

## Приложение к рабочей программе дисциплины Иностранный язык

Направление подготовки – 38.03.01 Экономика  
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### ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

#### 1. Назначение фонда оценочных средств (ФОС) по дисциплине

ФОС по учебной дисциплине – совокупность контрольных материалов, предназначенных для измерения уровня достижения обучающимся установленных результатов обучения, а также уровня сформированности всех компетенций (или их частей), закрепленных за дисциплиной. ФОС используется при проведении текущего контроля успеваемости и промежуточной аттестации обучающихся.

Задачи ФОС:

- управление процессом приобретения обучающимися необходимых знаний, умений, навыков и формированием компетенций, определенных в ФГОС ВО;
- оценка достижений обучающихся в процессе изучения дисциплины с выделением положительных/отрицательных результатов и планирование предупреждающих/корректирующих мероприятий;
- обеспечение соответствия результатов обучения задачам будущей профессиональной деятельности через совершенствование традиционных и внедрение в образовательный процесс университета инновационных методов обучения.

#### 2. Структура ФОС и применяемые методы оценки полученных знаний

##### 2.1 Общие сведения о ФОС

ФОС позволяет оценить освоение всех указанных в рабочей программе дескрипторов компетенции, установленных ОПОП. В качестве методов оценивания применяются: входной тест, устный опрос, экспресс-опрос, тестирование по грамматике.

Структурными элементами ФОС по дисциплине являются: ФОС для проведения текущего контроля, состоящий из входного теста, устного опроса, экспресс-опроса, тестирования по грамматике, критериев и шкал оценивания, ФОС для проведения промежуточной аттестации (экзамен и зачет), состоящий из вопросов, требующих письменного ответа, и других контрольно-измерительных материалов, включающих показатели, критерии и шкалу оценивания.

#### Применяемые методы оценки полученных знаний по разделам дисциплины

Раздел	Текущая аттестация (количество заданий, работ)				Промежуточная аттестация
	Входной тест	Устный опрос	Экспресс-опрос	Тестирование по грамматике	
Тема 1. Let me introduce myself	+	+	-	+	зачет
Тема 2. My working day		+	+		зачет
Тема 3. Our university		+	+	+	зачет
Тема 4. Kerch is my native city		+	-	+	зачет
Тема 5. The Russian Federation		+	+	+	зачет
Тема 6. The United Kingdom		+	+	+	зачет

Тема 7. The USA		+	+		зачет
Тема 8. My plans for the future		+	-	+	зачет
Тема 9. Sectors of economy		+	+		зачет
Тема 10. What is economics?		+	+	+	зачет
Тема 11. Areas of economics		+	+		зачет
Тема 12. Development economics		+	+	+	зачет
Тема 13. Applied fields of economics		+	+	+	зачет
Тема 14. Agricultural economics		+	+		экзамен
Тема 15. Economics of education		+	+	+	экзамен
Тема 16. Labour economics		+	+	+	экзамен
Тема 17. International economics		+	+	+	экзамен

## 2.2 Оценочные материалы для проведения текущего контроля

### Входной контроль

Входной контроль проводится с целью определения уровня знаний обучающихся, необходимых для успешного освоения материала дисциплины.

Технология входного контроля предполагает проведение тестирования.

Оценивание входного тестирования осуществляется по номинальной шкале – за правильный ответ к каждому заданию выставляется один балл, за не правильный – ноль. Общая оценка каждого теста осуществляется в отношении количества правильных ответов к общему числу вопросов в тесте (выражается в процентах).

Тест считается пройденным (оценка «зачтено») при общей оценке 75%.

Количество попыток прохождения теста – одна.

Время прохождения теста – 10 минут

### Содержание теста

Вопросы	Ответы
<p>1. <i>Употребите нужную форму глаголов <b>to be</b> и <b>to have</b>:</i></p> <p>1. My favourite subjects .... Physics, IT and Mathematics.  2. We .... a nice library in the college.  3. The novel .... written many years ago.</p>	<p>1. am                    5. were  2. is                     6. have  3. are                   7. has  4. was                  8. had</p>
<p>2. <i>Определите, к какой части речи относится выделенное слово:</i></p> <p>1. My friend <b>likes</b> to make computer programs.  2. This is the oldest <b>building</b> in our town.  3. Lomonosov was an <b>outstanding</b> scientist.  4. The sun is shining <b>brightly</b> in the sky.</p>	<p>1. существительное  2. глагол  3. прилагательное  4. наречие  5. числительное</p>

<p>3. <i>Вставьте нужный предлог:</i></p> <p>1. Now I'm a student .... Technical College.</p> <p>2. Usually I go .... the timetable which is .... the hall.</p>	<p>1. at            5. to</p> <p>2. of            6. by</p> <p>3. for          7. After</p> <p>4. in            8. from</p>
<p>4. <i>Выберите правильный ответ</i></p> <p>There is too ... salt in the soup. (В супе слишком много соли.)</p> <p>There are ... sky-scrapers in our city. (В нашем городе есть несколько небоскребов.)</p> <p>I've got ... albums of this singer. (У меня есть несколько альбомов этого исполнителя.)</p>	<p>a. much</p> <p>b. many</p> <p>c. a few</p> <p>a. much</p> <p>b. a little</p> <p>c. a few</p> <p>a. much</p> <p>b. a few</p> <p>c. a little</p>
<p>5. <i>Соедините слова с их значением</i></p> <p>1. builder</p> <p>2. cheap</p> <p>3. appearance</p> <p>4. scientific</p> <p>5. cozy</p> <p>6. clever</p>	<p>a) умный</p> <p>b) уютный</p> <p>c) научный</p> <p>d) строитель</p> <p>e) внешность</p> <p>f) дешевый</p>
<p>6. <i>Заполните пропуски соответствующим местоимением</i></p> <p>.... am the first-year student.</p> <p>Is .... in the room?</p> <p>.... are builders</p>	<p>a) I</p> <p>b) He, she, it</p> <p>c) We, you, they</p> <p>a) Somebody</p> <p>b) Anybody</p> <p>c) Everyone</p> <p>a) I</p> <p>b) He, she, it</p> <p>c) We, you, they</p>
<p>7. <i>Употребите нужный модальный глагол:</i></p> <p>1. You .... take your umbrella, it's raining.</p> <p>2. How .... I get to the museum?</p> <p>3. After classes students .... go to the library or different hobby clubs.</p>	<p>1. can            4. could</p> <p>2. may            5. must</p> <p>3. ought (to)    6. need</p>

<p>8. <i>Употребите нужную форму глаголов to be и to have:</i></p> <p>1. The students .... in the library last week.  2. After a few classes I go to the canteen and .... breakfast.  3. My father .... a lot of work to do last week.</p>	<p>1. am      5. were  2. is      6. have  3. are      7. has  4. was      8. had</p>
<p>9. <i>Определите, к какой части речи относится выделенное слово:</i></p> <p>1. Where do you <b>study</b>?  2. Do you like your <b>study</b>?  3. After classes students go to <b>their</b> favorite hobby groups.  4. On the first floor of the college there is a hall, a gym and <b>some</b> classes.</p>	<p>1. существительное  2. глагол  3. прилагательное  4. наречие  5. местоимение</p>
<p>10. <i>Вставьте нужный предлог:</i></p> <p>1. .... leaving the college I want to continue my study .... the University.  2. Our college trains specialists .... work .... different spheres.</p>	<p>1. at      5. to  2. of      6. by  3. for      7. after  4. in      8. from</p>
<p>11. <i>Употребите нужный модальный глагол:</i></p> <p>1. The students .... come in time to all their lectures.  2. I .... speak English and don't know German.  3. You .... take my dictionary.</p>	<p>1. can      4. could  2. may      5. must  3. ought (to)      6. need</p>
<p>12. <i>Выберите правильный ответ</i></p> <p>We've got ... free time. (У нас мало свободного времени.)  I have never seen so ... stars in the sky. (Я никогда не видел так много звезд в небе.)  Anna spent ... days in Rome. (Анна провела несколько дней в Риме.)</p>	<p>a) little  b) many  c) few  d) much  e) a few  f) a little</p>
<p>13. <i>Соедините слова с их значением</i></p> <p>1. handsome  2. relatives  3. technician  4. kitchen  5. the United Kingdom  6. to build</p>	<p>a) родственники  b) строить  c) Соединенное Королевство  d) красивый (о мужчине)  e) кухня  f) техник</p>

<p>14. Заполните пропуски соответствующим местоимением</p> <p>1.... am the first-year student.</p> <p>2. Is ... in the room?</p> <p>3.... are builders</p>	<p>a) I b) He, she, it c) We, you, they</p> <p>a) Somebody b) Anybody c) Everyone</p> <p>a) I b) He, she, it c) We, you, the</p>
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### Устный опрос

#### Критерии оценивания

Устный опрос оцениваются по четырех балльной системе:

«отлично» - студент глубоко и прочно усвоил заданную тему, исчерпывающе ее излагает, не допуская ошибок;

«хорошо» - студент твердо знает заданную тему, грамотно ее излагает, не допускает существенных неточностей при ответах.

«удовлетворительно» - студент освоил только часть заданной темы;

«неудовлетворительно» - если студент не усвоил материала заданной темы; допускает существенные ошибки, не знает определений ключевых понятий по теме.

Количество попыток прохождения устного опроса неограниченно, время на его прохождение – 5 минут

### 1 семестр:

Тема 1. Let me introduce myself

Introduce yourself answering the following questions

Контрольный вопрос	Рекомендуемое содержание ответа
1. What is your name?	1. My name is..
2. Where and when were you born?	2. I was born ...
3. How old are you?	3. I'm...
4. Have you got a family?	4. Yes, I have.
5. How many people are there in your family?	5. There are ... people in my family
6. Do you have brothers, sisters, grandparents in your family?	6. Yes, I have. / No, I haven't
7. Where do you live?	7. I live in ...
8. Did you study well at school?	8. Yes, I did. / no, I didn't
9. What school did you finish?	9. I finished school #...
10. Did your teachers help you to choose your future profession?	10. yes, she did. / No, she didn't
11. What were your favourite subjects at school?	11. My favourite subjects were...
12. What do you like to read?	12. I like to read...
13. What sport do you go in for?	13. I go in for...
14. What are you going to be?	14. I'm going to be ...
15. Do you still live with your parents?	15. yes, I do / No, I don't
16. Do you have many friends?	16. yes, I do / No, I don't

Тема 2. My working day

Describe your working day answering the following questions

Контрольный вопрос	Рекомендуемое содержание ответа
1. Do you get up early?	1. I get up early / late
2. Is it easy for you to get up early?	2. it is easy / difficult for me to wake up early
3. Do you wake up yourself or does your alarm	3. I wake up myself. / My alarm clock wakes me

