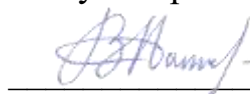


**Федеральное государственное образовательное бюджетное учреждение
высшего образования
«Финансовый университет при Правительстве Российской Федерации»
(Финансовый университет)
Калужский филиал Финуниверситета
Кафедра «Экономика, финансы и гуманитарные дисциплины»**

«УТВЕРЖДАЮ»

Директор Калужского филиала
Финуниверситета



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«01 » октября 2024 г.

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

Иностранный язык

НАПРАВЛЕНИЕ ПОДГОТОВКИ: 39.03.01 «Социология»

ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА: «Экономическая социология»

ФОРМА ОБУЧЕНИЯ: очная

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Одобрено кафедрой «Экономика, финансы и гуманитарные дисциплины»
Калужского филиала Финуниверситета
(протокол № 03 от 27.09. 2024 г.)

1. Наименование дисциплины

Дисциплина Б.1.1.1.3 «Иностранный язык» представлена в общегуманитарном цикле обязательной части учебного плана основной образовательной программы по направлению подготовки 39.03.01 «Социология» образовательная программа «Экономическая социология» (очная форма обучения).

2. Перечень планируемых результатов освоения образовательной программы (компетенций) с указанием индикаторов их достижения, соотнесенных с планируемыми результатами обучения по дисциплине

Таблица 1

Код компетенции	Наименование компетенции	Индикаторы достижения компетенции	Результаты обучения (умения и знания), соотнесенные с индикаторами достижения компетенции
УК - 3	Способность применять знания иностранного языка на уровне, достаточном для межличностного общения, учебной и профессиональной деятельности	<p>1. Использует иностранный язык в межличностном общении и профессиональной деятельности, выбирая соответствующие вербальные и невербальные средства коммуникации.</p>	<p>Знания: особенностей грамматического и лексического строя иностранного языка; особенностей видов речевой деятельности на иностранном языке; специфики использования вербальных и невербальных средств в ситуациях иноязычной коммуникации; особенностей межличностной коммуникации при межкультурном общении; лексикограмматических особенностей профессионально-ориентированного иностранного языка; содержания основных иноязычных профессиональных понятий;</p> <p>Умения: распознавать и дифференцировать языковые и речевые явления, выделять основную и второстепенную информацию при чтении текстов и восприятии речи на слух, использовать типовые средства устной и письменной коммуникации в межличностном общении; применять адекватные коммуникативные средства в стандартных ситуациях общения на профессионально-ориентированные темы</p>
		<p>2. Реализует на иностранном языке коммуникативные намерения устно и письменно, используя современные информационно-коммуникационные технологии.</p>	<p>Знания: видов коммуникативных намерений; соотношений коммуникативных намерений с замыслом и целью речевой коммуникации; типовых приемов и способов выражения коммуникативных намерений на иностранном языке в устной и письменной речи; принципов понимания коммуникативных намерений собеседников; способов использования информационно-коммуникативных технологий в общении на иностранном языке;</p> <p>Умения: выражать коммуникативные намерения и цель высказывания лексико-грамматическими средствами иностранного языка соответственно коммуникативной ситуации; учитывать коммуникативные и социальные роли участников речевого общения при выражении коммуникативных намерений; понимать коммуникативные интенции полученных письменных и устных сообщений; применять информационно-коммуникативные</p>

Код компетенции	Наименование компетенции	Индикаторы достижения компетенции	Результаты обучения (умения и знания), соотношенные с индикаторами достижения компетенции
			технологии в общении и речевой деятельности на иностранном языке.
		3. Использует приемы публичной речи и делового и профессионального дискурса на иностранном языке	<p>Знания: приемов и принципов построения публичной речи в ситуации межкультурного взаимодействия; приемов убеждения, аргументации, выражения мнения на иностранном языке; лексико-грамматических особенностей иноязычной публичной речи в ситуации делового и профессионального общения; правил подготовки публичной речи на иностранном языке; приемов и иноязычных средств делового и профессионального дискурса;</p> <p>Умения: применять правила деловой риторики на иностранном языке; использовать приемы и принципы построения публичной речи для сообщения профессионально-ориентированного содержания на иностранном языке; использовать стереотипные иноязычные фразы для передачи структуры и содержания сообщения</p>
		4. Демонстрирует владения основами академической коммуникации и речевого этикета изучаемого иностранного языка.	<p>Знания: основных лексико-грамматических и стилистических ресурсов иностранного языка в сфере академической коммуникации; особенностей иноязычной академической коммуникации; приемов извлечения и сообщения иноязычной информации с академическими целями; основ иноязычного речевого этикета в устной и письменной коммуникации;</p> <p>Умения: извлекать и сообщать информацию академического содержания на иностранном языке; использовать приемы академической устной и письменной коммуникации на иностранном языке; применять правила речевого этикета в ситуациях академического общения</p>
		5. Грамотно и эффективно пользуется иноязычными источниками информации.	<p>Знания: правил использования различных технических средств с целью поиска и извлечения иноязычной информации; основных правил определения релевантности и надежности иноязычных источников; основных правил анализа и синтеза информации;</p> <p>Умения: извлекать основную и второстепенную информацию из иноязычных источников разного типа; систематизировать и применять извлеченную информацию для решения коммуникативных и профессиональных задач</p>
		6. Продуцирует на иностранном языке письменные речевые произведения в соответствии с коммуникативной задачей.	<p>Знания: основ организации письменной коммуникации; типов коммуникативных задач письменного общения; функций письменных коммуникативных средств;</p> <p>Умения: определять коммуникативную задачу письменного речевого произведения;</p>

Код компетенции	Наименование компетенции	Индикаторы достижения компетенции	Результаты обучения (умения и знания), соотнесенные с индикаторами достижения компетенции
			создавать и оформлять отдельные виды деловых писем; излагать собственную точку зрения в письменной форме; анализировать и обобщать а письменном виде профессионально-ориентированные тексты на иностранном языке.

3. Объем дисциплины(модуля) в зачетных единицах и в академических часах с выделением объема аудиторной (лекции, семинары) и самостоятельной работы обучающихся

Вид учебной работы по дисциплине	Всего (в з/е и часах)	Семестр 1 (в часах)	Семестр 2 (в часах)	Семестр 3 (в часах)	Семестр 4 (в часах)
Общая трудоемкость	8 з.е./288	90	90	38	70
Контактная работа -	190	68	54	34	34
<i>Лекции</i>	-	-	-	-	-
<i>Семинары,</i>	190	68	54	34	34
<i>Самостоятельная</i>	98	22	36	4	36
Вид текущего контроля	контрольная работа/ контрольная работа	-	контрольная работа	-	контрольная работа
Вид промежуточной аттестации	зачет/ зачет/ зачет/экзамен	зачет	зачет	зачет	экзамен

4. Нормативно-правовые документы, определяющие процедуру оценивания результатов текущего контроля и промежуточной аттестации студентов

Процедура оценивания результатов текущего контроля и промежуточной аттестации студентов регулируется соответствующими приказами, распоряжениями ректората о контроле уровня освоения дисциплин и сформированности компетенций студентов.

5. Типовые задания для текущего контроля

Тестовые задания, ситуационные задачи, проблемные вопросы для обсуждения и другие материалы

5. Типовые задания для текущего контроля

Тестовые задания, ситуационные задачи, проблемные вопросы для обсуждения и другие материалы

Наименование компетенции	Наименование индикаторов достижения компетенции	Результаты обучения (умения и знания), соотнесенные с индикаторами достижения компетенции	Типовые контрольные задания
<p>УК - 3</p> <p>Способность применять знания иностранного языка на уровне, достаточном для межличностного общения, учебной и профессиональной деятельности</p>	<p>1. Использует иностранный язык в межличностном общении и профессиональной деятельности, выбирая соответствующие вербальные и невербальные средства коммуникации.</p>	<p>Знания: особенностей грамматического и лексического строя иностранного языка; особенностей видов речевой деятельности на иностранном языке; специфики использования вербальных и невербальных средств в ситуациях иноязычной коммуникации; особенностей межличностной коммуникации при межкультурном общении; лексикограмматических особенностей профессионально-ориентированного иностранного языка; содержания основных иноязычных профессиональных понятий;</p> <p>Умения: распознавать и дифференцировать языковые и речевые явления, выделять основную и второстепенную информацию при чтении текстов и восприятии речи на слух, использовать типовые средства устной и письменной коммуникации в межличностном общении; применять адекватные коммуникативные средства в стандартных ситуациях общения на профессионально-ориентированные темы</p>	<p>Задание 1 Roleplay «Act out a preelection discussion among the British politicians and economists supporting different political parties' views on the current political and economic situation in the UK».</p> <p>Задание 2 Discuss the form of government where a state is headed by a monarch is different from the rule headed by elected representatives.</p> <p>Задание 3 Explain to your fellow student what information is usually included in Legislative powers of the House of Lords and that they are different from those of the House of Commons.</p> <p>Задание 4 Discuss with a partner the following issue. In democracy, all is equal before the law while in monarchy, the monarch is the law.</p> <p>Задание 5 Translate the following words from Russian into English Светские члены Палаты лордов (Lords temporal), весьма, заметно (notably), порядок действий, процедура (Outlook)</p>
	<p>2. Реализует на иностранном языке коммуникативные намерения устно и письменно, используя современные информационно-коммуникационные технологии.</p>	<p>Знания: видов коммуникативных намерений; соотношений коммуникативных намерений с замыслом и целью речевой коммуникации; типовых приемов и способов выражения коммуникативных намерений на иностранном языке в устной и письменной речи; принципов понимания коммуникативных намерений собеседников; способов использования информационно-коммуникативных технологий в общении на иностранном языке;</p> <p>Умения: выражать коммуникативные намерения и цель высказывания лексико-грамматическими средствами иностранного языка соответственно коммуникативной ситуации; учитывать коммуникативные и социальные роли участников речевого общения при выражении коммуникативных намерений; понимать коммуникативные интенции полученных письменных и устных сообщений; применять информационно-коммуникативные технологии в общении и речевой деятельности на иностранном</p>	<p>Задание 1 Work in groups. Talk to the class about each of the following topics for about two minutes. Give arguments in favor and against the opinion. - Do you think the UK is still united? Justify your answer - Why is it said that a monarch in the UK reigns, but does not rule?</p> <p>Задание 2 Make up a dialogue on the following situation. A bicameral parliament has the capacity to formally represent diverse constituencies (regional, class, ethnic, etc.). How does it contribute to the democratic progress of society?</p> <p>Задание 3 Write a formal e-mail to your colleague confirming tomorrow's meeting.</p> <p>Задание 4</p>

