ПРИЛОЖЕНИЕ

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«РЯЗАНСКИЙ ГОСУДАРСТВЕННЫЙ РАДИОТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ
ИМЕНИ В.Ф. УТКИНА»

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ОЦЕНОЧНЫЕ МАТЕРИАЛЫ ПО ДИСЦИПЛИНЕ

Б1.О.01 «ИНОСТРАННЫЙ ЯЗЫК»

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1. ОБЩИЕ ПОЛОЖЕНИЯ

Оценочные материалы – это совокупность учебно-методических материалов (контрольных заданий, описаний форм и процедур проверки), предназначенных для оценки качества освоения обучающимися данной дисциплины как части ОПОП.

Цель – оценить соответствие знаний, умений и владений, приобретенных обучающимся в процессе изучения дисциплины, целям и требованиям ОПОП в ходе проведения промежуточной аттестации.

Основная задача – обеспечить оценку уровня сформированности компетенций, закрепленных за дисциплиной.

Формами промежуточного контроля по дисциплине являются зачеты и экзамен**.** Форма проведения зачета/экзамена – тестирование и устный ответ, по утвержденным экзаменационным билетам, сформулированным с учетом содержания учебной дисциплины. Объектом контроля являются коммуникативные умения во всех видах речевой деятельности (аудирование, говорение, чтение, письмо), ограниченные тематикой и проблематикой изучаемых разделов курса.

2. ПАСПОРТ ОЦЕНОЧНЫХ МАТЕРИАЛОВ ПО ДИСЦИПЛИНЕ (МОДУЛЮ)

№ п/п	Контролируемые разделы (темы) дисциплины (результаты по разделам)	Код контролируемой компетенции (или её части)	Наименование оценочного средства
1	Introduction to General Economic Lexis (Введение в общеэкономическую лексику)	УК-4.1, УК-4.2	Ответы на практические, творческие и тестовые задания, зачет
2	Ryazan State Radio Engineering University (Рязанский государственный радиотехнический университет)	УК-4.1, УК-4.2	Ответы на практические, творческие и тестовые задания, зачет
3	Nature of Economics (Природа экономической науки)	УК-4.1, УК-4.2	Ответы на практические, творческие и тестовые задания, зачет
4	History of Economics (История экономической науки)	УК-4.1, УК-4.2	Ответы на практические, творческие и тестовые задания, зачет
5	Economic Systems (Экономические системы)	УК-4.1, УК-4.2	Ответы на практические, творческие и тестовые задания, зачет
6	My Future Profession is an Entrepreneur (Моя будущая профессия - предприниматель)	УК-4.1, УК-4.2	Ответы на практические, творческие и тестовые задания, зачет
7	Famous Economists (Известные экономисты)	УК-4.1, УК-4.2	Ответы на практические, творческие и тестовые задания, зачет
8	Law of Supply and Demand in Economics (Закон спроса и предложения в экономике)	УК-4.1, УК-4.2	Ответы на практические, творческие и тестовые задания, зачет
9	Strategy. Business Planning Process (Стратегия. Процесс бизнес-планирования)	УК-4.1, УК-4.2	Ответы на практические, творческие и тестовые задания, зачет
10	Business Ethics (Деловая Этика)	УК-4.1, УК-4.2	Ответы на практические, творческие и тестовые задания, зачет
11	Pay, salary, wages. Evaluation of Labor Productivity (Оплата труда. Оценка производительности труда)	УК-4.1, УК-4.2	Ответы на практические, творческие и тестовые задания, зачет

