

## Приложение к рабочей программе дисциплины Иностранный язык

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Профиль - Бухгалтерский учет, анализ и аудит  
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### ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

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

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

Задачи ФОС:

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

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

##### 2.1 Общие сведения о ФОС

ФОС позволяет оценить освоение всех указанных в рабочей программе дескрипторов компетенции, установленных ОПОП. В качестве методов оценивания применяются: наблюдение за работой, наблюдение за действиями в смоделированных условиях, применение активных методов обучения, экспресс-тестирование, программированные тесты.

Структурными элементами ФОС по дисциплине являются: ФОС для проведения текущего контроля, состоящие из устных, письменных заданий, тестов, шкалы оценивания, ФОС для проведения промежуточной аттестации (экзамен и зачет с оценкой), состоящий из вопросов, требующих письменного ответа, и других контрольно-измерительных материалов, описывающих показатели, критерии и шкалу оценивания.

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

Раздел	Текущая аттестация (количество заданий, работ)		Промежуточная аттестация
	Устный опрос	Тестирование	
Тема 1. Sectors of economy	+	+	Зачет
Тема 2. What is economics?	+	+	
Тема 3. Areas of economics	+	+	
Тема 4. . Development economics	+	+	
Тема 5. Applied fields of economics	+	+	
Тема 6. Agricultural economics	+	+	
Тема 7. Economics of education	+	+	
Тема 8. Labour economics	+	+	
Тема 9. International economics	+	+	

## 2.2 Оценочные материалы для проведения текущего контроля

### Входной контроль (тестирование)

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

### Тестирование.

#### Variant 1

1. *Употребите нужную форму глаголов to be и to have:*

1. My favourite subjects .... Physics, IT and Mathematics.
2. We .... a nice library in the college.
3. The novel .... written many years ago.

Варианты:

- |        |         |
|--------|---------|
| 1. am  | 5. were |
| 2. is  | 6. have |
| 3. are | 7. has  |
| 4. was | 8. had  |

2. *Определите, к какой части речи относится выделенное слово:*

1. My friend **likes** to make computer programs.
2. This is the oldest **building** in our town.
3. Lomonosov was an **outstanding** scientist.
4. The sun is shining **brightly** in the sky.

Варианты:

1. существительное
2. глагол
3. прилагательное
4. наречие
5. числительное

3. *Вставьте нужный предлог:*

1. Now I'm a student .... Technical College.
2. Usually I go .... the timetable which is .... the hall.

Варианты:

- |        |          |
|--------|----------|
| 1. at  | 5. to    |
| 2. of  | 6. by    |
| 3. for | 7. after |
| 4. in  | 8. from  |

4. *Choose the correct answer*

1. There is too ... salt in the soup. (В супе слишком много соли.)  
a) much  
b) many  
c) a few
2. There are ... sky-scrapers in our city. (В нашем городе есть несколько небоскребов.)  
a) much  
b) a little  
c) a few
3. I've got ... albums of this singer. (У меня есть несколько альбомов этого исполнителя.)

- a) much
- b) a few
- c) a little

5. Match the pairs of words

- |               |              |
|---------------|--------------|
| 1. builder    | a) умный     |
| 2. cheap      | b) уютный    |
| 3. appearance | c) научный   |
| 4. scientific | d) строитель |
| 5. cozy       | e) внешность |
| 6. clever     | f) дешевый   |

6. Put the correct pronoun in the sentence.

1. .... am the first-year student.
  - a) I
  - b) He, she, it
  - c) We, you, they
2. Is .... in the room?
  - a) Somebody
  - b) Anybody
  - c) Everyone
3. .... are builders
  - a) I
  - b) He, she, it
  - c) We, you, they

7. Употребите нужный модальный глагол:

1. You .... take your umbrella, it's raining.
2. How .... I get to the museum?
3. After classes students .... go to the library or different hobby clubs.

Варианты:

- |               |          |
|---------------|----------|
| 1. can        | 4. could |
| 2. may        | 5. must  |
| 3. ought (to) | 6. need  |

**Variant 2**

1. Употребите нужную форму глаголов **to be** и **to have**:

1. The students .... in the library last week.
2. After a few classes I go to the canteen and .... breakfast.
3. My father .... a lot of work to do last week.

Варианты:

- |        |         |
|--------|---------|
| 1. am  | 5. were |
| 2. is  | 6. have |
| 3. are | 7. has  |
| 4. was | 8. had  |

2. Определите, к какой части речи относится выделенное слово:

1. Where do you **study**?
2. Do you like your **study**?

3. After classes students go to **their** favorite hobby groups.  
4. On the first floor of the college there is a hall, a gym and **some** classes.

Варианты:

1. существительное
2. глагол
3. прилагательное
4. наречие
5. местоимение

3. *Вставьте нужный предлог:*

1. .... leaving the college I want to continue my study .... the University.
2. Our college trains specialists .... work .... different spheres.

Варианты:

1. at            5. to
2. of            6. by
3. for           7. after
4. in 8. from

4. *Употребите нужный модальный глагол:*

1. The students .... come in time to all their lectures.
2. I .... speak English and don't know German.
3. You .... take my dictionary.