<p>clock wake you up?</p> <p>4. Do you do your morning exercises?</p> <p>5. What do you prefer: a hot or cold shower in the morning?</p> <p>6. How long does it take you to get dressed?</p> <p>7. What do you usually have for breakfast?</p> <p>8. Some people look through newspapers or listen to the latest news on the radio while having breakfast. What about you?</p> <p>9. When do you usually leave your house?</p> <p>10. Do you work? If yes, where?</p> <p>11. How long does it take you to get to your University (Institute)?</p> <p>12. Do you go there by bus/trolley-bus or walk?</p> <p>13. Where do you usually have lunch (dinner)?</p> <p>14. What time do you come home?</p> <p>15. How long does it take you to do your homework?</p> <p>16. How do you usually spend your evenings?</p> <p>17. Do you have a lot of free time?</p> <p>18. What time do you usually go to bed?</p>	<p>up</p> <p>4. I do / don't do my morning exercises</p> <p>5. I prefer a hot / cold shower in the morning</p> <p>6. It takes me .... to get dressed</p> <p>7. I usually have ... for breakfast.</p> <p>8. I usually ... while having breakfast.</p> <p>9. I usually leave my house at...</p> <p>10. I work at.../ I don't work</p> <p>11. It takes me ... to get to my university.</p> <p>12. I go there by bus / trolley-bus / I walk</p> <p>13. I usually have lunch in...</p> <p>14. I come home at... o'clock.</p> <p>15. It takes me ... to do my homework.</p> <p>16. I usually ... in the evening</p> <p>17. I have a lot of / a little free time</p> <p>18. I usually go to bed at .. o'clock</p>
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### Тема 3. Our university

Describe our university answering the following questions

Контрольный вопрос	Рекомендуемое содержание ответа
<p>1. Where do you study at?</p> <p>2. What specialists does the university trains?</p> <p>3. How many departments are there at the University?</p> <p>4. What faculties are there at the University?</p> <p>5. What specialists does the technological faculty trains?</p> <p>6. What specialists does the marine faculty trains?</p> <p>7. What subjects do students study?</p> <p>8. How long does the course of studies last?</p> <p>9. What research projects are being conducted at your University?</p>	<p>1. I study at Kerch State Maritime Technological University/</p> <p>2. The university trains ...</p> <p>3. There are 2 departments at the University</p> <p>4. There are maritime and technological faculties</p> <p>5. the technological faculty trains bookkeepers, ecologists, economists, and specialists of sea food processing industries</p> <p>6. The maritime faculty trains navigators, maritime engineers, electrical engineers.</p> <p>7. Students study a lot of special subjects</p> <p>8. The course of studies lasts 4 or 5 years</p> <p>9. Various research projects are being conducted at our university</p>

### Тема 4. Kerch is my native city

Describe your hometown answering the following questions

Контрольный вопрос	Рекомендуемое содержание ответа
<p>1. Do you study in your hometown or you just live here while studying?</p> <p>2. Do you like the city where you study? Why and why not?</p> <p>3. Do you know the history of your hometown?</p> <p>4. Do you know when was your hometown founded?</p> <p>5. Do you know any famous people who were born in your hometown?</p> <p>6. What are the places of interest in your hometown?</p>	<p>1. I study in my hometown / I just live here while studying</p> <p>2. I like / don't like the city where I study because...</p> <p>3. I know the history of my hometown</p> <p>4. my hometown was founded 2600 years ago</p> <p>5. I know such famous people who were born in my hometown as...</p> <p>6. The places of interest in my hometown are as following ...</p> <p>7. My favourite place in my hometown is ...</p>

7. What is your favourite place in your hometown?	
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2 семестр:

Тема 5. The Russian Federation

Comment on the geographical features, climate and political organization of the Russian Federation answering the following questions

Контрольный вопрос	Рекомендуемое содержание ответа
1. Is Russia the largest country in the world? 2. What oceans wash the borders of the Russian Federation? 3. How many countries have borders with Russia? 4. Are Russian flora and fauna various? 5. What are the highest mountains in Russia? 6. What is lake Baikal famous for? 7. What is the climate in Russia like? 8. What are the national symbols of Russia? 9. What does the Federal Assembly consist of? 10. What do we call the head of each Chamber of the Federal Assembly?	1. Russia is the largest country in the world 2. The Russian Federation is washed by ... 3. Such countries as ... have borders with Russia 4. Russian flora and fauna are various 5. The highest mountains in Russian are the Caucasus mountains 6. Lake Baikal is famous for its depth 7. The climate of Russia is various 8. The national symbols of Russia are...the national flag, anthem and coat of arms 9. The Federal Assembly consists of the Council of Federation, the State Duma 10. We call the head of each Chamber of the Federal Assembly the speaker

Тема 6. The United Kingdom

Comment on the economy of the UK answering the following questions

Контрольный вопрос	Рекомендуемое содержание ответа
1. What is the rank of the UK in the world in terms of the GNP? 2. How did the GNP of the UK changed in years 1993- 94? 3. What are the major industries in the UK? 4. When did Great Britain become a member of the EU? 5. What are the major economic problems of Great Britain? 6. What is the British government economic policy since 1979? 7. What is said in the text about the unemployment in the UK?	1. The United Kingdom ranks among the top industrial countries in terms of the GNP 2. The GNP of the UK grew faster than the population in years 1993- 94 3. The major industries in the UK are manufacturing industries, agriculture and mining industries. 4. Great Britain become a member of the EU in 1973 5. The major economic problems of Great Britain the manufacturing has declined, the unemployment rate has increased 6. The British government economic policy since 1979 includes policies of privatization, or denationalization, of publicly owned corporations. 7. Unemployment rates remain high.

Тема 7. The USA

Comment on the economy of the USA answering the following questions

Контрольный вопрос	Рекомендуемое содержание ответа
1. When, according to the author, the US became a world's leading industrial nation? 2. What tendency took place by the end of the Civil War? 3. What is said in the text about the development of the service industry?	1. The United States has been the world's leading industrial nation since early in the 20th century 2. By World War I, exports of manufactured goods had become more important than the export of raw materials; as manufacturing grew,

<p>4. What is said about the size of the manufacturing sector of the economy?</p> <p>5. What role does the government play in the modern economy of the USA?</p> <p>6. What was the US GNP in 1993?</p> <p>7. What, according to the text, are the three major sectors of American economy?</p> <p>8. What are the examples of tertiary activities?</p>	<p>agriculture became increasingly mechanized and efficient, employing fewer and fewer workers.</p> <p>3. Today, service industries are the most important sector of the economy, employing almost threequarters of the workforce.</p> <p>4. Manufacturing employs approximately 17 per cent of the labour force and agriculture less than 3 per cent of the workers.</p> <p>5. Beginning in the 1930s, the government of the United States played an increasingly active role in the economy. Even though the US economy in the 1990s was based on free enterprise, the government regulated business in various ways.</p> <p>6. In 1993 the United State’s annual GNP was more than \$6.4 trillion.</p> <p>7. -8. The US economy consists of three main sectors-the primary, secondary, and tertiary. Primary economic activities are those directly involving the natural environment, including agriculture, forestry, fishing, and mining, and usually contribute about 4 per cent of the yearly GDP. Secondary economic activities involve processing or combining materials into new products, and include manufacturing and construction, this sector accounts for approximately 23 per cent of the GDP. Tertiary economic activities involve the output of services rather than goods.</p>
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Тема 8. My plans for the future

Comment on you plans for the future answering the following questions:

Контрольный вопрос	Рекомендуемое содержание ответа
<p>1. What kind of job are you interested in?</p> <p>2. What position would you like to have and why?</p> <p>3. What are its advantages and disadvantages?</p> <p>4. Is it easy or difficult to qualify for such a position?</p> <p>5. Is it required to have a good command of English for such a position?</p> <p>6. What is a resume? Do you have any experience of its compilation? If yes, share it?</p>	<p>1. I’m interested in ....</p> <p>2. I would like to have a position of ... because</p> <p>3. Its advantages are ... It’s disadvantages are ...</p> <p>4. It is easy / difficult to qualify for such a position</p> <p>5. It is/ isn’t required to have a good command of English for such a position</p> <p>6. A resume is a summary of your career history, the skills and experiences you have gained during the course of it. I have / don’t have any experience of its compilation</p>

3 семестр:

Тема 9. Sectors of economy

Comment on the topic “Sectors of economy” answering the following questions

Контрольный вопрос	Рекомендуемое содержание ответа
<p>1. What are the sectors of an economy?</p> <p>2. What industries does the primary sector include?</p> <p>3. Why does mining partially belong to the secondary sector?</p> <p>4. How do manufacturing industries produce goods?</p>	<p>1. There are three main sectors in any economy: the primary sector, the secondary sector, and the tertiary sector.</p> <p>2. The primary sector of economy includes industries that get goods from nature, such as agriculture and mining.</p> <p>3. Mining partially belongs to the secondary</p>



<p>5. Do any services belong to the secondary sector?</p> <p>6. What does the tertiary sector include?</p> <p>7. What countries produce agricultural products and minerals?</p> <p>8. Which sector grows in industrialized countries?</p>	<p>sector as mineral resources need industrial processing.</p> <p>4. Manufacturing industries produce goods by means of mechanical, electrical or chemical, processing of resources.</p> <p>5. Some services belong to the secondary sector</p> <p>6. The tertiary sector provides different services to consumers, such as trade, transport, banking, insurance and other public services. Teachers, doctors, tourist agents, drivers, lawyers, etc<sup>2</sup> work in the tertiary sector</p> <p>7. Wales produces minerals. Other countries produce agricultural products</p> <p>8. There is a tendency for the growth of the service sector in many economies, especially in industrialized countries</p>
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#### Тема 10. What is economics?

Comment on the topic answering the following questions

Контрольный вопрос	Рекомендуемое содержание ответа
<p>1. What problems are economists interested in?</p> <p>2. What are the three main approaches to economics?</p> <p>3. What specialized areas of economics do you know?</p> <p>4. Why do economists use economic models?</p> <p>5. Why is it not possible to include all the details in a model?</p> <p>6. What does a model usually include?</p> <p>7. Which of the models does an economist always choose?</p> <p>8. Why is it necessary for an economist to collect and study actual data?</p>	<p>1. Economists are interested in factors that affect prices of goods and services and also resources necessary to produce them, sellers' and buyers' behaviour in the market, in the relationship between —price system<sup>1</sup> and —market mechanism<sup>1</sup>.</p> <p>2. There are three main approaches to economics: microeconomics, macroeconomics, and development economics.</p> <p>3. There are also several specialized areas of study. Among them are money economics, international economics, labour economics, industrial economics, agricultural economics, growth economics, mathematical economics, etc.</p> <p>4. A model often helps an economist to make correct predictions.</p> <p>5. Real life is complex and it is not possible for an economist to include all the details in a model.</p> <p>6. A model usually includes only essential elements and relationships of a particular economic situation.</p> <p>7. He always chooses the model that predicts the results of a particular phenomenon more accurately.</p> <p>8. It is also necessary to collect and study actual data in order to know how accurate a model is</p>

#### Тема 11. Areas of economics

Comment on the topic answering the following questions

Контрольный вопрос	Рекомендуемое содержание ответа
<p>1. What does microeconomics study?</p> <p>2. Whose economic behaviour is studied by microeconomics?</p> <p>3. How are individuals considered by</p>	<p>1. Microeconomics focuses on individual economic units.</p> <p>2. The economic behaviour of either individual consumers or firms or industries is studied by</p>