№ п/п	Контролируемые разделы (темы) дисциплины (результаты по разделам)	Код контролируемой компетенции (или её части)	Наименование оценочного средства
12	Finance. Profit and Loss of a Company. Corporate Management (Финансы. Прибыль и убытки компании. Корпоративное управление)	УК-4.1, УК-4.2	Ответы на практические, творческие и тестовые задания, зачет
13	Markets (Рынки)	УК-4.1, УК-4.2	Ответы на практические, творческие и тестовые задания, зачет
14	Innovation. Product Creation and Promotion. Great Inventors and Ideas (Инновации. Создание и продвижение продукта. Великие изобретатели и идеи)	УК-4.1, УК-4.2	Ответы на практические, творческие и тестовые задания, зачет
15	Development Prospects. Economic Development of Countries (Перспективы развития. Экономическое развитие стран)	УК-4.1, УК-4.2	Ответы на практические, творческие и тестовые задания, зачет
16	Companies and their Types (Компании и их Виды)	УК-4.1, УК-4.2	Ответы на практические, творческие и тестовые задания, зачет
17	Business Ethics: Conflicts and Ways of their Resolution (еловая Этика: Конфликты и пути их решения)	УК-4.1, УК-4.2	Ответы на практические, творческие и тестовые задания, зачет
18	Run your own Business (Ведение собственного бизнеса)	УК-4.1, УК-4.2	Ответы на практические, творческие и тестовые задания, зачет
19	Higher Education in Russia and Foreign Countries (Высшее образование в России и за рубежом)	УК-4.1, УК-4.2	Ответы на практические, творческие и тестовые задания, зачет
20	Job Application and Interview (Заявление о приеме на работу и интервью)	УК-4.1, УК-4.2	Ответы на практические, творческие и тестовые задания, экзамен
21	How to Creat and Promote your own Product (Как создать и продвигать свой продукт)	УК-4.1, УК-4.2	Ответы на практические, творческие и тестовые задания, экзамен
22	Presentation Skills (Навыки Презентации)	УК-4.1, УК-4.2	Ответы на практические, творческие и тестовые задания, экзамен
23	Business Communication (Деловые Коммуникации)	УК-4.1, УК-4.2	Ответы на практические, творческие и тестовые задания, экзамен
24	Algorithms and Methods of Abstract Writing (Алгоритмы и Методы Написания Аннотирования)	УК-4.1, УК-4.2	Ответы на практические, творческие и тестовые задания, экзамен
25	Summary of Professionally Oriented Texts (Реферирование Профессионально-ориентированных Текстов)	УК-4.1, УК-4.2	Ответы на практические, творческие и тестовые задания, экзамен
26	Professionally Oriented Translation (Профессионально-ориентированный перевод)	УК-4.1, УК-4.2	Ответы на практические, творческие и тестовые задания, экзамен

2. ОПИСАНИЕ ПОКАЗАТЕЛЕЙ И КРИТЕРИЕВ ОЦЕНИВАНИЯ КОМПЕТЕНЦИЙ

Сформированность каждой компетенции в рамках освоения данной дисциплины оценивается по трехуровневой шкале:

1) пороговый уровень является обязательным для всех обучающихся по завершении освоения дисциплины;

2) продвинутый уровень характеризуется превышением минимальных характеристик сформированности компетенций по завершении освоения дисциплины;

3) эталонный уровень характеризуется максимально возможной выраженностью компетенций и является важным качественным ориентиром для самосовершенствования.

Описание критериев и шкалы оценивания промежуточной аттестации

а) описание критериев и шкалы оценивания тестирования:

Шкала оценивания	**Критерий**
3 баллов (эталонный уровень)	уровень усвоения материала, предусмотренного программой: процент верных ответов на тестовые вопросы от 85 до 100%
2 балла (продвинутый уровень)	уровень усвоения материала, предусмотренного программой: процент верных ответов на тестовые вопросы от 75 до 84%
1 балл (пороговый уровень)	уровень усвоения материала, предусмотренного программой: процент верных ответов на тестовые вопросы от 65 до 74%
0 баллов	уровень усвоения материала, предусмотренного программой: процент верных ответов на тестовые вопросы от 0 до 64%

б) описание критериев и шкалы оценивания практического задания (перевод текста):

Шкала оценивания	**Критерий**
3 балла (эталонный уровень)	Перевод выполнен без смысловых, лексических, грамматических ошибок.
2 балла (продвинутый уровень)	Перевод выполнен без смысловых ошибок, но имеются лексические и грамматические неточности (от 2 до 3)
1 балл (пороговый уровень)	Перевод выполнен со смысловыми, лексическими, грамматическими ошибками (от 4 до 8)
0 баллов	Перевод не выполнен или количество смысловых ошибок более 8.

в) описание критериев и шкалы оценивания практического задания (письменный реферат):

Шкала оценивания	**Критерий**
3 балла (эталонный уровень)	Реферат чётко структурирован. Нет смысловых, лексических, грамматических ошибок. Содержание соответствует принципам когезии и когерентности Временной лимит соблюдён.
2 балла (продвинутый уровень)	Реферат чётко структурирован. Имеются лексические и грамматические неточности (от 2 до 3). Временной лимит соблюдён.
1 балл (пороговый уровень)	Реферат не структурирован. Имеются смысловые, лексические, грамматические ошибки (от 4 до 8) . Превышен временной лимит.
0 баллов	Реферат не выполнен или не соблюдена структура и количество смысловых ошибок более 8.

в) описание критериев и шкалы оценивания практического задания (реферирование, перевод со словарём, перевод без словаря, беседа по пройденным темам):

Критерии оценивания компетенций (результатов):

1) Уровень усвоения материала, предусмотренного программой.

