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«Финансовый университет при Правительстве Российской
Федерации» (Финансовый университет)
Калужский филиал Финуниверситета
Кафедра «Экономика, финансы и гуманитарные дисциплины»**

УТВЕРЖДАЮ
Директор Калужского филиала
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 В.А. Матчинов
«01» октября 2024 г.

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

Иностранный язык в профессиональной сфере

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
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Калуга, 2024

1. Наименование дисциплины

Дисциплина «Иностранный язык в профессиональной деятельности» является дисциплиной общепрофессионального цикла обязательной части учебного плана основной образовательной программы по направлению подготовки 39.03.01 Социология образовательная программа «Экономическая социология» очной формы обучения

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

| Код компетенции | Наименование компетенции | Индикаторы достижения компетенции | Результаты обучения (умения и знания), соотнесенные с индикаторами достижения компетенции |
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| УК-3 | Способность применять знания иностранного языка на уровне, достаточном для межличностного общения, учебной и профессиональной деятельности | Использует иностранный язык в межличностном общении и профессиональной деятельности, выбирая соответствующие вербальные и невербальные средства коммуникации. | 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; особенности межличностной коммуникации при межкультурном общении; лексико-грамматических особенностей профессионально-ориентированного иностранного языка; содержания основных иноязычных профессиональных понятий; 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 |
| | | Реализует на иностранном языке коммуникативные намерения устно и письменно, используя современные информационно-коммуникационные технологии. | Знания: видов коммуникативных намерений; соотношения 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; 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 языке |
| | | Использует приёмы публичной речи и делового и профессионального дискурса на иностранном языке. | 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; |

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| | | | <p>приемов и иноязычные средства 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> |
| | | Демонстрирует владения основами академической коммуникации и речевого этикета изучаемого иностранного языка. | <p>Знания: основных лексико-грамматические и стилистические ресурсы 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> |
| | | Грамотно и эффективно пользоваться 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; основные правила 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> |
| | | Продуцирует на иностранном языке письменные речевые произведения в соответствии с коммуникативной задачей. | <p>Знания: основ организации письменной коммуникации; типы коммуникативных задач письменного общения; функции 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 в письменном виде профессионально-ориентированные тексты на иностранном языке.</p> |
| ПКН -10 | Способен выявлять социально значимые проблемы, определять пути их решения на основе социологических исследований и представлять результаты профессиональной деятельности в различных видах коммуникаций | Демонстрирует владение методами нахождения актуальных данных и значимых проблем в сфере управления, экономики и финансов. | <p>Знания: принципов и методов нахождения актуальных данных в сфере управления, экономики и финансов; лексико-грамматических особенностей иноязычной речи в ситуации делового и профессионального общения;</p> <p>Умения: применять профессиональную терминологию в ходе профессиональной коммуникации на иностранном языке, охарактеризовать отдельные направления научных исследований в сфере управления, экономики и финансов.</p> |
| | | Выявляет социально значимые проблемы, используя описательные, объяснительные и прогнозные модели социальных явлений и процессов. | <p>Знания: специальной терминологии на иностранном языке, используемую в профессиональных текстах, основных приемов перевода специального текста; актуальные направления исследований в области социологии, предпосылки и последствия их реализации</p> <p>Умения: анализировать информацию иноязычных источников, выявлять взаимосвязи явлений в ходе управленческой деятельности; критически оценивать причинно-следственные связи социальных явлений и</p> |

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| | | | процессов |
| | | Описывает исследуемые социальные явления и процессы объективно и беспристрастно интерпретирует эмпирические данные. | Знания: основных значений изученных лексических единиц, обслуживающих ситуации иноязычного общения в социальной сфере деятельности; приемы аннотирования, реферирования; Умения: осуществлять обмен информацией в ситуациях профессионального общения; ориентироваться в различных речевых ситуациях, адекватно реализовывать свои коммуникативные намерения |
| | | Объясняет социальные явления и процессы на основе объяснительных моделей социологии | Знания: особенностей устной и письменной форм коммуникации; основ взаимодействия между членами общества; приемов убеждения, аргументации, выражения точки зрения на иностранном языке; Умения: и процессы в сфере личного и профессионального общения, применять знания правил коммуникации на иностранном языке |
| | | Представляет варианты решения конфликтных ситуаций, используя знания современных социологических теорий | Знания: письменной и устной речи, для аргументированного и логичного построения высказываний; Умения: критически оценивать информацию, делать заключения; предоставлять конструктивную и объективную обратную связь с учетом различных вариантов решения конфликтных или спорных ситуаций общения |

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 5 (в часах) | Семестр 6 (в часах) |
|----------------------------------------|-----------------------|---------------------|---------------------|
| Общая трудоемкость дисциплины | 180 часов (5 з.е.) | 70 | 110 |
| Контактная работа - Аудиторные занятия | 84 | 34 | 50 |
| Лекции | - | - | - |
| Семинары, практические занятия | 84 | 34 | 50 |
| Самостоятельная работа | 96 | 36 | 60 |
| Вид текущего контроля | Контрольная работа | Контрольная работа | Контрольная работа |
| Вид промежуточной аттестации | Зачет, экзамен | 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

| Наименование компетенции | Наименование индикаторов достижения компетенции | Результаты обучения (умения и знания), соотнесенные с индикаторами достижения компетенции | Типовые контрольные задания |
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| <p>УК - 3. Способность применять знания иностранного языка на уровне, достаточном для межличностного общения, учебной и профессиональной деятельности</p> | <p>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; особенности межличностной коммуникации при межкультурном общении; лексико-грамматических 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 восприятию 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: Work in pairs. Discuss the importance of the Universal Declaration of Human Rights and the problem of Human Rights violation. Draw a conclusion on the issue. Speaker 1: Fighting human rights violation should become everybody's concern. One should report human rights abuses. Even if they are not prosecuted, publicity or the prospect of an investigation can have a restraining effect on the perpetrators. It is necessary to list the specific Articles of the Universal Declaration of Human Rights that have been violated; then state the facts, as far as possible in chronological order and include the date, time and place of the incident(s); name and position of the perpetrator(s); place of detention if applicable; names and addresses of any witnesses and any other important details. There are several organizations one can report to. They are: Amnesty International, Human Rights Action Center, Human Rights Watch, Children's Defense Fund and others.</p> <p>Speaker 2: Human rights are universal, indivisible, interdependent, and inalienable. Therefore, the enhancement of all rights – civil, political, economic, social and cultural – must be our goal. Various organizations to advance and protect human rights are available. For instance, international war crimes tribunals are established to hold individuals criminally responsible for violations of international human rights law in special courts.</p> |