<p>microeconomics?</p> <p>4. When did microeconomic approach dominate in economics?</p> <p>5. When did economists' interest in macroeconomics grow?</p> <p>6. How is economy considered in macroeconomics?</p> <p>7. What stimulated the development of macroeconomics?</p> <p>8. What problems were analyzed in the 1930s?</p> <p>9. What is studied by development economics?</p>	<p>microeconomics.</p> <p>3. Individuals are considered both as suppliers of labour and as consumers of goods.</p> <p>4. There was a long period in the 19th and early in' the 20th centuries when microeconomic questions dominated in economics.</p> <p>5. Economists' interest in macroeconomics grew after the great depression</p> <p>6. it is considered as achievement of full employment and economic growth by means of proper government policies</p> <p>7. The world depression that began in 1929 stimulated the development of macroeconomics</p> <p>8. Such macroeconomic questions as achievement of full employment and economic growth by means of proper government policies were analyzed in the 1930s</p> <p>9. Development economics studies the factors of economic growth and how these factors are used by governments in order to achieve high living standards.</p>
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#### Тема 12. Development economics

Comment on the topic answering the following questions

Контрольный вопрос	Рекомендуемое содержание ответа
<p>1. What problems does development economics study?</p> <p>2. How are Third World countries named?</p> <p>3. What countries are known as —developed countries?</p> <p>4. When was the fastest growth of Third World countries?</p> <p>5. Are developing countries independent politically or economically?</p> <p>6. What countries belong to —newly industrialized countries?</p> <p>7. Are all developing countries uniform in their development?</p> <p>8. What are the common characteristics of all developing countries?</p>	<p>1. Development economics studies considers specific problems of Third World countries</p> <p>2. These countries are given a variety of different names such as —underdeveloped countries, —less developed countries (LDCs), and —developing countries (DCs).</p> <p>3. Countries of Western Europe, North America, and Japan are known as developed countries</p> <p>4. The growth of Third World countries was especially great in the 1950s and 1960s.</p> <p>5. Many countries got political independence after World War II, but they have not become independent economically yet</p> <p>6. The most advanced Asian and South American countries are sometimes called newly industrialized countries (NICs)</p> <p>7. Third World countries are not uniform in their development</p> <p>8. Lower average income per capita: low labour productivity: low level of education; high mortality rate: fast population growth: low living standards, etc. are the common characteristics of all developing countries</p>

#### Тема 13. Applied fields of economics

Comment on the topic answering the following questions

Контрольный вопрос	Рекомендуемое содержание ответа
<p>1. What topics do applied fields in economics deal with?</p>	<p>1. Applied fields in economics deal with specific topics, such as industrial economics, agricultural</p>

<p>2. What does industrial economics study?</p> <p>3. What influences profits and losses in any industry?</p> <p>4. Why is economics of energy closely connected with industrial economics?</p> <p>5. What were the main sources of energy in the past?</p> <p>6. Why were adjustments made in most industries in the 1970s?</p> <p>7. How are prices for oil regulated now?</p>	<p>economics, economics of energy, economics of education, labour economics, etc.</p> <p>2. Industrial organization and structure are studied by industrial economics</p> <p>3. Both profits and losses in any industry are affected by the behaviour of firms and companies engaged in the industry.</p> <p>4. A lot of energy has been used by the modern economy in recent decades.</p> <p>5. In the past, wood and coal were used as the main sources of energy</p> <p>6. Adjustments have been made by industrial economies in order to cope with the energy scarcity.</p> <p>7. Regular meetings are held by the OPEC formed in order to regulate oil prices.</p>
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4. семестр:

Тема 14. Agricultural economics

Comment on the topic answering the following questions

Контрольный вопрос	Рекомендуемое содержание ответа
<p>1. Why is agricultural economics developing rapidly?</p> <p>2. What is it necessary to know to understand agricultural economics?</p> <p>3. What is the main characteristic of agriculture?</p> <p>4. Why do farms of the same type in different regions use different livestock breeds, crop varieties and machinery?</p> <p>5. What are the main reasons for rising efficiency in agriculture in the developed countries?</p> <p>6. What are the factors limiting further rise in productivity in agriculture?</p> <p>7. Why do farm incomes vary from year to year?</p>	<p>1. It is developing rapidly and successfully as it is important for most countries of the world.</p> <p>2. In order to understand agricultural economics it is necessary to know how crops are sown, cultivated, fertilized, and harvested, how livestock are bred, raised, fattened, and sold.</p> <p>3. One of the main characteristics of agricultural sector is its great dependence on natural conditions</p> <p>4. Farms of the same type in different regions use different livestock breeds, crop varieties and machinery because of differences in climate, weather, soil, etc.</p> <p>5. The main reasons for rising efficiency are: a) better agricultural technology; b) better capital inputs, such as machinery; c) achievements in biological sciences.</p> <p>6. There are two main factors limiting further rise in efficiency: increasing energy scarcity as well as the loss of topsoil and water</p> <p>7. They depend on weather conditions and changes in demand for and supply of most farm products</p>

Тема 15. Economics of education

Comment on the topic answering the following questions

Контрольный вопрос	Рекомендуемое содержание ответа
<p>1. What are the characteristics of education which are the same in all countries?</p> <p>2. What is the role of education in social progress?</p> <p>3. What are the private benefits of education?</p> <p>4. What are the public benefits of education?</p> <p>5. What is the task of economics of education?</p> <p>6. Why are total subsidies for schools justified? What about subsidies for colleges?</p> <p>7. How is education financed?</p> <p>8. Is economics of education going to become more important in the near future? Why?</p>	<p>1. It improves skills which make people more productive. By means of education people are made stable members of society. Some teachers also do creative research which helps to improve technology</p> <p>2. Education creates large economic values varying from technical productivity in factories and offices to progress of knowledge</p> <p>3. Each student gets private benefits when he or she learns new skills which will allow them to get higher pay on the job. Besides, the job will probably be more pleasant and the person will cope with problems of modern life better</p> <p>4. First, it provides more productive workers for</p>

	<p>society, economy becomes more efficient and profitable. Without education many people do not cope with difficulties of life and turn to crime<sup>1</sup> or require public support. Second, people understand social life better and they will deal with public problems more intelligently and avoid extremism. Third, 70 greater productivity of population provides more taxes in order to pay for public needs</p> <p>5. The task of economics of education is to evaluate public and private benefits and make decisions how much a government is going to invest in every type of school and how the government is going to do it</p> <p>6. As productivity and stability of population is mainly increased at school level, total public subsidies for schools are justified. For education at the college level, however, the public benefits are weaker than private benefits and full public subsidies are considered less justified than at the school level</p> <p>7. Education is being financed by subsidies or scholarships</p> <p>8. Technologies are becoming more complex and demand for education as well as a number of qualified specialists will grow in future. With it, the role of economics of education and the scope of problems studied by it is growing in the years to come</p>
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#### Тема 16. Labour economics

Comment on the topic answering the following questions

Контрольный вопрос	Рекомендуемое содержание ответа
<ol style="list-style-type: none"> <li>1. What does labour economics study?</li> <li>2. Who does labour force include?</li> <li>3. What is unemployment?</li> <li>4. What does unemployment result from?</li> <li>5. How does demand for labour affect its supply and price?</li> <li>6. How do non-economic factors work in the labour market?</li> <li>7. Is unpaid labour considered in economics? Why (not)?</li> </ol>	<ol style="list-style-type: none"> <li>1. Labour economics studies the functioning of the market for labour, its participants — workers and employers — and the resulting wages and employment.</li> <li>2. Labour force is the number of employed people plus the unemployed* seeking work.</li> <li>3. <b>Unemployment</b> is the term for when a person who is actively seeking a job is unable to find work.</li> <li>4. Unemployment beyond the natural rate results from insufficient demand in economy</li> <li>5. In markets for goods if the price is high more goods will be produced until the demand is met. But the time in the day is limited and people are not manufactured. If wages rise the supply of labour, in many situations, will not be increased. The supply will not be changed or even less labour will be supplied as workers take more time off to spend their increased wages.</li> <li>6. Workers more willingly apply for jobs where they have personal connections and they are more willingly hired there. Group membership, race or nationality of the worker influences firms' hiring decisions.</li> <li>7. Labour market analyses have recently turned to unpaid labour which was neglected by economics in the past. Although this type of labour is unpaid it affects society as a whole.</li> </ol>

#### Тема 17. International economics

Comment on the topic answering the following questions

Контрольный вопрос	Рекомендуемое содержание ответа
1. What problems does international economics deal with? 2. How long has trade between nations existed? 3. Why has the importance of international trade changed in recent decades? 4. How can nations influence trade relations? 5. Which international organizations help to promote trade between countries? 6. How can countries protect their domestic producers? 7. What is international finance? 8. What forms a transnational corporation?	1. International economics deals with international trade and international finance. 2. It has existed for ages, for example Silk Road' and Amber Road. 3. Its importance has greatly increased recently as a result of advanced transportation, globalization and facilities of transnational corporations. 4. Nations can influence trade relations regulating it through multilateral treaties. 5. The World Trade Organization, the NAFTA, the European Union and other international organizations help to promote trade between countries. 6. There is sometimes strong domestic pressure to increase tariffs that can protect domestic producers. 7. International finance as a branch of economics studies exchange rates of currencies and foreign investment, and how these can affect international trade. 8. The FDI relationship consists of a parent enterprise and a foreign affiliate which together form a transnational corporation.

**Экспресс-опрос (на знание лексического минимума по теме)**

Оценивание экспресс-опроса осуществляется по номинальной шкале – за правильный ответ к каждому заданию выставляется один балл, за не правильный – ноль. Общая оценка каждого вопроса осуществляется в отношении количества правильных ответов к общему числу вопросов (выражается в процентах).

Экспресс-опрос считается пройденным при общей оценке 75%

Количество попыток и время – неограниченно.