Наименование компетенции	Наименование индикаторов достижения компетенции	Результаты обучения (умения и знания), соотношенные с индикаторами достижения компетенции	Типовые контрольные задания
		языке.	<p>Case Analysis</p> <ol style="list-style-type: none"> Summarize the information of the text above. What do you know about other European economies' debates on leaving the EU? Use the Internet or other appropriate mass media sources to estimate the public opinion on the proBrexit vote. Write a summary on the case. Follow the instructions given below: <ul style="list-style-type: none"> outline the purpose of the case study describe the field of research outline the issues and findings (without detail) give a clear picture of the essential contents of the study note any assumptions made
	3. Использует приемы публичной речи и делового и профессионального дискурса на иностранном языке	<p>Знания: приемов и принципов построения публичной речи в ситуации межкультурного взаимодействия; приёмов убеждения, аргументации, выражения мнения на иностранном языке; лексико-грамматических особенностей иноязычной публичной речи в ситуации делового и профессионального общения; правил подготовки публичной речи на иностранном языке; приемов и иноязычных средств делового и профессионального дискурса;</p> <p>Умения: применять правила деловой риторики на иностранном языке; использовать приемы и принципы построения публичной речи для сообщения профессионально-ориентированного содержания на иностранном языке; использовать стереотипные иноязычные фразы для передачи структуры и содержания сообщения</p>	<p>Задание 1</p> <p>Give a presentation on the following topic using the format recommended in your textbook.</p> <p>Задание 2</p> <p>Comment on the presentation given by your colleague.</p> <p>Задание 3</p> <p>Roleplay. Base the scenario of the Role Play on the following questions:</p> <ol style="list-style-type: none"> How important is the role of general election in the stabilization and government in encouraging business and economic development in the UK? What exactly does the UK economy need to survive and prosper during the withdrawal period?
	4. Демонстрирует владения основами академической коммуникации и речевого этикета изучаемого иностранного языка.	<p>Знания: основных лексико-грамматических и стилистических ресурсов иностранного языка в сфере академической коммуникации; особенностей иноязычной академической коммуникации; приемов извлечения и сообщения иноязычной информации с академическими целями; основ иноязычного речевого этикета в устной и письменной коммуникации;</p> <p>Умения: извлекать и сообщать информацию академического содержания на иностранном языке; использовать приемы академической устной и письменной коммуникации на иностранном языке; применять правила речевого этикета в ситуациях академического общения</p>	<p>Задание 1</p> <p>Practice asking about the system of checks and balances in the US and the UK political governance.</p> <p>Задание 2</p> <p>Give a summary of a difference between the US and the UK constitutions</p> <p>Задание 3</p> <p>Practice social language in the following situations:</p> <ul style="list-style-type: none"> Greeting a visitor at the reception desk Making a small talk after the meeting Saying good buy at the end of the meeting
	5. Грамотно и эффективно пользуется иноязычными источниками	Знания: правил использования различных технических средств с целью поиска и извлечения иноязычной информации; основных правил определения релевантности и надежности иноязычных	Задание 1 Match the term given in the left-hand column with its definition in the righthand column.

Наименование компетенции	Наименование индикаторов достижения компетенции	Результаты обучения (умения и знания), соотношенные с индикаторами достижения компетенции	Типовые контрольные задания
	информации.	<p>источников; основных правил анализа и синтеза информации;</p> <p>Умения: извлекать основную и второстепенную информацию из иноязычных источников разного типа; систематизировать и применять извлеченную информацию для решения коммуникативных и профессиональных задач</p>	<p>Задание 2</p> <p>Search for keywords:</p> <p>A. a negative aspect of participation B. a public statement C. being part of a wider community D. element of security</p> <p>Задание 3</p> <p>Read the advertisements of two on-line courses for Social Sciences students. Which course would you choose? Why?</p>
	6. Продуцирует на иностранном языке письменные речевые произведения в соответствии с коммуникативной задачей.	<p>Знания: основ организации письменной коммуникации; типов коммуникативных задач письменного общения; функций письменных коммуникативных средств;</p> <p>Умения: определять коммуникативную задачу письменного речевого произведения; создавать и оформлять отдельные виды деловых писем; излагать собственную точку зрения в письменной форме; анализировать и обобщать а письменном виде профессионально-ориентированные тексты на иностранном языке.</p>	<p>Задание 1</p> <p>Translate the following abstract from the article “What Skills Do You Need to Work in Human Resources?” into Russian.</p> <p>Social sciences help to explain how society works, exploring everything from the triggers of economic growth and causes of unemployment to what makes people happy. This information is vital and can be used for many purposes.</p> <p>Among other things, it helps to shape corporate strategies and government policies.</p> <p>Social science as a field of study is separate from the natural sciences, which cover topics such as physics, biology, and chemistry. Social science examines the relationships between individuals and societies, as well as the development and operation of societies, rather than studying the physical world. These academic disciplines rely more heavily on interpretation and qualitative research methodologies.</p> <p>Задание 2</p> <p>Write an application letter for a Political analyst position advertised in Business Weekly Journal to a company or a person.</p> <p>Задание 3</p> <p>You are going to launch an Advertising Company. Write a Business Proposal for a Partnership (180 words). Emphasize how the partnership will benefit the company you are targeting. Research its needs and any challenges it may be facing, and address them in your proposal. Convince the reader that your idea is profitable and plausible. Back up your claims with hard facts; structure your pitch so it communicates what they</p>

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			want and need to know. Задание 4 Familiarize yourself with the text. Write an article abstract. Volume: 100-120 words.

6. Материалы для промежуточной аттестации

6.1. Вопросы для подготовки к зачету и экзамену по дисциплине

Промежуточная аттестация имеет следующую структуру:

1 семестр

Зачет

Вопросы для подготовки к зачету:

Темы 1,2,3,4 рабочей программы.

Структура зачета:

Письменная часть (30 баллов)

1. Аудирование (10 заданий) - 5 баллов

2. Лексико-грамматический тест (40 заданий) - 25 баллов

Устная часть (30 баллов)

1. Комментарий к предложенному утверждению (объем 10 предложений) – 30 баллов

2 семестр

Зачет

Вопросы для подготовки к зачету:

Темы 5,6,7,8 рабочей программы.

Структура зачета:

Письменная часть (30 баллов)

- Аудирование из 10 заданий (5 баллов)

- Лексико-граммат. тест из 40 заданий (20 баллов)

- Business Letter из 120-140 слов (5 баллов)

Устная часть (30 баллов)

- Ситуативные задания. Развернуть предложенный тезис на иностранном языке с преподавателем, без подготовки

3 семестр

Зачет

Вопросы для подготовки к зачету:

Темы 9,10 рабочей программы.

Структура зачета:

Письменная часть (30 баллов)

- Аудирование из 10 заданий (5 баллов)

- Лексико-граммат. тест из 40 заданий (20 баллов)

- Написание Предложения (Proposal) (120 - 140 слов)- (5 баллов)

Устная часть (30 баллов)

- Ситуативные задания. Развернуть предложенный тезис на иностранном языке преподавателем, без подготовки.

4 семестр

Экзамен

Вопросы для подготовки к экзамену:

Темы 9, 10, 11,12 рабочей программы.

Структура экзамена:

Письменная часть (30 баллов)

1. Аудирование (10 заданий) - 5 баллов

2. Лексико-грамматический тест (40 заданий) - 20 баллов

3. Написание аннотация (Abstract) (объем исходного текста 800 - 1000 слов, объем аннотации –100-120 слов) - 5 баллов

Устная часть (30 баллов)

1. Анализ и реферирование текста (без словаря, объемом 1800-2000 п.з.) Время подготовки 20 мин. (Rendering) (объем 150 - 180 слов) -15 баллов

2. Ситуационное задание - 15 баллов

Вопросы для подготовки к зачету

1 семестр:

1. The subject of political science

2. The nature of politics as an academic discipline

3. Social science and Social PR

4. Social groups

5. Political power and governance systems

6. Political system and creation of political and social order

7. Social structure and social system

8. Social stratification

2 семестр:

1. The mechanism of Electoral College

2. Power elite

3. Political parties and their role

4. Party and Party Systems

5. Alternative Voting

6. Elections in the democratic process

7. The political leadership

8. The elections

9. The role of the public leaders and party elite
10. Electoral systems
11. The main schools engaged in the problems of economic and political development
12. Social, economic, political and democratic development
13. The concept of Economic Growth
14. Social-economic costs and benefits of globalization
15. Sociology of work
16. The steps of recruitment process
17. Unemployment
18. Politology and Political science
19. Sociology and social science
20. Governance systems

3 семестр

1. The Political System of the United Kingdom of Great Britain and Northern Ireland
2. Economic Overview of the United Kingdom of Great Britain and Northern Ireland
3. Quality of life in the UK. Economic Profile of the UK, GDP
4. Political parties in the UK
5. Canadian political system
6. Managing Public Funds
7. The American political system. Declaration of Independence of 1776; Constitution of 1789; 17 amendments to the US Constitution; the principle of 'checks and balances'
8. Different political parties' views on the current political and economic situation in the UK

Вопросы для подготовки к экзамену

4 семестр:

1. The World Community. International organizations
2. The World Community. The UN as an example of the most influential international organization
3. The World Community. UNESCO as a specialized agency of the UN
4. The World Community. UNICEF as a specialized agency of the UN
5. WWF as a global conservation organization
6. PLAN INTERNATIONAL UK: goals, functions, perspectives
7. Creation and role of the international organizations
8. The European Community and its goals and functions
9. The WTO
10. Inequality in distribution of income and wealth in the world and the possibility of sharing wealth equality
11. The role of departments' activities in the company: cooperation instead of conflict.