Варианты:

1. can            4. could
2. may            5. must
3. ought (to)    6. need

5. *Choose the correct answer*

1.            We've got ... free time. (У нас мало свободного времени.)  
a) little  
b) many  
c) few
2.            I have never seen so ... stars in the sky. (Я никогда не видел так много звезд в небе.)  
a) much  
b) little  
c) many
3.            Anna spent ... days in Rome. (Анна провела несколько дней в Риме.)  
a) much  
b) a few  
c) a little

6. *Match the pairs of words*

- |                       |                            |
|-----------------------|----------------------------|
| 1. handsome           | a) родственники            |
| 2. relatives          | b) строить                 |
| 3. technician         | c) Соединенное Королевство |
| 4. kitchen            | d) красивый (о мужчине)    |
| 5. the United Kingdom | e) кухня                   |
| 6. to build           | f) техник                  |

7. Put the correct pronoun in the sentence.

1.... am the first-year student.

- a) I
- b) He, she, it
- c) We, you, they

1. Is ... in the room?

- a) Somebody
- b) Anybody
- c) Everyone

3.... are builders

- a) I
- b) He, she, it
- c) We, you, the

### Keys:

#### Variant 1.

- 1. 1-are, 2-have, 3-was
- 2. 1- глагол, 2-существит, 3-прилагат, 4-наречие
- 3. 1-of, 2- to, in
- 4. 1-much, 2-a few, 3-a few
- 5. 1-d, 2-f, 3-e, 4-c, 5-b, 6-a
- 6. 1-a, 2-b, 3-c
- 7. 1-3, 2-1, 3-4

#### Variant 2.

- 1. 1-were, 2-have, 3-had
- 2. 1-глагол, 2-существит, 3-местоим, 4-наречие
- 3. 1-after, at 2- for, in
- 4. 1-must, 2-can, 3-may
- 5. 1-a, 2-c, 3-b
- 6. 1-d, 2-a, 3-f, 4-e, 5-c, 6-b
- 7. 1-a, 2-b, 3-c

### Письменное тестирование по грамматическим темам.

#### 1. Выберите соответствующую форму местоимения some, any, no.

- 1. We haven't got \_\_\_\_milk. We can't make breakfast.
- 2. There are \_\_\_\_new words in this lesson.
- 3. Did you buy \_\_\_\_stamps?
- 4. There are \_\_\_\_people in the park because it's cold.
- 5. Bob always like \_\_\_\_sugar in his coffee.

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a) some    b) any    c) no

#### 2. Выберите соответствующую форму местоимений much, many, (a) little, (a) few.

- 1. The winter examination session will begin in \_\_\_\_days.  
a) a little    b) a few    c) much
- 2. She ate so \_\_\_\_dessert that she is in bed today with a stomachache.  
a) many    b) much    c) few
- 3. There are \_\_\_\_new pictures in this room.  
a) many    b) much    c) little
- 4. I drink \_\_\_\_coffee. I don't like it.

- a) many    b) few    c) little

5. There are very \_\_\_\_\_ scholarships for students.

- a) few    b) much    c) little

**3. Выберите соответствующую форму степени сравнения прилагательных и наречий.**

1. The Trans-Siberian railway is \_\_\_\_\_ in the world.

- a) long    b) longer    c) the longest

2. The rivers in America are much \_\_\_\_\_ than those in England.

- a) bigger    b) bigger    c) the biggest

3. My brother is \_\_\_\_\_ than I.

- a) elder    b) the eldest    c) eldest

4. English is as \_\_\_\_\_ as German.

- a) difficult    b) more difficult    c) the most difficult

5. What is the name of \_\_\_\_\_ port in USA?

- a) big    b) the most big    c) the biggest

**4. Откройте скобки и поставьте глаголы во времена Indefinite или Continuous.**

1. My mother always (to take) a bus to get to work.

2. But yesterday she (not to take) a bus, she (to walk) to her office.

3. While she (to shop) this morning, she (to lose) her money.

4. Who (to speak) there? - I (not to know).

5. Who (to take) care of the children in the future?

**5. Определите правильную форму глагола: Present Indefinite/Present Continuous.**

1. My son \_\_\_\_\_ very well.

- a) is swimming    b) swims    c) swim

2. My friend \_\_\_\_\_ his holiday in the Caucasus now.

- a) spends    b) spending    c) is spending

3. I watch how he \_\_\_\_\_ the new words in his exercise book.

- a) am writing    b) writes    c) is writing

4. We \_\_\_\_\_ to our classes at 8.30 every day.

- a) comes    b) come    c) are coming

5. Is English a special subject at your college? – Yes, it is. We \_\_\_\_\_ to master it.

- a) want    b) are wanting    c) wants

**Ключи**

I 1-b, 2-a, 3-b, 4-c, 5a

II 1-b, 2-b, 3-a, 4-c, 5-a

III 1-c, 2-b, 3-a, 4-a, 5-c

IV 1-b, 2-a, 3-c, 4-a, 5-b

V 1-b, 2-c, 3-c, 4-b, 5-a

**Indefinite tenses**

Выберите правильный вариант ответа.