Контрольный вопрос	Ответы
<b>Тема 2. My working day</b> To serve Opportunity Dormitory, student hostel To rent a flat To share Successfully Room-mate To gossip Completely Enough Break Cloack room To pass exams To do well To look forward to	- обслуживать - возможность - студенческое общежитие - снимать квартиру - делить -успешно - сосед по комнате - болтать, беседовать - полностью, совершенно - достаточно - перерыв - гардероб - сдать экзамен Делать успехи, хорошо учиться - ждать с нетерпением
<b>Тема 3. Our university</b> Establish Extra-mural Prominent position be equipped curriculum research projects	- основывать - заочный - выдающееся положение - быть оборудованным - курс обучения, учебный план - научно-исследовательские проекты

facilities faculty department teaching instructor dean teaching staff, faculty members full-time student student of distant education	- средства, приспособления, помещения - факультет - кафедра - преподаватель - декан - преподавательский состав - студент дневного отделения - студент заочного отделения
<b>Тема 5. The Russian Federation</b> - citizen - to occupy - to comprise - the Council of Federation - State Duma - Supreme Court - legislative - executive - judicial - Federal Assembly - foreign policy – - ore - non-ferrous metals Ferrous metals – irrespective of	- гражданин - занимать - включать, охватывать - Совет Федерации - Государственная Дума - Верховный Суд - законодательный - исполнительный - судебный - Федеральное собрание - международная политика - руда - цветные металлы - черные металлы - независимо от
<b>Тема 6. The United Kingdom</b> - public borrowing - to exceed - excise - expenditure - exposure - gross national product (GNP) - share holdings - manufacturing industry - merchant - negotiations - competitiveness - to debilitate - decline - to encompass - to fall short - to offset - to predominate - prosperity - unemployment rate - revenue - share – to shrink - standard of living	- государственный заем - превышать - акциз - расход - непринятие защитных мер от воздействия - валовой национальный продукт - акции - обрабатывающая промышленность - торговый - переговоры - конкурентоспособность - ослаблять - спад - включать в себя - нехватать - покрывать - преобладать, господствовать - процветание - уровень безработицы - доход - доля, акция - уменьшаться, сокращаться - уровень жизни
<b>Тема 8. My plans for the future</b> - large amounts of money - figure - enterprise - to qualify for	- большие суммы денег - цифра, сумма - предприятие - годиться для чего-либо

<ul style="list-style-type: none"> <li>- marketer</li> <li>- R.P. Specialist</li> <li>- sales manager</li> <li>- supply manager</li> <li>- prestigious job</li> <li>- employee</li> <li>- entrepreneur, businessman</li> <li>- state-employer</li> <li>- skilled worker</li> <li>- experienced worker</li> <li>- to be hired for a job</li> <li>- to apply for a job</li> <li>- application for a position of</li> <li>- C.V. (curriculum vitae)</li> <li>- To be fired</li> <li>- to retire</li> </ul>	<ul style="list-style-type: none"> <li>- специалист по маркетингу</li> <li>- специалист по связям с общественностью</li> <li>- менеджер по продажам</li> <li>- менеджер по снабжению</li> <li>- престижная работа</li> <li>- наемный рабочий</li> <li>- предприниматель</li> <li>- государственный служащий</li> <li>- квалифицированный рабочий</li> <li>- опытный рабочий</li> <li>- быть нанятым на работу</li> <li>- претендовать на какую-либо должность</li> <li>- заявление о приеме на должность</li> <li>- автобиография</li> <li>- быть уволенным</li> <li>- уходить на пенсию</li> </ul>
<p><b>Тема 9. Sectors of economy</b></p> <ul style="list-style-type: none"> <li>- to include</li> <li>- goods and services</li> <li>- agriculture, farming</li> <li>- crop farming</li> <li>- animal farming</li> <li>- mining</li> <li>- to process</li> <li>- to manufacture</li> <li>- to provide</li> <li>- plant</li> <li>- fuel</li> <li>- consumer</li> <li>- trade</li> </ul>	<ul style="list-style-type: none"> <li>- включать в себя</li> <li>- товары и услуги</li> <li>- сельское хозяйство</li> <li>- растениеводство</li> <li>- животноводство</li> <li>- горная промышленность</li> <li>- обрабатывать</li> <li>- производить</li> <li>- обеспечивать</li> <li>- завод, фабрика</li> <li>- топливо</li> <li>- потребитель</li> <li>- торговля</li> </ul>
<p><b>Тема 10. What is economics?</b></p> <ul style="list-style-type: none"> <li>- economics</li> <li>- to affect</li> <li>- price</li> <li>- behavior</li> <li>- market mechanism</li> <li>- market of services</li> <li>- relationship</li> <li>- to develop</li> <li>- development</li> <li>- area</li> <li>- labour</li> <li>- to predict</li> <li>- essential</li> <li>- to make a decision</li> <li>- data</li> </ul>	<ul style="list-style-type: none"> <li>- экономическая наука, экономика</li> <li>- влиять</li> <li>- цена</li> <li>- поведение</li> <li>- рыночный механизм</li> <li>- рынок услуг</li> <li>- отношение, взаимоотношение</li> <li>- разрабатывать, развивать</li> <li>- разработка, развитие</li> <li>- область, район, территория</li> <li>- труд</li> <li>- предсказывать</li> <li>- обязательный, существенный</li> <li>- принимать решение</li> <li>- данный</li> </ul>
<p><b>Тема 11. Areas of economics</b></p> <ul style="list-style-type: none"> <li>- unit</li> <li>- either... or</li> <li>- to distribute</li> <li>- income</li> <li>- to consider</li> <li>- both... and</li> <li>- supplier</li> <li>- force</li> </ul>	<ul style="list-style-type: none"> <li>- единица, блок</li> <li>- или...или</li> <li>- распространять, распределять</li> <li>- доход(ы), прибыль, поступление</li> <li>- рассматривать, полагать, считать</li> <li>- и...и, как.. так</li> <li>- поставщик</li> <li>- сила</li> </ul>

<ul style="list-style-type: none"> <li>- employment</li> <li>- to require</li> <li>- to achieve</li> <li>- achievement</li> <li>- proper</li> <li>- government</li> <li>- living standard</li> </ul>	<ul style="list-style-type: none"> <li>- работа, занятость</li> <li>- нуждаться, требовать</li> <li>- достигать</li> <li>- достижение</li> <li>- правильный, надлежащий</li> <li>- правительство</li> <li>- жизненный уровень</li> </ul>
<p><b>Тема 12. Development economics</b></p> <ul style="list-style-type: none"> <li>- variety</li> <li>- independence</li> <li>- dependence</li> <li>- advanced</li> <li>- to reach</li> <li>- light manufacturing industry</li> <li>- to increase</li> <li>- uniform</li> <li>- to make progress</li> <li>- to distinguish from</li> <li>- average</li> <li>- percapita</li> <li>- labour productivity</li> <li>- fast (rapid)</li> <li>- population</li> </ul>	<ul style="list-style-type: none"> <li>- разнообразие</li> <li>- независимость</li> <li>- зависимость</li> <li>- передовой, прогрессивный, развитый</li> <li>- достигать</li> <li>- легкая промышленность</li> <li>- возрастая, увеличивать(ся)</li> <li>- однообразный, однородный</li> <li>- достигать успеха</li> <li>- выделять из, отличать от</li> <li>- средний</li> <li>- на человека, на душу населения</li> <li>- производительность труда</li> <li>- быстрый</li> <li>- население</li> </ul>
<p><b>Тема 13. Applied fields of economics</b></p> <ul style="list-style-type: none"> <li>- applied</li> <li>- applied fields</li> <li>- however</li> <li>- to deal (with)</li> <li>- industrial economics</li> <li>- education</li> <li>- as well as</li> <li>- various</li> <li>- degree</li> <li>- competitor</li> <li>- competition</li> <li>- to compete</li> <li>-oil</li> <li>- to influence smth/ smb</li> <li>- profit</li> <li>- loss</li> <li>- to engage</li> <li>- recent</li> <li>- consumption</li> <li>- source</li> <li>- equipment</li> <li>- to introduce</li> <li>- scarce</li> <li>- scarcity</li> <li>- rise</li> <li>- adjustment</li> <li>- to adjust</li> <li>- to cope</li> </ul>	<ul style="list-style-type: none"> <li>- прикладной</li> <li>- прикладные области</li> <li>- однако</li> <li>- иметь дело с, вести дело с</li> <li>- экономика промышленности</li> <li>- образование</li> <li>- так же как</li> <li>- различный, разный</li> <li>- степень, ступень</li> <li>- конкурент, соперник</li> <li>- конкуренция, соревнование</li> <li>- конкурировать</li> <li>- нефть</li> <li>- влиять</li> <li>- прибыль, доход</li> <li>- потеря, убыток</li> <li>- занимать, нанимать</li> <li>- недавний, новый, свежий, современный</li> <li>- потребление, расход</li> <li>- источник</li> <li>- оборудование</li> <li>- вводить, внедрять</li> <li>- недостаточный, скудный</li> <li>- недостаток</li> <li>- повышение, увеличение, подъем</li> <li>- регулирование, корректировка</li> <li>- приспособлять, подгонять, регулировать</li> <li>- справляться (с)</li> </ul>
<p><b>Тема 14. Agricultural economics</b></p> <ul style="list-style-type: none"> <li>- to raise</li> <li>- natural</li> </ul>	<ul style="list-style-type: none"> <li>- выращивать; увеличивать</li> <li>- естественный, природный</li> </ul>



<ul style="list-style-type: none"> <li>- condition</li> <li>- under... conditions</li> <li>- difference</li> <li>- the same</li> <li>- machinery</li> <li>- as a whole</li> <li>- reason</li> <li>- for some reason</li> <li>- efficiency</li> <li>- science</li> <li>- further</li> <li>- to vary</li> <li>- demand</li> <li>- supply</li> </ul>	<ul style="list-style-type: none"> <li>- условие</li> <li>- в ... условиях</li> <li>- разница, различие</li> <li>- тот же самый, одинаковый</li> <li>- машина, машинное оборудование</li> <li>- в целом, в совокупности</li> <li>- причина, основание</li> <li>- по какой-либо причине</li> <li>- эффективность</li> <li>- наука</li> <li>- дальнейший, последующий</li> <li>- изменяться</li> <li>- спрос</li> <li>- предложение</li> </ul>
<p><b>Тема 15. Economics of education</b></p> <ul style="list-style-type: none"> <li>- task</li> <li>- society</li> <li>- to improve</li> <li>- skill</li> <li>- productive</li> <li>- stable</li> <li>- creative</li> <li>- to create</li> <li>- to do research</li> <li>- value</li> <li>- to evaluate</li> <li>- knowledge</li> <li>- private</li> <li>- benefit</li> <li>- profitable</li> <li>- to support</li> <li>- to avoid</li> <li>- tax</li> <li>- subsidy</li> <li>- scholarship</li> </ul>	<ul style="list-style-type: none"> <li>- задача</li> <li>- общество</li> <li>- улучшать, совершенствовать</li> <li>- мастерство</li> <li>- производительный, продуктивный</li> <li>- устойчивый, прочный</li> <li>- творческий</li> <li>- творить, создавать</li> <li>- проводить исследование</li> <li>- ценность, стоимость</li> <li>- оценивать</li> <li>- знание</li> <li>- частный</li> <li>- преимущество, выгода</li> <li>- прибыльный, рентабельный</li> <li>- поддерживать</li> <li>- избегать</li> <li>- налог</li> <li>- субсидия</li> <li>- стипендия</li> </ul>
<p><b>Тема 16. Labour economics</b></p> <ul style="list-style-type: none"> <li>- employer</li> <li>- to result (from)</li> <li>- as a result of</li> <li>- wage</li> <li>- to seek</li> <li>- to depend on</li> <li>- retirement</li> <li>- percentage</li> <li>- labour force</li> <li>- insufficient</li> <li>- to differ from</li> <li>- to meet demand</li> <li>- limited</li> <li>- to limit</li> <li>- time off</li> <li>- to apply</li> <li>- to hire (to employ)</li> </ul>	<ul style="list-style-type: none"> <li>- наниматель, работодатель</li> <li>- следовать, происходить в результате</li> <li>- в результате</li> <li>- заработная плата</li> <li>- искать</li> <li>- зависеть от</li> <li>- выход на пенсию, отставка</li> <li>- процент, процентное соотношение</li> <li>- рабочая сила, трудовые ресурсы</li> <li>- недостаточный</li> <li>- отличаться от</li> <li>- удовлетворять спрос</li> <li>- ограниченный</li> <li>- ограничивать</li> <li>- свободное время, отгул, отпуск</li> <li>- обращаться с заявлением; применять</li> <li>- нанимать, предоставлять работу</li> </ul>
<p><b>Тема 17. Internatiolnal economics</b></p> <ul style="list-style-type: none"> <li>- finance</li> </ul>	<ul style="list-style-type: none"> <li>- финансы, доходы, деньги</li> </ul>

<ul style="list-style-type: none"> <li>- exchange</li> <li>- exchange rate</li> <li>- foreign exchange market</li> <li>- through</li> <li>- bilateral</li> <li>- multilateral</li> <li>- treaty</li> <li>- sign</li> <li>- restriction</li> <li>- a number of</li> <li>- powerful</li> <li>- policy</li> <li>- domestic</li> <li>- tariff</li> <li>- to apply tariffs</li> <li>- currency</li> <li>- foreign trade</li> <li>- affiliate</li> <li>- to consist of</li> </ul>	<ul style="list-style-type: none"> <li>- обмен; размен денег</li> <li>- валютный курс</li> <li>- рынок иностранной валюты</li> <li>- через, посредством</li> <li>- двусторонний</li> <li>- многосторонний</li> <li>- договор</li> <li>- подписывать</li> <li>- ограничение, сужение</li> <li>- некоторое количество, ряд</li> <li>- сильный, влиятельный, могущественный</li> <li>- политика, линия поведения, курс</li> <li>- внутренний, отечественный</li> <li>- тариф; налог, пошлина</li> <li>- устанавливать тарифы</li> <li>- валюта, деньги</li> <li>- внешняя торговля</li> <li>- филиал, отделение</li> <li>- состоять, составлять из</li> </ul>
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### Тестирование по грамматике

**Критерии оценивания** Тестирование осуществляется по номинальной шкале – за правильный ответ к каждому заданию выставляется один балл, за не правильный – ноль. Общая оценка каждого теста осуществляется в отношении количества правильных ответов к общему числу вопросов в тесте (выражается в процентах).