- What is Smarketing and how does it help to develop company's potential?
12. Presenting a Marketing Plan for a new company
 13. How will Brexit affect the 2017 General Election?
 14. The Political Profile of the United Kingdom of Great Britain and Northern Ireland
 15. The Economic Profile of the United Kingdom of Great Britain and Northern Ireland)

Примеры тестовых заданий

1 семестр

Зачет

Вопросы для подготовки к зачету:

Темы 1,2,3,4 рабочей программы.

Структура зачета:

Письменная часть (30 баллов)

1. Аудирование (10 заданий) - 5 баллов
2. Лексико- грамматический тест (40 заданий) - 25 баллов

Устная часть (30 баллов)

1. Комментарий к предложенному утверждению (объем 10 предложений) – 30 баллов

Образцы зачетных материалов

Английский язык

1. Письменная часть

LISTENING

Task 1. Listen to the recording. Decide if the following statement (1-5) is true (T), false (F) or there is no information about it in the recording (NS - not stated).

1. Only 4% of people who are born into poverty will ever make it to the upper middle class.

True False Not stated

2. Speaker thinks that people are being honest when say everybody has a fair and equal chance of achieving the American dream.

True False Not stated

3. Speaker emphasizes that one of the big policies is welfare reform.

True False Not stated

4. Speaker notes that a clear pathway out of poverty like education is included in the policy.

True False Not stated

5. Speaker concludes that the poverty rate for 2018 was 11.8%.

True False Not stated

Task 2. Listen to the recording. For questions 6-10, choose the best answer A, B or C.

6. When did the speaker realize that she was outside of so-called middle class?

A. When she was a child.

- B. At the college.
 - C. In a political science class.
7. When people think of poverty they think about...
- A. Benefits and perks.
 - B. Money and resources.
 - C. Meeting people.
8. Why social networks and connections are really powerful?
- A. They inform people on social norms.
 - B. They help to stay in touch.
 - C. They help people to navigate complex institutions and structures.
9. In what community programs do children and people of low income neighborhoods have to be engaged?
- A. Programs within and outside their community.
 - B. Programs within their community.
 - C. Programs outside their community.
10. How might we support one another?
- A. Work together across class, race and all the markers of difference.
 - B. It taught her something important.
 - C. She liked the job itself very much.

LEXIS & GRAMMAR

Task 1. Read the text below. Choose the correct word from A, B, C, or D for each question 11-20 and mark one letter.

The class system is universal phenomenon denoting a category or group of persons ...(11)... in society which permanently determines their relation to other groups. The social classes are de facto groups (not legally or...(12)...), they are relatively open. Their basis ...(13)... but they are more than economic groups. They are characteristic groups of the industrial societies which ...(14)... 17th century. The relative importance and definition of membership in a particular class ...(15)... and between societies, particularly in societies that have a legal differentiation of groups ...(16)... or occupation. In the well-known example of socioeconomic class, many scholars ...(17)... stratifying into a hierarchical system based on occupation, economic status, wealth, or income.

Many believe that the class system of Western industrial nations ...(18)... the provision of extensive welfare services, beginning in Germany in the 1880s. Greater social mobility has resulted from changes in the occupational structure, typified by an increase in the relative number of whitecollar and professional occupations, ...(19)... and manual occupations. This has led to higher standards of living. Such increased mobility, it is argued, has minimized class differences, so that Western nations are moving toward a relatively classless (or predominantly middle-class) society. Yet other observers contend that a new upper class ...(20)... , comprising production organizers and managers in both the public and the private arenas. Most recently, in postindustrial societies, inequality seems to be increasing between highly educated and poorly educated workers or between those with access to evolving technologies and those who lack such access.

	A	B	C	D
11	having a definite status	having the definite status	having definite status	to have a definite status
12	religion defined	religiously defined	religiously define	religiously defining
13	are indisputably economic	is indisputable economic	is indisputably economic	is indisputably economy
14	had developed since	have develop since	has developed since	have developed since
15	differs greatly over time	differ greatly over time	differs great over time	differs greatly with time
16	of people on birth	of people by birth	of people with birth	of people to birth
17	views societies as	view societies in	view societies as	viewing societies as
18	have changed dramatically since	has change dramatically since	has changed dramatic since	has changed dramatically since
19	with a decrease in the less-skilled	with decreased in the less-skilled	with a decrease in the more-skilled	with a decrease in the less-skill
20	are in the process of formation	is in the process of formation	was in the process of formation	is in the process of form

Task 2. Match the words (21-30) to their definitions (A-E). There is one extra definition

21	UNSKILLED	A	the process of developing industries in a country
22	POSSESS	B	to fix something firmly into a substance
23	INDUSTRIALIZATION	C	the richest, most powerful, best-educated, or best-trained group in a society
24	EMBED	D	a large amount of money or valuable possessions that someone has
25	STANDARD OF LIVING	E	people who have no particular work skills
26	ELITE	F	arranged according to people's or things' level of importance, or relating to such a system
27	MASSES	G	a person who does unskilled physical work, especially outside
28	HIERARCHICAL	H	the amount of money and comfort people have in a particular society
29	LABOURER	I	the ordinary people who form the largest group in a society
30	WEALTH	J	to have or own something, or to have a particular quality
		K	the fact that the different parts of something exist in or have been arranged into separate groups

Task 3.

Three items in each group (31-35) are closely connected. Cross out the one item that is different.

31.	a) issue	b) critics	c) problem	d) point
32.	a) elite	b) aristocracy	c) nation	d) establishment
33.	a) veto	b) pattern	c) model	d) guide
34.	a) contemporary	b) present-day	c) current	d) old-fashioned
35.	a) compassion	b) antipathy	c) sympathy	d) sensitivity

Task 4.

Read the following statements and decide if they are true (T) or false (F).

36. In more economically prosperous societies, the number of interest groups and the people belonging to them is usually quite extensive.

True False

37. Authority is based on the perceived legitimacy of the individual in power.

True False

38. In an absolute monarchy, the monarch has total authority over the government but not over his or her people.

True False

39. Caste system is a phenomenon related to Hinduism in particular.

True False

40. Social order can be observed within national societies, geographical regions, institutions and organizations, communities, etc.

True False

41. Political powers are limited to heads of states.

True False

42. Political science and sociology have differentiated more carefully between various types of control and power.

True False

43. In revolution an entire class structure is altered.

True False

44. Social stratification is a particular form of social equality.

True False

45. The importance of public affairs is increasing in the area of governmental activities.

True False

Task 5

Arrange the phrases (A-F) in the order (46-50) in which they should appear in the text. One of the phrases is not needed.

Various factors shape the environment in which ...(46)... and provide a foundation for understanding similarities and differences in types of interest group systems around the world. The level of socioeconomic development ...(47)... can inform observers about how highly developed and represented society's interests are. In more ...(48)... societies, the number of interest groups and the people belonging to them is usually quite extensive. By contrast, in less affluent countries, the number of ...(49)... limited, and their level of sophistication is usually lower. In <u>democracies</u> , <u>lobbying</u> is more formalized and ...(50)... and developing countries, where it is largely informal, with only a small segment of society having access to government.	A	within a society usually
	B	wide-ranging than in <u>authoritarian</u>
	C	interest groups is usually quite
	D	unique
	E	economically prosperous
	F	interest groups operate

WRITING

On behalf of the Board of Directors, send an e-mail to Roger Morrison with the invitation to become the Closing Speaker at the upcoming 2020 "Genetic Re-Engineering" Conference. Write 100 words and cover the following points:

1. Introduce yourself and write the salutation.
2. Write the body of the letter.
3. Give details of your event (place, date, time, participants).
4. Mention that you expect attendance this year to be the highest ever, in the area of 2,000 delegates and 150 speakers.
5. Write the closing and signature.

Roger Morrison
430 Smithson Drive
Chicago, IL 32956

(date)

Dear Mr Morrison

2. Устная часть

Прокомментируйте утверждение:

The term Political Science is intimately related to the word “Politics”, which itself is derived from the Greek word. Expand the term and its sub-disciplines.

2 семестр

Зачет

Вопросы для подготовки к зачету:

Темы 5,6,7,8 рабочей программы.

Структура зачета:

Письменная часть (30 баллов)

- Аудирование из 10 заданий (5 баллов)

- Лексико-граммат. тест из 40 заданий (20 баллов)

- Business Letter из 120-140 слов (5 баллов)

Устная часть (30 баллов)

- Ситуативные задания. Развернуть предложенный тезис на иностранном языке с преподавателем, без подготовки

Образцы материалов для зачета

Английский язык

1. Письменная часть

LISTENING

Task 1.