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| | | | Various democratization measures can help to restore political and social rights. For sustainability and long-term viability of human rights standards, strong local enforcement mechanisms have to be established. |
| Реализует на иностранном языке коммуникативные намерения устно и письменно, используя современные информационно-коммуникационные технологии. | <p>Знания: видов коммуникативных намерений; соотношения 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 языке</p> | <p>Задание: Use the given structure to make a presentation on the issue of the observance of human rights in the third-world countries. Surf the Internet, find extra information and base your presentation on this data. Imagine you participate in the scientific political summit.</p> <p>Задание: You have taken part in the congress as a representative of some political movement. You met several interesting people there and got acquainted with some new trends in the political development worldwide. Write a report on the findings of the congress for your political leader. You must:</p> <ul style="list-style-type: none"> - outline what the congress was devoted to and say who you got acquainted with and what you learnt there; - explain how your congress experience could be beneficial to the political movement; <p>suggest what you suppose should be done to follow up your congress experience.</p> | |
| Использует приёмы публичной речи и делового и профессионального дискурса на иностранном языке. | Знания: приемов и принципов построения публичной речи в ситуации межкультурного взаимодействия; приёмов убеждения, аргументации, выражения мнения на | Задание: Match the sentences in the left-hand column with proper ending from the right-hand column. | <p>1 Human A they belong rights are to</p> |

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| | | <p>иностранном языке; лексико-грамматических особенностей иноязычной публичной речи в ситуации делового и профессионального общения; правил подготовки публичной речи на иностранном языке; приемов и иноязычные средства 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>everyone abstract –and they ex-like emoist no matter tions; and what hap like emo-pens.</p> <p>tions,</p> <p>2 Human B and they rights offer charge us to us respect, treat others with respect.</p> <p>3 Human C basic free- Rights are doms, and the mani-each human festation of being bears the univer-responsibil-sal belief ity towards that all hu- guaranteeing man beings and defend-are entitled ing these to the right rights for all. to life,</p> <p>4 While the D communities first two to live to- GHR focus gether by ac-on individ-cepting and ualism the respecting third GHR their diversi-overcomes ties, and in-this by fos- terdepend-tering op-ence in a portunities multicultural for world.</p> <p>5 The con- E violation of cepts of rights wit-HR and nessed in the Human two world Rights Ed- wars result-Ucation ing in ‘mul-came into tipling and greater institutional-universal ization’ of focus after rights. the wide-spread</p> |
| <p>Демонстрирует владения основами академической коммуникации и речевого этикета изучаемого иностранного языка.</p> | <p>Знания: основных лексико-грамматические и стилистические ресурсы 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</p> | <p>Задание: Read the extract and fill in prepositions or conjunctions wherever necessary. Give the text the appropriate heading.</p> <p>The beginning 1... the United States of America is an example 2... a political change 3... means of human rights. Settlers established the United States of America 4... order to freely practise their religion and seek fortune.</p> <p>5... the time, America was only a colony of England, thus forced to abide 6... British laws. The colonists then decided to secede 7... England because they did not agree 8... the actions 9... the English government. One of these</p> | |

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| | <p>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>reasons was that their rights were violated. They did not believe 10... housing the British soldiers free nor did the colonists agree 11... the inability to bear arms.</p> |
| <p>Грамотно и эффективно пользоваться иноязычными источниками информации.</p> | <p>Знания: правил использования различных технических средств с целью поиска и извлечения иноязычной информации; основных правил определения релевантности и надежности иноязычных источников; основные правила 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:</p> <p>Make up a questionnaire to survey the community you live in into their opinions about the achievements in the human rights provision in Russia. Write a report summarizing the main viewpoints and giving your comments on them. Make a presentation illustrating your findings.</p> |
| <p>Продуцирует на иностранном языке письменные речевые произведения в соответствии с коммуникативной задачей.</p> | <p>Знания: основ организации письменной коммуникации; типы коммуникативных задач письменного общения; функции 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 в письменном виде профессионально-ориентированные тексты на иностранном языке.</p> | <p>Задание:</p> <p>Produce your own dialogue about the various methods to protect human rights using Supporting materials.</p> <p><i>Rights protection methods</i> Various methods to advance and protect human rights are available:</p> <ul style="list-style-type: none"> • During violent conflict, safe havens to protect refugees and war victims from any surrounding violence in their communities can sometimes help to safeguard human lives. • As violent conflict begins to subside, peacekeeping strategies to physically separate disputants and prevent further violence are crucial. These measures, together with violence prevention mechanisms, can help to safeguard human lives. |

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| | | | Education about human rights must become part of general public education. Technical and financial assistance should be provided to increase knowledge about human rights. The police and security forces have to be trained to ensure the observation of human rights standards for law enforcement. Research institutes and universities should be strengthened to train lawyers and judges. |
| ПКН – 10. Способен выявлять социально значимые проблемы, определять пути их решения на основе социологических исследований и представлять результаты профессиональной деятельности в различных видах коммуникаций | Демонстрирует владение методами нахождения актуальных данных и значимых проблем в сфере управления, экономики и финансов. | <p>Знания: принципов и методов нахождения актуальных данных в сфере управления, экономики и финансов; лексико-грамматических особенностей иноязычной речи в ситуации делового и профессионального общения;</p> <p>Умения: применять профессиональную терминологию в ходе профессиональной коммуникации на иностранном языке, охарактеризовать отдельные направления научных исследований в сфере управления, экономики и финансов.</p> | <p>Задание: Act out a TV round table on EU quota plan for women on boards.</p> <p><i>Ann Marie Dominique</i> experienced gender inequality first hand and after winning an appeal for unfair dismissal, she sat up her own business in Lyon. She speaks about her experience in a gender unbalanced workplace.</p> <p><i>Avivah Wittenberg Cox</i> is a CEO who works with executives to build more diverse companies. She thinks that quotas can raise awareness on this deep-rooted issue.</p> <p><i>Fiona O'Hara</i> is director of operations at the company which uses several programs to attract and advance its female employees.</p> <p>She explains how offering support is of key importance for some female employees. After making the gender balance its goal years ago, a quarter of global management consulting group Accenture's board is made up of women, beating the British average.</p> |
| | Выявляет социально значимые проблемы, используя описательные, объяснительные и прогнозные модели социальных явлений и процессов. | <p>Знания: специальной терминологии на иностранном языке, используемую в профессиональных текстах, основных приемов перевода специального текста; актуальные направления исследований в области социологии, предпосылки и последствия их реализации</p> <p>Умения: анализировать</p> | <p>Задание: Do written translation of the sentences below into English.</p> <p>1. Если вы прочтете этот документ внимательно, вы поймете, о чем идет речь на переговорах.</p> <p>Любая классификация прав человека в известной степени будет условна, если мы примем во внимание тот факт, что некоторые права с примерно равными основаниями могут быть отнесены к разным видам</p> |