1. His sister \_\_\_\_\_ English every day.

- a) study    b) studis    c) studies

2. You \_\_\_\_\_ to the south next summer.

- a) will go    b) go    c) went

3. They \_\_\_\_\_ this flat five years ago.

- a) received    b) receives    c) did receive

4. Many English words \_\_\_\_\_ from the French language.

- a) came b) came c) comed
5. Yesterday he\_\_\_\_\_very quickly.  
a) don't run b) doesn't run c) didn't run
5. They\_\_\_\_\_to our city many years ago.  
a) came b) came c) come
6. I'm sure he\_\_\_\_\_hard next month.  
a) will work b) worked c) works
7. He letters because he is going to return soon.  
a) doesn't write b) don't write c) doesn't writes
8. Ms. Roger is a nurse in a hospital. She\_\_\_\_\_to look after people.  
a) liked b) likes c) like
9. They\_\_\_\_\_from the library.  
a) didn't returned b) not returned c) didn't return
10. Last year the scientists\_\_\_\_\_important work in geochemistry.  
a) do b) did c) do
11. The foreign delegation\_\_\_\_\_in Moscow last week.  
a) arrive b) arrives c) arrived
12. You\_\_\_\_\_about your parents. It's badly.  
a) will not think b) don't think c) didn't think
13. I was very busy last summer and\_\_\_\_\_to voyage.  
a) didn't go b) don't went c) didn't went
14. The friends\_\_\_\_\_this novel last evening.  
a) know b) knew c) knowed
15. After classes I usually\_\_\_\_\_to the canteen for lunch.  
a) goes b) went c) go
16. Let's cook. Children\_\_\_\_\_usually very hungry after school.  
a) are b) be c) will be
17. She\_\_\_\_\_to wait for us at the University.  
a) don't want b) doesn't wants c) doesn't want
18. We\_\_\_\_\_to the park with our children last Sunday.  
a) went b) will go c) go
19. He\_\_\_\_\_your article the next time.  
a) read b) will read c) readed
20. My friend and I often\_\_\_\_\_to the theatre to see a new performance.  
a) goes b) go c) went
21. The other day I\_\_\_\_\_some good music on the radio.  
a) listen b) listened c) will listen
22. He usually\_\_\_\_\_his free time with his relatives.  
a) don't pass b) doesn't pass c) didn't pass
23. My father\_\_\_\_\_me the bicycle for my next birthday.  
a) will buy b) bought c) buys
24. He\_\_\_\_\_to study English two years ago.  
a) begin b) begun c) began

### **Ключи.**

1-c, 2-a, 3-a, 4-a, 5-a, 6-a, 7-a, 8-b, 9-c, 10-b, 11-c, 12-b, 13-a, 14-b, 15-c, 16-a, 17-c, 18-a, 19-b, 20-b, 21-c, 22-b, 23-a, 24-c

### **Present Tenses.**

Выберите ваш вариант ответа вместо пропусков.

1. I am tired. We\_\_\_\_\_ for more than an hour. Let's stop and rest for a while.

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

**Ключи.**

1-b, 2-c, 3-d, 4-a, 5-d, 6-b, 7-b, 8-b, 9-a, 10-c, 11-a, 12-a, 13-d, 14-b, 15-b

**Past Tenses.**

Выберите ваш вариант ответа вместо пропусков.

1. He had been away for many years and when he visited his native town, he saw that it \_\_\_\_\_ greatly.  
a) was changing b) changed c) had been changing d) had changed
- 2) It wasn't raining when I looked out of the window; the sun was shining. But it \_\_\_\_\_ earlier.  
That's why the ground was wet.  
a) had been raining b) had rained c) rained d) was raining
- 3) Margaret didn't wear her shoes; she was barefoot. She \_\_\_\_\_ on a piece of broken glass and cut her foot.  
a) was stepping b) stepped c) had stepped d) had been stepping
- 4) Sam says he didn't enjoy the program because the TV set \_\_\_\_\_ properly.  
a) hadn't been working b) wasn't working c) didn't work d) hadn't worked
- 5) In 1912 the Titanic \_\_\_\_\_ an iceberg on its first trip across the Atlantic, and it sank four hours later.  
a) had hit b) hit c) was hitting d) had been hitting
- 6) While I \_\_\_\_\_ a burglar climbed into the room through the window.  
a) had slept b) had been sleeping c) was sleeping d) slept
- 7) He \_\_\_\_\_ ill for three days, so his mother wanted to bring him to a doctor, but he didn't want to go.  
a) had been feeling b) had felt c) was feeling d) felt
- 8) Scarcely \_\_\_\_\_ out of the window when I saw a flash of light.  
a) was I looking b) had I been looking c) I was looking d) had I looked
- 9) Rescue workers \_\_\_\_\_ a man, a woman, and two children from cold rushing water.  
a) pulled b) had pulled c) were pulling d) had been pulling
- 10) Our neighbours called the police when they found out that somebody \_\_\_\_\_ into their house.  
a) broke b) was breaking c) had been breaking d) had broken
- 11) Her face was stained with tears and her eyes were red. She \_\_\_\_\_.  
a) had cried b) was crying c) cried d) had been crying
- 12) He didn't see me as he was reading when I \_\_\_\_\_ into the room.  
a) was coming b) came c) had come d) had been coming
- 13) He was taken to the police station because he \_\_\_\_\_ into a car in front of him.  
a) had crashed b) wasn't crashing c) didn't crash d) crashed
- 14) I found the way to her house quite easily because Nora \_\_\_\_\_ it to me very well.  
a) had been describing b) was describing c) described d) had described
- 15) Who \_\_\_\_\_ in this house before they pulled it down?  
a) lived b) was living c) had lived d) had been living

**Ключи**

1-d, 2-a, 3-b, 4-b, 5-b, 6-c, 7-a, 8-d, 9-a, 10-d, 11-d, 12-b, 13-a, 14-d, 15-d

**Passive Voice.**

Выберите ваш вариант ответа вместо пропусков.