Track 1. Listen to the recording. Decide if the following statement (1-5) is true (T), false (F) or there is no information about it in the recording (NS - not stated).

1. Speaker Two notes that there are three different sorts of method for identifying candidates.

True False Not stated

2. Original research is the most labor intensive method for identifying candidates.

True False Not stated

3. Sometimes candidates take a psychometric test before the interview to assess their mental ability.

True False Not stated

4. Speaker Two says that ideally they would like to find candidates who are sourced from even one of the 3 areas.

True False Not stated

5. Speaker Two emphasizes that it's always very valuable to be able to speak to a candidate.

True False Not stated

Task 2.

Track 2. Listen to the recording. For questions 6-10, choose the best answer A, B or C.

6) The most important thing at the beginning is to have...

- A. applicant's CV
- B. a lot of time
- C. clear and full briefing from the clients

7) The most obvious method for identifying candidates

- A. radio & TV
- B. advertising in newspapers or journals
- C. word of mouth

8) All methods of identifying candidates will

- A. be taken into account
- B. be forgotten
- C. cross-reference

9) People from media, commentators and academics have... .

- A. wide networks of their own
- B. many influential friends
- C. different connections

10) At the end of the conversation the speaker says that when they make an approach to someone

they haven't spoken before,

- A. they do it in anyway
- B. they do it in an informed way
- C. they do it in a misinformed way

LEXIS & GRAMMAR

Task 1. Arrange the phrases (A-F) in the order (11-15) in which they should appear in the text. One of the phrases is not needed.

<p>Dear Ms. Tilley,</p> <p>I am writing this letter to recommend Lori Forsyth as a Manager for your organization. Lori, in my opinion, ...(11)... two years ago with her exceptional performance. But our organization is not growing to the point where ...(12)... a manager, so I suggested that she explore her options.</p> <p>Lori is exceptionally responsive to her duties and is able to interpret even the most complex instructions. She is already a resource for the people in her department and she ...(13)... an unofficial supervisor for months. The move to becoming an official manager is the next logical step for her.</p> <p>Lori has been the team lead on several special projects and that was at my recommendation and the insistence of the employees. Lori has garnered nothing but respect from her peers and they view her as a supervisor right now. Lori has earned the title of manager and your company ...(14)... from hiring her.</p> <p>While I will be sad to lose Lori, I feel that this move is the right one for her career. ...(15)... any questions, please feel free to call me at 555-458-8763 or email me at henry.justin@email.com.</p> <p>Sincerely Yours, Henry T. Justin District Manager</p>	A	would benefit greatly
	B	should you have
	C	reached the level of manager
	D	has been acted as
	E	we can make her
	F	has been acting as

Task 2. Read the letter again and choose the best answer (A, B, C or D) for questions 16-20.

16. The letter above is
- A. a letter of application
 - B. a cover letter
 - C. a letter of recommendation
 - D. a letter of complaint
17. The letter is written by
- A. a team leader of the company
 - B. a manager of the company
 - C. a business partner
 - D. a close friend
18. The above letter is written to
- A. an assistant
 - B. a provider of services
 - C. a seller
 - D. an employer
19. The sender and the recipient are
- A. good partners
 - B. competitors
 - C. connected by the common business
 - D. not acquainted / NS
20. The letter above is written in order to
- A. to help a friend
 - B. to find out details of the applicant
 - C. to make a deal

D. to acquire a new job

Task 3.

Read the text. Choose the grammatically correct variant from A, B, C, or D for each question 21-30 and mark one letter.

Social development is about improving the well-being of every individual in society so they ...(21)... full potential. The success ...(22)... well-being of each and every citizen. Social development means investing in people. It requires the removal of barriers so that all ...(23)... their dreams with confidence and dignity.

Everyone ...(24)... to grow, develop their skills and contribute to their families and communities in a meaningful way. If they are healthy, well educated and trained to enter the workforce and ...(25)... they are better equipped to meet their basic needs and be successful. Their families will also do well and the whole of society will benefit.

Learning ...(26)... in life. By investing in early learning initiatives, we can ensure a greater degree of success amongst our citizens. Making sure that children get a good start in their education goes a long way to increasing their success later in life.

An affordable, high quality child care system is also needed for society to succeed. When people know that their children are being well taken care of, they ...(27)... their jobs. When employers have good employees their business is more likely to succeed. When businesses succeed, the economic situation of a community is improved. An investment today in good child care programs can provide many long term economic benefits for society.

In addition, a safe affordable place to live is very important in helping people achieve selfsufficiency. It is the focus of family life where families can live safely, nurture their children, build community relationships and care for aging parents.

To reduce poverty we ...(28)... development approach and invest in our people. By investing in people we can reduce poverty. We ...(29)... looking at government to find ways to develop our most valuable resources - people. We ...(30)... with community organizations, businesses, universities and municipalities in the task of improving the well-being and preventing and reducing poverty.

	A	B	C	D
21	could reach their	have to reach their	can reach their	need to reach their
22	of society mustn't be linked to the	of society must be linked to the	of society must be link to the	of society ought to be linked to the
23	citizens can journey toward	citizens could journey toward	citizens will journey toward	citizens journey toward
24	have the opportunity	must have the opportunity	can have the opportunity	must to have the opportunity
25	will be able to make a decent wage	are able make a decent wage	were able to make a decent wage	are able to make a decent wage
26	have start early	have to start early	must start early	starts early
27	can be more productive in	won't be more productive in	should be more productive in	must be more productive in
28	need to take a social	need take a social	needn't to take a social	don't need to take a social
29	needn't go beyond	need to go beyond	need go beyond	didn't need to go beyond
30	should share responsibility	could share responsibility	are to share responsibility	will share responsibility

Task 4. Match the words (31-40) to their definitions (A-K). There is one extra definition.

31	Advertisement	A	An employee's benefit supplementing a money wage or salary
32	Allocation	B	The total value of goods produced and services provided by a country during one year; equal to the gross domestic product plus the net income from foreign investments
33	Incentive	C	Monetary compensation paid by an employer to an employee in exchange for work done or task completed
34	Gross Domestic Product (GDP)	D	A paid notice that tells people about a product or service
35	Fringe benefits	E	The power or right to act, speak, or think as one wants; the state of being unrestricted and able to move easily
36	Autonomy	F	The quality of affording gain or benefit or profit
37	Gross National Product (GNP)	G	A thing that motivates or encourages someone to do something
38	Salary	H	The right or condition of self-government
39	Wage	I	Fixed regular payment, typically paid on a monthly basis but often expressed as an annual sum
40	Freedom	J	The monetary value of all the goods and services produced by an economy over a specified period
		K	The part of a total amount of something that someone is given to use in a particular way

Task 5.

Read the following statements and decide if they are true (T), false (F) or NS according to the materials studied in this course.

41. Unemployment promotes the growth of well-being of citizens and encourages the development of the labor market.

True False

42. Sociology of work studies different aspects of labor markets, work organization, practices of management, employment relations etc.

True False

43. The higher the salary, which workers require for their labor, the more of such workers the employer will hire.

True False

44. The law of demand concerns salaries.

True False

45. The labor market is characterized by severe competition.

True False

46. Economic growth and development have some essential differences.

True False

47. The success of society isn't linked to the well-being of every citizen.

True False

48. The GDP computes the output produced by factors of production located in domestic economy regardless of who owns these factors.

True False

49. Globalization influences the levels of economic growth.

True False

50. Recruitment process for most organizations isn't standard.

True False

WRITING

Complete the below letter of application to school principal Mr. John F. Moyers for the

position of a social worker at JA middle school. Write at least 120-140 words and cover the following points:

1. First of all confirm that you wish to apply where you learned about the position.
2. Say why you are interested in the position and express your interest and motivation.
3. Highlight your education and additional skills.
4. Show what you can contribute to the job by highlighting most relevant professional skills and experience.
5. Finalize the letter indicating willingness to attend the interview (state when you would be free to attend).

*Mr. John F. Moyers
John Adams Middle School
002 Presidential Drive Charleston , WV 25314
US*

Dear Mr

(1) First of all,

(2) In addition,

(3)

(4) And lastly,

(5)

I look forward to hearing from you.

Yours sincerely,

2. Устная часть

Развернуть предложенный тезис: Electoral College is the mechanism of indirect election of public officials. Dwell on the mechanism of Electoral College.

3 семестр

Зачет

Вопросы для подготовки к зачету:

Темы 9,10 рабочей программы.

Структура зачета:

Письменная часть (30 баллов)

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- Лексико-грамматический тест из 40 заданий (20 баллов)

- Написание Предложения (Proposal) (120 - 140 слов)- (5 баллов)

Устная часть (30 баллов)

- Ситуативные задания. Развернуть предложенный тезис на иностранном языке с преподавателем, без подготовки.

Образцы материалов для зачета

Английский язык

1. Письменная часть

Task 1. You will hear a dialogue from BBC English about US elections.

For each question 1-5, mark each statement 'T' for True, 'F' for False, 'NS' for Not Stated.

1. Bush gained 500 000 fewer votes than his opponent in the 2000 US elections.

True False Not Stated

2. The idea of The Cyber Surge project is to make sure that only those, who have the right qualifications, are the right age, etc. to vote, do so.

True False Not Stated

3. The project was set up in December 2020.

True False Not Stated

4. High-profile means receiving or involving a lot of attention and discussion in the media.

True False Not Stated

5. The project was set up by volunteers.

True False Not Stated

Task 2. Listen to a dialogue from BBC English about US elections.