2) Умение анализировать материал, устанавливать причинно-следственные связи.

3) Ответы на вопросы: полнота, аргументированность, убежденность, умение.
4) Качество ответа (его общая композиция, логичность, убежденность, общая эрудиция).
5) Использование дополнительной литературы при подготовке ответов.

Шкала оценивания	Критерий
3 балла (эталонный уровень)	Отличное понимание предмета, всесторонние знания, отличные умения и владения
2 балла (продвинутый уровень)	Достаточно полное понимание предмета, хорошие знания, умения и владения
1 балл (пороговый уровень)	Приемлемое понимание предмета, удовлетворительные знания, умения и владения
0 баллов	Результаты обучения не соответствуют минимальным требованиям

На зачёт выносится тест, 4 практических задания. Максимально студент может набрать 15 баллов. Итоговый суммарный балл студента, полученный при прохождении промежуточной аттестации, переводится в традиционную форму по системе «зачтено», «не зачтено».

Оценка «зачтено» выставляется студенту, который набрал в сумме 8 баллов и выше при условии выполнения всех заданий на уровне не ниже порогового. Обязательным условием является выполнение всех предусмотренных в течение семестра тестовых работ.

Оценка «не зачтено» выставляется студенту, который набрал в сумме менее 6 баллов или не выполнил всех предусмотренных в течение семестра тестовых работ.

На экзамен выносится практические задания. Максимально студент может набрать 20 баллов. Итоговый суммарный балл студента, полученный при прохождении промежуточной аттестации, переводится в традиционную форму по системе «отлично», «хорошо», «удовлетворительно», «неудовлетворительно».

Шкала оценивания	Критерий	
отлично (эталонный уровень)	16 – 20 баллов	Обязательным условием является выполнение всех предусмотренных в течение семестра заданий (на практических работах и при самостоятельной работе)
хорошо (продвинутый уровень)	12 – 15 баллов	
удовлетворительно (пороговый уровень)	8 – 11 баллов	
неудовлетворительно	0 – 7 баллов	Студент не выполнил всех предусмотренных в течение семестра текущих заданий (на практических работах и при самостоятельной работе)

4. ТИПОВЫЕ КОНТРОЛЬНЫЕ ЗАДАНИЯ ИЛИ ИНЫЕ МАТЕРИАЛЫ

4.1. Промежуточная аттестация (зачет) (УК-4.1, УК-4.2)

а) типовые тестовые вопросы открытого типа

Тест 1 (10 вопросов)

Подберите к определениям соответствующие им существительные:

a. how good or bad something is
b. the buying and selling of goods, services, currencies or securities
c. commercial activities in general, such as trading, buying and selling, manufacturing, arranging deals
d. food, etc. that is grown on a farm and sold
e. a place where goods are sold to the public
f. a room or building that belongs to a company with rooms where people can work at desks
g. a business organization that makes or sells goods or services
h. a person who works for another person or organization in return for wages
i. a person who buys something from a shop

j. what a person does to earn money

(Возможные варианты ответов: *quality, trade, business, produce, store, office, company, employee, customer, work****)***

Тест 2 (10 вопросов)

Подберите к определениям соответствующие им существительные:

a. a position of regular paid work
b.an amount of money that a business organization has to spend on something
c. a person who buys goods and services for his / her own use and not resale
d. a continuing increase in the prices of goods and services
e. the production of raw materials and goods
f. an amount charged for money borrowed
g. a sum of money paid into a bank or savings account
h. money or property used to produce wealth
i. an arrangement with a shop, bank, supplier, etc to buy something now and pay for it later
j. money borrowed from a bank, financial institution, person etc on which interest is usually paid to the lender until the loan is repaid

(Возможные варианты ответов: *job, expense, consumer, inflation, industry, interest, deposit, capital, credit, loan****)***

Тест 3 (10 вопросов)

Подберите к каждому определению соответствующую профессию:

a. a person or an organization that promotes and sells products and services in a certain market
b. a student of or an expert in economics
c. a person whose job is to collect taxes
d. a person who is employed to control, organize and direct part or all of a business or organization
e. a person who audits accounts
f. a person whose job is to sell goods
g. a person whose job is recording business transactions
h. a person engaged in financing businesses, etc. on a large scale
i. an owner, a director or a manager of a bank
j. a professionally trained person whose job is to keep and check the financial records of an organization or to advise people on income, spending, tax, etc.

