



УТВЕРЖДЕНО:
Ученым советом высшей школы
бизнеса,
менеджмента и права
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РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ
Б2.Д.1 ИНОСТРАННЫЙ ЯЗЫК
программы аспирантуры
по научной специальности: 5.2.3 Региональная и отраслевая
экономика

Год начала подготовки: 2024

Разработчик:

| | |
|--------------------|------------------------------|
| должность | ученая степень и звание, ФИО |
| <i>Доцент ВШМС</i> | к.филол.н., Макарова А.И. |

**Рабочая программа согласована и одобрена руководителем программы
аспирантуры:**

| | |
|----------------------|------------------------------|
| должность | ученая степень и звание, ФИО |
| <i>Доцент ВШБМиП</i> | к.э.н., доцент Бокарева Е.В. |



1. Аннотация рабочей программы дисциплины (модуля)

Дисциплина Б2.Д.1 «Иностранный язык» является частью второго блока программы аспирантуры, относится к образовательному компоненту программы.

Содержание дисциплины охватывает круг вопросов, связанных с совершенствованием навыков диалогической и монологической речи в различных ситуациях делового общения; навыков чтения специальной литературы, с целью получения информации; основных навыков перевода научных текстов с иностранного и на иностранный язык; навыков реферирования, аннотирования, тезирования и других приемов смысловой компрессии прочитанных текстов; навыков письма, необходимых для подготовки публикаций, тезисов и ведения переписки в туризме; навыков восприятия и понимания иностранной речи, характерных для сферы туризма и гостеприимства.

Общая трудоемкость освоения дисциплины составляет 5 зачетных единиц 180 часов, занятия семинарского типа 38 часов, самостоятельная работа студента 132 часа, форма промежуточной аттестации - зачет и кандидатский экзамен на первом курсе в первом и втором семестрах соответственно.

Преподавание дисциплины ведется на 1 курсе обучения аспирантуры и предусматривает проведение занятий семинарского типа в форме научно-практических занятий, практических занятий и семинаров с использованием активных и интерактивных форм обучения: коммуникативные тренинги, выполнение лексико-грамматических упражнений, обсуждение, аудирование, ролевые игры, деловые игры в форме конференции, а также самостоятельную работу обучающихся, групповые и индивидуальные консультации.

Программой предусмотрены следующие виды контроля: текущий контроль успеваемости в форме тестирования, презентаций по темам, деловой игры в форме конференции и тематической ролевой игры, промежуточная аттестация в форме кандидатского экзамена.

2. Перечень планируемых результатов обучения по дисциплине.

| № пп | Планируемые результаты обучения | | |
|---------|--|---|---|
| | знания | умения | навыки/опыт деятельности |
| 1. | иностранного языка на уровне профессионального общения и письменного перевода, что обеспечивается за счет знаний: - основной терминологии по направлению подготовки; - основных грамматических явлений, характерных для профессиональной речи. | самостоятельно приобретать и использовать новые знания и умения, что достигается за счет умения: - вести диалогическую и монологическую речь с использованием лексико-грамматических средств в основных коммуникативных ситуациях неофициального и официального общения, - выбирать общую | навыками публичных научных коммуникаций, что предполагает владение: - навыками работы со словарем для чтения и понимания прагматических текстов и текстов по узкому профилю специальности; - основными навыками письма для ведения переписки в сфере научной деятельности; - навыками речевого |



| | | | |
|----|--|---|---|
| | | стратегию перевода с учетом его цели и характеристики текста-оригинала; - соотносить аббревиатуры, символы, формулы и др. с аналогами в родном языке; - компенсировать при переводе недостаток в предметных, языковых и деловых знаний с помощью справочных материалов, в том числе словарей разных типов. | общения с целью использования их в профессиональных дискуссиях, конференциях, научных дебатах; - грамматическими навыками, обеспечивающими коммуникацию общего характера без искажения смысла при письменном и устном общении. |
| 2. | особенностей научного стиля речи на грамматическом (морфологическом и синтаксическом) и лексическом уровне (профессиональные клише, профессиональный жаргон, лексика для написания и устного изложения научных исследований) | -выбрать подходящий для ситуации лексико-грамматический материал; - создавать письменные тексты научного и официально-делового стилей речи по профессиональным вопросам; -организовать обсуждение и представлять результаты своей исследовательской и проектной деятельности на различных публичных мероприятиях, участвовать в академических и профессиональных дискуссиях | - навыками представления результатов индивидуальной и групповой деятельности в научной сфере на иностранном языке; - навыками применения подходящих коммуникативных технологий для решения научных задач; - навыками представлять результаты своей исследовательской деятельности на иностранном языке. |

3. Место дисциплины в структуре программы аспирантуры: Дисциплина «Иностранный язык» является частью второго блока программы аспирантуры и относится, к образовательному компоненту программы.

Курс иностранного языка является одним из обязательных на третьем уровне образования и обеспечивает подготовку к дальнейшей работе по специальности, требующей применения иностранного языка, а также к квалифицированной и творческой информационной и научной работе.

Изучение дисциплины «Иностранный язык» основывается на знаниях, навыках и умениях по иностранному языку, полученных студентом при обучении в вузе.

Основные положения дисциплины должны быть использованы при организации учебной и научной деятельности аспиранта, в научных исследованиях.



4. Объем дисциплины в зачетных единицах с указанием количества академических часов, выделенных на контактную работу обучающихся с преподавателем (по видам учебных занятий) и на самостоятельную работу обучающихся

Общая трудоемкость дисциплины составляет 5 зачетных единиц 180 часов

Очная форма

| № п/п | Виды учебной деятельности | Всего | Семестр | |
|----------|--|-----------------------|------------|-----------------------|
| | | | 1 | 2 |
| 1 | Контактная работа обучающихся | 48 | 38 | |
| | в том числе: | - | - | |
| 1.1 | Занятия лекционного типа | | | |
| 1.2 | Занятия семинарского типа, в том числе: | 38 | 38 | |
| | <i>Семинары</i> | | | |
| | <i>Лабораторные работы</i> | | | |
| | <i>Практические занятия</i> | 38 | 38 | |
| 1.3 | Консультации | 4 | | 4 |
| 1.4 | Форма промежуточной аттестации (зачет, кандидатский экзамен) | Канд. экзамен 6 | | Канд. экзамен 6 |
| 2 | Самостоятельная работа | 132 | 132 | |
| 3 | Общая трудоемкость | 180 | 170 | 10 |
| | час. | | | |
| | з.е. | 5 | 5 | |



5. Содержание дисциплины (модуля), структурированное по темам (разделам) с указанием отведенного на них количества академических часов и видов учебных занятий

| Номер недели семестра | Наименование раздела | Наименование тем занятий | Виды учебных занятий и формы их проведения | | | | | | | | | | СРО, академ. час. | Форма проведения СРО |
|-----------------------|----------------------|--|--|---|------------------------------------|---|------------------------|---------------------------|-----------------------------------|--------------------------------------|--------------------|-------------------------------|-------------------|---|
| | | | Контактная работа обучающихся | | | | | | | | | | | |
| | | | Занятия лекционного типа | | Занятия семинарского типа | | | | | | Консультации | | | |
| | | | Всего академ. час. | Форма проведения занятия лекционного типа | Практические занятия, академ. час. | Форма проведения практического занятия | Семинары, академ. час. | Форма проведения семинара | Лабораторные работы, академ. час. | Форма проведения лабораторной работы | Всего академ. час. | Форма проведения консультации | | |
| 1-2 | Встречи и контакты | Стандарты речевого поведения в ситуациях знакомства, представления, встречи, визита, | | | 4 | Практическое занятие по формированию умений и навыков речевого общения. | | | | | | | 8 | Ознакомление с литературой на сайте ЭБС znanium.com. Составление терминологического словаря по теме «Встречи и контакты». |



6. Методические указания для обучающихся по освоению дисциплины (модуля)

Процесс изучения дисциплины предусматривает контактную работу аспиранта с преподавателем –занятия семинарского типа (семинары, научно-практические занятия и коллоквиумы), групповые консультации, промежуточную аттестацию в форме зачета и кандидатского экзамена, а также самостоятельную работу обучающегося (подготовка обучающегося к лекциям, семинарам, научно-практическим занятиям, коллоквиумам, зачету).

Проведение учебных занятий по дисциплине в основном реализуется с использованием активных и интерактивных образовательных технологий.

6.1. Занятия семинарского типа

Семинары

Работа на семинарах заключается в выполнении обучающихся под руководством преподавателя комплекса учебных заданий, направленных на усвоение научно-теоретических основ учебного предмета.

Семинары способствуют более глубокому пониманию теоретического материала учебного курса, а также развитию, формированию и становлению различных уровней составляющих профессиональной компетентности аспирантов.