For each question 6-10, mark one letter (A, B or C) for the correct answer.

6. Only people who are.....can vote in elections.

A) not under 18

B) eligible

C) are willing to vote

7. The Cyber Surge project was created to put expert volunteers in touch with local

A) officials

B) politicians

C) policemen

8. When it comes to US presidential elections, some people are more.... than others.

A) pessimistic

B) optimistic

C) dramatic

9. Volunteers are people who work

A) willingly

B) permanently

C) enthusiastically

10. The aim of The Election Cyber Surge is to...

A) s to keep the election safe

B) make everyone aware of what is going on in the world

C) employ volunteers.

READING

Task 3.

Read the text. Say whether according to the text the statements 11-15 are true (T) or false (F).

There are many obvious differences between the national/general elections held in both America and Britain but there are also some major similarities.

1) A British Prime Minister can call an election at any time in his 5-year term. In theory, he can use good economic news, for example, to boost his party's representation in Parliament by calling a snap general election hoping that voters will be swept along by such good news. It is said that Harold Wilson, the Labour Prime Minister in the 1960's-1970's used this feel good factor after England won the World Cup in 1966.

The US President has no such flexibility. The date of each US national election is set in stone and the President goes into it on the back of whatever news is around at the time – be it good or bad.

He cannot call an election – as it has to take place in the first week on November. The next US national election is on the first Tuesday in November 2008 and there is nothing the Republicans or G W Bush can do about this.

2) The US has an election every 4 years – the UK every 5 years maximum.

3) The UK's Prime Minister can serve any number of years. The US President is limited via the Constitution to two four-year terms – a maximum of 8 years. Though the Constitution can be amended, there has been no evidence in recent years that there will be any such change to this part of the Constitution.

4) In America, the national election is between two candidates – a Republican one and a Democrat one. (Other candidates do stand but they have no chance of being elected) Voters vote for a candidate. In the UK there is a totally different approach. There is a vote for all 646 constituencies (2005 figure) and voters will probably vote for a party rather than for a candidate.

5) Turnout at both national/general elections is poor. In both 2001 (UK) and 2004 (US), 1/3rd of those who could have voted did not. The announcement of an election in the UK in April 05 was described in one British broadsheet as “the lull before the lull.”

11. Despite many differences between the national elections held in America and Britain, there are also several things they have in common.

True False

12. A British Prime-Minister can use some positive news as a reason to call an election at any time while the US President can do so only once a year.

True False

13. The Constitution of the USA can be changed but it is not really likely to happen.

True False

14. The number of people who vote in elections is not high both in Britain and the USA.

True False

15. The US President can be elected .only once.

True False

LEXIS & GRAMMAR

Task 4. Choose the only possible variant.

16. We saw..... the documents

A) their examining B) them examining C) they to be examining D) they examine

17 He was made.....all his mistakes.

A) correct B) to correct C) to be correcting D) will correct

18. In an incredible coincidence, he turned out.....a cohabitant of my colleague.

A) to be B) would be C) being D) be

19 They are supposed.....all these procedures.

A) know B) to know C) to be known D) knowing

20. Poor children are much more likely....from hunger

A) to suffer B) suffer C) suffered D) suffering

21. I watched.....the documents.

A) she typing B) her typing C) her to type D) she is typing

22. He appeared.....very experienced.

A) being B) to be C) be D) to being

Task 5. Identify the word or phrase that must be changed in order for the sentence to be correct.

23. My partner advised me allocate more money for the purposes of protection.

A) advised B) allocate C) for D) protection

24. Canadian politician system is quite ordinary.

A) Canadian B) politician C) system D) ordinary

25. Have you heard his phoning the agency?

A) have B) heard C) his D) phoning

26. He is unlikely support his ideas on building trust with the public.

A) unlikely B) support C) building D) trust

27. Cut a long story short, these elections have caused a lot of controversy.

A) cut a long story short B) elections C) caused D) controversy

Task 6. Choose the correct preposition if necessary.

28. The document is still...a formative stage.

A) of B) by C) on D) at

29. When is she going to get access...the designs?

A) onto B) to C) in D) –

30. The treasury is headed...the Chancellor.

A) of B) by C) on D) from

31. We believe that these principles have been built....consensus.

A) on B) as C) in D) from

32. Apart...the house in Spain, they also own a villa in Italy.

A) from B) of C) for D) with

Task 7.

Match each of the phrases on the left with an appropriate explanation on the right.

33	recession	A	a change or changes made to the words of a text
34	Public expenditure estimates	B	To become involved in a situation in order to improve or help it
35	Be in charge of	C	Led by
36	Headed by	D	the fact of being responsible for what you do and able to give a satisfactory reason for it
37	intervene	E	Be responsible for
38	amendment	F	spending made by the government of a country on collective needs and wants
39	accountability	G	A period when the economy of a country is not successful and conditions for business are bad

Task 8. Put in the appropriate word or word combination to complete the statement.

40. British towards other countries have been insular.

A) attitudes B) remedies C) milestones D) subjects

41. The federalist system in Switzerland means that the Confederation can only.....where it is empowered to do so.

A) rate B) intervene C) summon D) subject

42. The so-called Model Parliament was.....by King Edward I in 1295.

A) summoned B) induced C) shifted D) extended

43. The government has proactively broadened and updated its laws on an.....basis.

A) going-through B) ongoing C) ingoing D) upgoing

44 To receive internationally-.... certificates of professional development, you need to pass this test.

A) prosecuted B) recognized C) induced D) extended

45. The inflation..... is the percentage increase in the average level of prices.

A) shift B) rate C) level D) benefit

Task 9. Say whether these statements are true (T) or false (F).

46. In Russia the Ministry of Finance is the central coordinating body in charge of compiling and presenting the budget.

True False

47. Consultative documents are sometimes called “White Paper”.

True False

48. The US budget is presented for lengthy consideration by Congress.

True False

49. The results of the Public Expenditure Survey are published in a White Paper.

True False

50. The US Constitution is a stable document.

True False

WRITING

SPONSORSHIP PROPOSAL (Volume: 180 words)

You are going to hold a charity event in favor of creative children. Write a sponsorship

proposal for holding this Charity Arrangement. A sponsorship proposal letter should include:

-A statement of thanks for past support (if applicable)

-A few facts that outline the positive impact of your event

2. Устная часть

Выполните ситуационное задание

Confirm or refute the statement below and present your reasoning in 15 full sentences.

Make full use of the active vocabulary studied in this course.

The UK has a written constitution which formed the glue between the three branches of power — the legislative, the judicial and the executive.

Develop the following ideas:

- The British way to full democracy;
- The British Parliament's model;
- The UK's membership in the EU.

4 семестр

Экзамен

Вопросы для подготовки к экзамену:

Темы 9, 10, 11,12 рабочей программы.

Структура экзамена:

Письменная часть (30 баллов)

1. Аудирование (10 заданий) - 5 баллов
2. Лексико-грамматический тест (40 заданий) - 20 баллов
3. Написание аннотация (Abstract) (объем исходного текста 800 - 1000 слов, объем аннотации –100-120 слов) - 5 баллов

Устная часть (30 баллов)

1. Анализ и реферирование текста (без словаря, объемом 1800-2000 п.з.) Время подготовки 20 мин. (Rendering) (объем 150 - 180 слов) -15 баллов
2. Ситуационное задание - 15 баллов

4. Выполните анализ и реферирование текста «The Core Commitments for Children in Humanitarian Action» (без словаря) (15 баллов)

Since the Core Commitments for Children in Humanitarian Action (CCCs) were introduced in 1998 and revised in 2010, the global humanitarian context has changed significantly. Humanitarian crises are increasingly protracted. Rising disregard for international humanitarian and human rights law and humanitarian principles characterizes conflicts, disproportionately affecting children and women. Population growth, urbanization, environmental degradation and climate change, large-scale migration, forced displacements, as well as public health emergencies increasingly compound the threats that children face. The CCCs have been revised to equip UNICEF and its partners to deliver principled, timely, quality and child-centred humanitarian response and advocacy in any crises with humanitarian consequences.

The CCCs form the core UNICEF policy and framework for humanitarian action and are mandatory for all UNICEF personnel. Grounded in global humanitarian norms and standards, the CCCs set organizational, programmatic and operational commitments and benchmarks against which UNICEF holds itself accountable for the coverage, quality and equity of its humanitarian action and advocacy.

Humanitarian action for UNICEF encompasses interventions aimed at saving lives, alleviating suffering, maintaining human dignity and protecting rights of affected populations, wherever there are humanitarian needs, regardless of the kind of crisis (sudden-onset or protracted emergencies, natural disasters, public health emergencies, complex emergencies, international or internal armed conflicts, etc.1), irrespective of the Gross National Income level of a country (low, middle or high), or legal status of the affected populations. Humanitarian action also encompasses interventions addressing underlying risks and causes of vulnerability to disasters, fragility and conflict, such as system strengthening and resilience-building, which contribute to reducing humanitarian needs, risks and vulnerabilities of affected populations.

UNICEF seeks to build an alliance around the CCCs with various stakeholders. The CCCs are realized through close collaboration with states; national and local authorities; affected populations; civil society organizations (CSOs), including international and national NGOs, community-based organizations, human rights institutions and faith-based organizations; the UN system, including its operational funds, agencies and programmes; donors; academic and research institutions; the private sector; and the media.