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| | <p>информацию иноязычных источников, выявлять взаимосвязи явлений в ходе управленческой деятельности; критически оценивать причинно-следственные связи социальных явлений и процессов</p> | <p>и должны охватывать друг друга. 3. Политические права и свободы будут отличаться от личных, социальных, экономических и других прав, тем, что как правило, они тесно связаны с принадлежностью к гражданству данного государства.</p> <p>4. Если они обсудят все важные вопросы на ближайшем заседании Совета, их представитель сможет огласить коммюнике уже в среду.</p> |
| <p>Описывает исследуемые социальные явления и процессы объективно и беспристрастно интерпретирует эмпирические данные.</p> | <p>Знания: основных значений изученных лексических единиц, обслуживающих ситуации иноязычного общения в социальной сфере деятельности; приемы аннотирования, реферирования;</p> <p>Умения: осуществлять обмен информацией в ситуациях профессионального общения; ориентироваться в различных речевых ситуациях, адекватно реализовывать свои коммуникативные намерения</p> | <p>Задание: Act out a round-table discussion on the global suicide prevention strategies.</p> <p><i>David Shaffer, head of the department, the International Association for Suicide Prevention, NY, USA:</i> You run a discussion. Several specialists were invited to give their opinions. You start the discussion by saying that in humanistic domains such as ethics, philosophy and anthropology the debate on the legitimacy of preventing suicide seems to have proceeded in parallel with the history of human development.</p> <p><i>Dr Diego De Leo, Australian Institute for Suicide Research and Prevention:</i> You are sure that lessons can be learned from approaches to the prevention of life-threatening conditions such as, for example, ischaemic heart disease. You give an example that a significant reduction in mortality from ischaemic heart disease has been achieved only by addressing a wide range of factors</p> |
| <p>Объясняет социальные явления и процессы на основе объяснительных моделей социологии</p> | <p>Знания: особенностей устной и письменной форм коммуникации; основ взаимодействия между членами общества; приемов убеждения, аргументации, выражения точки зрения на иностранном языке;</p> <p>Умения: и процессы в сфере личного и профессионального общения, применять знания правил</p> | <p>Задание: Develop the following ideas. Make use of the active vocabulary and helpful phrases given in brackets.</p> <p>1. Human Rights (HR) are the manifestation of the universal beliefs. (all human beings; to be entitled to the right to life; liberty; basic freedoms; access to decent shelter and healthcare; human being; to bear responsibility; to guarantee and defend; rights for all; essential values; to be embodied by HR; equality; and non-discrimination; to be associated; reli-</p> |

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| | | <p>коммуникации на иностранном языке</p> | <p>gious and legal codes; to be traced; human history; to exist; in various forms; in different regions; the world)</p> <p>2. HR as a concept broadly developed from particular documents. (the Magna Carta; the English Bill of Rights; the American Declaration of Independence; the French Declaration of the Rights of Man and Citizens; the concepts of HR and Human Rights Education (HRE); greater universal focus; the widespread violation of rights; to be witnessed; the two world wars; to result in; multiplying and institutionalization of rights)</p> <p>3. HR gained further legitimacy through international treaties and organizations. (the establishment; the United Nations (UN); acceptance; the Universal Declaration of Human Rights (UDHR); to set the tone; HR consciousness; to gain further legitimacy; international treaties; establishment; international and national organizations; organizations; to incorporate HR; core objectives; mission statements; the HR movement; to develop; core civil rights; rights of universal education; socio-economic and political participation)</p> |
| | <p>Представляет варианты решения конфликтных ситуаций, используя знания современных социологических теорий</p> | <p>Знания: письменной и устной речи, для аргументированного и логичного построения высказываний;</p> <p>Умения: критически оценивать информацию, делать заключения; предоставлять конструктивную и объективную обратную связь с учетом различных вариантов решения конфликтных или спорных ситуаций общения</p> | <p>Задание: Say whether these statements are true (T) or false (F), and if they are false say why.</p> <p>1. Generations of Human Rights (GHR) delineates rights into four broad categories that were conceptualized in 1977 by the Czech jurist, Karel Vasak.</p> <p>2. While the first two GHR focus on social cohesiveness which may contribute to social isolation, the third GHR overcomes this through individualism.</p> <p>3. The individual's right to life, right to die in peace, live in dignity, personal identity and the right to transmit genetic heritage are new subjects of rights</p> <p>4. The third generation human rights are embodied in national constitutions and declarations by world organizations which and therefore subject to legal action when they are denied.</p> |

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| | | | GHR signifies the fundamental rights essential for human beings as individuals or members of a community and is recognized by international law. |
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6. Материалы для промежуточной аттестации

6.1. Вопросы для подготовки к зачету /экзамену по дисциплине

Вопросы для подготовки к зачету:

Темы 1,2,3,4 данной рабочей программы.

Структура зачета:

Письменная часть (40 баллов)

1. Аудирование (10 заданий) – 10 баллов
2. Лексико- грамматический тест (40 заданий) – 20 баллов
3. Анализ и реферирование предложенного текста (Summary) (120 - 140 слов) – 10 баллов

Устная часть (20 баллов)

Представить аргументированное мнение по предложенному утверждению - 20 баллов

Образцы материалов для зачета Компетенции (УК – 3, ПКН – 10)

Письменная часть

Промежуточный тест

по дисциплине «Иностранный язык в профессиональной сфере»
Система оценки

| Зачетная письменная работа Макс. – 40 баллов | | | Устный зачет | Работа в семестре Макс. – 40 баллов | Итого зачет 100 баллов |
|-------------------------------------------------|--------------------------------------------------|-----------------------------------------|--------------|----------------------------------------|---------------------------|
| Аудирование Макс. – 10 баллов | Лексико-грамматический тест Макс. – 20 баллов | Письменное задание Макс. - 10 баллов | 20 баллов | | |

Part 1. Listening

Listen to the recording and complete two tasks.

Task 1. For questions or statements 1-5, choose the best option: a, b, c or d.

1. What is a military humanitarian intervention? – It is the situation ...
 - A.when United States decides to help the civilians in need
 - B.when civilians are starving or under attack
 - C.when international community decide to help civilians in need

D. when the army decides to intervene in a distressed civilian situation

2. What is a Responsibility to Protect?

A. International community right to intervene

B. An international norm

C. Governmental policy

D. Right to be protected

3. Why is humanitarian intervention considered controversial?

A. Leaders can be offended

B. Because it is an incredible violation of norms

C. It is viewed as a sovereignty violation

D. Nobody gets to decide if leaders are not taking care of their people

4. Humanitarian intervention consists of

A. Bringing in medical supplies

B. Providing food and water

C. Military intervention to protect civilians from combatants

D. All of the above

5. Why was there a famine in Somalia?

A. Because United States intervened

B. Because of the warlord conflict

C. Because of a plague

D. All of the above

Task 2. Decide if the following statements (6-10) are true (T) or false (F).

6. After eighteen Americans were killed during the intervention, a humanitarian intervention became an unpleasant political topic.

7. Black Hawk Down situation led to restraint of getting involved in Rwandan genocide.

8. There are no issues in deciding whether or not to intervene.

9. One of the issues of humanitarian intervention is basic military logistics.

10. Other countries' involvement in an intervention simplifies the case.

Part 2. Use of English

Task 1. Read the text and decide whether the statements are TRUE (T) or FALSE (F).

Voting Rights Act (1965)

This “act to enforce the fifteenth amendment to the Constitution” was signed into law 95 years after the amendment was ratified. In those years, African Americans in the South faced tremendous obstacles to voting, including poll taxes, literacy tests, and other bureaucratic restrictions to deny them the right to vote. They also risked harassment, intimidation, economic reprisals, and physical violence when they tried to register or vote. As a result, very few African Americans were registered voters, and they had very little, if any, political power, either locally or nationally. In 1964, numerous demonstrations were held, and the considerable violence that erupted brought

renewed attention to the issue of voting rights. The murder of voting-rights activists in Mississippi and the attack by state troopers on peaceful marchers in Selma, AL, gained national attention and persuaded President Johnson and Congress to initiate meaningful and effective national voting rights legislation. The combination of public aversion to the violence and Johnson's political skills stimulated Congress to pass the voting rights bill on August 5, 1965.