(Возможные варианты ответов: *a marketer, an economist, a tax inspector, a manager, an auditor, a salesperson, a book – keeper, a financier, a banker, an accountant****)***

Тест 4 (10 вопросов)

Подберите к каждому определению соответствующий тип менеджеров:

a. a manager who is in charge of making materials or goods
b. a manager in a company who is responsible for the development and marketing of a particular product
c. someone in charge of a branch of a bank
d. a manager who has a wide range of management skills, rather than one special skill
e. a manager whose job is to develop new products
f. someone in charge of a company's selling activities and the people whose job is to sell its products
g. a manager who is in charge of taking care of a company's employees, organizing recruitment, training
h. a person or organization responsible for a particular piece of work that will create something new or improve a situation
i. someone whose job is to manage investments for a financial institution or its clients
j. a person whose job is to manage and control the financial activities of a company, organization, or part of organization

(Возможные варианты ответов: *production manager, product manager, bank manager, general manager, research manager, sales manager, personnel manager, project manager, investment manager, business manager****)***

Тест 5 (10 вопросов)

Подберите к каждому определению соответствующий тип менеджеров:

a. a manager involved with business activities of a company, especially dealing with customers, rather than with other activities
b. a manager who is directly in charge of producing goods or providing services, and who works most closely with ordinary employees
c. someone who helps another manager, does their work when they are not there etc
d. a manager who is in charge of a particular factory
e. an investment manager with a group of different types of investments, who tries to balance the risks and profits of each in relation to the rest
f. someone who deals with a particular client or group of clients, especially in a bank
g. someone whose job is to manage a department or floor in a large store
h. someone in charge of a particular branch of a bank, shop in a chain of shops
i. someone in a company responsible for developing and selling one particular brand of product
j. someone whose job is to manage a particular type of investment for a financial institution or its clients
*(**Возможные варианты ответов**: commercial manager, line manager, assistant manager, plant manager, portfolio manager, account manager, floor manager, branch manager, brand manager, fund manager)*

б) типовые тестовые вопросы закрытого типа

1. Work and Jobs

1. Use a word to complete each sentence. There is one extra word that you don't have to use.

deal /responsible/work/job/manage/under/of/responsibility

1. I _____ for Morgans the aircraft company.
2. I _____ the manufacturing plant in Cambridge.
3. I am in charge _____ the production team.
4. About 120 people work _____ me.
5. Coordination between production and design is my _____
6. I _____ with a lot of people in the company and with our customers.
7. I'm _____ for a budget of over € 100 million.

1. work
2. manage
3. of
4. under
5. responsibility
6. deal
7.responsible

2. Write one word from the box below in each gap to complete the text. You may choose to use some words more than once.

at	for	of	off	get	to

"My name is Anne Scott and I work (1) _____ a public relations company in London. I leave (2) _____ work at 7 o'clock in the morning. I go(3)_____work by train and I usually(4)_____ to work by 8.30. I'm always (5) _____ work till about 6 o'clock so I never get home before 7.30 pm. Last year I broke by leg and so I was _(6) _____ work for over a month. I didn't like being at home. I love my job. I would hate to be permanently out(7)_____work."

1. for
2. for
3. to
4. get
5. at
6. off
7. of

3. In each sentence, write the correct form of the word given in brackets.

1. I'm responsible for _____ the design team. (manage)
2. I'm in charge of _____ the work of the team. (coordinate)
3. One of my responsibilities is to_____sure that we don't spend too much money. (make)
4. My team is responsible for the _____of new models for production. (design)

5. I'm in charge of _____our work for the whole year. (plan)

1Managing
2Coordinating
3Make
4Design
5Planning

2. Ways of Working

1.Draw a line from each word on the left to a word on the right to make a word pair. There is one extra word that you don't have to use.

1. physically	contact
2. human	work
3. problem	on
4. day	demanding
5. team	commute
6. clock	shift
7. working	solving
	hours

1. physically demanding
2. human contract
3. problem solving
4. day shift
5. team work
6. clock on
7. working hours

2. Choose the best word from the brackets to fill the gap.

1. I had a9-to-5_____when I left school but Ihated it.(job/work)
2. We have a _____system, but everyone must be here between 10 and 2. (repetitive/flexitime)
3. I work from _____and simply send my work over theInternet. (house/home)
4. I just sit in front of a computer all day, but this work is mentally _____. (tiring/routine)
5. This is the most _____job I've ever had. There is never a boring minute. (stimulating/repetitive)
6. We all look forward to 5.30 because then we can _____off for the day. (shift/clock)
7. The7.30traintoLondonisalwaysfullof_____.(commuters/ telecommuters)

1job
2flexitime
3home
4tiring
5stimulating
6clock
7commuters

3. Recruitment and Selection

1.Draw a line from each word on the left to a word on the right to make a word pair. There is one extra word that you don't have to use.