5. Выполните ситуационное задание «Creation and role of the international organizations» (15 баллов)

Your groupmate is working at his term paper which is dedicated to international organizations and how to create them. He didn't manage to find any information about this topic. He asked you for help. Welcome to provide key information about creation and role of the international organizations.

Образцы экзаменационных материалов

Английский язык

1. Письменная часть

LISTENING

Task 1. Listen to the recording. Decide if the following statements (1-5) are true (T), false (F) or not stated (NS)

1. All countries of the world are struggling to prevent children from catching diseases.

True False Not Stated

2. A charity is an organization which raises money in order to help people who are sick or very poor, or who have a disability.

True False Not Stated

3 Chicken cholera was produced in the 18th century.

True False Not Stated

4. According to Medecins Sans Frontieres, between 2001 and 2014 there was a significant decline in vaccine prices.

True False Not Stated

5. Medecins Sans Frontieres doesn't want the vaccine prices to be transparent.
True False Not Stated

Task 2. Listen to the recording. For each question 6-10, mark one letter (A, B or C) for the correct answer.

6. "Out of proportion" means ...

- A) the number or level of one thing when compared to another
- B) unrealistic importance or size compared to something else
- C) a small part of something, or a small amount

7. Rohit Malpani from Medecins Sans Frontieres says that ...

- A) France pays less than Morocco and Tunisia
- B) Morocco and France pay more than Tunisia
- C) Morocco and Tunisia pay less than France

8. To confirm that something is really true means ...

- A) to justify
- B) transparency
- C) to verify

9. GlaxoSmithKline says that the pneumococcal vaccine is one of the most complex they have ever manufactured because ...

- A) it combines 80% of all vaccines
- B) it combines 10 vaccines in one
- C) it is provided to developing countries at a substantial discount

10. Albert Sabin ...

- A) produced the first laboratory-developed vaccine
- B) discovered penicillin
- C) developed an oral vaccine against polio

LEXIS & GRAMMAR

Task 3. Choose the only possible variant.

11. In spite of ... the rules twice, I still couldn't understand how to do the task.

- A) have read B) reading C) having been read D) having read

12. He was released from prison in 1958, after ... by West Germany's president, Theodor Heuss.

- A) being pardoned B) pardoned C) been pardoned D) pardoning

13. ... on my own, I don't study very often.

- A) Being living B) Living C) Lived D) Having been lived

14. ... by the changing information, they thought the elections were cancelled.

- A) Confusing B) Having being confused C) Confused D) Having been confuse

15. Later that morning, the President ... in the Oval Office.

- A) had his official photo taken B) has his official photo taken
- C) had his official photo taking D) has his official photo taking

16. The report ... , the secretary went out to post it.

- A) having written B) writing C) being written D) having been written

17. ... my note at 5pm on a Monday, I was impressed to get a response the following morning.

A) Having sent B) Having send C) Having been sent D) Having been send

Task 4. Identify the word or phrase that must be changed in order for the sentence to be correct.

18. Having been worked very closely with Gerald for so many years, and having had so many people actually believing that he was a member of the company staff, it's very nice finally to be able to welcome him as a real member of staff.

A) Having been worked B) having had C) believing D) to be able to

19. Danzig (Gdansk) became a free city', linking by a customs union to the new Polish state, which also gained Upper Silesia, a major industrial area.

A) became B) linking C) gained D) a major industrial

20. Having writing so many letters and not got an answer, I'm not sure it's worth writing another one.

A) Having writing B) not got C) I'm not sure D) writing

21. The Arria-formula meetings on the situations in Crimea and Syria are also illustrative, having become a battleground for alternative narratives promoted primarily by China and Russia, on the one hand, and the P3 (France, the UK and the US) on the other.

A) on the situations B) are also illustrative C) having became D) promoted

22. Having been adopted gender mainstreaming since 1997, the UN system is uniquely placed to provide leadership by harnessing its unrivalled geographical reach, breadth, and scope of operation.

A) Having been adopted B) placed C) harnessing D) scope of operation

23. According to the Red Cross, hundreds of people had their homes destroy by the hurricane.

A) According to the Red Cross B) people had C) their homes D) destroy

Task 5. Choose the correct preposition if necessary.

24. The Central Bank intervened ... the currency markets today to try to stabilize the exchange rate.

A) in B) to C) on D) at

25. Two hundred million people worldwide suffer ... parasitic diseases.

A) - B) from C) at D) for

26. In their senseless killing of innocent people, the terrorists have shown their lack of respect ... human life.

A) on B) to C) - D) for

27. Decisions ... many important issues are taken by voting.

A) at B) on C) to D) towards

28. WWF stands ... the World Wide Fund for Nature and it was established in 1961.

A) for B) of C) by D) –

29. There are hundreds of nuclear missiles aimed ... the main cities.

A) at B) by C) to D) on

30. They're organizing a campaign to draw people's attention ... the environmentally harmful effects of using their cars.

A) in B) to C) at D) by

Task 6. Match each of the phrases on the left with an appropriate explanation on the right.

31	to second	A	the process of getting supplies
32	to require	B	a very clear sign that a particular situation or feeling exists
33	to implore	C	to need something or make something necessary
34	procurement	D	a formal and very serious promise
35	manifestation	E	to make a formal, usually public, promise that you will do something
36	oath	F	to make a formal statement of support for a suggestion made by someone else during a meeting so that there can be a discussion or vote
37	to pledge	G	to ask someone to do or not do something in a very sincere, emotional, and determined way

Task 7. Put in the appropriate word or word combination to complete the statement.

38. The army has been brought in to ... order in the region.

A) maintain B) ratify C) relate D) implore

39. The main objectives are the ... of materials and energy in support of the sustainable development program.

A) inevitability B) conservation C) ratification D) inequality

40. The conference discussed the possibility of regional economic

A) inevitability B) poverty C) permission D) interdependence

41. The Chancellor is looking to lower interest rates, when economic conditions

A) permit B) protect C) implore D) abolish

42. It's best when leaders are clear about how they can best ... to the overall strategy.

A) distribute B) favor C) contribute D) corrupt

43. It's a new country, hoping for diplomatic ... from the international community.

A) ratification B) inevitability C) requirement D) recognition

44. We must ensure that the process follows strict EU ... rules.

A) prediction B) procurement C) poverty D) mental illness

Task 8. Say whether these statements are true (T) or false (F).

45. The WTO's top level decision-making body is the Ministerial Conference.

True False

46. In many developed countries millions of children die from malnutrition and disease before they even reach adulthood.

True False

47. The European Union was created in 1993 out of the European Coal and Steel Community.

True False

48. All international organizations deal with a great variety of matters.

True False

49. The Nuremberg Principles dealt with crimes against peace, war crimes, and crimes against humanity.

True False

50. The British Green Party is known as the Ecology Party.

True False

WRITING

Task 9. Familiarize yourself with the text. Write an article abstract. Volume: 100-120 words.

The Sustainable Development Goals

Finding transformative pathways in turbulent times

This year marks the start of the Decade of Action to deliver the Sustainable Development Goals (SDG) by 2030. It is a critical period to advance a shared vision and accelerate responses to the world's gravest challenges – from eliminating poverty and hunger to reversing climate change. Yet, in only a brief period of time, the precipitous spread of the novel coronavirus turned a public health emergency into one of the worst international crises of our lifetimes, changing the world as we know it.

One third of the way into our SDG journey, the world is not on track to achieve the global Goals by 2030. Before the COVID-19 outbreak, progress had been uneven and more focused attention was needed in most areas. The pandemic abruptly disrupted implementation towards many of the SDGs and, in some cases, turned back decades of progress.

The crisis has touched all segments of the population, all sectors of the economy, and all areas of the world. Not surprisingly, it is affecting the world's poorest and most vulnerable people the most. It has exposed harsh and profound inequalities in our societies and is further exacerbating existing disparities within and among countries.

Forecasts indicate that the pandemic will push 71 million people back into extreme poverty in 2021, in what would be the first rise in global poverty since 1998. Many of these people are workers in the informal economy, whose incomes dropped by 60 per cent in the first month of the crisis. Half of the global workforce – 1.6 billion people – support themselves and their families through insecure and often unsafe jobs in the informal economy, and have been significantly affected. The impacts of COVID-19 are also increasing the vulnerability of the world's one billion slum dwellers, who already suffer from inadequate housing with limited or no access to basic infrastructure and services.

Older persons, persons with disabilities, migrants and refugees are more likely to experience severe effects from COVID-19 due to their specific health and socioeconomic circumstances.

Similarly, the pandemic is taking a toll on the world's women and children. Disrupted health care and limited access to food and nutrition services could result in hundreds of thousands of additional under-5 deaths and tens of thousands of additional maternal deaths in 2021. About 70 countries reported moderate-to-severe disruptions or a total suspension of childhood vaccination services during March and April 2020.

School closures kept 90 per cent of students (1.57 billion) out of school and caused over 370 million children to miss out on school meals this spring. Prolonged absence from school results in lower retention and graduation rates and worsens learning outcomes. It also has an adverse effect on the social and behavioural development of children and youth. As more families fall into extreme poverty, children in poor and disadvantaged communities are at much greater risk of child labour, child marriage and child trafficking. In fact, the global gains in reducing child labour are likely to be reversed for the first time in 20 years. In short, the crisis is having life-altering consequences for millions of children and youth worldwide.

The economic impacts of the crisis are equally sobering: the world is now facing its worst recession in generations. Even the most advanced and developed countries are struggling to cope with the health, social and economic fallout of the pandemic, but the poorest and most disadvantaged countries will inevitably be hit the hardest. Estimates suggest that world trade will plunge by 13 to 32 per cent, foreign direct investment will decline by up to 40 per cent, and remittances to low- and middle-income countries will fall by 20 per cent. Many poorer countries are already experiencing acute food insecurity. All of these external shocks, together with job losses, fragile health systems, insufficient basic services and low coverage of social protection systems have aggravated their vulnerabilities. Without support from the international community, the crisis could destabilize the economies of these already impoverished nations.