According to the information in the text

11. Voting Rights Act was signed as soon as it was ratified.
12. African Americans had a hard time of voting before the Voting Rights Act was adopted.
13. Not many African Americans were registered voters.
14. Voting-rights activists did not hold any demonstrations or protests.
15. President Johnson's political skill combined with violence rejection encouraged Congress to pass the voting law.

Task 2. Read the text below. Choose the correct word from A, B, or C for each question 16-25 and mark one letter.

Although the today's conception of human rights mainly comes to us from the effort to reconstruct the international system that 16. ___after World War II, its authors used familiar ideas about freedom, justice, and individual rights. It is not a 17. _____to view human rights as the recycling of an old idea within a new, transnational context. The notion of a natural or divine law requiring decent treatment of everyone is ancient, and it was wedded to the idea of rights by theorists such as Locke and Jefferson as well as in declarations of rights such as the French Declaration of the Rights of Man and the 18. _____ (1789) and the U.S. Bill of Rights (1783). The idea of individual rights vis `a vis or against government is far from new.

If we take the UDHR and the subsequent human rights treaties to represent the contemporary view of human rights, we can say that it 19. ___from earlier--particularly eighteenth-century--concep- tions in three ways. Human rights today are more egalitarian, less individualistic, and more interna- tionally oriented.

In the great emphasis, they 20. __ equality before law. Although eighteenth-century rights manifestos sometimes declared equality before law, 21. against discrimination is the nineteenth and twentieth-century advancement. Victory 22. ___slavery in the Americas came in the nineteenth century, but racist

23. _____ and practices remain a central problem of our time. The demand for equality for women in all areas of life has also become part of the human rights agenda. The Convention on the Elimi- nation of All Forms of Discrimination against Women (United Nations 1979) condemns discrimi- nation against women and advocates 24. _____and equal rights. Article 11, for example, commits the participating countries to taking «all appropriate

measures to eliminate 25. _____ against women in the field of employment in order to ensure, on a basis of equality of men and women, the same rights...».

| | A | B | C |
|----|-------------|---------------|----------------|
| 16 | became | occurred | organised |
| 17 | suggestion | proposition | distortion |
| 18 | people | woman | citizen |
| 19 | differs | resembles | acknowledges |
| 20 | became | placed | oriented |
| 21 | violence | protection | violation |
| 22 | over | with | in |
| 23 | statuses | treaties | attitudes |
| 24 | equality | equability | uniformity |
| 25 | recognition | incarceration | discrimination |

Task 3. Match the terms (26-40) to their definitions (A-Q). There are two extra definitions.

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| 26 | Genetic engineering | A | having of perceptions, thoughts, and feelings; awareness |
| 27 | Legal code | B | the deliberate killing of a large number of people from a particular nation or ethnic group with the aim of destroy- ing that nation or group |
| 28 | Legally binding | C | to involve yourself in matters connected with other people without being asked or needed |
| 29 | Interfere | D | the deliberate modification of the characteristics of an or- ganism by manipulating its genetic material |
| 30 | Self-scrutiny | E | the misuse of a position of power to take unjust advantage of individuals, organizations, or governments |
| 31 | Violation of rights | F | a grouping of people who identify with each other on the basis of shared attributes that distinguish them from other groups |
| 32 | Watchword | G | systematic and comprehensive written statement of laws |
| 33 | Genocide | H | to move out of or away from something and become visi- ble |
| 34 | Consciousness | I | agreements made between two or more parties that are en- forceable by law |
| 35 | Abuses of power | J | to cause others to recognize (one's authority or a right) by confident and forceful behaviour |
| 36 | Ethnicities | K | a general agreement |

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| 37 | Infringe someone else's right to life | L | a word or phrase expressing a person's or group's core aim or belief |
| 38 | Assert | M | dealing with things sensibly and realistically in a way that is based on practical rather than theoretical considerations |
| 39 | Consensus | N | the disallowance of the freedom of thought and movement to which all humans legally have a right |
| 40 | Emerge | O | the application of the life sciences, physical sciences, mathematics and engineering principles to define and solve problems in biology |
| | | P | examination of one's own thoughts and feelings |
| | | Q | to act in a way that limits someone's right to life |

Task 4. Choose a word or phrase that best completes the sentence.

41. If she _____ the alarm clock, she _____.
- A. Sets / would not oversleep
 B. Set / will not oversleep
 C. Sets / will not oversleep
 D. Would set / would not overslept
42. We _____ swimming now if it _____ warm enough.
- A. Would go / is
 B. Would go / were
 C. Went / would be
 D. Go / will be
43. If you _____ her with the project two months ago, she _____.
- A. Helped / would won
 B. Helped / won
 C. Had helped / would have won
 D. Would help / won
44. If you _____ him well, he _____.
- A. Payed / would not leave
 B. Paid / would not leave
 C. Had paid / would not leave
 D. Paid / will not leave
45. He _____ that house if he _____ some more money.
- A. Bought / had
 B. Will buy / had
 C. Would buy / will have
 D. Would buy / had
46. If you _____ harder, you _____ the test better.
- A. Had studied / would have passed

- B. Will study / will have passed
 C. Have studied / would write
 D. Study / wrote
47. If he ____ here, we ____ social issues.
 A. Was / discuss
 B. Was / will discuss
 C. Were / will discuss
 D. Were / would discuss
48. I ____ that if I ____ you.
 A. Will not do / was
 B. Did not do / were
 C. Would not do / were
 D. Would not do / am
49. I ____ the campaign if he ____ in it.
 A. Would promote / participates
 B. Will promote / participated
 C. Will promote / participates
 D. Would have promote / participated
50. If he ____ go now, he ____ late.
 A. Would not / will be
 B. Does not / would be
 C. Does not / will be
 D. Will not / would be

Part 3. Writing

Read the text and write a SUMMARY featuring the key points (120-140 words).

Philosophers coming to human rights theory from moral philosophy sometimes assume that human rights must be, at bottom, moral rather than legal rights. There is no contradiction, however, in people saying that they believe in human rights, but only when they are legal rights at the national or international levels. As Louis Henkin observed, “Political forces have mooted the principal philosophical objections, bridging the chasm between natural and positive law by converting natural human rights into positive legal rights”. Theorists who insist that the only human rights are legal rights may find, however, that the interpretations they can give of universality, independent existence, and high priority are weak.

Instead of seeing human rights as grounded in some sort of independently existing moral reality, a theorist might see them as the norms of a highly useful political practice that humans have constructed or evolved. Such a view would see the idea of human rights as playing various political roles at the national and international levels and as serving thereby to protect urgent human and national interests. These political roles might include providing standards for

international evaluations of how governments treat their people and specifying when use of economic sanctions or military intervention is permissible.