1. covering	agency
2. employment	references
3. application	test
4. curriculum	letter
5. psychometric	form
	vitae

1covering letter
2employment agency
3application form
4curriculum vitae
5psychometric test

2. Choose the best word from the brackets to fill the gap.

1. We need to _____four new people for our office in Manchester. (join/recruit)
2. We are using a recruitment _____to find them for us.(agency/ headhunter)
3. They advertised the _____in the local newspaper last week. (positions/applications)
4. Sofar,over60peoplehaveappliedforthe_____.(works/posts)
5. We are going to look at all the letters of _____over the weekend. (applications/situation)
6. On Monday, we will draw up a _____of 10 or 11 people. (reference/shortlist)
7. Then we'll invite them all to come for an _____. (interview/ appointment)
8. We hope to _____the successful applicants by the end of the month. (apply/appoint)

1recruit
2agency
3positiones
4posts
5applicationes
6shortlist
7interview
8appoint

4. Skills and Qualifications

1. Write one word from the box below in each gap to complete the text. You may choose to use some words more than once.

with from in as for at

My name is Jean Wilson and I have just started working(1)_____
a bank. I graduated (2) _____ Edinburg University last year with a degree (3) _____ Business and Management. Now I am going to train (4) _____ an accountant. I think I will do well because I am good (5) _____ figures and I am skilled (6) _____ using computers. I think that training (7) _____ a specific job will be more interesting than the general education I got at university.

1. in
2. from
3. in
4. as
5. with/at
6. in/at
7. for

2. Choose the best word from the brackets to fill the gap.

1. Everyone should stay in full-time _____until they are at least 18. (school/education)
2. Of course _____qualifications are important, but they're not everything. (printed/paper)
3. I look for people with lots of relevant _____experience. (job/ work)
4. Our company runs some very good in-house _____courses. (training/skilled)
5. Last year we spent over £50,000 on management _____ . (experience/development)
6. We value people who are highly _____and want to get on. (motivated/graduated)
7. Tom gets on well with everyone. He is a great team _____ . (person/player)

1education
2paper
3work
4training
5development
6motivated
7player

в) типовое практическое задание (проверка знания лексики по пройденным темам)

Make up correct collocations choosing an appropriate verb for each noun. In some cases more than one verb is possible.

do, make, conduct, carry out, suggest, undertake

1) discovery
2) experiment
3) observation
4) research
5) hypothesis
6) investigation
7) invention
8) breakthrough
9) model
10) theory

г) типовое практическое задание (беседа по пройденным темам)

Write an essay on the topic “My Specialty”. You should write at least 250 words. And present your report in look up and say manner.

д) типовое практическое задание (выполнение письменных работ в рамках пройденных модулей)

1) *Read the text “History of Economics”*

History of Economics

What is a system? Everybody is familiar with this word and uses it in everyday language. We speak of heating systems, communication systems, economic systems, and transportation systems. We talk of cultural and social systems. The word system is used because it conveys the idea that these things are made up of parts and that the parts somehow interact with each other for some purpose or reason. A system is an organized or complex whole - an assemblage or combination of things or parts performing as a complex or unitary whole.

This definition implies several ideas. First is the concept of interdependency. If a change occurs in one part or set of parts, it affects all other parts of the system. This affect on each part may be direct or indirect.

A second implication of the definition of a system is the concept of wholism. This means that the system should be considered as a functioning whole. Changes in parts of the system and in the functioning of elements of the system should be considered from the standpoint of the system's overall performance.

A third concept implied by the definition is synergism. This refers to the interactive effect of the parts of the system working together. The actual interaction of the parts creates an effect which is greater than the effect of the parts acting separately.

We've started our text on economics with this small extract about a system because we want you to bear in mind and apply the systematic approach to everything you see, hear, read or discuss, for everything in this world belongs to this or that system. While reading the texts pay attention to the economic and business terms. They'll become the basis of your professional vocabulary.

In the 1500s there were few universities. Those that existed taught religion, Latin, Greek, philosophy, history, and mathematics. No economics. Then came the Enlightenment (about 1700) in which reasoning replaced God as the explanation of why things were the way they were. Pre-Enlightenment thinkers would answer the question, "Why am I poor?" with, "Because God wills it." Enlightenment scholars looked for a different explanation. "Because of the nature of land ownership" is one answer they found.