2. Устная часть

1) Read the text below and summarize its main ideas in 150 - 180 words.

Business leaders and management scholars have generally understood CSR as a response to business failures that have accompanied the astonishing growth in size, impact and power of modern corporations. That growth is characterised by the separation of ownership from control and the rise of modern management techniques. While modern management has created great efficiencies, it has also led to a dilution of individual responsibility that is generally only visible when business gets into strife.

Business failures in Australia, such as Australia's then biggest corporate collapse of HIH in 2001, together with crises in corporate accountability, such as the machinations of James Hardie to avoid liability for asbestos compensation by former workers, have led to a greater questioning here of the nature of corporate responsibilities.

Business leaders deal with CSR issues through specialist business organisations such as the Global Reporting Initiative, the UN Global Compact and the World Business Council for Sustainable Development. In contrast, scholarship related to CSR draws from many areas, including management, ethics, psychology, sociology, finance and accounting, sustainability, public affairs and communications.

Overlaying the general trend to view CSR as a response to business failures, business views of CSR have additionally been shaped by national and cultural contexts.

In the United States, the concept of CSR as it is practiced today began to develop in the 1970s in response to large scale societal changes such as the rise of the civil rights movement, the rise of consumerism (protection of consumers from exploitation) and growing anti-war sentiment (Vietnam).

This values shift has been identified by the World Values Survey as part of a broad-based values shift that began after World War II among westernised societies (Inglehart, 2000). As these societies successfully overcame material challenges in the aftermath of war, such as provision of jobs and housing, they moved gradually to embrace post-materialist values, in which personal expression, individual freedom and satisfaction of higher-order societal needs prevail. CSR in the USA arose as a business expression of this values shift, embraced initially by a handful of influential and vocal entrepreneurs with an almost religious zeal. Businesses such as Ben and Jerry's (now owned by Unilever) and Stonyfield Farm (now owned by Danone) had a disproportionate influence on business policy debate. By "selling out" to multinational corporations, they have attempted (possibly successfully) to mainstream CSR into business practice.

In the United Kingdom, the zeal of early "CSR-niks" was tempered by the view that CSR would be useful to business if it could deliver business benefits. A strategic view of CSR is thus more prevalent among UK-based firms. The UK-based organisation Business in the Community (BITC) was established in 1982 in response to perceived failures of business against a backdrop of rising unemployment and urban rioting and attempts to integrate considerations of societal impacts into business strategy. In Europe, environmental considerations prevailed and the concept of sustainability may be expressed more than the concept of CSR. For example, environmental disclosures in company reporting are more prevalent than references to ethics.

In Japan, CSR has traditionally been expressed primarily through benefits to employees and environmental reporting. In India, leading CSR companies such as Tata Steel view extensive social investment as a core part of business strategy.

In Australia, we see evidence of all of these approaches to CSR, although the strategic view as practiced in the UK, combined with attention to the concept of sustainability, is most prevalent among CSR leaders. A strong stakeholder orientation is evident in successive reports of the Annual Review of the State of CSR in Australia.

2) Interpret the situation below.

« International organizations. Plan International and its major characteristics» You have been attending extra classes dedicated to international organizations. Your teacher has asked you to share your knowledge with your groupmates. What have you learned about Plan International and its major characteristics?

6.2. Пример экзаменационного билета с указанием компетенций, проверяемых в каждом вопросе

**Федеральное государственное образовательное бюджетное учреждение
высшего образования
«ФИНАНСОВЫЙ УНИВЕРСИТЕТ ПРИ ПРАВИТЕЛЬСТВЕ
РОССИЙСКОЙ ФЕДЕРАЦИИ»
(Финансовый университет)
Калужский филиал Финуниверситета**

Кафедра «Экономика, финансы и гуманитарные дисциплины»

Дисциплина Иностранный язык

Семестр 4 Направление 39.03.01 - Социология

Образовательная программа «Экономическая социология»

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № ___

1. УК – 3. Прослушайте аудиотекст и выполните задания на его основе. (5 баллов)
2. УК – 3. Выполните лексико-грамматические задания. (20 баллов)
3. УК – 3. Напишите аннотацию на основе предложенного текста (5 баллов)
4. УК – 3. Выполните анализ и реферирование текста « The Core Commitments for Children in Humanitarian Action» (без словаря) (15 баллов)
5. УК – 3. Выполните ситуационное задание «Creation and role of the international organizations». (15 баллов)

Подготовил:

Утверждаю:

Зав. кафедрой _____

7. Формы внеаудиторной самостоятельной работы студентов, предусмотренные учебным планом

Контрольная работа

Английский язык

2 семестр

MIDTERM TEST (Variant A)

READING

Task I.

Read the text. Say whether according to the text the statements (1-5) are true (T) or false (F).

Sociology is one of the youngest academic disciplines - far younger than history, physics, or economics, for example. Auguste Comte, a French social thinker, gave the discipline its name in 1838 and he is widely regarded as "the father of sociology".

The nature of society was an issue of major importance in the writings of brilliant thinkers of the ancient world, including the Greek philosophers Plato (427 - 347 B.C.) and Aristotle (384 - 322 B.C.).

Similarly, during the medieval era in Europe - between about 1100 and 1700 - theologians such as St. Thomas Aquinas (1225 - 1274) were deeply concerned with social life.

In other words, prior to the birth of sociology, philosophers and theologians were primarily concerned with imagining the "ideal" society as a standard to guide social life. They were less interested in understanding society as it was. Pioneering sociologists such as Auguste Comte and Emile Durkheim reversed these priorities. Although they were certainly concerned with philosophical and moral questions about how human society could be improved, their major goal was to understand how society actually operates.

1. Sociology is older than history, physics, or economics.
2. The text claims that "ancient" society was regarded as a standard to guide social life.
3. Theologians such as St. Thomas Aquinas (1225 - 1274) were deeply concerned with social life.
4. Philosophers and theologians were more interested in understanding society as it was.
5. Auguste Comte and Emile Durkheim were pioneering sociologists

LEXIS & GRAMMAR

Task II.

Put in the appropriate word or word combination to complete the statement (6-12).

6. Hunter-gatherer ... demonstrate the strongest dependence on the environment of the various types of preindustrial societies.

(A) Communities

- (B) Societies
- (C) People
- (D) Nations

7. The ... of a pandemic flu virus is not only inevitable, but overdue.

- (A) Emergence
- (B) Beginning
- (C) Finish
- (D) Panic

8. This decision will have a disastrous ... on foreign policy.

- (A) Result
- (B) Claim
- (C) Discussion
- (D) Impact

9. The ... of this survey are demonstrative of the need for further research.

- (A) Parts
- (B) Investigations
- (C) Finding
- (D) Findings

10. The ... sector of an economy consists of industries which provide a service, such as transport and finance.

- (A) Primary
- (B) Focusing
- (C) Real
- (D) First

11. Manufacturers buy ... materials from mining companies, oil exploration companies, farmers, ranchers, and others.

- (A) All
- (B) Raw
- (C) Real
- (D) Tangible

12. There's not enough ... between the management and the workers.

- (A) Interaction
- (B) Changes
- (C) Disagreement
- (D) Fights

Task III.

In each set of four (13-18), match 1-4 with a-d to make word combinations from the active vocabulary.

Task IV.

Match each of the words or word combinations (19-25) on the left with an appropriate explanation on the right.

- 19 Theory A scientific procedure undertaken to make a discovery, test a hypothesis, or demonstrate a known fact
- 20 Sociology B the systematic study of human society and social behaviors
- 21 Experiment C scientifically acceptable general principle or body of principles offered to explain phenomena
- 22 Survey D a distinctive characteristic or trait
- 23 Nation E the process of interaction and integration among people, companies, and governments worldwide
- 24 Quality F a country, especially when thought of as a large group of people living in one area with their own government, language, traditions, etc.
- 25 Globalization G investigation of the opinions or experience of a group of people, based on a series of questions

COMMUNICATION SKILLS

Task V.

Cross out the one correct option in each situation (26-30).

26. Hi! I am Maria.

- (A) Hi there! My name is Jack.
- (B) Hell! I am Jack.
- (C) Hallo! I'm Bess.

27. Pleased to meet you, Brian.

- (A) Hi Jack.
- (B) Oh, what a day.
- (C) Hallo! I'm Jack.

28. Will you clarify the matter for me?

- (A) Hi, yes.
- (B) Oh, what a nice idea.
- (C) Sure! I'll try to.

29. Thank you for clarifying the matter for me?

- (A) Well, thank you for listening.
- (B) Oh, yes.
- (C) Sure! Have a nice day!

30. I remember you've mentioned 3 issues.

- (A) Well, thank you for listening.
- (B) That's right, there were three of them.
- (C) Sure!

GRAMMAR

Task VI.

Choose the one word or phrase that best completes the sentence (31-40).

31. I am trying to fill out my CV, but ... it'll take me ... day.

- (A) I am thinking ... a whole
- (B) I think ... the whole
- (C) I think ... the all
- (D) I am thinking ... all the

32. He ... his money when he provided capital for new campaign.

- (A) was always losing
- (B) always lost
- (C) losing
- (D) is always losing

33. Contemporary sociology ... at least four levels of sociological analysis of social reality.

- (A) is having
- (B) had
- (C) has
- (D) have

34. Sociology ... sufficient attention to the study of primary units of social life.

- (A) give
- (B) has given
- (C) has gived
- (D) had given

35. Sociology ... on human interaction on the mutual and reciprocal influencing by two or more people of each other's feelings, attitudes and actions.