- 1) A new book\_\_\_\_\_by that company next year.  
a) will be published b) is publishing c) will publish
- 2) Our plan\_\_\_\_\_by the members of the committee.  
a) considers b) is considered c) is being considered
- 3) A prize\_\_\_\_\_to whoever solves this equation.  
a) gives b) will be giving c) will be given
- 4) When the manager arrived, the problem\_\_\_\_\_.  
a) had already solved b) had already been solved c) had solved
- 5) Battle Creek is a hard-working city, where businesses\_\_\_\_\_dedicated employees who want to build a good life for their families.  
a) have not found b) have found c) found
- 6) Four people\_\_\_\_\_in a train crash.  
a) killed b) have killed c) have been killed
- 7) The house\_\_\_\_\_by a pop star.  
a) have bought b) was bought c) bought
- 8) The room\_\_\_\_\_later.  
a) has been cleaned b) will be cleaned c) will clean
- 9) Many accidents\_\_\_\_\_by dangerous driving.  
a) are caused b) have been caused c) caused
- 10) People\_\_\_\_\_this road very often.  
a) haven't used b) don't use c) aren't used
- 11) This situation is serious. Something must\_\_\_\_\_before it's too late.  
a) have done b) do c) be done
- 12) Have you heard the news? The President\_\_\_\_\_!  
a) shot b) has shot c) has been shot
- 13) Two men tried to sell a painting that\_\_\_\_\_.  
a) had stolen b) was stolen c) had been stolen
- 14) This is a large hall. Many parties\_\_\_\_\_here.  
a) are held b) has been held c) are being held
- 15) In more than 200 years the USA Constitution\_\_\_\_\_26 times.  
a) is amended b) is being amended c) has been amended

**Ключи**

1-a, 2-c, 3-c, 4-b, 5-c, 6-c, 7-b, 8-b, 9-a, 10-b, 11-c, 12-c, 13-c, 14-a, 15-c

### Modals

Выберите ваш вариант ответа вместо пропусков.

- 1) Lisa\_\_\_\_\_get bored in her job. Her job is so boring.  
a) must   b) can't   c) should   d) would
- 2) Jack\_\_\_\_\_go to hospital yesterday.  
a)should   b) must   c) has to   d) had to
- 3) You look tired. You\_\_\_\_\_go to bed.  
a) would   b) must   c) should   d) could
- 4) It's a secret. You\_\_\_\_\_tell anyone.  
a) needn't   b) wouldn't   c) shouldn't   d) mustn't
- 5) I was surprised that she say\_\_\_\_\_such rude words.  
a) should   b) must   c) would   d) will
- 6) My grandfather\_\_\_\_\_speak six languages many years ago.  
a) need   b) shall   c) should   d) could
- 7) What shall we do this evening? We\_\_\_\_\_go out.  
a) could   b) ought to   c) should   d) would
- 8) I\_\_\_\_\_to sleep recently.  
a) haven't been able   b) mustn't   c) couldn't   d) can't
- 9) You have just had lunch. You\_\_\_\_\_be hungry.  
a) mustn't   b) shouldn't   c) wouldn't   d) can't
- 10) \_\_\_\_\_you please be quiet?I'm trying to read.  
a) Would   b) Should   c) Can   d) Shall
- 11.He\_\_\_\_\_be at home. He\_\_\_\_\_be out.  
a) can, shouldn't   b) must, can't   c) must, needn't   d) should, mustn't
- 12) I\_\_\_\_\_leave the party early last night. I wasn't very well.  
a) had to   b) must   c) have to   d) was to
- 13) Are you going to read the report? No, I\_\_\_\_\_. I already know what it says.  
a) shouldn't   b) needn't   c) can't   d) mustn't
- 14) She\_\_\_\_\_help you tomorrow.  
a) will be able to   b) is able to   c) could   d) will can
- 15) Jim gave me a letter to post. I\_\_\_\_\_remember to post it.  
a)needn't   b) must   c) can   d) may

### Ключи

1-a, 2-d, 3-c, 4-d, 5-a, 6-d, 7-a, 8-a, 9-d, 10-a, 11-b, 12-a, 13-b, 14-a, 15-b.