Such reasoned explanations required more knowledge of the way things were, and the amount of

information expanded so rapidly that it had to be divided or categorized for an individual to have hope of knowing a subject. Soon philosophy was subdivided into science and philosophy. In the 1700s, the sciences were split into natural sciences and social sciences. The amount of knowledge kept increasing, and in the late 1800s and early 1900s social science itself split into subdivisions: economics, political science, history, geography, sociology, anthropology, and psychology. Many of the insights about how the economic system worked were codified in Adam Smith's The Wealth of Nations, written in 1776. Notice that this is before economics as a subdiscipline developed, and Adam Smith could also be classified as an anthropologist, a sociologist, a political scientist, and a social philosopher.

Throughout the 18th and 19th centuries economists such as Adam Smith, Thomas Malthus, John Stuart Mill, David Ricardo, and Karl Marx were more than economists; they were social philosophers who covered all aspects of social science. These writers were subsequently called Classical economists. Alfred Marshall continued in that classical tradition, and his book, Principles of Economics, published in the late 1800s, was written with the other social sciences in evidence. But Marshall also changed the question economists ask; he focused on the questions that could be asked in a graphical supply-demand framework. In doing so he began what is called neo-classical economics.

For a while economics got lost in itself, and economists learned little else. Marshall's analysis was downplayed, and the work of more formal economists of the 1800s (such as Leon Walras, Francis Edgeworth, and Antoine Cournot) was seen as the basis of the science of economics. Economic analysis that focuses only on formal interrelationships is called Walrasian economics.

2) Match the word with its definition. Sometimes there can be more then one definition for a word or more then one word for a definition.

Economics, economic, economical, economize, economy, economist

1. a system according to which the money, industry, and trade of a country or region are organized.
2. careful spending or the use of things in order to save money.
3. concerned with economics and with the organization of the money, industry, and trade of a country, region, or social group.
4. relating to services, businesses, etc. that produce a profit.
5. a country's economy is the wealth that it gets from business and industry.
6. something that is economical does not require a lot of money to operate.
7. save money by spending it very carefully and not buying expensive things.
8. using the minimum amount of time, effort, language, etc. that is necessary.
9. large-size packages of goods which are cheaper than the normal sized packages on sale.
10. the study of the production of wealth and the consumption of goods and services in a society, and the organization of its money, industry, and trade.
11. an expert or student of economics.

3) Write down a synonym for each of the words on the left. Choose the one on the right. In what do they differ?

1. choice A. give
2. objective B. current
3. predict C. own
4. happen D. option
5. handle E. target
6. posses F. influence
7. grant G. foresee
8. get H. occur
9. affect I. present
10. process J. obtain

е) типовое практическое задание (перевод со словарём)

Предлагается для перевода текст объёмом 1200 знаков технической направленности. На подготовку даётся 40 минут. Разрешается использование словаря при подготовке.

The corporate bonds market remains stuck in a time warp

Why are most corporate bonds still traded on the phone?

MANUAL trading has all but disappeared in much of finance. Most stock exchanges no longer have shouting floor traders; anyone from retail investors to the largest asset managers can buy and sell shares through easy, automated, electronic systems. The derivatives markets are even further along: for some types, nine-tenths of volume is traded electronically. Yet more than 80% of corporate bonds trading still happens over the phone. Why does buying into the corporate bond market, a $50trn market globally, with $1.5trn in issuance last year in America alone, still require calling up a trading desk most of the time? The corporate bond market has certain unique characteristics that make it different. A firm typically issues at most two types of shares (common and preferred), but may have dozens of bonds outstanding that differ by maturity, issue date and the degree of seniority in the firm's capital structure. Given the dizzying variety of bonds, any individual one is traded only rarely. In fact, 90% of corporate bonds trade fewer than five times a year. The traditional way to overcome this illiquidity has been through trading desks at investment banks, who act as market-makers.

4.2. Промежуточная аттестация (экзамен) (УК-4.1, УК-4.2)

а) типовые практические задания

Экзамен по дисциплине «Иностранный язык» состоит из 4 испытаний:

Вопрос №1 – реферирование: предлагается текст объёмом 5000 печатных знаков, который необходимо прочитать, понять и изложить суть на русском языке с обязательным анализом и указанием своего мнения. На подготовку даётся 2 академических часа.

Lack of Oxford Comma Could Cost Maine Company Millionsin Overtime Dispute

A class-action lawsuit about overtime pay for truck drivers hinged entirely on a debate that has bitterly divided friends, families and foes: The dreaded - or totally necessary - Oxford comma, perhaps the most polarizing of punctuation marks.

What ensued in the United States Court of Appeals for the First Circuit, and in a 29-page court decision handed down on Monday, was an exercise in high-stakes grammar pedantry that could cost a dairy company in Portland, Me., an estimated $10 million.

In 2014, three truck drivers sued Oakhurst Dairy, seeking more than four years' worth of overtime pay that they had been denied. Maine law requires workers to be paid 1.5 times their normal rate for each hour worked after 40 hours, but it carves out some exemptions.