Уровень знаний обучающихся, необходимых для успешного освоения материала дисциплины, определяется по набранным баллам. При оценке 75 % и более правильных ответов уровень знаний обучающихся считается достаточным (оценка – зачтено). При оценке, меньшей 75 % правильных ответов уровень знаний обучающихся считается недостаточным (оценка – незачтено).

Время прохождения тестирования – 15 минут

### Тема 1. Let me introduce myself - Тема 2. My working day

Тестовое задание (вопросы)	Ответы
<p><b>1. Выберите соответствующую форму местоимения some, any, no.</b></p> <p>1. We haven't got ___ milk. We can't make breakfast.</p> <p>2. There are ___ new words in this lesson.</p> <p>3. Did you buy ___ stamps?</p> <p>4. There are ___ people in the park because it's cold.</p> <p>5. Bob always like ___ sugar in his coffee.</p>	<p>a) some b) any c) no</p>
<p><b>2. Выберите соответствующую форму местоимений much, many, (a) little, (a) few.</b></p> <p>1. The winter examination session will begin in ___ days.</p> <p>2. She ate so ___ dessert that she is in bed today with a stomachache.</p> <p>3. There are ___ new pictures in this room.</p> <p>4. I drink ___ coffee. I don't like it.</p> <p>5. There are very ___ scholarships for students.</p>	<p>a) a little    b) a few    c) much</p> <p>a) many    b) much    c) few</p> <p>a) many    b) much    c) little</p> <p>a) many    b) few    c) little</p> <p>a) few    b) much    c) little</p>
<p><b>3. Выберите соответствующую форму степени сравнения прилагательных и</b></p>	

<p><b>наречий.</b></p> <p>1. The Trans-Siberian railway is ___ in the world.</p> <p>2. The rivers in America are much ___ than those in England.</p> <p>3. My brother is ___ than I.</p> <p>4. English is as ___ as German.</p> <p>5. What is the name of ___ port in USA?</p>	<p>a) long    b) longer    c) the longest</p> <p>a) bigger    b) bigger    c) the biggest</p> <p>a) elder    b) the eldest    c) eldest</p> <p>a) difficult    b) more difficult    c) the most difficult</p> <p>a) big    b) the most big    c) the biggest</p>
<p><b>4. Откройте скобки и поставьте глаголы во времена Indefinite или Continuous.</b></p> <p>1. My mother always (to take) a bus to get to work.</p> <p>2. But yesterday she (not to take) a bus, she (to walk) to her office.</p> <p>3. While she (to shop) this morning, she (to lose) her money.</p> <p>4. Who (to speak) there? - I (not to know).</p> <p>5. Who (to take) care of the children in the future?</p>	
<p><b>5. Определите правильную форму глагола: Present Indefinite/Present Continuous.</b></p> <p>1. My son ___ very well.</p> <p>2. My friend ___ his holiday in the Caucasus now.</p> <p>3. I watch how he ___ the new words in his exercise book.</p> <p>4. We ___ to our classes at 8.30 every day.</p> <p>5. Is English a special subject at your college? – Yes, it is. We ___ to master it.</p>	<p>a) is swimming    b) swims    c) swim</p> <p>a) spends    b) spending    c) is spending</p> <p>a) am writing    b) writes    c) is writing</p> <p>a) comes    b) come    c) are coming</p> <p>a) want    b) are wanting    c) wants</p>

**Тема 3. Our university.**

<b>Тестовое задание (вопросы)</b>	<b>Ответы</b>
<p>Выберите правильный вариант ответа.</p> <p>1. His sister _____ English every day.</p>	<p>a) study    b) studis    c) studies</p>
<p>2. You _____ to the south next summer.</p> <p>3.</p>	<p>a) will go    b) go    c) went</p>
<p>4. They ___ this flat five years ago.</p>	<p>a) received    b) receives    c) did receive</p>
<p>5 Many English words ___ from the French language.</p>	<p>a) came    b) camed    c) comed</p>
<p>6. Yesterday he ___ very quickly.</p>	<p>a) don't run    b) doesn't run    c) didn't run</p>
<p>7. They ___ to our city many years ago.</p>	<p>a) came    b) camed    c) come</p>
<p>8. I'm sure he _____ hard next month.</p>	<p>a) will work    b) worked    c) works</p>
<p>9. He ___ letters because he is going to return soon.</p>	<p>a) doesn't write    b) don't write    c) doesn't writes</p>

10. Ms. Roger is a nurse in a hospital. She ___ to look after people.	a) liked b) likes c) like
11. They _____ from the library.	a) didn't returned b) not returned c) didn't return
12. Last year the scientists _____ important work in geochemistry.	a) doed b) did c) do
13. The foreign delegation _____ in Moscow last week.	a) arrive b) arrives c) arrived
14. You _____ about your parents. It's badly.	a) will not think b) don't think c) didn't think
15. I was very busy last summer and _____ to voyage.	a) didn't go b) don't went c) didn't went
16. The friends _____ this novel last evening.	a) know b) knew c) knowed
17. After classes I usually _____ to the canteen for lunch.	a) goes b) went c) go
18. Let's cook. Children _____ usually very hungry after school.	a) are b) be c) will be
19. She _____ to wait for us at the University.	a) don't want b) doesn't wants c) doesn't want
20. We _____ to the park with our children last Sunday	a) went b) will go c) go
21. He _____ your article the next time.	a) read b) will read c) readed
22. My friend and I often _____ to the theatre to see a new performance.	a) goes b) go c) went
23. The other day I _____ some good music on the radio.	a) listen b) listened c) will listen
24. He usually _____ his free time with his relatives.	a) don't pass b) doesn't pass c) didn't pass
25. . My father _____ me the bicycle for my next birthday.	a) will buy b) bought c) buys
26. He _____ to study English two years ago.	a) begin b) begun c) began

#### Тема 4. Kerch is my native city.

Тестовое задание (вопросы)	Ответы
Выберите ваш вариант ответа вместо пропусков.	
1. I am tired. We _____ for more than an hour. Let's stop and rest for a while.	a) are walking b) have been walking c) walk d) have walked
2. I have read this chapter in my chemistry text three times, and still I _____ it.	a) understand b) haven't understood c) don't understand d) have understood

3. How long _____ a course of lectures on Medieval History?	a) has Professor Donaldson delivered b) does Professor Donaldson deliver c) is Professor Donaldson delivering d) has Professor Donaldson been delivering
4. Anne is a fashion designer; she _____ to the opening of every new fashion show in the city.	a) goes b) is going c) has been going d) has gone
5. Sonia _____ as a computer programmer this year, but she'd like to try something different in the future.	a) works b) has been working c) has worked d) is working
6. A group of scientists are travelling around Africa. How many countries _____ so far, I wonder?	a) have they been visiting b) have they visited c) they have visited d) do they visit
7. Their car is as good as new though they _____ it for a number of years.	a) have been having b) have had c) have d) are having
8. Jake is a good footballer. Do you know since when _____ football?	a) has he been playing b) he has been playing c) he plays d) is he playing
9. You may take this magazine. I _____ through it already.	a) have looked b) am looking c) have been looking d) look
10. Jerry promised to come to work in time. He is not here, and he _____ even .	a) hasn't been calling b) isn't calling c) hasn't called d) doesn't call
11. David is quite an athlete. He wants to be strong and healthy that's why he _____ every morning.	a) jogs b) has jogged c) is jogging d) has been jogging
12. - What are you looking for? – I _____ my umbrella somewhere, and now I don't know where it is.	a) have left b) have been leaving c) leave d) has left
13. Today the world _____ so rapidly; things never stay the same.	a) changes b) has changed c) has been changing d) is changing
14. My mother is a medical nurse; she takes care of sick and old people. What _____ for a living?	a) has your mother been doing b) does your mother do c) is your mother doing d) has your mother done
15. Who _____ my newspaper? It was on my desk a minute ago.	a) took b) has taken b) takes c) have taken

### Тема 5. The Russian Federation.

Тестовые задания (вопросы)	Ответы
Выберите ваш вариант ответа вместо пропусков.	
1. He had been away for many years and when he visited his native town, he saw that it _____ greatly.	a) was changing b) changed c) had been changing d) had changed
2) It wasn't raining when I looked out of the window; the sun was shining. But it _____ earlier. That's why the ground was wet.	a) had been raining b) had rained c) rained d) was raining
3) Margaret didn't wear her shoes; she was barefoot. She _____ on a piece of broken glass and cut her foot.	a) was stepping b) stepped c) had stepped d) had been stepping
4) Sam says he didn't enjoy the program because	a) hadn't been working b) wasn't working c)

the TV set _____ properly.	didn't work d) hadn't worked
5) In 1912 the Titanic _____ an iceberg on its first trip across the Atlantic, and it sank four hours later.	a) had hit b) hit c) was hitting d) had been hitting
6) While I _____ a burglar climbed into the room through the window.	a) had slept b) had been sleeping c) was sleeping d) slept
7) He _____ ill for three days, so his mother wanted to bring him to a doctor, but he didn't want to go.	a) had been feeling b) had felt c) was feeling d) felt
8) Scarcely _____ out of the window when I saw a flash of light.	a) was I looking b) had I been looking c) I was looking d) had I looked
9) Rescue workers _____ a man, a woman, and two children from cold rushing water.	a) pulled b) had pulled c) were pulling d) had been pulling
10) Our neighbours called the police when they found out that somebody _____ into their house.	a) broke b) was breaking c) had been breaking d) had broken
11) Her face was stained with tears and her eyes were red. She _____ .	a) had cried b) was crying c) cried d) had been crying
12) He didn't see me as he was reading when I _____ into the room.	a) was coming b) came c) had come d) had been coming
13) He was taken to the police station because he _____ into a car in front of him.	a) had crashed b) wasn't crashing c) didn't crash d) crashed
14) I found the way to her house quite easily because Nora _____ it to me very well.	a) had been describing b) was describing c) described d) had described
15) Who _____ in this house before they pulled it down?	a) lived b) was living c) had lived d) had been living