Political theorists would add to the four defining elements suggested above some set of political roles or functions. This kind of view may be plausible for the very salient international human rights that have emerged in international law and politics in the last fifty years. But human rights can exist and function in contexts not involving international scrutiny and intervention such as a world with only one state. Imagine, for example, that an asteroid strike had killed every one in all countries except New Zealand, leaving it the only state in existence. Surely the idea of human rights as well as many dimensions of human rights practice could continue in New Zealand, even though there would be no international relations, law, or politics. And if in the same scenario a few people were, discovered to have survived in Iceland and were living without a government or state, New Zealanders would know that human rights governed how these people should be treated even though they were stateless. How deeply the idea of human rights must be rooted in international law and practice should not be settled by definitional fiat. We can allow, however, that the sorts of political functions that Rawls and Beitz describe are typically served by international human rights today.

Устная часть

Comment on the statement providing the arguments to prove your opinion.

During the years after World War II, the Cold War polarized capitalist and communist countries into East and West, with each emphasizing different types of rights. The United States, proud of its achievements in the areas of civil and political rights, criticized its communist rivals, particularly the Soviet Union, for denying these to their citizens.

6 семестр Экзамен

Вопросы для подготовки к экзамену:

Темы 1-8 данной рабочей программы.

Структура экзамена:

Письменная часть (30 баллов)

1. Аудирование (*10 заданий*) – 10 баллов
2. Лексико-грамматический тест (*40 заданий*) – 10 баллов
3. Написание эссе (Essay) (*объем 180-200 слов*) – 10 баллов

Устная часть (30 баллов)

1. Анализ и реферирование текста по тематике курса (без словаря, объемом 2000-2500 п.з.) Время подготовки 20 мин. (Summary) - (15 баллов)
2. Анализ мини-кейса (Case-study) - (15 баллов)

Пример экзаменационного билета (УК – 3, ПКН – 10)

1. Прослушайте аудиотекст и выполните задания на его основе. (10 баллов)
2. Выполните лексико-грамматические задания. (20 баллов)
3. Прочитайте текст «Humanitarian Intervention: Pros and Cons» (без словаря) и кратко передайте его содержание на английском языке (Summary). (15 баллов)
4. Прочитайте и проанализируйте ситуацию «Social control». Предложите возможное решение проблемы. (15 баллов)

Образцы экзаменационных материалов

Письменная часть

ПРОМЕЖУТОЧНЫЙ ТЕСТ

(Экзаменационная письменная контрольная работа)

по дисциплине «Иностранный язык в профессиональной сфере» 3

курс 6 семестр

Система оценки

| Экзаменационная письменная контрольная работа Макс. – 30 баллов | | | Устный экзамен | Работа в семестре | Итого экзамен |
|--------------------------------------------------------------------|--------------------------------------------------|-----------------------------------------|----------------|-------------------|---------------|
| Аудирование Макс. – 10 баллов | Лексико-грамматический тест Макс. – 10 баллов | Письменное задание Макс. – 10 баллов | 30 баллов | Макс. – 40 баллов | 100 баллов |

Part I. Listening

Task 1. Listen to the following extract and choose the only right answer.

1. What is primary deviance?
 - A. First act of rule breaking
 - B. First received label
 - C. Any act that influences how people think about you
2. When does the certain behaviour become deviant?
 - A. When it becomes subjective
 - B. When we assign a deviant label to that behaviour
 - C. None of the above
3. What happens when people receive a deviant label?
 - A. They start to fill to society's expectations
 - B. They might continue to break rules
 - C. All of the above
4. Are there any theories that explain the transition between primary and secondary deviance?
 - A. Yes, primary and secondary deviance theory
 - B. Yes, labelling theory

- C. Yes, it is called Howard Becker's theory
5. According to Howard Becker's theory when do people become criminals?
- A. When they are labelled as criminals
- B. When they accept the label as social identity
- C. When they commit a criminal act
6. What is a stigma?
- A. Powerful negative label
- B. Label that changes a person's self-concept
- C. All of the above
7. What happens to people when they get stigmatised?
- A. They have lower self-esteem
- B. They try to fight the stigma
- C. They may start to behave differently
8. Which factor of a girl's behaviour makes her deviance secondary?
- A. That she is a juvenile
- B. That she got kicked out of sports
- C. That she continues drinking after being caught and labelled
9. What happens when we call someone deviant more and more?
- A. The "snowball" will grow exponentially
- B. The more that person will assume the deviant role
- C. All of the above
10. Is transition between primary and secondary deviance smooth or is there a clear split?
- The transition from the initial act of deviance to secondary deviance is smooth
 - No, there is no split
 - The assignment of label marks the transition

Part II. Use of English and Grammar

Task 2. Read the text. Say whether according to the text the statements below are true (T) or false (F).

Considered an essential element of democracy, pluralism is the political philosophy that a wide variety of individuals and groups can peacefully coexist and are free to and express different points of view independently and effectively to influence public opinion and the decisions of government. Befitting its label as a "melting pot" nation, the United States is considered to be pluralistic because its political and social culture is molded by groups of citizens who come from a variety of different racial and ethnic backgrounds, speak different languages, and practice different religions. In contrast to pluralism, the still-emerging theory of hyperpluralism contends that when too many groups compete, and some groups come to exert greater power and influence than others, the political system

grows so complex that governing of any sort becomes difficult. When one group is favored over others, democracy—rather than being served—is disrupted.

When used in the context of hyperpluralism, the term “group” is not a reference to political parties or racial, ethnic, cultural, or religious minority and majority opinions. Instead, hyperpluralism is a reference to much smaller groups, such as lobbyists who advocate for a single cause, single-issue grassroots movements, or super PACs that represent a small number of people but get a disproportionate amount of attention because they wield considerable political influence.

While it is hard to identify concrete examples of present-day hyperpluralism, many political scientists point to the United States Congress as a case of hyperpluralism at work. As each member of Congress tries to satisfy the demands of many different groups such as lobbyists, PACs, and special interest groups, they are pulled in so many different directions that the resulting gridlock prevents action on anything but minor legislation. In focusing exclusively on individual groups, Congress often disregards the interests of the entire population. When the people repeatedly see consideration of major legislation come to a grinding halt, they conclude the entire government is broken.

As a hypothetical example of hyperpluralism at a local scale, consider an urban inner-city high school with high dropout rates competing for new resources against a wealthy private school funded with millions of dollars in private donations. While hyperpluralism theory holds that both schools compete for the same resources, the wealthy school is almost certain to prevail.

1. The United States is considered to be pluralistic because of its label “melting pot”.

2. The main problem of hyperpluralism is when too many groups and parties compete, it would be impossible for all groups to have an equal representation.

3. The term “group” refers to any groups starting with political parties and cultural groups and ending with much smaller groups such as lobbyists or single-issue grassroots movements.

4. The ultimate result of hyperpluralisation is prevention of any actions except for minor legislations.

5. Because of the hyperpluralism theory both schools have an equal chance of winning the competition.

Task 3. Read the text below. Choose the correct word from the box to fill in the gaps.

On the positive side, hyperpluralism offers a greater sense of 1___ activism, a greater influence on public opinion, and better informed public officials. However, most political 2___ argue that these positives are far outweighed by the negative impact that hyperpluralism has on democracy and effective, 3 government.