A quick punctuation lesson before we proceed: In a list of three or more items - like "beans, potatoes and rice" -some people would put a comma after potatoes, and some would leave it out. A lot of people feel very, very strongly about it.

The debate over commas is often a pretty inconsequential one, but it was anything but for the truck drivers. Note the lack of Oxford comma - also known as the serial comma - in the following state law, which says overtime rules do not apply to:

The canning, processing, preserving, freezing, drying, marketing, storing, packing for shipment or distribution of: (1) Agricultural produce; (2) Meat and fish products; and (3) Perishable foods.

Does the law intend to exempt the distribution of the three categories that follow, or does it mean to exempt packing for the shipping or distribution of them? Delivery drivers distribute perishable foods, but they don't pack the boxes themselves. Whether the drivers were subject to a law that had denied them thousands of dollars a year depended entirely on how the sentence was read.

If there were a comma after "shipment," it might have been clear that the law exempted the distribution of perishable foods. But the appeals court on Monday sided with the drivers, saying the absence of a comma produced enough uncertainty to rule in their favor.

It reversed a lower court decision. In other words: Oxford comma defenders won this round. "That comma would have sunk our ship," David G. Webbert, a lawyer who represented the drivers, said in an interview on Wednesday. The language in the law followed guidelines in the Maine Legislative Drafting Manual, which specifically instructs lawmakers to not use the Oxford comma. Don't write "trailers, semitrailers, and pole trailers," it says - instead, write "trailers, semitrailers and pole trailers." The manual does clarify that caution should be taken if an item in the series is modified. Commas, it notes, "are the most

misused and misunderstood punctuation marks in legal drafting and, perhaps, the English language." "Use them thoughtfully and sparingly," it cautions.

Legal history is replete with cases in which a comma made all the difference, like a $1 million dispute between Canadian companies in 2006 or a very costly insertion of a comma in an 1872 tariff law. Varying interpretations of a comma in the Second Amendment have figured in court decisions on gun laws, including a Federal District Court over- turning a Washington gun ordinance in 2007. (The Supreme Court later overturned the law in the case known as District of Columbia v. Heller.) Most American news organizations tend to leave the Oxford comma out while allowing for exceptions to avoid confusion, like in the sentence: "I'd like to thank my parents, Mother Teresa and the pope." Reporters, editors and producers at The New York Times usually omit the comma, but Phil Corbett, who oversees language issues for the newsroom, wrote in a 2015 blog post that exceptions are sometimes made: "We do use the additional comma in cases where a sentence would be awkward or confusing without it: Choices for breakfast included oatmeal, muffins, and bacon and eggs."

The Associated Press, considered the authority for most American newsrooms, also generally comes out against the Oxford comma. But the comma is common in book and academic publishing. The Chicago Manual of Style uses it, as does Oxford University Press style. "The last comma can serve to resolve ambiguity," it says. A 2014 survey of 1,129 Americans by FiveThirtyEight and SurveyMonkey Audience found 57 percent in favor of the comma and 43 percent opposed. Mr. Webbert, who said working on the case recalled his boyhood grammar and Latin lessons, scoffed at the idea that he was representing all those in favor of the Oxford comma. He was only representing the truck drivers, he said.

The drivers, who earned between $46,800 and $52,000 per year without overtime, worked an average of 12 extra hours a week, Mr. Webbert said. Though three drivers filed the class-action lawsuit in 2014, about 75 will share the money. Oakhurst, a longtime family business that was acquired by Dairy Farmers of America in 2014, employs about 200 people and has annual sales of $110 million, selling dairy products throughout New England, according to its website. Its president, John H. Bennett, said in an interview on Thursday that "our management team values our employees and we take employee compensation seriously." "We believe we're in compliance with state and federal wage laws, and we'll continue to defend ourselves in this matter," he said. Mr. Webbert declined to take a personal position on the broader debate of using the Oxford comma.

But he sounded like a lot of English teachers and writing coaches who offered an alternative suggestion: If there's any doubt, tear up what you wrote and start over. "In this situation, it did create an ambiguity, which means you have to either add a comma or rewrite the sentence," he said.

Вопрос №2 – перевод со словарём. Предлагается для перевода текст объёмом 1200 знаков технической направленности. На подготовку даётся 40 минут. Разрешается использование словаря при подготовке.

Command Economy

In Command Economy or Planned Economy, the central or state government regulates various factors of production. In fact, the government is the final authority to take decisions regarding production, utilization of the finished industrial products and the allocation of the revenues earned from their distribution. The government-certified planners come second in the hierarchy. They distribute the work among the labor class, who actually undergo the toiling part of the entire process.