Основными формами проведения семинаров являются семинар-заслушивание, круглый стол, дискуссия.

Научно-практические занятия

Целью научно-практических занятий является формирование практических навыков организации и реализации научной и образовательной деятельности преподавателя/научного сотрудника.

Коллоквиум

Коллоквиум - одна из традиционных форм учебных занятий, целью которой является выявление знаний обучающихся студентов и повышение их опыта в результате беседы с преподавателем. На коллоквиумах обсуждаются основные вопросы раздела дисциплины, чтобы оценить правильность его понимания аспирантами и уровень закрепления теоретических знаний.

Коллоквиумы в данной дисциплине являются формой текущего контроля.

Тематика занятий семинарского типа

Тема 1. Встречи и контакты

Практические занятия:

Подготовка диалогов по теме с применением лексики терминологического словаря.

Активизация лексических единиц в устной и письменной речи.

Подготовленное высказывание по тематике урока.

Работа с учебными текстами. Чтение, анализ, реферирование, аннотирование текста.

Выполнение лексических упражнений.

Ролевая игра по теме «Встречи и контакты»: участие в диалоге в связи с содержанием прочитанных текстов и прослушанных диалогов.

Тема 2. Документооборот. Особенности оформления финансовых документов.

Практическое занятие:



Изучение особенностей официально-деловой переписки. Изучение и активация лексических и фразеологических единиц, применимых в официально-деловой переписке. Работа с учебными текстами. Чтение, анализ текста. Выполнение лексических упражнений.

Тема 3. Научная конференция.

Научно-практическое занятие

Активизация лексических единиц в устной и письменной речи.

Применение способов компрессирования информации (реферирование, аннотирование) на учебных текстах. Чтение, анализ текста. Выполнение лексических упражнений.

Тема 4. Гранты молодым ученым

Практическое занятие:

Поиск и обзор материала по теме «Гранты молодым ученым», изучение особенностей оформления документации на английском языке, выполнение лексических упражнений, участие в диалоге по теме «Возможности молодых ученых в России и за рубежом».

Тема 5. Собеседование.

Практическое занятия в форме ролевой игры:

Изучение составления CV и coverletter согласно британским канонам написания резюме. Составление и инсценирование диалогов по теме «Интервью»

Тема 6. Деловые встречи.

Практическое занятие:

Составление сообщения и доклада на иностранном языке на темы, связанные с научной работой аспиранта (соискателя),
Устный и письменный перевод с иностранного языка на родной язык деловой документации. Применение лексических и грамматических форм, выделенных в ходе анализа учебных текстов.

Требования по видам речевой коммуникации

Говорение

К концу обучения аспирант (соискатель) должен владеть подготовленной, а также неподготовленной монологической речью, уметь делать резюме, сообщения, доклад на иностранном языке; диалогической речью в ситуациях научного, профессионального и бытового общения в пределах изученного языкового материала и в соответствии с избранной специальностью.

Аудирование

Аспирант (соискатель) должен уметь понимать на слух оригинальную монологическую и диалогическую речь по специальности, опираясь на изученный языковой материал, фоновые страноведческие и профессиональные знания, навыки языковой и контекстуальной догадки.

Чтение



Аспирант (соискатель) должен уметь читать, понимать и использовать в своей научной работе оригинальную научную литературу по специальности, опираясь на изученный языковой материал, фоновые страноведческие и профессиональные знания и навыки языковой и контекстуальной догадки. Аспирант (соискатель) должен овладеть всеми видами чтения (изучающее, ознакомительное, поисковое и просмотровое).

Письмо

Аспирант (соискатель) должен владеть умениями письма в пределах изученного языкового материала, в частности уметь составить план (конспект) прочитанного, изложить содержание прочитанного в форме резюме; написать сообщение или доклад по темам проводимого исследования.

6.3 Самостоятельная работа обучающихся

Процесс изучения дисциплины предусматривает контактную работу на занятиях семинарского типа (практические занятия) и самостоятельную работу обучающегося (подготовка обучающегося к практическим занятиям и кандидатскому экзамену).

В качестве основной методики обучения по дисциплине «Иностранный язык» была выбрана коммуникативная методика.

В качестве основных форм организации учебного процесса по дисциплине «Иностранный язык» в предлагаемой методике обучения выступают практические занятия (с использованием интерактивных технологий обучения), а также самостоятельная работа обучающихся.

Самостоятельная работа обучающихся по дисциплине «Иностранный язык» обеспечивает:

- закрепление знаний, полученных аспирантами в процессе практических занятий;
- формирование навыков говорения, чтения, аудирования;
- формирование навыков работы с периодической, научной литературой, информационными ресурсами Интернет.

В процессе выполнения самостоятельной работы аспирант овладевает умениями и навыками чтения и анализа научных работ на иностранном языке; аудирования устных научных выступлений на иностранном языке; устной коммуникации на иностранном языке по вопросам научного исследования; навыками написания авторских научных текстов.

Формы самостоятельной работы:

1. Подготовка к практическим занятиям (выполнение лексико-грамматических заданий).
2. Ознакомление с литературой на сайте ЭБС znanium.com. Составление терминологического словаря. Подбор лексики и дополнительного материала по теме «Встречи и контакты» для проведения ролевой игры. Подготовка диалогов и монологов для устного ответа на практических занятиях.
3. Написание делового письма с применением лексических и фразеологических единиц, изученных на практическом занятии.
4. Поиск и обзор материала в сети Интернет, подготовка доклада и участие в конференциях.
5. Проработка учебного материала (реферирование, аннотирование текстов). Поиск информации в сети интернет по теме «Возможности молодых ученых в России и за рубежом». Подготовка к промежуточной аттестации (зачет)
6. Составление CV и coverletter, подготовка лексического словаря по теме «Прохождение собеседования в международную компанию»
7. Поиск и обзор дополнительного материала в сети Интернет по теме «Трудоустройство».



Подготовка лексического словаря для работы на учебном занятии.

8. Написание реферата и подготовка устного ответа к кандидатскому экзамену.

7. Фонд оценочных средств

7.1 Текущий контроль

| Текущий контроль | |
|---|--|
| Контроль по теме 1 | |
| Содержание задания для текущего контроля | Контроль проводится в форме беседы Тема 1. Встречи и контакты. |
| Требования к выполнению задания | 1. Преподаватель задает любой вопрос из списка. Ответы на вопросы даются в устной форме. 2. На ответ обучающемуся дается 2 минуты. |
| Критерии оценки по содержанию и качеству | Пороги оценок (количество правильных ответов) Ответ неполный. Существуют грамматические и фонетические ошибки. - удов, Ответ достаточно полный, но вопрос не раскрыт полностью. Есть грамматические и фонетические неточности. – хор, Ответ полный, содержательный. Нет грамматических и фонетических ошибок. - отл. Предел длительности всего контроля-30 минут. Предел длительности ответа на каждый вопрос 2 минуты. |
| Методика обработки и форматы представления результатов оценочных процедур | 1. Результаты оценочной процедуры представляются обучающимся в срок не позднее 1 недели после проведения процедуры. Форма представления – запись в электронном журнале. |

Контрольные вопросы

When did you graduate from the University?

What University did you graduate from?

What department did you graduate from?

What courses did you like best? Least? Why?

How did you rank at the University?

Have you got a diploma with high honours?

Do you feel that you have received a good general training?

When did you decide to take a- postgraduate course?

Why did you decide to take a postgraduate course?

Why do you think you will succeed in a postgraduate course?

How interested are you in research work?