Both pluralism and hyperpluralism are built on the idea of competition between groups. However, while pluralism promotes compromise and 4 outcomes for all, hyperpluralism does not, because the different special interest groups do not compete on an even playing field.

The primary negative 5 _____ of hyperpluralism is that it 6 _____ political pressure on the government to benefit a specific group or class. In the United States, the effects of hyperpluralism often benefited large corporations and the growth of corporate 7 _____. During the 1970s, new forms of pluralism and 8 hyperpluralism developed to counter this government favoritism toward the corporate world and encourage a more widely 9 _____ culture.

Despite this shift in its distribution of power and influence, hyperpluralism continues to have negative social effects when it becomes the primary 10 _____ in government decision-making and lobbying.

| | A | B | C |
|----|-----------------|------------------|-------------|
| 1 | Impact | Internet | Civic |
| 2 | Competitors | Formats | Scientists |
| 3 | Differentiation | Efficient | Dishonest |
| 4 | Factual | Disproportionate | Beneficial |
| 5 | Aspect | Ingrident | Government |
| 6 | Qualifies | Exerts | Defines |
| 7 | Power | Bribes | Egoism |
| 8 | Guilty | Favourite | Liberal |
| 9 | Immoral | Diversified | Interesting |
| 10 | Strength | Force | World |

Task 4. Match each of the terms on the left with an appropriate definition on the right. There is one extra you do not need.

| | | | |
|---|-------------|---|--------------------------------------------------------------------------------------------------------------------------------|
| 1 | Stereotype | A | A person who carries out a harmful, illegal, or immoral act |
| 2 | Perpetrator | B | Formally accuse (someone) of something, especially an offence under law |
| 3 | Particular | C | Declare someone free from guilt, obligation, or punishment |
| 4 | Consequence | D | A formal statement of the rules on which a subject of study is based or of ideas that are suggested to explain a fact or event |
| 5 | To charge | E | Something that serves as a sign or evidence of a specified fact, event, or quality |
| 6 | Theory | F | A force or influence that stretches, pulls, or puts pressure on something |
| 7 | Strain | G | Prolonged public disagreement or heated discussion |

Interpret and analyze the Case below. Propose a possible solution to the problem.

Social control can be hidden manipulation or open use of force by the state. There are various agencies of social control that can correct people's behavior in society. Social control systems developed as a combination of evolutionary human traits and institutional structures. The main thing in the process of social control is that the state does not restrict people's freedom and does not restrict their actions.

Which social control agencies do you know? Do you agree that social control destroys the principle of personal freedom of people?

**6.2. Типовые задачи для проведения промежуточной аттестации
Английский язык
Тест1**

Put the sentences into the passive.

- 1 They make many films in India.
- 2 Someone invented the internet.
- 3 I gave you £5 last week.
- 4 The doctor told me to rest.
- 5 The police found the missing child.

Write the correct relative pronoun

- 6 The man _____ phoned is here.
- 7 He had an injury _____ stopped him playing tennis.
- 8 The course _____ I joined was very interesting.
- 9 The woman _____ bag you found says thank you.
- 10 That is the place _____ we met.

Choose the correct tense

I (11) (watch) _____ TV when the phone (12) (ring) _____. A voice (13) (tell) _____ me I had won 1,000,000 Euros. I (14) (listen) _____, but I (15) (not hear) _____ anything more.

Write E (equipment), P (people) or T (types of programme)

- 16 presenter
- 17 soap
- 18 microphone
- 19 contestant
- 20 documentary

Complete the phrases

- 21 _____ to a new house

- 22 _____ some damage
 23 _____ a break
 24 _____ first aid
 25 _____ lost

Match the phrase to the newspaper section where you may find it

| | |
|-------------------------------------------|------------------|
| 26 The company made a profit this year.. | sports pages |
| 27 Fog has caused accidents on roads... | science section |
| 28 The star has had plastic surgery... | home news |
| 29 He failed to break the world record... | business section |
| 30 The experts made a discovery... | gossip |

6.45 News For You: The latest local news from the region. Presented by Anne Jackson.

7.00 Million Dollar Letter: The popular quiz show in which contestants try to win prizes by solving word puzzles.

7.30 Home Town: The Soap Opera continues. Dawn has lost her car keys, but has to collect her children from school. Will she have to walk? Meanwhile, at the corner shop, Dennis has ordered two thousand loaves of bread, by mistake. Can he sell them all?

8.00 The Watching Eye: Current Affairs Documentary. This week James O'Connor investigates the cost of sending you children to university.

9.00 Film: The Crimson Shoes: Romantic comedy starring Anna Laybrook and Gary Heart. The story of an engaged couple's search for the perfect wedding costume. But does she love him or the clothes? (Continued after the news)

10.00 National News: Presented by Harold Smith and Sarah Varney. Followed by the weather report.

Match the programme title with the type of programme

| | |
|--------------------------|-------------|
| 31 News For You | Film |
| 32 Million Dollar Letter | Documentary |
| 33 Home Town | Local News |
| 34 The Watching Eye | Quiz Show |
| 35 The Crimson Shoes | Soap Opera |

Write a paragraph about a letter you received. Say:
 When it arrived

What you were doing at the time
How you felt before opening it
How you felt afterwards
What you did next

Аудирование

Language Leader.стр.72, 5,1.40 (7.2)

Listen to two people talking about ideas for a new product and answer the questions. Use no more than three words or one or two numbers.

1. What product are they discussing?
2. Who will use the product?
3. Is it designed to use indoors or outdoors?
4. What material is it going to be made of?
5. What material do they refuse to use for this product?
6. In how many colours may they produce it?
7. How many models of the same product are there on the market?
8. What price limit for the product do the speakers mention?
9. When do they want to launch the product?
10. What are they going to do before the launch?

I. Лексико-грамматическая часть

1. Complete the texts with the missing words from the box.

sales revenues income taxes tax liability amounts of income
taxable transaction substantial overstatement income projections personal and
business income tax avoidance substantial erroneous tax options
Tax planning is a process of looking at various 1) in order to determine
when, whether, and how to conduct business and personal transactions so that
taxes are eliminated or reduced. As an individual taxpayer, and as a business
owner, you will often have the option of completing a 2) by more than
one method. The courts strongly back your right to choose the course of action

that will result in the lowest legal 3) In other words, some tax related operations are entirely proper.

Although 4) planning is legal, tax evasion - the reduction of tax through deceit, subterfuge, or concealment - is not. The following are some of the areas most commonly focused on by IRS examiners as pointing to possible fraud: First, this is a failure to report 5), such as a shareholder's failure to report dividends, or a store owner's failure to report a portion of the daily business receipts.

Then it can be a claim for fictitious or improper deductions on a return, such as a sales representative's 6) of travel expenses, or a taxpayer's claim of a large deduction for charitable contributions when no verification exists.

A business owner may not reduce his or her 7)..... by labeling a transaction as something it is not. So, if payments by a corporation to its stockholders are in fact dividends, calling them "interest" or otherwise attempting to disguise the payments as interest will not entitle the corporation to an interest deduction. It is the substance, not the form, of the transaction that determines its taxability.

