

Негосударственное частное образовательное учреждение  
высшего образования  
"Алтайский экономико-юридический институт"  
Кафедра общих гуманитарных и социально-экономических дисциплин

УТВЕРЖДАЮ  
Ректор Алтайского экономико-  
юридического института  
В.И.Степанов  
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ФОНД ОЦЕНОЧНЫХ СРЕДСТВ  
по дисциплине

Иностранный язык в профессиональной сфере

для направления 38.03.04 Государственное и муниципальное управление  
квалификация (степень) "бакалавр"

Профиль подготовки

"Государственная муниципальная служба"

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## 1. ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

### 1.1. Область применения

Фонд оценочных средств – является неотъемлемой частью учебно-методического комплекса учебной дисциплины «Иностранный язык в профессиональной сфере» и предназначен для контроля и оценки образовательных достижений обучающихся, освоивших программу данной дисциплины.

### 1.2. Контролируемые компетенции

<b>Код контролируемой компетенции</b>	<b>Этап формирования компетенции</b>	<b>Способ оценивания</b>	<b>Оценочное средство</b>
ОК-5: способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия	базовый	Экзамен	Комплект контролирующих материалов для экзамена

Показатели оценивания компетенций представлены в разделе «Требования к результатам освоения дисциплины» рабочей программы дисциплины «Иностранный язык в профессиональной сфере» с декомпозицией: знать, уметь, владеть.

При оценивании сформированности компетенций по дисциплине «Иностранный язык в профессиональной сфере» используется 100-балльная шкала.

Профессиональный уровень “5” (отлично)	85-100	Ответ хорошо структурирован; полное понимание исследуемого вопроса; полный и глубокий анализ вопроса; критическое использование теории и рекомендуемого материала для чтения; расширение и углубление лекционного материала; аргументированная логика; продуманность, творческий и оригинальный подход к освещению вопроса; иллюстративность массой примеров и данных
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Продвинутый уровень “4” (хорошо)	70-84	Хорошая организация, но ряд несущественных упущений в плане содержания; умение аргументировать и использовать примеры; некоторое расширение и углубление лекционного материала; использование соответствующих концептуальных моделей
Базовый уровень “3” (удовлетворительно)	60-69	Удовлетворительный уровень, есть ряд существенных упущений; слабые места в стилевом оформлении, структуре и анализе; в основном базируется на лекционном материале; информация представлена четко, но отсутствует оригинальность в ее изложении
Минимальный уровень “2” (неудовлетворительно)	35-59	Неудовлетворительное выполнение; частичное понимание проблемы; несмотря на наличие ряда весьма удачных мест, работа характеризуется отсутствием тщательного анализа; неадекватность примеров
Минимальный уровень “1” (неудовлетворительно)	0-34	Отсутствие понимания вопроса, работа не структурирована и не соответствует требованиям; наличие серьезных ошибок и несоответствий

### **Рейтинговая система для оценки успеваемости студентов**

Разбивка баллов.

Промежуточный рейтинг – 70 баллов:

1) Рейтинг работы студента на практических занятиях – 22 балла.

Максимальный рейтинг, который студент может заработать на одном семинарском занятии – 2 балла:

- за отличный ответ (полный, безошибочный) – 2 балла;
- за активную работу на семинаре (от 2 до 4 выступлений) – 1-2 балла;
- за неточное выступление, за неточное дополнение — 1 балл;
- за отказ от ответа, за неправильный ответ – 0 баллов.

2) Рейтинг контрольных точек – 25 баллов.

3) Рейтинг посещения лекционных занятий – 6 баллов.

4) Рейтинг посещения семинарских занятий – 7 баллов.

5) Рейтинг поощрительный – 10 баллов:

- разработка сценария деловой игры – 10 баллов;
- составление кроссвордов – 5 баллов;
- решение задач повышенной сложности – 5-10 баллов;

- Написание и защита реферата – 3-7 баллов.
- Сдача экзамена – 30 баллов.