What personal characteristics are necessary for success in



- your chosen field?
Are you going to take a full time or correspondence course?
How will you manage to support yourself while studying?
Will you find it difficult to live on your grant?
Do you live on your own or with your parents?
Are you single or married?
What do you do to keep you in good physical condition?
What are your strengths and weaknesses?
What leisure activities do you enjoy?
Do you like to read? If you do what kind of books do you prefer?
If you don't, why?
You have got some friends, haven't you? What kind of a person is your closest friend?
Which of your parents has had the most profound influence on you?
Do you go in for extreme sports?
Which of your college years was the most difficult?
Have you ever had any difficulty in getting along with fellow students and professors?
Did you enjoy your five years at the University?
Have you ever been abroad?
What do your parents do?
Are there any scientists in your family or among your relatives?

| Текущий контроль | |
|---|--|
| Контроль по темам 2-3 | |
| Содержание задания для рубежного контрольно-проверочного тестирования | Контроль проводится в форме тестирования по темам 2, 3 Тема 2. Документооборот. Особенности оформления финансовых документов. Тема 3. Научная конференция |
| Требования к выполнению задания | 1. В тесте 30 вопросов. Ответы на вопросы теста даются в письменной форме. 2. На выполнение одного вопроса обучающемуся дается 2 минуты. |
| Критерии оценки по содержанию и качеству | Пороги оценок (количество правильных ответов) 12 - 18 - удов, 19 - 24 – хор, свыше 24 - отл. Предел длительности всего контроля-60 минут, выбирается только один из 3 дискурсов. Предел длительности ответа на каждый вопрос 2 минуты. |
| Методика обработки и форматы представления результатов оценочных процедур | 1. При обработке результатов оценочной процедуры используются ключи тестов, содержащие правильные ответы на тестовые задания. 2. Результаты оценочной процедуры представляются обучающимся в срок не позднее 1 недели после проведения процедуры. Форма представления – запись в электронном журнале. |



Типовые тестовые задания

Вариант 1

Choose the right answer:

1. My parents never let me _____ in bed.
a) reading
b) to read
c) to reading
d) read
2. When _____ the photos _____ ?
a) were, taken
b) have, been taken
c) did, take
d) have, been taken
3. _____ you _____ me with the washing up, please?
a) are, going help
b) will, help
c) will, be helping
d) are, going to help
4. Our teacher forbids _____ dictionaries during the test.
a) us to use
b) them to use
c) they using
d) us use
5. The dress _____ by my sister.
a) has been sewn
b) had been sewn
c) has sewn
d) been sewn
6. We are looking forward _____ our going to Spain for the summer holidays.
a) of
b) to
c) for
d) about
7. The people _____ in the area are leaving on Sunday.
a) are remaining
b) were remained
c) remaining
d) remained
8. Call me as soon as you _____ home.
a) will get
b) will have got
c) gets
d) get
9. My parents advised _____ to bed earlier today.
a) me to go
b) my going
c) me going
d) me go
10. My husband has been saving money for a year, he _____ a new car.
a) buys
b) will have bought
c) will buy
d) is going to buy
11. The instructions _____ by the officer were not clear to us.
a) were given
b) gave
c) given
d) giving
12. _____ the letter _____ yet?
a) was, found
b) has, been found
c) are, found
d) did, find
13. You should pay for the _____ goods.
a) choosing
b) chose
c) chosen
d) chose
14. The book _____ last week is his first novel.
a) publish
b) publishing
c) was published
d) published
15. My friends enjoy _____ football at the sports ground.
a) to play
b) play
c) the playing
d) playing
16. Are you selling your flat? – Yes, we _____ to another one next month.
a) are going to move
b) will move
c) are going move
d) move
17. My brother hopes _____ a lot of money in the lottery.
a) will win
b) to win
c) win
d) winning



- a) informing
b) inform
22. She graduated from _____ in 2002.
a) the Moscow university
b) Moscow university
23. Call me as soon as you _____ home.
a) gets
b) will get
24. Are you selling your flat? - Yes, we _____ to another one next month.
a) will move
b) move
25. Jane's sister dreams _____ becoming an architect.
a) of
b) to
26. Russia is _____ than France.
a) more large
b) more larger
27. The road repairs _____ on the motorway might delay traffic.
a) carried out
b) are carrying
28. The walk was a _____ one and we decided to have a short break at our hotel.
a) tired
b) tiring
29. Where _____ the textbooks _____ ?
a) are, sold
b) are, selled
30. Janet is afraid _____ alone in a dark room.
a) about sleep
b) to sleeping
- c) about informing
d) to inform
- c) any Moscow university
d) a Moscow university
- c) get
d) will have got
- c) are going move
d) are going to move
- c) for
d) about
- c) much larger
d) the largest
- c) carrying out
d) are carried
- c) tired
d) tiring
- c) can, sell
d) are, been sold
- c) for sleeping
d) of sleeping

Вариант 3

Choose the right answer:

1. Nobody has ever seen _____ like that.
a) her dances
b) her dance
2. I hate _____ .
a) him to be laughed at
b) he laughed at
3. He appeared _____ a good specialist.
a) to become
b) became
4. "We'll see them soon," she said.
a) she said we will see them soon.
b) she said we would saw them soon.
5. I wish I _____ him a week ago.
a) met
b) have met
6. The delegation _____ to arrive by the morning train.
a) is expected
- c) she dances
d) she is dancing
- c) his laughed at
d) him laughing at
- c) becoming
d) becomes
- c) she said we had seen them soon.
d) she said we would see them soon.
- c) had met
d) would meet
- c) expecting



- b) hurried up
d) hurry up
23. If you _____ in Italy, you'd learn Italian.
a) will live
c) lived
b) live
d) would live
24. This author is said _____ a novel for ten years.
a) has been writing
c) writing
b) to have been writing
d) is writing
25. "What's your name?" Sue asked the young man.
a) sue asked the young man his name was what.
b) sue asked the young man what his name was.
c) sue asked the young man what his name is.
d) sue asked the young man what is his name.
26. If I were you, I _____ England years ago.
a) would have visited
c) had visited
b) will visit
d) visited
27. Parents want their children _____ .
a) being kind
c) be kind
b) to be kind
d) are kind
28. I ask you _____ .
a) the phone-book where
c) where the phone-book is
b) where is the phone-book
d) the phone-book where is
29. What would you do if you _____ a ghost?
a) will see
c) would see
b) see
d) saw
30. He promised he would return the book as soon as he _____ it.
a) read
c) had read
b) would read
d) will read

Вариант 4

Choose the right answer:

1. If Walter insisted, I _____ him tomorrow.
a) help
c) helped
b) will help
d) would help
2. If I _____ you, I would buy a computer.
a) were
c) will be
b) would be
d) am
3. This author is said _____ a novel for ten years.
a) writing
c) is writing
b) to have been writing
d) has been writing
4. _____ her work, she left the office.
a) finishing
c) finished
b) having finished
d) being finished
5. I wish I _____ Charlie in the pub last night.
a) don't meet
c) haven't met
b) didn't meet
d) hadn't met
6. He appeared _____ a good specialist.
a) to become
c) becoming
b) becomes
d) became
7. "Who did you see at the lecture?" my mother asked.



- a) my mother wanted to know who I had seen at the lecture.
b) my mother wanted to know who had I seen at the lecture.
c) my mother wanted to know who I saw at the lecture.
d) my mother wanted to know who did I see at the lecture.
8. "Has your son seen the film before?" she asked me.
a) she asked me if my son has seen the film before.
b) she asked me if my son had seen the film before.
c) she asked me has my son seen the film before.
d) she asked me had my son seen the film before.
9. I have never heard _____.
a) he to sing
b) he sing
c) him to sing
d) him sing
10. They didn't want _____ a professional pianist.
a) him to be
b) he be
c) him be
d) he to be
11. Our Professor was considered _____ a good teacher.
a) has been
b) to be
c) be
d) was
12. British people _____ to drink tea all the time.
a) are thought
b) thought
c) having thought
d) being thought
13. If you buy any more books we _____ any place to sleep.
a) haven't had
b) didn't have
c) won't have
d) don't have
14. Was he not so stubborn, he _____ so difficult to deal with.
a) wouldn't be
b) weren't
c) wasn't
d) won't be
15. "I haven't got any money," he'll tell you.
a) he'll tell you he doesn't got any money.
b) he'll tell you he hadn't got any money.
c) he'll tell you he hasn't got any money.
d) he'll tell you he didn't got any money.
16. "My name's Van," he said.
a) he said his name had been van.
b) he said his name is van.
c) he said his name has van.
d) he said his name was van.
17. James Watt patented his steam engine, _____ mainly for pumping, in 1769.
a) is used
b) having used
c) used
d) using
18. I ask you _____.
a) where the phone-book is
b) the phone-book where is
c) where is the phone-book
d) the phone-book where
19. They would have noticed it if she _____ upset that evening.
a) had been
b) would be
c) were
d) was
20. "What's your name?" Sue asked the young man.
a) sue asked the young man what is his name.
b) sue asked the young man what his name was.
c) sue asked the young man what his name is.
d) sue asked the young man his name was what.
21. "I want to go home," he's told me.
a) he told me he wants to go home.
b) he's told me he wanted to go home.
c) he's told me he wants to go home.
d) he's told me he want to go home.
22. Viewers _____ to object to the growing amount of violence on TV.