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

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

### Устный опрос

Тема 1. Sectors of economy

Comment on the topic” answering the following questions

Контрольный вопрос	Рекомендуемое содержание ответа
1. What are the sectors of an economy? 2. What industries does the primary sector include? 3. Why does mining partially belong to the secondary sector? 4. How do manufacturing industries produce goods? 5. Do any services belong to the secondary sector? 6. What does the tertiary sector include? 7. What countries produce agricultural products and minerals? 8. Which sector grows in industrialized countries?	1. There are three main sectors in any economy: the primary sector, the secondary sector, and the tertiary sector. 2. The primary sector of economy includes industries that get goods from nature, such as agriculture and mining. 3. Mining partially belongs to the secondary sector as mineral resources need industrial processing. 4. Manufacturing industries produce goods by means of mechanical, electrical or chemical, processing of resources. 5. Some services belong to the secondary sector 6. The tertiary sector provides different services to consumers, such as trade, transport, banking, insurance and other public services. Teachers, doctors, tourist agents, drivers, lawyers, etc2 work in the tertiary sector 7. Wales produces minerals. Other countries produce agricultural products 8. There is a tendency for the growth of the service sector in many economies, especially in industrialized countries

Тема 2. What is economics?

Comment on the topic answering the following questions

Контрольный вопрос	Рекомендуемое содержание ответа
1. What problems are economists interested in? 2. What are the three main approaches to economics? 3. What specialized areas of economics do you know? 4. Why do economists use economic models? 5. Why is it not possible to include all the details in a model? 6. What does a model usually include? 7. Which of the models does an economist always choose? 8. Why is it necessary for an economist to collect	1. Economists are interested in factors that affect prices of goods and services and also resources necessary to produce them, sellers’ and buyers’ behaviour in the market, in the relationship between —price systemll and —market mechanismll. 2. There are three main approaches to economics: microeconomics, macroeconomics, and development economics. 3. There are also several specialized areas of study. Among them are money economics, international economics, labour economics,

and study actual data?	<p>industrial economics, agricultural economics, growth economics, mathematical economics, etc.</p> <p>4. A model often helps an economist to make correct predictions.</p> <p>5. Real life is complex and it is not possible for an economist to include all the details in a model.</p> <p>6. A model usually includes only essential elements and relationships of a particular economic situation.</p> <p>7. He always chooses the model that predicts the results of a particular phenomenon more accurately.</p> <p>8. It is also necessary to collect and study actual data in order to know how accurate a model is</p>
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### Тема 3. Areas of economics

Comment on the topic answering the following questions

Контрольный вопрос	Рекомендуемое содержание ответа
<p>1. What does microeconomics study?</p> <p>2. Whose economic behaviour is studied by microeconomics?</p> <p>3. How are individuals considered by microeconomics?</p> <p>4. When did microeconomic approach dominate in economics?</p> <p>5. When did economists' interest in macroeconomics grow?</p> <p>6. How is economy considered in macroeconomics?</p> <p>7. What stimulated the development of macroeconomics?</p> <p>8. What problems were analyzed in the 1930s?</p> <p>9. What is studied by development economics?</p>	<p>1. Microeconomics focuses on individual economic units.</p> <p>2. The economic behaviour of either individual consumers or firms or industries is studied by microeconomics.</p> <p>3. Individuals are considered both as suppliers of labour and as consumers of goods.</p> <p>4. There was a long period in the 19th and early in' the 20th centuries when microeconomic questions dominated in economics.</p> <p>5. Economists' interest in macroeconomics grew after the great depression</p> <p>6. it is considered as achievement of full employment and economic growth by means of proper government policies</p> <p>7. The world depression that began in 1929 stimulated the development of macroeconomics</p> <p>8. Such macroeconomic questions as achievement of full employment and economic growth by means of proper government policies were analyzed in the 1930s</p> <p>9. Development economics studies the factors of economic growth and how these factors are used by governments in order to achieve high living standards.</p>

### Тема 4. Development economics

Comment on the topic answering the following questions

Контрольный вопрос	Рекомендуемое содержание ответа
<p>1. What problems does development economics study?</p> <p>2. How are Third World countries named?</p>	<p>1. Development economics studies considers specific problems of Third World countries</p> <p>2. These countries are given a variety of different</p>

3. What countries are known as —developed countries‖? 4. When was the fastest growth of Third World countries? 5. Are developing countries independent politically or economically? 6. What countries belong to —newly industrialized countries‖? 7. Are all developing countries uniform in their development? 8. What are the common characteristics of all developing countries?	names such as —underdeveloped countries‖, —less developed countries‖ (LDCs), and —developing countries‖ (DCs). 3. Countries of Western Europe, North America, and Japan are known as developed countries 4. The growth of Third World countries was especially great in the 1950s and 1960s. 5. Many countries got political independence after World War II, but they have not become independent economically yet 6. The most advanced Asian and South American countries are sometimes called newly industrialized countries‖ (NICs) 7. Third World countries are not uniform in their development 8. Lower average income per capita: low labour productivity: low level of education; high mortality rate: fast population growth: low living standards, etc. are the common characteristics of all developing countries
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#### Тема 5. Applied fields of economics

Comment on the topic answering the following questions

Контрольный вопрос	Рекомендуемое содержание ответа
1. What topics do applied fields in economics deal with? 2. What does industrial economics study? 3. What influences profits and losses in any industry? 4. Why is economics of energy closely connected with industrial economics? 5. What were the main sources of energy in the past? 6. Why were adjustments made in most industries in the 1970s? 7. How are prices for oil regulated now?	1. Applied fields in economics deal with specific topics, such as industrial economics, agricultural economics, economics of energy, economics of education, labour economics, etc. 2. Industrial organization and structure are studied by industrial economics 3. Both profits and losses in any industry are affected by the behaviour of firms and companies engaged in the industry. 4. A lot of energy has been used by the modern economy in recent decades. 5. In the past, wood and coal were used as the main sources of energy 6. Adjustments have been made by industrial economies in order to cope with the energy scarcity. 7. Regular meetings are held by the OPEC formed in order to regulate oil prices.