### Тема 6 The United Kingdom.

Тестовые задания (вопросы)	Ответы
Выберите ваш вариант ответа вместо пропусков.	
1) A new book _____ by that company next year.	a) will be published b) is publishing c) will publish
2) Our plan _____ by the members of the committee.	a) considers b) is considered c) is being considered
3) A prize _____ to whoever solves this equation.	a) gives b) will be giving c) will be given
4) When the manager arrived, the problem _____ .	a) had already solved b) had already been solved c) had solved
5) Battle Creek is a hard-working city, where businesses _____ dedicated employees who want to build a good life for their families.	a) have not found b) have found c) found
6) Four people _____ in a train crash.	a) killed b) have killed c) have been killed
7) The house _____ by a pop star.	a) have bought b) was bought c) bought
8) The room _____ later.	a) has been cleaned b) will be cleaned c) will clean

9) Many accidents _____ by dangerous driving.	a) are caused b) have been caused c) caused
10) People _____ this road very often.	a) haven't used b) don't use c) aren't used
11) This situation is serious. Something must _____ before it's too late.	a) have done b) do c) be done
12) Have you heard the news? The President _____ !	a) shot b) has shot c) has been shot
13) Two men tried to sell a painting that _____ .	a) had stolen b) was stolen c) had been stolen
14) This is a large hall. Many parties _____ here.	a) are held b) has been held c) are being held
15) In more than 200 years the USA Constitution _____ 26 times.	a) is amended b) is being amended c) has been amended

### Тема 7 The USA – Тема 8 My plans for the future

Тестовые задания (вопросы)	Ответы
Выберите ваш вариант ответа вместо пропусков.	
1) Lisa _____ get bored in her job. Her job is so boring.	a) must b) can't c) should d) would
2) Jack _____ go to hospital yesterday.	a) should b) must c) has to d) had to
3) You look tired. You _____ go to bed.	a) would b) must c) should d) could
4) It's a secret. You _____ tell anyone.	a) needn't b) wouldn't c) shouldn't d)
5) I was surprised that she say _____ such rude words.	mustn't a) should b) must c) would d) will
6) My grandfather _____ speak six languages many years ago.	a) need b) shall c) should d) could
7) What shall we do this evening? We _____ go out.	a) could b) ought to c) should d) would
8) I _____ to sleep recently.	a) haven't been able b) mustn't c) couldn't d) can't
9) You have just had lunch. You _____ be hungry.	a) mustn't b) shouldn't c) wouldn't d) can't
10) _____ you please be quiet? I'm trying to read.	a) Would b) Should c) Can d) Shall
11) He _____ be at home. He _____ be out.	a) can, shouldn't b) must, can't c) must, needn't d) should, mustn't
12) I _____ leave the party early last night. I wasn't very well.	a) had to b) must c) have to d) was to
13) Are you going to read the report? No, I _____ . I already know what it says.	a) shouldn't b) needn't c) can't d) mustn't
14) She _____ help you tomorrow.	a) will be able to b) is able to c) could d) will can

15) Jim gave me a letter to post. I _____ remember to post it.	a)needn't b) must c) can d) may
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**Тема 9. Sectors of economy - Тема 10. What is economics?**

<b>Тестовые задания (вопросы)</b>	<b>ОТВЕТЫ</b>
1. It is necessary to study actual data ... to know how accurate an economic model is.	a. <i>in order to</i> b. <i>if you want</i> c. <i>so that</i> d. <i>as well</i>
2. The service sector has grown in ... countries recently.	a. <i>industrial</i> b. <i>industry</i> c. <i>industrializing</i> d. <i>industrialized</i>
3. Applied fields of economics ... to students at colleges and universities.	a. <i>teach</i> b. <i>is taught</i> c. <i>are taught</i> d. <i>has been taught</i>
4. If you need work you can go to the factory, new workers ... at the moment.	a. <i>are employing</i> b. <i>are employed</i> c. <i>are being employed</i> d. <i>are be employed</i>
5. There are ... economists who study economy as a whole but there aren't... economists studying all branches of economics.	a. <i>some/nob.</i> b. <i>any /any</i> c. <i>no/any</i> d. <i>some/any</i>
6. There are differences between farms ... livestock in southern and northern regions.	a. <i>raising</i> b. <i>rising</i> c. <i>raisen</i> d. <i>grown</i>
7. Consumption of most foodstuffs ... in recent years.	a. <i>didn't rise</i> b. <i>hasn't risen</i> c. <i>don't increased.</i> <i>isn't increasing</i>
8. The ... higher living standard in the country is rapid economic growth.	a. <i>reason forb.</i> b. <i>reason ofc.</i> c. <i>relationship of</i> d. <i>prediction about</i>
9. Farmers get high profits ... good weather... .	a. <i>in/environment</i> b. <i>with/behaviour</i> c. <i>in/conditions</i> d. <i>under/conditions</i>
10. The Baltic countries... member of the European Union less than a dozen years ago.	a. <i>become</i> b. <i>have become</i> c. <i>became</i> d. <i>were become</i>

**Тема 11. Areas of economics - Тема 12. Development economics**

<b>Тестовые задания (вопросы)</b>	<b>ОТВЕТЫ</b>
1. .... any data about the latest changes in sugar prices?	a. <i>Is it</i> b. <i>Is there</i> c. <i>Are there</i> d. <i>These are</i>
2. The Great Depression of the early 1930s ... the study of ... as a whole.	a. <i>required/economy</i> b. <i>has required/economics</i> c. <i>reached/economies</i> d. <i>adjusted/economy</i>
3. Developing countries ... from industrialized countries by lower average ... income.	a. <i>are different/living</i> b. <i>have difference/personal</i> c. <i>distinguish/per man</i> d. <i>are distinguished/per capita</i>
4. The number of enterprises ... fish has ... in the region.	a. <i>buying/raised</i> b. <i>progressing/been built</i> c. <i>processing/increased</i> d. <i>processed/risen</i>
5. The demand ... the equipment varies ... 700 ... 800 units ... year.	a. <i>of/from/to/a</i> b. <i>for/from / to/per</i> c. <i>on /from/up to /in a</i> d. <i>on/of/to/per</i>
6. The consumer chose ... and ... product of all.	a. <i>the most cheap/the most fashionable</i> b. <i>the</i>



7. Manufactured goods ... both ... by these two companies.	<i>cheapest/the most fashionable c.the cheapest/the fashionablest d.the cheap/the fashionable</i>
8. A new technology ... introduced by the factory last year.	<i>a.are... imported and exported b.were ... bought and soled c.have ... produced and marketed d.are ... being import and export</i>
9. Agriculture supplies ... man ... food.	<i>a.for/-b.-/withc.to/-d.to/by</i>
10. Industrialized countries made serious adjustments ... to cope ... energy scarcity.	<i>a.-/- b.-/onc.in order/with d.-/of</i>

### Тема 13 Applied fields of economics.

<b>Тестовые задания (вопросы)</b>	<b>Ответы</b>
1. Industrial economics... markets for manufactured goods... policies of industrial firms.	<i>a.deals with/ as well as b.study/as well as c.varies from/ to d.are connected with/and with</i>
2. It is very important for ... firm to have ... market for its goods or services.	<i>a.no/a b.some/some c.any /some d.some/any</i>
3. There ... small increase in population last year.	<i>a.was a b.was c.has been d.has been</i>
4. He ... at the Conference since morning.	<i>a.was b.has been c.is d.is being</i>
5. The new manager doesn't... with his work very well.	<i>a. Compete b.crop c.consider d.cope</i>
6. The models ... by the economists at the moment.	<i>a.are analysing b.have been analysed c.are analysed d.are being analysed</i>
7. Primary industries are ... industries in developing countries.	<i>a.the importantest b.the more important c. the most important d.the greatest important</i>
8. The delegation ... the enterprise ... ore on the last day of its stay in the Urals.	<i>a.have visited/processed b.visited/processing c.has visited/processing d.is visited/processed</i>
9. The economist is interested... the relationship... prices of similar goods and factors affecting ... consumers' behaviour.	<i>a.in/between/ - b.by/of/on c.by/between/on d.in/between/on</i>
10. The new company ... but they haven't made any contracts ....	<i>a.was registered/still b.is registered/more c.has registered/lately d.has been registered/yet</i>

### Тема 14 Agricultural economics - Тема 15 Economics of education

<b>Тестовые задания (вопросы)</b>	<b>Ответы</b>
1. Farm production ... if the government ... the import of foreign farm products.	<i>a. will increase/limits b. will be increased/will limit c. increase/limits d. will increase/will limit</i>
2. The government is ... interested in	<i>a. more b. little c. less d. much more</i>

investments in higher education than in secondary schools.	
3. The Russian government hopes that “the mother’s capital” ... improve the demographic situation in Russia.	a. <i>must</i> b. <i>is able</i> c. <i>may</i> d. <i>should</i>
4. ... produced goods should be of proper quality in order to be in ... demand than the same foreign goods.	a. <i>Domestical /highly</i> b. <i>Domestically/high</i> c. <i>Domestic/higher</i> d. <i>Domestically/higher</i>
5. In the 1990s a lot of Russian people ... change their jobs and learn new professions.	a. <i>must</i> b. <i>had to</i> c. <i>were to</i> d. <i>should</i>
6. Inflation greatly depends ... the amount of money ... circulation.	a. <i>from/of</i> b. <i>on/in</i> c. <i>from/within</i> d. <i>of/in</i>
7. The mass production of consumer goods... develop before the Industrial Revolution in the 18 century.	a. <i>wasn't</i> b. <i>mightn't</i> c. <i>couldn't</i> d. <i>wasn't able</i>
8. A financial crisis in the USA may influence... the exchange rate of dollar in other countries.	a. <i>badly</i> b. <i>worse</i> c. <i>particular</i> d. <i>serious</i>
9. The development of new ... of transportation has largely promoted the globalization of the world economy.	a. <i>mean</i> b. <i>type</i> c. <i>form</i> d. <i>means</i>
10. The new government didn't recognize the ... bilateral treaties of the country.	a. <i>latter</i> b. <i>past</i> c. <i>former</i> d. <i>formerly</i>

### Тема 16 . Labour economics

Тестовые задания (вопросы)	Ответы
1. Quality certificates ... be provided for any foodstuff.	a. <i>should</i> b. <i>must</i> c. <i>can</i> d. <i>may</i>
2. Demand... and supply... wheat grain influence... the grain price in the world market.	a. <i>of / of / on</i> b. <i>for/ of/ -</i> c. <i>for/ of/ on</i> d. <i>o/ for/-</i>
3. When young people... from universities, they... to get more highly paid jobs.	a. <i>will graduate/are able</i> b. <i>will graduate/will be able</i> c. <i>graduate/will able</i> d. <i>graduate/will be able</i>
4. Before considering the country’s budget for the next year the government... study economists’ recommendations.	a. <i>should</i> b. <i>is able</i> c. <i>ought</i> d. <i>may</i>
5. The United States follows the policy of protectionism for those ... industries which are ... important, such as agriculture and textiles.	a. <i>domestic/political</i> b. <i>domestically/politically</i> c. <i>domestic/politically</i> d. <i>domestically/political</i>
6. Only ... European countries including the UK, Denmark and Norway have not introduced the euro and they are still using their national currencies.	a. <i>few</i> b. <i>a little</i> c. <i>a few</i> d. <i>less</i>
7. The export of foreign goods ... by the government policy through trade tariffs.	a. <i>have to be regulated</i> b. <i>can be regulated</i> c. <i>should regulate</i> d. <i>can regulated</i>
8. Global warming and environmental crisis ... be prevented without joint efforts of many countries.	a. <i>can hardly</i> b. <i>can nearly</i> c. <i>may easily</i> d. <i>should necessarily</i>
9. A few decades ago people ... communicate as... as they do it now ... the Internet.	a. <i>could not/easy/through</i> b. <i>were not able/easily/by</i> c. <i>could not/easily/ through</i> d. <i>were not able to/easier/ with</i>

10. If a new technological change..., it... absolutely new skills of workers.	a. <i>will take place/requires</i> b. <i>takes place/may require</i> c. <i>will occur/will demand</i> d. <i>happens/should require</i>
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### Тема 17. International economics.