China and the former USSR are, perhaps, two of the best examples of Command Economy. Though many countries nowadays are switching off from Planned Economy to Market or Mixed Economy, yet nations like North Korea and Cuba are the countries where Planned Economy still exists in full form.

In Command Economy, both state-owned and private enterprises receive guidance and directives from the government regarding production capacity, output, types of production. Planned economic system is usually divided into two groups – Centralized and Decentralized.

The centralized or centrally Planned Economy, as prevalent in the former Soviet Union, is a more familiar concept of the two. The decentralized Command Economy, on the other hand, is more theoretical in nature with little or no application in the actual economic spheres. Command Economy has its own characteristic features.

By nature, Command Economy is more stable, guaranteeing constant exploitation of the existing resources. It is least affected by financial downturns and inflations. In a carefully planned Command Economic system, both surplus production and unemployment rates remain at a reasonable level.

Вопрос №3 – перевод без словаря. Предлагается для перевода текст объёмом 2000 знаков общенаучной направленности. На подготовку отводится 10 минут.

Factors of Production

Economists have long recognized the three distinct factors that people use to create the things they want. Land, labor, and capital are referred to as "factors of production." Each factor plays a unique role in the production of goods, and each factor is clearly distinguishable from the other two.

Land is defined as everything in the universe that is not created by human beings. It includes more than just the surface of the earth. Air, sunlight, forests, earth, water and minerals are all classified as land, as are all manner of natural forces or opportunities that are not created by people.

Labor uses capital on land to produce wealth. Every tangible good is made up of the raw materials that come from nature and because all people have material needs for survival, everyone must have access to some land in order to live. Land is the passive factor in production. To make the gifts of nature satisfy our needs and desires, people must do something with natural resources.

When the stuff of nature is worked up by labor into tangible goods, which satisfy human desires and have exchange value, we call those goods Wealth. (When labor satisfy desires directly, without providing a material good, we call that "Services"; thus, economists say that labor provides the economy with "goods and services".)

When some of the wealth is used to produce more wealth, economists refer to it as Capital. Capital increases labor's ability to produce wealth (and services too). Therefore, there is always a demand for capital goods, and some labor will be devoted to supplying those goods, rather than supplying the consumer goods that directly satisfy desires.

Definition of the three distinct, interdependent factors of production is another important analytical tool that helps economists make sense of the processes of production and distribution in a complex society. Each is clearly different from the other.

The mutually exclusive nature of these categories is what makes them so useful. In other contexts, these terms are sometimes used differently, or oddly combined, such as "human capital".

It is important to remember that different schemes of definitions and terms can be used for different purposes. Land, for example, is often referred to as "capital", in the sense that one can buy land and use it as a "capital investment". The use of a term like "real estate" – which is a combination of land and capital as we have defined them here – can further cloud the issue. This shows us that when economic terms are used, it is very helpful to clearly understand how they are being defined!

Вопрос №4 – беседа по пройденным темам.

Higher Education in Russia

Every student has to choose what to do after finishing school. 20% of pupils go to work, someone goes to college, but most of us want to have a good profession in future. That's why we go to university. Higher education in Russia is pretty good and developed.

In big towns you can have any profession you like. Pupils from small towns and villages can move here and go to any university. Of course for this you need to have good results at school and desire to continue education.

Today our students are welcome in European countries as well. Our doctors, programmers, engineers can go any country and find a job there.

In general after finishing school you go to university for another 5 years. Sometime it can be more and sometime less. Everything depends on the profession you have chosen. Last year of the university you have to pass the exams and write a thesis. Also last year you can have practice in a company or school and you can start to work independently. It's important to understand the job not only while you are at the university, but doing your duties. So you have specialist degree.

After 5 years you can go to work or continue education. Another 2-3 years will give you master degree. And the last step is highest professional training where you can do researching.

Also our students like to have second education. It's convenient if you are not sure about your profession.

Today higher education is important, but more important if you really have skills, patience and experience. Higher education in our country can be free, but most of the students have to pay. Anyway a right to have higher education has every single pupil. Everything depends only on us and our desires.

Составил:
Ассистент каф. ин. яз. _____ / А.Е. Черникова

Зав. кафедрой ин. яз. _____ / Н.Е. Есенина

ДОКУМЕНТ ПОДПИСАН ЭЛЕКТРОННОЙ ПОДПИСЬЮ
ФГБОУ ВО "РГРТУ", РГРТУ, Есенина Наталья Евгеньевна, Директор **07.10.26** 14:33 (MSK) Простая подпись