#### Тема 6. Agricultural economics

Comment on the topic answering the following questions

Контрольный вопрос	Рекомендуемое содержание ответа
1. Why is agricultural economics developing rapidly? 2. What is it necessary to know to understand agricultural economics? 3. What is the main characteristic of agriculture? 4. Why do farms of the same type in different regions use different livestock breeds, crop varieties and machinery?	1. It is developing rapidly and successfully as it is important for most countries of the world. 2. In order to understand agricultural economics it is necessary to know how crops are sown, cultivated, fertilized, and harvested, how livestock are bred, raised, fattened, and sold. 3. One of the main characteristics of agricultural

<p>5. What are the main reasons for rising efficiency in agriculture in the developed countries?</p> <p>6. What are the factors limiting further rise in productivity in agriculture?</p> <p>7. Why do farm incomes vary from year to year?</p>	<p>sector is its great dependence on natural conditions</p> <p>4. Farms of the same type in different regions use different livestock breeds, crop varieties and machinery because of differences in climate, weather, soil, etc.</p> <p>5. The main reasons for rising efficiency are: a) better agricultural technology; b) better capital inputs<sup>1</sup>, such as machinery; c) achievements in biological sciences.</p> <p>6. There are two main factors limiting further rise in efficiency: increasing energy scarcity as well as the loss of topsoil and water</p> <p>7. They depend on weather conditions and changes in demand for and supply of most farm products</p>
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## Тема 7. Economics of education

Comment on the topic answering the following questions

Контрольный вопрос	Рекомендуемое содержание ответа
<p>1. What are the characteristics of education which are the same in all countries?</p> <p>2. What is the role of education in social progress?</p> <p>3. What are the private benefits of education?</p> <p>4. What are the public benefits of education?</p> <p>5. What is the task of economics of education?</p> <p>6. Why are total subsidies for schools justified? What about subsidies for colleges?</p> <p>7. How is education financed?</p> <p>8. Is economics of education going to become more important in the near future? Why?</p>	<p>1. It improves skills which make people more productive. By means of education people are made stable members of society. Some teachers also do creative research which helps to improve technology</p> <p>2. Education creates large economic values varying from technical productivity in factories and offices to progress of knowledge</p> <p>3. Each student gets private benefits when he or she learns new skills which will allow them to get higher pay on the job. Besides, the job will probably be more pleasant and the person will cope with problems of modern life better</p> <p>4. First, it provides more productive workers for society, economy becomes more efficient and profitable. Without education many people do not cope with difficulties of life and turn to crime<sup>1</sup> or require public support. Second, people understand social life better and they will deal with public problems more intelligently and avoid extremism. Third, the greater productivity of population provides more taxes in order to pay for public needs</p> <p>5. The task of economics of education is to evaluate public and private benefits and make decisions how much a government is going to invest in every type of school and how the government is going to do it</p> <p>6. As productivity and stability of population is mainly increased at school level, total public subsidies for schools are justified. For education at the college level, however, the public benefits are weaker than private benefits and full public subsidies are considered less justified than at the school level</p> <p>7. Education is being financed by subsidies or scholarships</p> <p>8. Technologies are becoming more complex and demand for education as well as a number of qualified specialists will grow in future. With it, the role of economics of education and the scope of problems studied by it is growing in the years to come</p>

## Тема 8. Labour economics

Comment on the topic answering the following questions

Контрольный вопрос	Рекомендуемое содержание ответа
1. What does labour economics study? 2. Who does labour force include? 3. What is unemployment? 4. What does unemployment result from? 5. How does demand for labour affect its supply and price? 6. How do non-economic factors work in the labour market? 7. Is unpaid labour considered in economics? Why (not)?	1. Labour economics studies the functioning of the market for labour, its participants — workers and employers — and the resulting wages and employment. 2. Labour force is the number of employed people plus the unemployed* seeking work. 3. <b>Unemployment</b> is the term for when a person who is actively seeking a job is unable to find work. 4. Unemployment beyond the natural rate results from insufficient demand in economy 5. In markets for goods if the price is high more goods will be produced until the demand is met. But the time in the day is limited and people are not manufactured. If wages rise the supply of labour, in many situations, will not be increased. The supply will not be changed or even less labour will be supplied as workers take more time off to spend their increased wages. 6. Workers more willingly apply for jobs where they have personal connections and they are more willingly hired there. Group membership, race or nationality of the worker influences firms' hiring decisions. 7. Labour market analyses have recently turned to unpaid labour which was neglected by economics in the past. Although this type of labour is unpaid it affects society as a whole.