In order to plan effectively, you'll need to estimate your 8) for the next few years. This is necessary because many tax planning strategies will save tax dollars at one income level, but will create a larger tax bill at other income levels. You will want to avoid having the "right" tax plan made "wrong" by 9) Once you know what your approximate income will be, you can start projecting your 10)....., income, and cash flow for general business planning purposes. The better your estimates, the better the odds that your tax planning efforts will succeed.

2. Match the questions with the answers.

| | |
|-----------------------------------------------------------------------------------------------|----------------------|
| 1. In English-speaking jurisdictions, what is real property usually contrasted with? | a) inheritance |
| 2. Apart from land, what other types of real property are there? | b) freehold estates |
| 3. What is the general name for estates whose duration is not determined? | c) Statute of Frauds |
| 4. What is the general name for estates whose duration is fixed or capable of being fixed? | d) fee simple |
| 5. How many types of freehold estate are there that we know about? | e) escheat |
| 6. Which type of freehold is capable of being sold? | f) personal property |
| 7. What is the name of the process whereby an owner dies and passes an estate to descendants? | g) life estate |
| 8. What is the name of the process whereby an owner dies but has no descendants as heirs? | h) usufruct |

| | |
|---------------------------------------------------------------------------------------------------|----------------------------------------------|
| 9. What is an alternative name for reversion? | i) four |
| 10. What sort of estate lasts only as long as the grantee and his/her descendants are alive? | j) Tenements and hereditaments |
| 11. What sort of estate lasts only as long as grantee is alive? | k) exclusive possession v. grantor's control |
| 12. What is the name of the grantee of life estate? | l) three years |
| 13. Who takes possession of land when a life tenant dies? | m) remaindermen |
| 14. What sort of estate lasts only as long as a person other than grantee is alive | n) leasehold estates |
| 15. What is the name of a contract for exclusive possession? | o) easement |
| 16. What is the difference between a lease and license? | p) estate pur autre |
| 17. What is the name of the requirement that the sale of or interests in land must be in writing? | q) life tenant |
| 18. In England, what length of lease contract must be in writing under the law? | r) fee tail |
| 19. What is the right to use another person's land? | s) reversion or escheat; |
| 20. What is the right of use and the fruits of another persons land? | t) lease |

II. Аналитическая часть

Read the following text and do the task below.

Boards of Directors have legal, and arguably moral, responsibilities to the shareholders who depend on them to run a business. Those duties are called fiduciary duties and include the duties of care and loyalty. When a Board member breaches those duties and shareholders are harmed, as a result the shareholders have the right to recover damages.

Before a plaintiff can recover damages for an alleged breach of fiduciary duty, a plaintiff must prove the elements of a breach of fiduciary duty case. Specifically, the plaintiff must prove that a fiduciary relationship existed between the plaintiff and the defendant. If the plaintiff is a shareholder in a company where the defendant is on the Board of Directors then this element of the case has likely been met. Next, the plaintiff must prove that the defendant breached his or her fiduciary duty. If, for example, the defendant acted on his own behalf and not in the best interest of the company or if the defendant failed to give proper consideration to a business decision then the defendant may have breached his or her duty of loyalty or duty of care.

If this element of the case has been satisfied then the plaintiff must show that the defendant's breach of his or her duty caused the plaintiff damage and the plaintiff must specify the nature and extent of his or her damages.

So, for example, if the plaintiff is a shareholder in the company and the plaintiff can prove that the defendant's actions caused the stock price to plummet then the plaintiff may have proven his or her damages. This is often the hardest part of the case for the plaintiff to prove since many factors can be involved in a decrease in stock price.

It is important to note that plaintiffs in breach of fiduciary duty lawsuits need not be shareholders and that defendants are not always on the Board of Directors.

Task

Decide whether the statements below are TRUE or FALSE.

1. Shareholders can sue the directors if the latter have failed to fulfill their fiduciary duties.
2. In a lawsuit the plaintiff must prove that the defendant owes a fiduciary duty to the plaintiff.
3. In fiduciary duty case the plaintiff and the defendant must be a shareholder and a director of the board.
4. The plaintiff must also show that the defendant's failure to fulfill the duty has caused certain clearly defined harm.
5. The defendant should prove that he or she acted on his or her own behalf and not in the best interest, thus not breaching his or her duty of loyalty or duty of care.

I. Прочитайте, переведите текст и выполните задания

Assets, liabilities and the balance sheet

Assets

A. An asset is something that has value, or the power to earn money. These include:

current assets: money in the bank, investments that can easily be turned into money, money that customers owe, stocks of goods that are going to be sold.

fixed assets: equipment, machinery, buildings and land.

intangible assets: things which you cannot see. For example, goodwill: a company's good reputation with existing customers, and **brands:** established brands have the power to earn money.

If a company is sold as a going concern, it has value as a profit-making operation, or one that could make a profit.

B. Depreciation

Joanna Cassidy is head of IT (Information Technology) in a publishing company:

Assets such as machinery and equipment lose value over time because they wear out, or are no longer up-to-date. This is called depreciation or amortization. For example, when we buy new computers, we depreciate them or amortize them

over a very short period, usually three years, and a charge for this is shown in the financial records: the value of the equipment is written down each year and written off completely at the end.

The value of an asset at any one time is its book value. This isn't necessarily the amount that it could be sold for at that time. For example, land or buildings may be worth more than shown in the accounts, because they have increased in value. But computers could only be sold for less than book value.'

C. Liabilities

Liabilities are a company's debts to suppliers, lenders, the tax authorities, etc. Debts that have to be paid within a year are current liabilities, and those payable in more than a year are long-term liabilities, for example bank loans.

D. Balance sheet

A company's balance sheet gives a picture of its assets and liabilities at the end of a particular period, usually the 12-month period of its financial year. This is not necessarily January to December.

I.1

Look at A. What kind of asset is each of the following? Which three are not assets?

- 1 Vans which a delivery company owns and uses to deliver goods.
- 2 Vans for sale in a showroom.
- 3 A showroom owned by a company that sells vans.
- 4 A showroom rented by a company that sells cars.
- 5 Money which customers owe, that will definitely be paid in the next 60 days.
- 6 Money which a bankrupt customer owes, that will certainly never be paid.
- 7 The client list of a successful training company, all of which are successful businesses.
- 8 The client list of a training company, with names of clients that have all gone bankrupt.

I.2

Use the correct forms of words in brackets from B to complete these sentences.