- a) not to seem
b) don't seem
23. I wish I _____ him a week ago.
a) met
b) would meet
24. If you knew where I live, _____ to see me?
a) have you come
b) would you come
25. The manager ordered the workers _____ inside.
a) don't smoke
b) not smoke
26. The proposal is reported _____ by the committee.
a) to approve
b) approved
27. She told us that she _____ the film.
a) had already seen
b) will see
28. Tom said that he _____ to Disneyland.
a) had never been
b) was never been
29. Steve asks me if I _____ lend him my dictionary.
a) would
b) will
30. "Sit down, Mary," the doctor said.
a) the doctor told Mary sit down.
b) the doctor told Mary would sit down.
c) the doctor told Mary to sit down.
- c) aren't seemed
d) haven't been seemed
- c) had met
d) have met
- c) did you come
d) will you come
- c) no smoking
d) not to smoke
- c) to have been approved
d) to have approved
- c) has already seen
d) sees
- c) was never
d) has never been
- c) have
d) must

Вариант 5

Choose the right answer:

32. My parents never let me _____ in bed.
a) reading
b) to read
33. When _____ the photos _____ ?
a) were, taken
b) have, been taken
34. _____ you _____ me with the washing up, please?
a) are, going help
b) will, help
35. Our teacher forbids _____ dictionaries during the test.
a) us to use
b) them to use
36. The dress _____ by my sister.
a) has been sewn
b) had been sewn
37. We are looking forward _____ our going to Spain for the summer holidays.
a) of
b) to
38. The people _____ in the area are leaving on Sunday.
a) are remaining
b) were remained
39. Call me as soon as you _____ home.
- c) to reading
d) read
- c) did, take
d) have, been taken
- c) will, be helping
d) are, going to help
- c) they using
d) us use
- c) has sewn
d) been sewn
- c) for
d) about
- c) remaining
d) remained



- a) will gel
b) will have got
- c) gets
d) get
40. My parents advised _____ to bed earlier today.
a) me to go
b) my going
- c) me going
d) me go
41. My husband has been saving money for a year, he _____ a new car.
a) buys
b) will have bought
- c) will buy
d) is going to buy
42. The instructions _____ by the officer were not clear to us.
a) were given
b) gave
- c) given
d) giving
43. _____ the letter _____ yet?
a) was, found
b) has, been found
- c) are, found
d) did, find
44. You should pay for the _____ goods.
a) choosing
b) chose
- c) chosen
d) chose
45. The book _____ last week is his first novel.
a) publish
b) publishing
- c) was published
d) published
46. My friends enjoy _____ football at the sports ground.
a) to play
b) play
- c) the playing
d) playing
47. Are you selling your flat? – Yes, we _____ to another one next month.
a) are going to move
b) will move
- c) are going move
d) move
48. My brother hopes _____ a lot of money in the lottery.
a) will win
b) to win
- c) win
d) winning
49. I _____ you unless you _____ everything to me right now.
a) won't help, will explain
b) won't help, explain
- c) don't help, will explain
d) don't help, explain
50. Andrew saw Alice at the station and stopped _____ with her.
a) to have a word
b) have a word
- c) having a word
d) to having a word
51. Jane loves children. I am sure she _____ a good teacher some day.
a) is
b) will be being
- c) will be
d) is going to be
52. Where _____ the textbooks _____?
a) are, sold
b) can, sell
- c) are, sold
d) are, been sold
53. The decisions _____ at yesterday's meeting are very important to us.
a) made
b) to be made
- c) making
d) were made
54. If the weather _____ fine we _____ to our dacha.
a) will be, go
b) is, will go
- c) will be, will go
d) be, will go
55. Bad weather prevented _____ taking a long walk in the forest.
a) him of
b) he of
- c) him from
d) his from
56. When the journalists arrived the will ...
a) read
b) was read
- c) was reading
d) was being read
57. _____ John and Mike _____ in the competition?
a) will be, take part
b) will, take
- c) shall, take part
d) will, take part
58. The problem _____ at the next meeting.
a) will be discussed
- c) will discussed



Типовые задания.

1. PREPARATORYWORK

Time flies, and one day you will have to look for the job. In this unit you'll learn how to write a letter of job application, *curriculum vitae (CV) = resume* (American version), a short written account of your education and past employment.

Besides, you'll be given some hints (advice) on how to behave during an interview.

How to write a job application

The job-winning tips from professionals:

1. Put your address, telephone number and date in the top right-hand corner and the name of the person you are applying to on the left, level with the date. Write the company name and address below. Leave a line between paragraphs.

2. First paragraph — a polite one-sentence opening explanation of why you are writing.

3. Tell them you know that they are busy people but stress that your CV proves you are worthy of their time too.

4. Describe yourself like a product on sale. List your skills and such personal qualities as high motivation, enthusiasm and adaptability.

5. If you have qualifications, list them briefly.

6. A positive attitude is important, so explain why it's the only firm you want to work for.

7. Ask for an interview. Say you are happy to come in for a chat at any time, even if there are no jobs available now. Thank the readers for their time and remind them you are waiting for a reply. Use "Yours sincerely"¹¹ if you're writing to a named person and "Faithfully" if you started "Dear Sir/Madam". Sign your letter at the bottom left and print your name clearly below.

JOB APPLICATION

Person _____

Company name _____

Date _____

Dear Sir/Madam

30 Henry Court

Meadows

Nottingham

No. 92

Tel.

I am writing to enquire about the possibility of employment with your company. I can offer a variety of skills from practical to clerical, any role would suit at present time. I enclose my CV for your attention.

For the past two years I have been engaged in casual voluntary work at Queens Medical Center. This has kept me busy and has led to meeting new people. A position at your company, however, would allow me to resume a working role.

I am adaptable, reliable and willing to retrain. From packing to office work, my past experience may be useful to you, given the opportunity.

If there is a position available at this time, I can be contacted on (*telephone No*) in the afternoons and would be more than willing to come down for an interview. If not then would you please keep my details on hand for the near future.

Yours faithfully



2 YOUR CV (CURRICULUM VITAE)

Always type it on unlined white paper, preferably a single sheet.

Write your name, address and telephone number.

Put your health record, date of birth and marital status.

In the next section, note down your education. Put any qualifications on the next line.

Next, detail your work history, starting with your most recent job. Give dates, employers and describe your duties.

List hobbies and interests and put extra information in a separate section.

End by saying that two referees are available on request - not naming them leaves you free to choose the best ones for particular jobs. *Remember* the longer an application, the less chance it has of being read.

Never send a photo-copied letter - it looks as though you don't care.

Always be positive and never apologise for being You.

| CURRICULUM VITAE (CV) | |
|-------------------------|--|
| NAME | <i>Robert Edward Bateman</i> |
| ADDRESS | <i>28 Grow Hood. West Clapham UK</i> |
| DATE AND PLACE OF BIRTH | <i>9th September 1968, London</i> |
| NATIONALITY | <i>British</i> |
| EDUCATION | <i>Ripton County School Grant College of Further Education University of Everton</i> |
| LANGUAGES | <i>English, French</i> |
| PREVIOUS EXPERIENCE | <i>2 years of a translator for publisher of dictionaries 3 years of teaching English in France</i> |
| INTERESTS | <i>Reading, travelling, art.</i> |

| RESUME | |
|----------------------|---|
| 1. NAME/SURNAME | <i>Mariana Smirnova</i> |
| 2. AGE | <i>14 October, 1974</i> |
| 3. MARITAL STATUS | <i>Single</i> |
| 4. CONTACT TELEPHONE | <i>412 70 81</i> |
| 5. LANGUAGES | <i>English (fluent) - translating, interpreting and negotiating skills German (basic)</i> |



| | |
|--------------------------------------|--|
| 6. EDUCATION | <i>A fourth-year student at the evening department of the Institute of Foreign Relations (MGIMO) International Economy 1994-1995</i> |
| 7. COURSES AND PROFESSIONAL TRAINING | <i>Typing and computer courses 1994-1995 Interpreting courses</i> |
| 8. WORK EXPERIENCE | <i>1992-1995 - JSC, Poliphondis Securities Assistant General Director 1995 - MADI Institute (Automobile Institute, Economics department) Translator/Interpreter, Office Assistant</i> |
| 9. SALARY HISTORY | <i>\$ 700 per month including lunch</i> |
| 10. COMPUTER SKILLS | <i>Word for Windows, EXCEL, Norton Commander</i> |
| 11. PREVIOUS EXPERIENCE | <i>1. Oral and written translation 2. Travel arrangement 3. Meetings and negotiations arrangement 4. Business letters and contracts making 5. Carrying out administrative duties about the office 6. Working with clients, marketing experience</i> |
| 12. INTERPERSONAL QUALITIES | <i>Good communication skills, energetic, well-organised, flexible, friendly, honest, responsible, intelligent</i> |

3 AN INTERVIEW

1. Before you read the text on p 337 think of the questions you might be asked during an interview about:

1. yourself
2. your family
3. your education
9. your strong points
10. your weak points
11. adaptability



- | | |
|-------------------------------|---|
| 4. your friends | 12. flexibility |
| 5. your hobbies | 13. responsibility |
| 6. your previous job | 14. ambition |
| 7. your interests and talents | 15. your failures and experience of overcoming them |
| 8. business you plan to have | |

2. What kind of questions would you like to ask the interviewer? Think of possible questions concerning:

- | | |
|--------------------|-------------------------------------|
| 1) your future job | 4) your promotion |
| 2) your coworkers | 5) your duties |
| 3) your salary | 6) possible difficulties (problems) |

3. What kind of clothing would you wear if you got an invitation for an interview? Perhaps some hints from below will help you. Try to choose the proper clothes and colour. Remember that your personal appearance sends a message even before you have an opportunity to shake hands with your interviewer.