## Тема 9. International economics

Comment on the topic answering the following questions

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

Устный опрос оцениваются по четырех балльной системе:

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

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

«**удовлетворительно**» - студент освоил только часть заданной темы;

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

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

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

<b>Тема 1. Sectors of economy</b> - to include - goods and services - agriculture, farming - crop farming - animal farming - mining - to process - to manufacture - to provide - plant - fuel - consumer - trade	- включать в себя - товары и услуги - сельское хозяйство - растениеводство - животноводство - горная промышленность - обрабатывать - производить - обеспечивать - завод, фабрика - топливо - потребитель - торговля
<b>Тема 2. What is economics?</b> - economics - to affect - price - behavior - market mechanism - market of services - relationship - to develop - development - area - labour - to predict - essential - to make a decision - data	- экономическая наука, экономика - влиять - цена - поведение - рыночный механизм - рынок услуг - отношение, взаимоотношение - разрабатывать, развивать - разработка, развитие - область, район, территория - труд - предсказывать - обязательный, существенный - принимать решение - данный
<b>Тема 3. Areas of economics</b> - unit - either... or - to distribute - income - to consider - both... and - supplier - force	- единица, блок - или...или - распространять, распределять - доход(ы), прибыль, поступление - рассматривать, полагать, считать - и...и, как.. так - поставщик - сила

<ul style="list-style-type: none"> <li>- employment</li> <li>- to require</li> <li>- to achieve</li> <li>- achievement</li> <li>- proper</li> <li>- government</li> <li>- living standard</li> </ul>	<ul style="list-style-type: none"> <li>- работа, занятость</li> <li>- нуждаться, требовать</li> <li>- достигать</li> <li>- достижение</li> <li>- правильный, надлежащий</li> <li>- правительство</li> <li>- жизненный уровень</li> </ul>
<b>Тема 4. Development economics</b> <ul style="list-style-type: none"> <li>- variety</li> <li>- independence</li> <li>- dependence</li> <li>- advanced</li> <li>- to reach</li> <li>- light manufacturing industry</li> <li>- to increase</li> <li>- uniform</li> <li>- to make progress</li> <li>- to distinguish from</li> <li>- average</li> <li>- percapita</li> <li>- labour productivity</li> <li>- fast (rapid)</li> <li>- population</li> </ul>	<ul style="list-style-type: none"> <li>- разнообразие</li> <li>- независимость</li> <li>- зависимость</li> <li>- передовой, прогрессивный, развитый</li> <li>- достигать</li> <li>- легкая промышленность</li> <li>- возрастать, увеличивать(ся)</li> <li>- однообразный, однородный</li> <li>- достигать успеха</li> <li>- выделять из, отличать от</li> <li>- средний</li> <li>- на человека, на душу населения</li> <li>- производительность труда</li> <li>- быстрый</li> <li>- население</li> </ul>
<b>Тема 5. Applied fields of economics</b> <ul style="list-style-type: none"> <li>- applied</li> <li>- applied fields</li> <li>- however</li> <li>- to deal (with)</li> <li>- industrial economics</li> <li>- education</li> <li>- as well as</li> <li>- various</li> <li>- degree</li> <li>- competitor</li> <li>- competition</li> <li>- to compete</li> <li>-oil</li> <li>- to influence smth/ smb</li> <li>- profit</li> <li>- loss</li> <li>- to engage</li> <li>- recent</li> <li>- consumption</li> <li>- source</li> <li>- equipment</li> <li>- to introduce</li> <li>- scarce</li> <li>- scarcity</li> <li>- rise</li> <li>- adjustment</li> <li>- to adjust</li> <li>- to cope</li> </ul>	<ul style="list-style-type: none"> <li>- прикладной</li> <li>- прикладные области</li> <li>- однако</li> <li>- иметь дело с, вести дело с</li> <li>- экономика промышленности</li> <li>- образование</li> <li>- так же как</li> <li>- различный, разный</li> <li>- степень, ступень</li> <li>- конкурент, соперник</li> <li>- конкуренция, соревнование</li> <li>- конкурировать</li> <li>- нефть</li> <li>- влиять</li> <li>- прибыль, доход</li> <li>- потеря, убыток</li> <li>- занимать, нанимать</li> <li>- недавний, новый, свежий, современный</li> <li>- потребление, расход</li> <li>- источник</li> <li>- оборудование</li> <li>- вводить, внедрять</li> <li>- недостаточный, скудный</li> <li>- недостаток</li> <li>- повышение, увеличение, подъем</li> <li>- регулирование, корректировка</li> <li>- приспособлять, подгонять, регулировать</li> <li>- справляться (с)</li> </ul>