- 1 The bank had lent too much and was left with a mountain of bad debts: L4.3 billion was (write off / wrote off / written off) last year. 2 Most highway building programs in the US are (amortization / amortize / amortized) over 30 years or more. 3 The company reported a record income of \$251.2 million, after a \$118 million (charge / charged / charges) for reduction in the (book value / books value / booked value) of its oil and gas properties. 4 Under the new law, businesses face five different (depreciate / depreciation / depreciations) rules for different types of equipment. 5 The company reported a loss of \$12.8 million, partly due to a special charge of \$1.5 million to (write down / wrote down / written down) the

2. There was no central bank in the United States in 1918.

3. At present the main role of the FED is acting as a lender of last resort for the banks.

6.3. Пример экзаменационного билета с указанием компетенций, проверяемых в каждом вопросе (не предусмотрено учебным планом)

Пример экзаменационного билета (УК – 3, ПКН – 10)

1. Прослушайте аудиотекст и выполните задания на его основе. (10 баллов)
2. Выполните лексико-грамматические задания. (20 баллов)
3. Прочитайте текст «Humanitarian Intervention: Pros and Cons» (без словаря) и кратко передайте его содержание на английском языке (Summary). (15 баллов)
4. Прочитайте и проанализируйте ситуацию «Social control». Предложите возможное решение проблемы. (15 баллов)

Образцы зачетных и экзаменационных материалов представлены в разделе 6 Фонда оценочных средств по дисциплине «Иностранный язык в профессиональной деятельности»

7. Формы внеаудиторной самостоятельной работы студентов, предусмотренные учебным планом

7.1. Тематика курсовых работ о дисциплине (не предусмотрено учебным планом)

7.2 Пример задания контрольной работы

READING

Task 1. Read the text ignoring the missing parts.

“Human rights” are not expressly ... (1)...in the Migrant Integration Strategy apart from a handful of references which are made only for the purpose of outlining the duty on the Irish Human Rights and Equality Commission. There are no references to ... (2)...human rights standards or ensuring that human rights are enjoyed by all, and human rights principles are not expressly given as a ... (3)...for any of the measures outlined in the strategy. However, there are a small number of express references to “equality” and equality principles. It is stated that the vision of the strategy is to enable migrants or persons of migrant ... (4)...to participate “on an equal basis” with those of Irish ... (5)... . The strategy also expresses a commitment to ensuring “equality of opportunity” for second heritage migrants although it does not combat to explain how this will be achieved. The strategy does contain some implicit references to human rights and equality principles and human rights proceed .

The principle of non-discrimination is also referred to implicitly in the outline of measures aimed at upholding racism and xenophobia including intercultural training, ensuring representation of migrants on joint-policing committees, and other measures. However, the strategy also states that provision of generic training across the public service via the shared learning and development curriculum will address specific provision of anti-racism and cultural welfare training only “where a need is identified”.

Look at the missing parts A-F and fit them in the gaps. There is one extra you do not need.

- A.rationale
- B.generation
- C.origin
- D.issues
- E. mentioned
- F. awareness

VOCABULARY AND GRAMMAR

Task 2. Read the text below. Choose the correct word or words from the box to fill in the gaps.

The right of individual to liberty in the wider sense includes, for example freedom to select movement of an individual, and security includes freedom from interference with the personal integrity of individual on part of the State or other subjects. The right to liberty and personal **6** _____ is not absolute; it is subject to **7** _____ in the manner and amount prescribed by law. In Latvia, for example, it is regulated by the procedure prescribed in the Administrative Offence Code. Criminal Procedure Law and other **8** _____ acts. Guaranty of liberty of an individual as stipulated in Article 5 of the European Convention for the Protection of Human Rights and Fundamental Freedom and Article 9 of the International Covenant on Civil and Political Rights includes the right of individual to **9** _____ movement. The above – stated articles, however, guarantee liberty from placement of an individual into **10** _____ to the statutory **13** _____ and other regulations. It has to be grounded, and it may not be **14** _____. The right to liberty also includes the stipulation that no individual may be kept in prison without judicial sentence, without appropriate substantiation. The State has positive duty to take all **15** _____

| | A | B | C |
|----|-------------|--------------|----------------|
| 6 | maturity | ability | security |
| 7 | restriction | appropriacy | proportion |
| 8 | regulatory | reproductory | discriminatory |
| 9 | mental | physical | liberal |
| 10 | attraction | legislation | detention |
| 11 | placement | movement | treatment |
| 12 | liberty | complexity | polarity |
| 13 | procedure | expenditure | virtue |
| 14 | laudatory | ethnic | arbitrary |
| 15 | frequency | efforts | belongings |

Task 3.

Match each of the terms on the left with an appropriate definition on the right. There is one extra you do not need.

| | | | |
|----|------------|---|----------------------------------------------------------------------------------------------------------|
| 16 | viability | A | the right of different groups of people to have a similar social position and receive the same treatment |
| 17 | unilateral | B | having the highest power or being completely independent |
| 18 | advocacy | C | the fact of knowing someone or something because you have |

WRITING

Task 6.

**Comment on the statement providing arguments for your opinion.
(140- 150 words):**

The Cold War did not kill the idea of enforcing human rights through international treaties and organizations.

Пример кейса

Interpret and analyze the Case below. Propose a possible solution to the problem.

Violence at the workplace

Case study: Health centre Background

Violence at work is a serious problem which affects many people. Physical attacks are the most serious form of violence, but verbal abuse and threats are much more common and can have longterm effects on victims. A recent study, Violence at work: Findings from the British Crime Survey, commissioned by HSE, showed that people working in smaller businesses were more likely to be threatened or assaulted at work than people working for large organisations. Working directly with members of the public puts people at higher risk of violence. High-risk occupations include enforcement roles such as bailiffs and security services, or delivering a service to the public – for example, health services, social care and the retail and hospitality trades. Many small and medium-sized businesses are involved in these areas of work.

Health service and social care workers face some of the highest levels of violence of all occupations. Findings from The British Crime Survey show that just over 7% of medical practitioners reported being attacked or threatened at work – almost four times the national average. However, violence is a serious risk for all staff in this sector, and many victims have suffered repeated attacks and abuse. Violence to health and welfare staff arises primarily because their work involves contact with a wide range of people in circumstances which may be difficult. Attackers may be suffering from physical pain, emotional distress, or mental health problems.

The health centre is situated in a suburb of a major city, within a large housing estate. The centre is responsible for 16 500 patients in an area where there are high levels of social deprivation. The centre is the base for nine general practitioners and other administrative staff, as well as other medical specialists including district nurses, health visitors, chiropodists, dental practitioners and a community psychiatric nurse. Key risks: rudeness, threats, abuse to receptionists – when patients cannot not be seen immediately; rudeness, threats, abuse to medical staff – when the treatment offered does not meet the patients' expectations; physical attacks – when dealing with visitors who are under the influence of alcohol or drugs, or those with mental illness.

Examples of incidents

A young man arrived without making an appointment. The receptionist told him that he would have to wait four hours for the next available appointment. He became very aggressive, banging his fist on the desk and shouting. The practice manager was alerted and defused the situation by moving him out of the reception area. When the young man had calmed down he was scheduled for an earlier appointment which still required him to wait. Doctors were threatened and abused when a medical certificate requested for time away from work was refused and the treatment recommended did not meet the patient's expectations.

Case Analysis

Step 1. Clarify the issue.

1. What are the types of violence at work?
2. What are high-risk occupations? Why?
3. What is the reason of violence to health and welfare staff?
4. What are the key risks for the suburban health centre?
5. Why did the young patient become aggressive?

Step 2. Your recommendations how to reduce the risk for the staff; how to improve the work environment in the reception area to ensure a level of privacy; how to link to the local police station. **Step 3. Other options:** the actions of the doctors; the actions of a local policeman.