Women's clothing

a blouse
a skirt
1) a mini-skirt
2) a pleated skirt
a jacket
a waistcoat
a pullover
a trousers suit
a suit
a dress
an evening dress
a lady's hat
a coat

walking shoes
sandals
high-heeled shoes
boots

Men's clothing

a shirt (with long sleeves
short sleeves)
a T-shirt
a waistcoat
trousers
the jeans
a jacket
1) double-breasted
2) single-breasted
a suit
a sport suit, a windcheater (jacket)
a sweater
evening dress coat (tails)
a tie

leather shoes
moccasins, boots
trainer sneakers

a broach
a bracelet
rings
beads
earrings, clips
a pin (golden, silver)

Colours



| | | | |
|-------|-----------|--------|-------------------------|
| white | blue | red | grey (gray <i>AmE</i>) |
| black | navy-blue | pink | lilac |
| brown | dark-blue | yellow | orange |
| | | | green |

HOW TO BEHAVE DURING AN INTERVIEW

It's evident that getting a job depends on many factors, among them writing a strong job application and CV or resume. Your behaviour during an interview, however, is often the best and often the most important stage in getting a job.

Interviews may be conducted by one or by several people.

The interview is an opportunity for the applicant to project his/her personality and convince the interviewers of his/her suitability for the job.

1. Pay attention to the way you are dressed.

When you are properly dressed you demonstrate respect and consideration for those with whom you interact.

Your hairstyle, nails and choice of cosmetics will contribute to your appearance.

Your clothing should meet the requirements of business style. It's very important that you should feel comfortable in your suit.

2. Be ready to speak about yourself. Your words should contain something to make people take notice of you. Describe briefly your experience at previous jobs and the good results you achieved there.

3. A standard question you may be asked — "Why are you looking for a job?" You should be ready to offer reasons which sound convincing.

4. You should organize your thoughts logically, have self-confidence, and never distort facts or try to persuade people to your way of thinking.

5. You must be ready to answer some unexpected questions: "What are your strong points?" and "What are your weak points?"

Your speech should be illustrated with clear examples. When speaking about your failures or mistakes be sure to emphasize the conclusion you have drawn after analyzing your failures and what they taught you.

Just remember that the capacity to overcome failures and analyze mistakes is valuable to any company.

6. You may be asked what you can do for the company or how you see your future duties. You should learn as much as possible about the company you are dealing with. If possible quote concrete figures or examples so that the interviewer will appreciate the extent of your contribution.

7. What salary are you expecting?

Think of concrete figures – you should base your answer on the average salary of other employees with your qualification.

8. Be ready for practical tests - if you apply for a job as a salesmanager you may be asked to sell something or to express your opinion about how to settle a conflict in a hypothetical situation.

9. At the end of the interview you may ask some questions. You should enquire about what your future job will entail, what possible difficulties there are in store for you, and what the other staff members are like.

10. Some more advice:

1) Never be late. Even if you come too early, it is better to walk around outside than to bother the interviewer about what you should do for the next 20–15 minutes.



2) Remember that your speech should be more than mere words. How you speak sometimes is not as important as what you say.

3) Be yourself – just speak the way you speak with your friends. Try to overcome your nervousness. You can learn to control your nervousness rather than let it get the better of you. Try to accept nervousness as a natural way of helping you to be alert and do your best. Remember it is normal and natural for you to be a little nervous. As you speak, smile and try to change your facial expression to convey the emotions that you feel. A smile coupled with good posture can work wonders.

4) Much attention should be paid to eye contact. You should not look at the floor or at the ceiling. Look into the eyes of the people you are talking to.

Your speech is certain to be enthusiastic and lively.

Now think what kind of person you are.

You may use the following words to describe yourself and other people:

| | | |
|-------------------|----------------------|---------------------|
| to be reliable | to be well-organised | to be intelligent |
| to be adaptable | to be flexible | to be loyal |
| to be energetic | to be friendly | to be professional |
| to be hardworking | to be honest | to be ambitious |
| to be experienced | to be responsible | to be communicative |
| to be modest | to be patient | to be sensitive |
| to be practical | to be independent | to be romantic |
| to be punctual | to be sociable | to be helpful |

What do we mean

1) when we say that a person is:

– *reliable, hardworking, sociable, helpful, ambitious, friendly, professional, experienced?*

2) when we say that a person is:

– *unreliable, dependent, unfriendly, inexperienced, dishonest, indifferent, unsuccessful, irresponsible, helpless, inflexible?*

Translate the following words and if you can say in what context you can use them:

| | | |
|-------------|---------------|------------------|
| to apply | to advertise | to interview |
| application | advertisement | an interview |
| applicant | advertiser | interviewer |
| | | interviewee |
| to employ | to appear | to suit (a suit) |
| employment | appearance | suitability |
| employer | to disappear | suitable |
| employee | | |

Role Play

Several days ago an advertisement for a job appeared in the newspaper *Moscow Times*. Some of you decided to apply for this job, while the others are going to be interviewers. The applicants will have to write application letters and CVs and later they will be called for an



interview one at a time. Finally, the successful applicant will be called back into the interview room and offered the job.

Book-keeper

A well-established British company requires a bookkeeper/secretary for their new office in Moscow.

The book-keeper/secretary must be bilingual in Russian and English and experienced in computer science. Competitive salary with a challenge to grow.

Write enclosing CV to

Mr. J. Smith School House
Halshead Road
Paynton BVG 8MN.

The list of roles

1. INTERVIEWER, the head of the Personnel Department.
2. INTERVIEWER, the Personnel manager.
3. APPLICANTS.

The description of the roles

John (Irene) Smith, the head of the Personnel Department

Before interviewing the applicants look through their CVs and application letters, decide what questions to ask and prepare to explain the job advertised and to say what the person will have to do. The contract is for one year. You think that the person should be friendly and have a nice personality.

Experience is not of vital importance – you have your own training program. Analyze the results of the interviews, choose the most suitable applicant and announce your decision to the applicants.

Paul (Nora) Williams, the personnel manager

Before interviewing the applicants, look through their CVs and application letters, decide what questions to ask and prepare to explain the job advertised and to say what the person will have to do. You are supposed to take notes (name, appearance, general impression, speech, answers to questions - you could give each applicant points out of ten for each of the above). Offer applicants an opportunity to put questions to you. You think that the person should have some experience, must be energetic, ambitious and enthusiastic. You are interested in the results of his or her studies. Analyze the results of the interviews, discuss them with your colleagues, choose the most suitable applicant and announce your decision to the applicants.

Applicants

You are to use your own names and background. If you like you can add some details, write an application letter. Be ready to answer the questions of the interviewers and to ask your



own questions about the job. Do not forget to say "Congratulations" to the person who finally gets the job.

| Текущий контроль | |
|---|---|
| Тема 6. Деловые встречи. | |
| Содержание задания для текущего контроля | Контроль проводится в письменной работы - письменный перевод учебных текстов |
| Требования к выполнению задания | 1. Текст на иностранном языке предоставляется в распечатанном виде. 2. На ответ обучающемуся дается 30 минут. |
| Критерии оценки по содержанию и качеству | Пороги оценок (количество правильных ответов) Перевод не соответствует содержанию - удов, Перевод соответствует содержанию. Есть лексические неточности. – хор, Перевод полностью соответствует содержанию. - отл. Предел длительности всего контроля-60 минут. |
| Методика обработки и форматы представления результатов оценочных процедур | 1. Результаты оценочной процедуры представляются обучающимся в срок не позднее 1 недели после проведения процедуры. Форма представления – запись в электронном журнале. |

Типовые практические задания для подготовки

For questions 1-12, read the text and decide which answer (A, B, C or D) best fits each gap.

Exploit before you explore

Publicly available data on company 1_____ offer no simple 2_____ that captures the 3_____ between exploration and exploitation for many industries over time. We decided, therefore, to look at multiple 4_____. To measure exploration, we used R&D spending as a percentage of sales and patents issued as a percentage of sales. For exploitation, we used return on equity, return on sales, and return on investment. historical 5_____ of the companies reveals a clear 6_____ : Though they did not neglect exploration, as a strategy the gold medalists consistently chose to pursue exploitation efforts over 7_____ initiatives. It seems that companies can compensate for insufficient exploration capabilities by being more 8_____ exploiters. But they are not able, 9_____ the long run, to make up for a lack of exploitation 10_____ through better exploration. In other words, great companies don't 11_____ their way to growth - they grow by efficiently exploiting the 12_____ potential of existing 126 innovations.