Тестовые задания (вопросы)	Ответы
1. Changes... prices... raw materials greatly affect... the price of manufactured goods.	a. <i>in/of/-</i> b. <i>off/for/on</i> c. <i>of/of/on</i> d. <i>in/on/-</i>
2. Before joining the WTO a country... both advantages and disadvantages of its membership.	a. <i>should ensure</i> b. <i>has to analyze</i> c. <i>may seek</i> d. <i>can recognize</i>
3. When a company ... its business in a new region, the unemployment rate ... lower there.	a. <i>starts/will be</i> b. <i>will start/may be</i> c. <i>will start/can be</i> d. <i>starts/must be</i>
4. The Russian government ... only ... state universities through subsidies.	a. <i>must support/few</i> b. <i>can support/alittle</i> c. <i>is supporting/little</i> d. <i>is going to support/afew</i>
5. Japanese... economy is based on the exports of high-quality consumer goods produced by means of the... technologies.	a. <i>developed/later</i> b. <i>successful/latest</i> c. <i>powerful/lately</i> d. <i>efficient/ late</i>
6. The company does not have enough money for reconstruction, so it... a bank credit.	a. <i>may give</i> b. <i>will have to get</i> c. <i>should lend</i> d. <i>must ask</i>
7. Transnational corporations ... influence the life style of people in different parts of the world.	a. <i>must largely</i> b. <i>can primarily</i> c. <i>should highly</i> d. <i>may greatly</i>
8. The living standards of Russian people ... if wages and salaries....	A. <i>may be improved/are increase</i> b. <i>can improve/will increase</i> c. <i>must improve/will be increased,</i> d. <i>may improve/are increased</i>
9. After restructuring their economies for integration into Western European institutions, the three Baltic countries ...join both the NATO and the EU in the spring of 2004.	a. <i>were able</i> b. <i>had to</i> c. <i>were able to</i> d. <i>could</i>
10. ... developing countries are ... dependent on developed countries.	a. <i>Most / financially</i> b. <i>A few / economically</i> c. <i>Few/highly</i> d. <i>Most of / hardly</i>

### 2.3 Оценочные материалы для проведения промежуточного контроля

#### Зачет

Условием допуска к промежуточной аттестации является выполнение всех заданий текущей аттестации с результатом не менее 75% по каждому.

Зачет проводится в первом, втором и третьем семестрах изучения дисциплины для очной формы обучения и во втором и третьем – для заочной формы обучения.

#### Критерии оценивания

Оценка «зачтено» выставляется по результатам комплексного тестирования, выполненного на 75%, составленного на основе тестового материала текущего контроля по темам семестра.

Оценка «незачтено» выставляется, если комплексное тестирование, составленное на основе тестового материала текущего контроля, выполнено менее чем на 75%.

### Экзамен

Условием допуска к промежуточной аттестации является выполнение всех заданий текущей аттестации с результатом не менее 75% по каждому.

Экзамен проводится в четвертом семестре изучения дисциплины.

Технология проведения экзамена – устный ответ на заданную тему и письменный перевод текста.

**Экзаменационный билет** состоит из двух вопросов:

1. Монологическое высказывание на заданную тему;
  2. Письменный перевод текста профессиональной направленности со словарем
- Критерии оценивания устного ответа

<i>Шкала оценивания</i>	<i>Показатели</i>
<i>Отлично</i>	Тема раскрыта в полном объеме. Объем высказывания: 16-20 фраз. Высказывание характеризуется смысловой цельностью, речевой связностью и последовательностью изложения. Речь в целом отличается богатством и точностью словаря, используются разнообразные синтаксические конструкции. Возможно допущение незначительных грамматических ошибок.
<i>Хорошо</i>	Тема раскрыта не в полном объеме (11-15 фраз). Высказывание в основном логично и имеет достаточно завершённый характер, НО отсутствует вступительная ИЛИ заключительная фраза, имеются одно-два нарушения в использовании средств логической связи.
<i>Удовлетворительно</i>	Тема раскрыта в ограниченном объеме. Объем высказывания: 8-10 фраз излагает материал непоследовательно и допускает ошибки в языковом оформлении излагаемого. Использованный словарный запас, грамматические структуры, фонетическое оформление высказывания соответствуют поставленной задаче (допускается не более пяти негрубых лексико-грамматических ошибок И/ИЛИ не более четырёх
<i>Не удовлетворительно</i>	Обучающийся обнаруживает незнание большей части соответствующего вопроса, беспорядочно и неуверенно излагает материал. Понимание высказывания затруднено из-за многочисленных лексико-грамматических и фонетических ошибок.

### Критерии оценивания письменных переводов

<i>Шкала оценивания</i>	<i>Показатели</i>
<i>Отлично</i>	Перевод полный, без пропусков и произвольных сокращений текста оригинала, не содержит фактических ошибок. Терминология использована правильно и единообразно. Перевод отвечает системно-языковым нормам и стилю языка перевода. Адекватно переданы культурные и функциональные параметры исходного текста. Допускаются некоторые погрешности в форме предъявления перевода.
<i>Хорошо</i>	Перевод полный, без пропусков и произвольных сокращений текста

	<p>оригинала, допускается одна фактическая ошибка, при условии отсутствия потерь информации и стилистических погрешностей на других фрагментах текста.</p> <p>Имеются несущественные погрешности в использовании терминологии.</p> <p>Перевод в достаточной степени отвечает системно-языковым нормам и стилю языка перевода.</p> <p>Культурные и функциональные параметры исходного текста в основном адекватно переданы.</p> <p>Коммуникативное задание реализовано, но недостаточно оптимально.</p> <p>Допускаются некоторые нарушения в форме предъявления перевода.</p>
<i>Удовлетворительно</i>	<p>Перевод полный, без пропусков и произвольных сокращений текста оригинала, допускается одна фактическая ошибка, при условии отсутствия потерь информации и стилистических погрешностей на других фрагментах текста.</p> <p>Имеются несущественные погрешности в использовании терминологии.</p> <p>Перевод в достаточной степени отвечает системно-языковым нормам и стилю языка перевода.</p> <p>Культурные и функциональные параметры исходного текста в основном адекватно переданы.</p> <p>Коммуникативное задание реализовано, но недостаточно оптимально.</p> <p>Допускаются некоторые нарушения в форме предъявления перевода.</p>
<i>Не удовлетворительно</i>	<p>Перевод содержит много фактических ошибок.</p> <p>Нарушена полнота перевода, его эквивалентность и адекватность.</p> <p>В переводе грубо нарушены системно-языковые нормы и стиль языка перевода.</p> <p>Коммуникативное задание не выполнено.</p> <p>Грубые нарушения в форме предъявления перевода.</p>

### Перечень экзаменационных вопросов

Контрольный вопрос	Рекомендуемое содержание ответа
Agricultural economics	<p>Agricultural economics has been one of the leading branches of applied economics since the 1920s. Now it is developing rapidly and successfully as it is important for most countries of the world. In order to understand agricultural economics it is necessary to know how crops are sown, cultivated, fertilized, and harvested, how livestock are bred, raised, fattened, and sold. One of the main characteristics of agricultural sector is its great dependence on natural conditions, such as climate, weather, soil, etc. For example, there are differences between farms growing crops or fattening cattle in the central part of Russia and in its southern regions, as well as between farms growing wheat in the Ukraine and Kazakhstan. Farms of the same type working under different natural conditions use different livestock breeds, crop varieties, harvesting machinery, etc. In developed countries the productivity in agricultural sector including agriculture and processing of agricultural products is being raised as fast as in economy as a whole. The main reasons for rising efficiency are: a) better agricultural technology; b) better capital inputs<sup>1</sup>, such as machinery; c) achievements in biological sciences. However, there are two main factors limiting further rise in efficiency: increasing energy scarcity as well as the loss of topsoil<sup>2</sup> and water. Unlike incomes in most industries, farm incomes vary from year to year. They depend on weather conditions and changes in demand for and supply of most farm products. All these problems are considered by agricultural economics.</p>

<p>Economics of education</p>	<p>Education for young people has always been a leading social task. In all industrial societies young people from the age of 5 to 16 and sometimes older go to school. A lot of young adults then take jobs, but some — like you — go to college and a few more take advanced studies. Education varies from country to country but it has the same economic characteristics in all countries. It improves skills which make people more productive. By means of education people are made stable members of society. Some teachers also do creative research which helps to improve technology. So education creates large economic values varying from technical productivity in factories and offices to progress of knowledge. Various values of education are of two classes: private and social. Each student gets private benefits when he or she learns new skills which will allow them to get higher pay on the job. Besides, the job will probably be more pleasant and the person will cope with problems of modern life better. There are also public benefits of education. First, it provides more productive workers for society, economy becomes more efficient and profitable. Without education many people do not cope with difficulties of life and turn to crime or require public support. Second, people understand social life better and they will deal with public problems more intelligently and avoid extremism. Third, greater productivity of population provides more taxes in order to pay for public needs. The task of economics of education is to evaluate public and private benefits and make decisions how much a government is going to invest in every type of school and how the government is going to do it. As productivity and stability of population is mainly increased at school level, total public subsidies for schools are justified. For education at the college level, however, the public benefits are weaker than private benefits and full public subsidies are considered less justified than at the school level. Education is being financed by subsidies or scholarships. Which of them are more effective is also a problem studied by economics of education. Technologies are becoming more complex and demand for education as well as a number of qualified specialists will grow in future. With it, the role of economics of education and the scope of problems studied by it is growing in the years to come</p>
<p>Labour economics</p>	<p>Labour economics studies the functioning of the market for labour, its participants — workers and employers — and the resulting wages and employment. It is an important subject because unemployment affects the public most severely. Full employment is a goal of many governments. Let's have a look at major concepts of labour economics.</p> <p>Labour force is the number of employed people plus the unemployed* seeking work. It does not include those who are not looking for work such as prisoners or the disabled, stay-at-home spouses, children or the military. Labour force depends on the size of population and its natural growth, immigration and retirements. The unemployment rate is the number of unemployed workers expressed as a percentage of the labour force. Natural rate of unemployment is a result of time needed to find a job and of mismatch between workers' skills and skills demanded by employers. Unemployment beyond the natural rate results from insufficient demand in economy. Labour economics focuses on labour markets which are both similar to markets of goods and differ from them. Perhaps the most important difference is the way in which demand for labour influences its supply and price. In markets for goods if the price is high more goods will be produced until the demand is met. But the time in the day is limited and people are not manufactured. If wages rise the supply of labour, in many situations, will not be increased. The supply will not be changed or even less labour will be supplied as workers take more time off to spend their</p>