- (A) focuse
- (B) focuses
- (C) focused
- (D) focusing

36. As a scientific and reasoned study of society, sociology ... almost each and every sphere of life of a human being.

- (A) encompasse
- (B) encompasses
- (C) is encompassing
- (D) was encompasse

37. Sociologists ... with the task of formulating concepts, propositions and theories.

- (A) concern
- (B) concerned
- (C) are concerned
- (D) are concerne

38. Two weeks ... not enough time to complete the survey.

- (A) are
- (B) -(C) is
- (D) were

39. The team members... the scheme at the meeting the whole day.

- (A) discussing
- (B) discussed
- (C) were discussing
- (D) discusses

40. The candidates made quite a number of promises before the meeting, but

- (A) kept either
- (B) been keeping no promise
- (C) haven't kept none
- (D) was keeping neither

Task VII. Identify the one underlined word or phrase that must be changed in order for the sentence (41-45) to be correct.

41. Such criteria is important in evaluating how the party works.

- A B C D

42. The New York Times is an American newspaper based in the New York City.

- A B C D

43. The police still hasn't found out who set the department on fire which destroyed hundreds of confidential documents.

- A B C D

44. British society has experienced significant change since Second World War.

- A B C D

45. Political scientist study matters concerning the allocation and transfer of power.

- A B C D

WRITING

Task VIII.

As an assistant manager at Social Rating Group (SRG), send an e-mail to Prof. Chloe Martin with the invitation to attend a seminar in Moscow and become the speaker. The invitation letter to a guest speaker should be very clear and short but meaningful. The tone of the letter should be friendly and polite. The invitation letter should state the information of the seminar (topic, date, place, program, etc.), 100-120 words.

Контрольная работа
Английский язык
4 семестр

MIDTERM TEST (Variant C)

READING

Task 1.

Read the text. Say whether according to the text the statements 1-5 are true (T) or false (F).

Brexit is the word used to refer to the United Kingdom's decision to officially leave the European Union. It was the result of a referendum held in the UK on June 23, 2016. The EU single market allows the free movement of goods, services, money and people within the EU: it is possible to set up a business or take a job anywhere within it as if it were a single country. It was meant to boost trade, create jobs and lower prices. But it also requires common law-making to ensure products are made to the same technical standards and imposes other rules to ensure all actors play on the same level.

'Leavers' argued that Britain's participation in the EU was a restrictive element for the country: as one of the EU's main initiatives is free movement within the Union, they focused on regaining border control and reclaiming business rights, in their opinion too limited by EU rules. Another negative aspect were the high membership fees: the leavers insisted on the fact that if the UK separates itself from the EU, these fees can be used to benefit the UK. The proponents of remaining with the EU also focused on the economic issues. Beside the UK receiving business benefits by being able to participate in the EU single market system, 'remainers' believe that being part of a wider community of nations provides economic and cultural strength. Big business tended to be in favour of 'remaining' because it allows money, people and goods move more easily around the world. After Brexit, Britain is going to have to negotiate new deals all on its own, on a country-by-country and sector-by-sector basis. That is both a problem and an opportunity, because these things take years to be accomplished.

1. The single market refers to the EU as one territory without any internal borders.

True False

2. The EU single market allows its members to set their own technical standards of the products they produce.

True False

3. 'Leavers' argue that leaving the EU would result in a cost saving, as the country would no longer contribute to the EU budget.

True False

4. Big business didn't want the UK to stay in the EU, because they could lose the benefits of free trade with the rest of the world.

True False

5. Post-Brexit negotiations can only hinder the situation, as they take years to be accomplished.

True False

LEXIS & GRAMMAR

Task 2. Choose the only possible variant.

6. The President appeared ... with his listeners rather than lecturing at them.

A) to talk B) talk C) talking D) talked

7. On Monday the Prime Minister ordered his MPs ... for an immigration Bill.

A) vote B) to vote C) to be vote D) voting

8. The growing deficit of public finances made the government ... a number of anti-crisis measures.

A) accepted B) to acceptance C) accept D) to accept

9. The Canadian Parliament is likely ... the deal after its federal election on 21 October.

A) ratifying B) ratification C) ratify D) to ratify

10. Prior to the crisis, the EU was believed ... the new power that would run the 21st century.

A) to be B) be C) – D) being

11. The House of Lords is seen ... a stronghold of EU supporters, as only 252 of the 805 seats are currently held by Conservative peers.

A) – B) to be C) be D) to being

12. In many ways, though, the government lets its citizens ... a fair amount of freedom.

A) to have B) has C) have D) having

13. Why not ... allowing remote voting for those who are too ill to attend in person?

A) to consider B) consider C) – D) considering

Task 3. Identify the word or phrase that must be changed in order for the sentence to be correct.

14. The builder claims he saw the Queen to leave the conference room in a rush.

A) claims B) saw C) to leave D) in a rush

15. The government expects unemployment rocket to nine per cent during 2020, and the economy to shrink by 4 per cent, as a result of the crisis.

A) expects B) rocket C) to shrink D) as a result

16. Mongolia cannot but to worry about the security uncertainties prevailing in North-East Asia.

A) to worry B) about C) prevailing in D) North-East Asia

17. The EU is said be considering the introduction of a carbon tax for the countries of the Western Balkans.

A) be B) considering C) introduction of D) tax

18. The citizens were not let to have contacts with political emigrants.

A) were B) let C) contacts with D) political

19. They were ordered cancel the meeting with the representatives of the Parliament.

A) were ordered B) cancel C) meeting with D) representatives of

20. The company was seen recover sufficiently enough to hit the planned target.

A) was B) recover C) sufficiently enough D) to hit

Task 4. Choose the correct preposition if necessary.

21. Finally, apart ... one small reference, the analysis never examines the relationship between collective protest and internal war.

A) of B) from C) out D) after

22. The larger cities usually have more modern health facilities and an adequate supply ... medicines.

A) of B) - C) in D) for

23. In this lecture our professor will concentrate ... the early years of Charles's reign.

A) in B) - C) out D) on

24. The stock lost 60 cents a share, in contrast ... last year, when it gained 21 cents.

A) by B) to C) from D) on

25. We want to assist ... people to stay in their own homes.

A) to B) - C) from D) for

26. The improvement was due ... a higher level of gold ore treated during the period.

A) - B) on C) for D) to

27. The northern half ... the city is generally poorer.

A) of B) from C) at D) –

Task 5. Match each of the phrases on the left with an appropriate explanation on the right.

28 tax A the amount of wealth, comfort, and other things that a particular person, group, country has

29 austerity B a very important event in the development of something

30 standard of living C a reduction in activity or speed

31 wasteful D an amount of money that you must pay to the government according to your income, property, and goods and that is used to pay for public services

32 slowdown E a sudden increase in amount or number

33 milestone F using more of something than you should, especially money, time, or effort

34 recession G when a government has a deliberate policy of trying to reduce the amount of money it spends

35 surge H a difficult time when there is less trade, business activity in a country than usual

Task 6. Put in the appropriate word or word combination to complete the statement.

36. The US government is still trying to ... its influence over European politics.

A) summon B) extend C) intervene D) tax

37. Anyone taking out a ... should be aware that interest rates can go up at any time.

A) inflation B) current account balance C) recession D) mortgage

38. The country's recent economic ... has been disappointing.

A) credit crunch B) controversy C) performance D) subject

39. The counts are ... rulers whose families have long and famous histories.

A) variable B) hereditary C) sluggish D) misguided

40. Each state has its own constitution, and a ... and government with wide-ranging powers.

- A) subjects B) fundamental continuity C) legislature D) primogeniture
41. Legislative power is vested in a ... Parliament, the lower chamber of which is popularly elected for up to five years.
A) bicameral B) variable C) judiciary D) hereditary
42. The fifth plenum announced ... measures to tackle the worsening economic situation and called for stronger party leadership and unity.
A) mortgage B) senior C) austerity D) fragile
43. The company has always been at the ... of science and technology.
A) forefront B) hard and fast C) representative assembly D) controversy

Task 7. Say whether these statements are true (T) or false (F).

44. The Magna Carta was drawn up to limit the king's power and share it with the underclass.
True False
45. The British devolved system of government has a lot in common with the federal government of the United States.
True False
46. The United Kingdom has strict separation of legislative, executive and judicial powers.
True False
47. Her Majesty Queen Elizabeth II is Queen of Canada and Canada's Head of State.
True False
48. Political system is the art or science of running governmental or state affairs, including behavior within civil governments.
True False
49. Those living in the south of the UK experience lower incomes, higher unemployment and a lower standard of living than those living in the north of the country.
True False
50. Scotland does not regulate foreign or domestic trade, and the Scottish Parliament is not authorized to do so.
True False

WRITING

Task 8. PART 5. Write a Proposal to the given situation.

You are at the local municipal board meeting. Total budget for the Animal shelter is \$35,000,000. The chart below lists the items to be funded out of this budget. Write a proposal on how to allocate budget placing the spending categories from the most important to the least important.

Follow the plan of the proposal:

- 1) Describe the situation.
- 2) Say how you think these funds can be allocated in the most efficient way.
- 3) Try to convince that you are right.

Spending category: Priority

Management costs

Staff salaries
Vets' salaries
Medical equipment
Medical supplies
Rehabilitation zones
Customer Service
Training for animal care workers