- | | | | |
|-------------------------|-----------------------|-------------------|------------------|
| 1 A. fulfillment | B. performance | C. operation | D. action |
| 2 A. measure | B. extent | C. range | D. scope |
| 3 A. stress | B. straining | C. tension | D. strain |
| 4 A. merits | B. metrics | C. values | D. worth |
| 5 A. analysis | B. examination | C. review | D. report |
| 6 A. prototype | B. pattern | C. suit | D. figure |
| 7 A. exploration | B. research | C. study | D. survey |



- | | | | |
|-----------------------|-------------------|------------------------|---------------------|
| 8 A. effective | B. effectual | C. efficacious | D. efficient |
| 9 A. to | B. under | C. with | D. over |
| 10 A. abilities | B. liabilities | C. capabilities | D. faculty |
| 11 A. innovate | B. modernize | C. renovate | D. alternate |
| 12 A. total | B. fullest | C. complete | D. absolute |

For questions 1-6, read the texts and decide which answer (A, B, C or D) best fits each gap.

THE EURO SYMBOL

Taxpayers in Europe are in debt to Jean-Pierre Malivoir. Instead of 1_____ a host of highly paid designers to 2_____ ideas for a symbol for the euro, this European Commission official 3_____ to work and got the job done for nothing.

The symbol had to be immediately recognizable and easy to write. The eventual design slipped through without much discussion at a meeting that had been 4_____ to discuss other issues. Perhaps as much by 5_____ as judgment, Malivoir's design achieved instant acceptance. Like many successful symbols, it was very simple. It was inspired by the Greek letter epsilon, with two simple horizontal lines 6_____ it.

- | | | | | |
|---|------------------------|-------------------------|--------------------|-------------------|
| 1 | A. charging | B. commissioning | C. entrusting | D. electing |
| 2 | A. bring about | B. come up with | C. give rise to | D. make up |
| 3 | A. put | B. sent | C. came | D. set |
| 4 | A. collected | B. congregated | C. convened | D. assembled |
| 5 | A. chance | B. accident | C. fortune | D. luck |
| 6 | A. drawn across | B. drawn around | C. written across | D. written around |

For questions 1-6, read the texts and decide which answer (A, B, C or D) best fits each gap.

KNOWING WHEN TO GO

Fans are generally taken 1_____ when a famous actor or actress suddenly 2_____ the profession at the height of his or her career. Greta Garbo, who made her last film when she was not yet 40, was a notable 3_____ in point.

Sportsmen and women face this decision earliest. Though they generally have evidence that their powers are in 4_____ very few have the self-awareness to get out while the going is still 5_____.

Politicians are perhaps the last to realize that the game is up. As long as they can 6_____ on to power, they refuse to accept the advice of party members, no doubt suspecting that it is prompted by their colleagues' own ambitions!

- | | | | | |
|---|-----------------|-------------------|--------------------|-----------------|
| 1 | A. surprised | B. astonished | C. unawares | D. unexpected |
| 2 | A. quits | B. withdraws | C. resigns | D. vacates |
| 3 | A. case | B. type | C. example | D. illustration |
| 4 | A. decrease | B. decline | C. descent | D. decay |
| 5 | A. fine | B. well | C. good | D. fair |
| 6 | A. keep | B. stick | C. fasten | D. hang |

For questions 1-7, read the texts and decide which answer (A, B, C or D) best fits each gap.

SHOULD WE TRUST THE EXPERTS?



As usual, the gurus of the stock market are making their 1 _____ for the coming year, but this year their air of infallibility may not be enough to 2 _____ their dismal failure last time. Not one of them correctly forecast that the market would 3 _____ rather than rise. The main reason for this is that they are naturally biased in favor of expansion, partly because, by the 4 _____ of averages, shares tend to rise but also because they have a personal interest in being optimistic. If the 5 _____ market is 6 _____ they can expect a bonus; if it falls through the 155, their jobs may go with it. They would like us to believe that things can only get better.

- | | | | | |
|---|-------------------|-----------------------|------------------|---------------|
| 1 | A. expectations | B. predictions | C. presentiments | D. warnings |
| 2 | A. dress | B. cloak | C. bury | D. cover |
| 3 | A. fade | B. drop | C. fall | D. sink |
| 4 | A. norm | B. rule | C. code | D. law |
| 5 | A. stock | B. bond | C. venture | D. capital |
| 6 | A. booming | B. busting | C. rocking | D. jumping |
| 7 | A. ground | B. bottom | C. floor | D. foot |

Translate

Economic Concepts for the Social Sciences

This book presents some of the key economic concepts that have guided economic thinking in the last century and identifies which concepts will continue to direct economic thought in the coming decades. It is written in an accessible manner and is intended for a wide audience with little or no formal training in economics.

This treatment will interest economists who want to reflect on the direction of the discipline and to learn about achievements in other subfields. The author imparts his enthusiasm for the economic way of reasoning and its wide applicability. Through the abundant use of illustrations and examples, he makes concepts understandable and relevant. Topics include game theory, market failures, asymmetric information, endogenous growth theory, general equilibrium, rational expectations, and the new institutional economics. Gold is where you find it. This book is solid gold. Clearly, cogently, and cleverly introducing the structure of economic analysis without mathematics, Sandler presents a challenging and comprehensive guide to how to think about the general problems that we face in the broad realm of politics, economics, and policy. This book is a definite treasure for students in politics, sociology, and economics.

7.2. Оценочные средства промежуточной аттестации (кандидатский экзамен)

7.2.1 Структура кандидатского экзамена

Кандидатский экзамен по иностранному языку проводится в два этапа: на *первом этапе* аспирант (соискатель) выполняет письменный перевод научного текста по специальности. Объем текста – 15 000 печатных знаков.

Успешное выполнение письменного перевода является условием допуска ко второму этапу экзамена. Качество перевода оценивается по зачетной системе. *Второй этап* экзамена проводится устно и включает в себя три задания:



1. Изучающее чтение оригинального текста по специальности. Объем 2500–3000 печатных знаков. Время выполнения работы – 45–60 минут. Форма проверки: передача извлеченной информации осуществляется на иностранном языке.

2. Беглое (просмотровое) чтение оригинального текста по специальности. Объем – 1000–1500 печатных знаков. Время выполнения – 2–3 минуты. Форма проверки – чтение на иностранном языке и перевод извлеченной информации на русский язык.

3. Беседа с экзаменаторами на иностранном языке по вопросам, связанным со специальностью и научной работой аспиранта (соискателя).

7.2.2 Содержание кандидатского экзамена по иностранному языку

На кандидатском экзамене аспирант (соискатель) должен продемонстрировать умение пользоваться иностранным языком как средством профессионального общения в научной сфере.

Аспирант (соискатель) должен владеть орфографической, орфоэпической, лексической и грамматической нормами изучаемого языка и правильно использовать их во всех видах речевой коммуникации, в научной сфере в форме устного и письменного общения.

Говорение

На кандидатском экзамене аспирант (соискатель) должен продемонстрировать владение подготовленной монологической речью, а также неподготовленной монологической и диалогической речью в ситуации официального общения в пределах программных требований.

Оценивается содержательность, адекватная реализация коммуникативного намерения, логичность, связность, смысловая и структурная завершенность, нормативность высказывания.

Чтение

Аспирант (соискатель) должен продемонстрировать умение читать оригинальную литературу по специальности, опираясь на изученный языковой материал, фоновые страноведческие и профессиональные знания, навыки языковой и контекстуальной догадки.

Оцениваются навыки изучающего, а также поискового и просмотрового чтения.

В первом случае оценивается умение максимально точно и адекватно извлекать основную информацию, содержащуюся в тексте, проводить обобщение и анализ основных положений предъявленного научного текста для последующего перевода на язык обучения, а также составления резюме на иностранном языке.

Письменный перевод научного текста по специальности оценивается с учетом общей адекватности перевода, то есть отсутствия смысловых искажений, соответствия норме и узусу языка перевода, включая употребление терминов.

Резюме прочитанного текста оценивается с учетом объема и правильности извлеченной информации, адекватности реализации коммуникативного намерения, содержательности, логичности, смысловой и структурной завершенности, нормативности текста.

При поисковом и просмотровом чтении оценивается умение в течение короткого времени определить круг рассматриваемых в тексте вопросов и выявить основные положения автора.