	<p>increased wages. Another difference of labour market from other markets is a greater role of non-economic factors both for workers and employers. Workers more willingly apply for jobs where they have personal connections and they are more willingly hired there. Group membership, race or nationality of the worker influences firms' hiring decisions. Labour market analyses have recently turned to unpaid labour which was neglected by economics in the past. Although this type of labour is unpaid it affects society as a whole. The most dramatic examples are child raising and work in home gardens.</p>
International economics	<p>International economics is a branch of economics including international trade and international finance. International trade is a study of the exchange of goods and services across international boundaries. It has existed for ages, for example Silk Road' and Amber Road<sup>2</sup>. However, its importance has greatly increased recently as a result of advanced transportation, globalization and facilities of transnational corporations. The increase in international trade is the main aim of globalization. Traditionally trade was regulated through bilateral treaties signed between two nations. For centuries most nations had high tariffs and many restrictions on international trade. However, after World War II a number of multilateral treaties were able to create a globally regulated trade structure. Nowadays, the regulation of international trade is done through the World Trade Organization (the WTO) at the global level and through other regional organizations such as the NAFTA<sup>3</sup> between the United States, Canada and Mexico, and the European Union with its 27 member-countries. Free trade is most strongly supported by economically powerful nations but they may often follow the policy of selective protectionism<sup>4</sup>. There is sometimes strong domestic pressure to increase tariffs that can protect domestic industries. For example, the protective tariffs have been applied to agriculture and textiles by the United States and Europe. Today the greatest supporters of free trade are the US, Australia and Japan. Moreover, some other countries such as India, China and Russia are becoming more economically powerful and they also begin to support free trade. International finance as a branch of economics studies exchange rates of currencies and foreign investment, and how these can affect international trade. In finance, the foreign exchange rate between two currencies shows how much one currency is worth in terms of the other<sup>5</sup>. The foreign exchange market is one of the largest markets in the world. Foreign direct investment (FDI) is investment made to get control over a foreign affiliate. The FDI relationship consists of a parent<sup>6</sup> enterprise and a foreign affiliate which together form a transnational corporation.</p>

### Тексты для письменного перевода

#### CURRENT ASSETS

**Current assets** are the key assets that your business uses up during a 12- month period and will likely not be there the next year. Current asset accounts include the following:

**Cash in Checking:** Any company's primary account is the checking account used for operating activities. This is the account used to deposit revenues and pay expenses.

**Cash in Savings:** This account is used for surplus cash. Any cash for which there is no immediate plan is deposited in an interest-earning savings account so that it can earn interest.

**Cash on Hand:** This account is used to track any cash kept at retail stores or in the office. In retail stores, cash must be kept in registers in order to provide change to customers. In the office, petty cash is often kept for immediate cash needs that pop up from time to time.

**Accounts Receivable:** If you offer your products or services to customers on store credit, then you need this account to track the customers who buy on your dime.

## LONG-TERM ASSETS

**Long-term assets** are assets that you anticipate your business will use for more than 12 months. The most common long-term assets, starting with the key accounts related to buildings and factories owned by the company are as follows: **Land**. This account tracks the land owned by the company. The value of the land is based on the cost of purchasing it. Land value is tracked separately from the value of any buildings standing on that land because land isn't depreciated in value, but buildings must be depreciated.

**Buildings**. This account tracks the value of any buildings a business owns. As with land, the value of the building is based on the cost of purchasing it. The key difference between buildings and land is that the building's value is depreciated. **Leasehold Improvements**. This account tracks the value of improvements to buildings or other facilities that a business leases rather than purchases. **Accumulated Depreciation — Leasehold Improvements**. This account tracks the cumulative amount depreciated for leasehold improvements.

## TRACKING THE INCOME STATEMENT ACCOUNTS

**The income statement** is made up of two types of accounts:

**Revenue**. These accounts track all money coming into the business, including sales, interest earned on savings, and any other methods used to generate income. **Expenses**. These accounts track all money that a business spends in order to keep itself afloat.

The bottom line of an income statement shows whether a business made a profit or a loss for a specified period of time.

First up in the income statement portion of the Chart of Accounts are accounts that track revenue coming into the business. If you choose to offer discounts or accept returns, that activity also falls within the revenue grouping. The most common income accounts are sales of goods or services, sales discounts, sales returns.

When you examine an income statement from a company other than the one you own or are working for, you usually see the following accounts summarized as one line item called Revenue or Net Revenue. Because not all income is generated by sales of products or services, other income accounts that may appear on a Chart of Accounts include other income, interest income and sale of fixed assets.

## TRACKING THE COST OF SALES

Of course, before you can sell a product, you must spend some money to either buy or make that product. The type of account used to track the money spent is called a Cost of Goods **Sold account**. The most common Cost of Goods Sold accounts are as follows.

**Purchases**. This account tracks the purchases of all items you plan to sell. **Purchase Discount**. This account tracks the discounts you may receive from vendors if you pay for your purchase quickly. For example, a company may give you a 2 percent discount on your purchase if you pay the bill in 10 days rather than wait until the end of the 30-day payment allotment.

**Purchase Returns**. If you're unhappy with a product you've bought, record the value of any returns in this account.

**Freight Charges**. Any charges related to shipping items you purchase for later sale are tracked in this account. You may or may not want to keep track of this detail. **Other Sales Costs**. This is a catchall account for anything that doesn't fit into one of the other Cost of Goods Sold accounts.

## PREPARING FINANCIAL REPORTS

Most businesses prepare at least two key financial reports, the balance sheet and the income statement, which it can show to company outsiders, including the financial institutions from which the company borrows money and the company's investors.

The Balance sheet is a snapshot of your business's financial health as of a particular date. The balance sheet should show that your company's assets are equal to the value of your liabilities and your equity. It's called a balance sheet because it's based on a balanced formula:

$$\text{Assets} = \text{Liabilities} + \text{Equity}$$

The income statement summarizes your company's financial transactions for particular time



period, such as a month, quarter, or year. This financial statement starts with your revenues, subtracts the costs of goods sold, and then subtracts any expenses incurred in operating the business. The bottom line of the income statement shows how much profit your company made during the accounting period. If you haven't done well, the income statement shows how much you've lost.

### **DEVELOPING ENTRIES FOR THE LEDGER**

Because your business's transactions are first entered into journals, you develop many of the entries for the General Ledger based on information pulled from the appropriate journal. For example, cash receipts and the accounts that are impacted by those receipts are listed in the Cash Receipts journal. Cash disbursements and the accounts impacted by those disbursements are listed in the Cash Disbursements journal. The same is true for transactions found in the Sales journal, Purchase journal, General journal, and any other special journals you may be using in your business.

At the end of each month, you summarize each journal by adding up the columns and then use that summary to develop an entry for the General Ledger. Remember all entries to the General Ledger must be balanced entries. That's the cardinal rule of double-entry bookkeeping.

A Cash Disbursements journal keeps track of all cash transactions involving cash sent out of the business. A Sales Journal keeps track of all sales transactions. A Purchases journal keeps track of all purchases of goods to be sold. A general journal keeps track of all miscellaneous transactions that are not tracked in a specific journal.

### **POSTING ENTRIES TO THE LEDGER**

After you summarize your journals and develop all the entries you need for the General Ledger, you post your entries into the General Ledger accounts.

When posting to the General Ledger, include transaction amount as well as references to where material was originally entered into the books so you can track a transaction back if a question arises later. For example, you may wonder what a number means, your boss or the owner may wonder why certain money was spent, or an auditor (an outside accountant who checks your work for accuracy) could raise a question.

Whatever the reason someone is questioning an entry in the General Ledger, you definitely want to be able to find the point of original entry for every transaction in every account. Use the reference information that guides you to where the original detail about the transaction is located in the journals to answer any question that arises.

Most businesses close their books at the end of each month and do financial reports. Others close them at the end of a quarter or end of a year.

### **LONG-TERM LIABILITIES**

**Long-term liabilities** are debts due in more than 12 months. The number of long-term liability accounts you maintain on your Chart of Accounts depends on your debt structure. The two most common types of long-term liability are loans payable and notes payable.

**Loans Payable.** This account tracks any long-term loans, such as a mortgage on your business building. Most businesses have separate loans payable accounts for each of their long-term loans. For example, you could have Loans Payable - Mortgage Bank for your building and Loans Payable - Car Bank for your vehicle loan.

**Notes Payable.** Some businesses borrow money from other businesses using notes, a method of borrowing that doesn't require the company to put up an asset, such as a mortgage on a building or a car loan, as collateral. This account tracks any notes due.

In addition to any separate long-term debt you may want to track in its own account, you may also want to set up an account called "Other Liabilities" that you can use to track types of debt that are so insignificant to the business that you don't think they need their own accounts.

### **POSTING JOURNAL INFORMATION TO ACCOUNTS**

When you close your books at the end of the month, you summarize all the journals - that is, you total the columns and post the information to update all the accounts involved.

Posting journal pages is a four-step process:

1. Number each journal page at the top if it isn't already numbered.
2. Total any column that's not titled General Debit or General Credit. Any transactions recorded in the General Credit or in the General Debit columns need to be recorded individually in the General Ledger.
3. Post the entries to the General Ledger account. Each transaction in the General Credit or General Debit column must be posted separately. You just need to post totals to the General Ledger for the other columns in which transactions for more active accounts were entered in the General journal. List the date and journal page number as well as the amount of the debit or credit, so you can quickly find the entry for the original transaction if you need more details.  
In the Post Reference column of the journal record information about where the entry is posted. If the entry to be posted to the accounts is summarized and totaled at the bottom of the page, you can just put a check mark next to the entry in the PR column.

## **MONEY SUPPLY**

**The Bank and the Money Supply.** The narrowest measure of the money supply is **currency in circulation** outside the banking system plus **the sight deposits** of commercial banks against which the private sector can write cheques. Thus the money supply is partly a liability of the Bank (currency in private circulation) and partly a liability of commercial banks (checking accounts of the general public).

**The Demand for Money.** The demand for money is the quantity of liquid assets people are willing to have in hand at any given moment. It depends on the income they gain and the opportunity costs connected with the interest rate. But why do people hold money at all?

Money is a stock. It is the quantity of circulating currency and bank deposits held at any given time. Holding money is not the same as spending money when we buy a meal or go to the cinema. We hold money in order to spend it later.

The distinguishing feature of money is its use as a medium of exchange, for which it must also serve as a store of value. It is in these two functions of money that we must seek the reasons why people wish to hold it.

*Время выполнения переводов и подготовки к устному ответу составляет 60 минут.*