<b>Тема 6. Agricultural economics</b> <ul style="list-style-type: none"> <li>- to raise</li> <li>- natural</li> <li>- condition</li> <li>- under... conditions</li> <li>- difference</li> <li>- the same</li> <li>- machinery</li> <li>- as a whole</li> <li>- reason</li> <li>- for some reason</li> <li>- efficiency</li> <li>- science</li> <li>- further</li> <li>- to vary</li> <li>- demand</li> <li>- supply</li> </ul>	<ul style="list-style-type: none"> <li>- выращивать; увеличивать</li> <li>- естественный, природный</li> <li>- условие</li> <li>- в ... условиях</li> <li>- разница, различие</li> <li>- тот же самый, одинаковый</li> <li>- машина, машинное оборудование</li> <li>- в целом, в совокупности</li> <li>- причина, основание</li> <li>- по какой-либо причине</li> <li>- эффективность</li> <li>- наука</li> <li>- дальнейший, последующий</li> <li>- изменяться</li> <li>- спрос</li> <li>- предложение</li> </ul>
<b>Тема 7. Economics of education</b> <ul style="list-style-type: none"> <li>- task</li> <li>- society</li> <li>- to improve</li> <li>- skill</li> <li>- productive</li> <li>- stable</li> <li>- creative</li> <li>- to create</li> <li>- to do research</li> <li>- value</li> <li>- to evaluate</li> <li>- knowledge</li> <li>- private</li> <li>- benefit</li> <li>- profitable</li> <li>- to support</li> <li>- to avoid</li> <li>- tax</li> <li>- subsidy</li> <li>- scholarship</li> </ul>	<ul style="list-style-type: none"> <li>- задача</li> <li>- общество</li> <li>- улучшать, совершенствовать</li> <li>- мастерство</li> <li>- производительный, продуктивный</li> <li>- устойчивый, прочный</li> <li>- творческий</li> <li>- творить, создавать</li> <li>- проводить исследование</li> <li>- ценность, стоимость</li> <li>- оценивать</li> <li>- знание</li> <li>- частный</li> <li>- преимущество, выгода</li> <li>- прибыльный, рентабельный</li> <li>- поддерживать</li> <li>- избегать</li> <li>- налог</li> <li>- субсидия</li> <li>- стипендия</li> </ul>
<b>Тема 8. Labour economics</b> <ul style="list-style-type: none"> <li>- employer</li> <li>- to result (from)</li> <li>- as a result of</li> <li>- wage</li> <li>- to seek</li> <li>- to depend on</li> <li>- retirement</li> <li>- percentage</li> <li>- labour force</li> <li>- insufficient</li> <li>- to differ from</li> <li>- to meet demand</li> <li>- limited</li> </ul>	<ul style="list-style-type: none"> <li>- наниматель, работодатель</li> <li>- следовать, происходить в результате</li> <li>- в результате</li> <li>- заработная плата</li> <li>- искать</li> <li>- зависеть от</li> <li>- выход на пенсию, отставка</li> <li>- процент, процентное соотношение</li> <li>- рабочая сила, трудовые ресурсы</li> <li>- недостаточный</li> <li>- отличаться от</li> <li>- удовлетворять спрос</li> <li>- ограниченный</li> </ul>

<ul style="list-style-type: none"> <li>- to limit</li> <li>- time off</li> <li>- to apply</li> <li>- to hire (to employ)</li> </ul>	<ul style="list-style-type: none"> <li>- ограничивать</li> <li>- свободное время, отгул, отпуск</li> <li>- обращаться с заявлением; применять</li> <li>- нанимать, предоставлять работу</li> </ul>
<b>Тема 9. International economics</b> <ul style="list-style-type: none"> <li>- finance</li> <li>- exchange</li> <li>- exchange rate</li> <li>- foreign exchange market</li> <li>- through</li> <li>- bilateral</li> <li>- multilateral</li> <li>- treaty</li> <li>- sign</li> <li>- restriction</li> <li>- a number of</li> <li>- powerful</li> <li>- policy</li> <li>- domestic</li> <li>- tariff</li> <li>- to apply tariffs</li> <li>- currency</li> <li>- foreign trade</li> <li>- affiliate</li> <li>- to consist of</li> </ul>	<ul style="list-style-type: none"> <li>- финансы, доходы, деньги</li> <li>- обмен; размен денег</li> <li>- валютный курс</li> <li>- рынок иностранной валюты</li> <li>- через, посредством</li> <li>- двусторонний</li> <li>- многосторонний</li> <li>- договор</li> <li>- подписывать</li> <li>- ограничение, сужение</li> <li>- некоторое количество, ряд</li> <li>- сильный, влиятельный, могущественный</li> <li>- политика, линия поведения, курс</li> <li>- внутренний, отечественный</li> <li>- тариф; налог, пошлина</li> <li>- устанавливать тарифы</li> <li>- валюта, деньги</li> <li>- внешняя торговля</li> <li>- филиал, отделение</li> <li>- состоять, составлять из</li> </ul>

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

Экспресс-опрос считается пройденным при общей оценке 75%

Количество попыток и время – неограниченно.

### 2.3 Оценочные материалы для проведения промежуточной аттестации

#### Зачет

Зачет проводится в первом и во втором семестрах изучения дисциплины.

#### Критерии оценивания

Оценивание промежуточной аттестации производится по двухбалльной шкале: «зачтено» и «не зачтено».

«Зачтено» – теоретическое содержание учебного материала освоено студентом в полном объеме без пробелов (пересказ текстов и знание лексических единиц по темам, а также прохождение всех тестов текущей аттестации с результатом не менее 75% по каждому), необходимые практические навыки в основном сформированы, однако они могут быть недостаточными; перевод текста выполнен, хотя некоторые ответы могут содержать лишь незначительные ошибки.

«Не зачтено» – теоретическое содержание материала освоено частично, необходимые практические навыки работы с текстом не сформированы, большинство заданий не выполнено, либо качество их выполнения очень низкое.