7.2.3 Оценочные средства промежуточной аттестации (Кандидатский экзамен)

| Промежуточный контроль | |
|---|---|
| Кандидатский экзамен (1 часть) | |
| Содержание задания для текущего контроля | Контроль проводится в письменной работы - письменный перевод учебных текстов |
| Требования к выполнению задания | 1. Текст предоставляется в распечатанном виде. 2. На ответ обучающемуся дается 30 минут. |
| Критерии оценки по содержанию и качеству | Пороги оценок (количество правильных ответов) Перевод не соответствует содержанию – не зачтено, Перевод соответствует содержанию. Есть лексические неточности. – зачтено, Перевод полностью соответствует содержанию. - зачтено. |
| Методика обработки и форматы представления результатов оценочных процедур | 1. Результаты оценочной процедуры представляются обучающимся в срок не позднее 1 недели после проведения процедуры. Форма представления – запись в электронном журнале. |

| Промежуточный контроль | |
|---|--|
| Кандидатский экзамен (2 часть) | |
| Содержание задания для текущего контроля | Контроль проводится в письменной и устной форме: Изучающее чтение оригинального текста по специальности; Беглое (просмотровое) чтение оригинального текста по специальности; Беседа с экзаменаторами на иностранном языке по вопросам, связанным со специальностью и научной работой аспиранта (соискателя) |
| Требования к выполнению задания | 1. Текст предоставляется в распечатанном виде. 2. На подготовку обучающемуся дается 45-60 минут. |
| Критерии оценки по содержанию и качеству | Пороги оценок (количество правильных ответов) Перевод и изложение не соответствует содержанию - удов, Перевод и изложение соответствует содержанию. Есть лексические неточности. – хор, Перевод и изложение полностью соответствует содержанию. Отсутствуют лексические и грамматические неточности - отл. Предел длительности всего контроля- 60 минут. |
| Методика обработки и форматы представления результатов оценочных процедур | 1. Результаты оценочной процедуры представляются обучающимся в срок не позднее 1 недели после проведения процедуры. Форма представления – запись в |



процедур

электронном журнале.

Типовые вопросы для беседы

- When did you graduate from the University?
- What University did you graduate from?
- What department did you graduate from?
- What courses did you like best? Least? Why?
- How did you rank at the University?
- Do you feel that you have received a good general training?
- When did you decide to take a- postgraduate course?
- Why did you decide to take a postgraduate course?
- Why do you think you will succeed in a postgraduate course?
- How interested are you in research work?
- What personal characteristics are necessary for success in your chosen field?
- Are you going to take a full time or correspondence course?
- How will you manage to support yourself while studying?
- Do you live on your own or with your parents?
- Are you single or married?
- What do you do to keep you in good physical condition?
- What are your strengths and weaknesses?
- You have got some friends, haven't you? What kind of a person is your closest friend?
- Which of your parents has had the most profound influence on you?
- Have you ever had any difficulty in getting along with fellow students and professors?
- Did you enjoy your five years at the University?
- Have you ever been abroad?
- What do your parents do? Are there any scientists in your family or among your relatives?
- What topic are you researching? Why have you decided to research it?

Типовые тексты для изучающего чтения оригинального текста по специальности What Is Regional Economics?

Economic systems are dynamic entities, and the nature and consequences of changes that take place in these systems are of considerable importance. Such change affects the well-being of individuals and ultimately the social and political fabric of community and nation. As social beings, we cannot help but react to the changes we observe. For some people that reaction is quite passive; the economy changes, and they find that their immediate environment is somehow different, forcing adjustment to the new reality. For others, changes in the economic system represent a challenge; they seek to understand the nature of factors that have led to change and may, in light of that knowledge, adjust their own patterns of behavior or attempt to bring about change in the economic, political, and social systems in which they live and work. In this context, regional economics represents a framework within which the spatial character of economic systems may be understood. We seek to identify the factors governing the distribution of economic activity over space and to recognize that as this distribution changes, there will be important consequences for individuals and for communities. Thus, regional or "spatial" economics might be summed up in the question "What is where, and why—and so what?" The first what refers to every type of economic activity: not only production establishments in the narrow sense of factories, farms, and mines, but also other kinds of businesses, households, and private and public institutions. Where refers to location in relation to other economic activity; it involves questions of proximity, concentration, dispersion, and similarity or disparity of spatial



patterns, and it can be discussed either in broad terms, such as among regions, or microgeographically, in terms of zones, neighborhoods, and sites. Regional economics is a relatively young branch of economics. Its late start exemplifies the regrettable tendency of formal professional disciplines to lose contact with one another and to neglect some important problem areas that require a mixture of approaches. Until fairly recently, traditional economists ignored the where question altogether, finding plenty of problems to occupy them without giving any spatial dimension to their analysis. Traditional geographers, though directly concerned with what is where, lacked any real technique of explanation in terms of human behavior and institutions to supply the why, and resorted to mere description and mapping. Traditional city planners, similarly limited, remained preoccupied with the physical and aesthetic aspects of idealized urban layouts. This unfortunate situation has been corrected to a remarkable extent within the last few decades. Individuals who call themselves by various professional labels—economists, geographers, ecologists, city and regional planners, regional scientists, and urbanists—have joined to develop analytical tools and skills, and to apply them to some of the most pressing problems of the time.

Local Inputs and Outputs

One such element of relative advantage is the supply (availability, price, and quality) of local or nontransferable inputs. Local inputs are materials, supplies, or services that are present at a location and could not feasibly be brought in from elsewhere. The use of land is such an input, regardless of whether land is needed just as standing room or whether it also contains minerals or other constituents actually used in the process, as in “extractive” activities such as agriculture or mining. Climate and the quality of the local water and air fall into the same category, as do topography and physical soil structure insofar as they affect construction costs, amenity, and convenience. Locally provided public services such as police and fire protection also are local inputs. Labor (in the short run at least) is another, usually accounting for a major portion of the total input costs. Finally, there is a complex of local amenity features, such as the aesthetic or cultural level of the neighborhood or community that plays an especially important role in residential location preferences. The common feature of all these local input factors is that what any given location offers depends on conditions at that location alone and does not involve transfer of the input from any other location. In addition to requiring some local inputs, the unit choosing a location may be producing some outputs that by their nature have to be disposed of locally. These are called nontransferable outputs. Thus, the labor output of a household is ordinarily used either at home or in the local labor market area, delimited by the feasible commuting range. Community or neighborhood service establishments (barber shops, churches, movie theaters, parking lots, and the like) depend almost exclusively on the immediately proximate market; and, in varying degree, so do newspapers, retail stores, and schools. One type of locally disposed output generated by almost every economic activity is waste. At present, only radioactive or other highly dangerous or toxic waste products are commonly transported any great distance for disposal; though the disposal problem is increasing so rapidly in many areas that we may see a good deal more long-distance transportation of refuse within our lifetimes. Other wastes are just dumped into the air or water or on the ground, with or without incineration or other conversion. In economic terms, a waste output is best regarded as a locally disposed product with negative value. The negative value is particularly large in areas where considerations of land scarcity, air and water pollution, and amenity make disposal costs high; this gives such locations an element of disadvantage for any waste-generating kind of unit. It is not always possible to distinguish unequivocally between a local input and a local output factor. For example, along the Mahoning River in northeastern Ohio, the use of water by industries long ago so heated the river that it could no longer furnish a good year-round supply of water for the cooling required by steam electric generating stations and iron and steel works. In this instance,



excess heat is the waste product involved. The thermal pollution handicap to heavy-industry development could be assessed either as a relatively poor supply of a needed local input (cold water) or as a high cost for disposing of a local output (excess heat).

Route Systems and Service Points

There are two distinct reasons for this channelization. One is the economies of traffic volume already referred to as a nearly universal characteristic of transfer. Even primitive societies where all transfer is pedestrian generally develop networks of established trails, which make it easier to move and harder to get lost. Each mode of transfer has its own set of route-volume economies. If these economies are substantial up to a large volume, the route network for that mode will tend to be coarse; if heavier traffic means only small savings, there can be a finer network of routes providing less circuitous connections between points. The second reason for route channelization is that some areas are naturally harder to traverse than others. Thus all modes of land transport have reason to favor level, well-drained land and temperate climate and to avoid unnecessary stream crossings in laying out routes. All routes crossing major mountain ranges funnel into a few selected passes or tunnels. Similarly, ocean shipping routes have to detour around land masses and also have to pay some attention to ocean currents, winds, shoals, iceberg zones, and of course, the availability of harbors. As a result, there is a more or less recognized network of regular “shipping lanes.” Any kind of communications system requiring either fixed-line facilities (such as cables) or relay stations is likewise constrained to a limited set of routes. Scale economies apply not only to route facilities such as trails, track, roads, pipelines, cable, and navigational aids, but also to “service points” where transfer by the mode in question can originate and terminate. Thus there are certain minimum costs of establishing a railroad station or even a siding; the same applies to piggyback terminals, ports for ships and aircraft, transformer stations on long-distance electric transmission lines, and telephone exchanges and switchboards. There is an economic constraint on the spacing of transit stops along a route, since more stops slow the service. People making shopping trips generally prefer to do all their errands with a minimum number of separate stops—except for those who view shopping as a recreation. Consequently, the pattern of transfer services offered by any particular mode is always spotty, linking up a limited number of pairs of points by routes usually longer than the straight-line distance; and a transfer of a specific shipment, person, or item of information from initial origin to final destination frequently entails the use of more than one link or mode. In addition to restricting the number of routes and service points, transfer scale economies in many instances have the effect of making costs and rates lower on more heavily used routes and to and from larger terminals.

