/presentation/marketsintro_map.htm http://www.bized.co.uk/virtual/bank/index.htm http://www.practicalmoneyskills.com/ http://www.linguarama/ps/197-0.htm</p> | <p>1. Пройдите по ссылке. 2. Ознакомьтесь с предложенным материалом. 3. Выполните задания на web-странице.</p> |

| | | |
|--|---|---|
| | http://www.e-banking.co.uk/ http://www.tutor2u.net/sub_accounting.asp http://www.bized.co.uk/notes/2013/08/capital-budgeting-part-1 http://www.investorguide.com/article/13789/list-of-key-accounting-terms-and-definitions/ | |
| Раздел 6: «Международное сотрудничество» | http://www.bized.co.uk/educators/16-19/economics/international/activity/globalisation.htm http://www.bized.co.uk/educators/16-19/economics/international/presentation/globalisation_map.htm http://www.bized.co.uk/educators/16-19/business/external/lesson/intrade.htm http://www.bized.co.uk/educators/16-19/economics/international/lesson/trade.htm http://www.bized.co.uk/educators/level2/international/activity/business12.htm | <ol style="list-style-type: none"> 1. Пройдите по ссылке. 2. Ознакомьтесь с предложенным материалом. 3. Выполните задания на web-странице. |