External Economies: Output Variety and Market Attraction

In some activities, the basic reason for the agglomerative tendency is that the outputs of individual units are not standardized; they are not perfect substitutes for one another, and moreover, they differ in such manifold and changing ways that they cannot be satisfactorily compared by the buyer without actual inspection. The locational significance of this characteristic can best be seen by a pair of contrasting examples. A manufacturing firm buying sheet steel simply decides on its specifications and then finds out which steel producer will give the best price and fastest delivery. A visit to warehouses or rolling mills to look over the sheets and make a selection is unnecessary, because the specifications themselves (plus conceivably a sample sent for testing in the buyer’s plant or laboratory) fully identify the characteristics of the steel. Consequently, the transfer costs involved are those of shipping the steel from producer to user, and there is nothing in the situation that would make it desirable or convenient for the rival sheet steel producers to be concentrated in one place. Contrast this with a man or woman buying a car or a new hat, a department store selecting its line of fall fashions, or a fashion designer searching for something simply devastating in novelty buttons. In any of these cases, the buyer



does not know exactly what will be purchased. He or she will be selecting one item (in the case of the car) or maybe more (in the case of the hat) or a very large number (in the case of the department store's fall line). The items cannot be adequately described in a catalog, and it would be much too expensive and time consuming for the producers to supply each prospective buyer with a full set of samples. Under these circumstances, the "demand" is not so much demand for specific items as it is demand for a varied display of products; and the wider the variety presented at a particular location, the more demand that location will attract. Therefore the buyer makes a shopping trip, preferring the largest display center accessible to him. The more he is prepared to spend, the farther he will be prepared to go in the interest of variety. Thus most of us would be willing to journey farther out of our way to select a camera than a necktie; still farther to select a new car; and still farther to select a job with career possibilities. It is clear that the activity that is presenting the displays will tend to adopt a clustered pattern, with its units positively attracting one another. A newcomer to the cluster may even be welcomed, because that seller will enrich the variety and draw still more demand to the location. It should be noted also that where comparison shopping is important, the significant transfer costs are borne by the buyer, and the major element in transfer costs is personal travel time. The transfer of the goods bought may be handled by the buyer himself (he may drive his new car home or carry his other purchases).

Типовые тексты для беглого (просмотрового) чтения оригинального текста по специальности

Текст 1.

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

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

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

According to critics of standard accounting practices, it has changed little since. Accounting reform measures of some kind have been taken in each generation to attempt to keep book-keeping relevant to capital assets or production capacity.

Текст2.

Income tax is commonly a progressive tax because the tax rate increases with increasing income. For this reason, it is generally advocated by those who think that taxation should be borne more by the rich than by the poor, even to the point of serving as a form of social redistribution. Some critics characterize this tax as a form of punishment for economic productivity. Other critics charge that income taxation is inherently socially intrusive because



enforcement requires the government to collect large amounts of information about business and personal affairs, much of which is considered proprietary and confidential.

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

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

Текст3.

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

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

Текст4.

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

Depressed or stagnant economies have been known to reach unemployment rates as high as 30%, while events such as military mobilization (a good example is that of World War II) have resulted in just 1-2% unemployment, a level that is often termed "full employment". Typical unemployment rates in Western economies range between 5% and 10%. Some economists consider that a certain level of unemployment is necessary for the proper functioning of capitalist economies. Equally, some politicians have claimed that the "natural rate of



unemployment" highlights the inefficiency of a capitalist economy, since not all its resources – in this case human labor – are being allocated efficiently.

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

8. Перечень основной и дополнительной учебной литературы; перечень ресурсов информационно-телекоммуникационной сети «Интернет», перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине (модулю), включая перечень программного обеспечения и информационных справочных систем (при необходимости)

8.1. Основная литература

1. Гамова, О. Л. Английский язык : business English : деловой английский : учебное пособие / О. Л. Гамова. - Воронеж : Издательско-полиграфический центр «Научная книга», 2019. - 84 с. - ISBN 978-5-4446-1332-0. - Текст : электронный. - URL: <https://znanium.com/catalog/product/1086212>
2. Шахова, Н. И. Learn to Read Science. Курс английского языка для аспирантов [Электронный ресурс]: учебное пособие / руков. Н. И. Шахова. — 17-е изд., стер. — Москва : ФЛИНТА, 2019. —357 с. – ISBN 978-5-89349-572-0. - Текст : электронный. - URL: <https://znanium.com/catalog/product/1048263>
3. Белякова, Е. И. Английский для аспирантов : учебное пособие / Е.И. Белякова. — 2-е изд., перераб. и доп. — Москва : Вузовский учебник : ИНФРА-М, 2022. — 188 с. - ISBN 978-5-9558-0306-7. - Текст : электронный. - URL: <https://znanium.com/catalog/product/1841021>

8.2. Дополнительная литература

1. Швыдкая, Л. И. Практический курс английской лексикологии.: в 2-х ч. Ч. I [Электронный ресурс] : учебник / Л. И. Швыдкая. - 4-е изд., стер. - Москва : ФЛИНТА, 2019. — 372 с. ISBN 978-5-9765-2027-1 - ISBN 978-5-9765-2027-1. - Текст : электронный. - URL: <https://znanium.com/catalog/product/1048265>
 2. Швыдкая, Л. И. Практический курс английской лексикологии.: в 2-х ч. Ч. II [Электронный ресурс] : учебник / Л. И. Швыдкая. - 4-е изд., стер. - Москва : ФЛИНТА, 2019. — 244 с. - ISBN 978-5-9765-2028-8. - Текст : электронный. - URL: <https://znanium.com/catalog/product/1048267>
- Чернова, Н. А. Учебник английского языка [Электронный ресурс] / Н. А. Чернова, З. М. Кузнецова. — 3-е изд., стер. — Москва : ФЛИНТА, 2019. —464 с. + CD – ISBN 978-5-9765-1672-4. - Текст : электронный. - URL: <https://znanium.com/catalog/product/1047989>

8.3. Перечень программного обеспечения, современных профессиональных баз данных (в том числе международных реферативных баз данных научных изданий) и информационных справочных систем

1. Microsoft Office
2. Профессиональная база данных: «British National Corpus» (Британский национальный корпус): www.natcorp.ox.ac.uk
3. Профессиональная база данных: «Oxford dictionaries» (Оксфордские словари): www.oxforddictionaries.com



4. Профессиональная база данных «TourisTerm» (терминологическая база данных переводчиков Всемирной туристской организации):
<http://www.unwto.org/WebTerm6/UI/index.xsl>

5. Информационная справочная система: Всероссийская государственная библиотека иностранной литературы им. М.И. Рудомино (ВГБИЛ) www.libfl.ru

7. Информационная справочная система: www.examenglish.com

8. Информационная справочная система: Электронная библиотека проекта Гутенберг (художественная, научно-популярная литература на разных языках) –
<http://www.gutenberg.org>

9. Материально-техническая база, необходимая для осуществления образовательного процесса по дисциплине (модулю):

Учебные занятия по дисциплине «Иностранный язык» проводятся в следующих оборудованных учебных кабинетах:

| Вид учебных занятий по дисциплине | Наименование оборудованных учебных кабинетов, объектов для проведения практических занятий с перечнем основного оборудования |
|---|--|
| Групповые и индивидуальные консультации, текущий контроль, промежуточная аттестация | учебная аудитория, специализированная учебная мебель ТСО: видеопроекторное оборудование/переносное видеопроекторное оборудование доска |
| Занятия семинарского типа | кабинет иностранных языков, специализированная учебная мебель ТСО: переносное видеопроекторное оборудование, магнитофон, ноутбук, доска |
| Самостоятельная работа обучающихся | помещение для самостоятельной работы, специализированная учебная мебель ТСО: видеопроекторное оборудование, автоматизированные рабочие места студентов с возможностью выхода в информационно-телекоммуникационную сеть "Интернет", доска; Помещение для самостоятельной работы в читальном зале Научно-технической библиотеки университета, специализированная учебная мебель автоматизированные рабочие места студентов с возможностью выхода информационно-телекоммуникационную сеть «Интернет», интерактивная доска |