### Пересчет суммы баллов в традиционную и международную оценку

Оценка (ФГОС)	Итоговая сумма баллов, учитывает успешно сданный экзамен	Оценка (ECTS)
5 (отлично)	<b>90 - 100</b>	A (отлично)
4 (хорошо)	<b>85 – 89</b>	B (очень хорошо)
	<b>75 – 84</b>	C (хорошо)
	<b>70 - 74</b>	D (удовлетворительно)
3 (удовлетворительно)	<b>65 – 69</b>	E (посредственно)
	<b>60 - 64</b>	F (неудовлетворительно)
2 (неудовлетворительно)	<b>Ниже 60 баллов</b>	F (неудовлетворительно)

## 2. ТИПОВЫЕ КОНТРОЛЬНЫЕ ЗАДАНИЯ

### 2.1. Оценочные средства для текущего контроля успеваемости

#### ***BP Case Study.***

British Petroleum has a worldwide reputation for commitment to knowledge management (KM).

The knowledge management methodology pioneered in BP's is encompassed by a simple framework, which describes a learning cycle – before, during and after any event – which is supported by simple process tools. The lessons arising from that learning loop are agreed and distilled by a community of practice. Finally, the lessons – both specific and generic are incorporated into "Knowledge Assets" on the corporate intranet.

Benefits. The business benefits of applying a consistent approach to knowledge management have been significant. BP business managers attributed hundreds of millions of dollars of added value as a direct result of using this approach.

A practical example of this has been in the cost reduction in the construction of European retail sites.

At the beginning of 1998 a challenge is set of reducing the build costs of retail sites in Europe by 10%. The Alliance (a joint venture between BP and Bovis) is responsible for the management of these activities in Europe. The Alliance was engaged in the benefits of knowledge management and invited the BP KM Team to help them achieve this outcome. Step change in costs was delivered in 1998 (savings of \$74 million) due to the harvesting and sharing of knowledge between

the project engineers in Europe. This gave BP Downstream Retail competitive advantage in the Mature European Marketplace. This knowledge is now also being leveraged on a global scale by project engineers in Venezuela, China, Poland, and Japan.

Similar examples of increased performance have come from BP's KM application in speeding up business restructuring, developing new oil & gas fields, improving plant productivity and accelerating new retail market entry.

**The Role of top leaderships.** John Browne, former CEO of British Petroleum is an outspoken enthusiast of the power of corporate learning. From his perspective, learning provides the catalyst and the intellectual resource to create a competitive advantage. "In order to generate extraordinary value for shareholders, a company has to learn better than its competitors and apply that knowledge throughout its businesses faster and more widely than they do. The way we see it, anyone in the organization who is not directly accountable for making a profit should be involved in creating and distributing knowledge that the company can use to make a profit," says John Browne.

Browne has developed an action plan for competitive corporate learning to spur changes in people's attitudes and ultimately formal and informal rules that govern the organization's behavior. "The wonderful thing about knowledge is that it is relatively inexpensive to replicate if you can capture it. Most activities or tasks are not onetime events. Whether it's drilling a well or conducting a transaction at a service station, we do the same things repeatedly. Our philosophy is fairly simple: Every time we do something again, we should do it better than the last time," says John Browne.

**Virtual Teamwork Project.** BP Exploration (BPX) was reorganized into 42 separate business units. Then, BP launched the Virtual Teamwork Project (VTP), its first major KM initiative. The aim of VTP was to encourage the sharing of knowledge and to motivate the business units to utilize IT tools to improve their business. The VTP was designed to enable employees to share task-specific knowledge and develop partnership relationships with the employees of other units. Later the company launched a series of KM initiatives, which yielded excellent financial results for its business operations. Following the successful implementation of VTP, BP launched various KM tools such as Peer Assist, After Action Review, BP Connect, Retrospect and Human portal.

**Knowledge Management Team (KMT).** BP became one of the first few companies to treat KM as a separate discipline when it established a Knowledge Management Team (KMT) in 1997. John Browne, British Petroleum's has a personal interest in the subject, and established KMT to champion and harness the benefits of organizational learning both within and across its flattened hierarchy.

**Peer Groups.** In order to integrate the efforts of the business units engaged in the same business activities, they were organized into peer groups. They met periodically to discuss the performance of their businesses. The purpose of the reorganization was to facilitate knowledge sharing and build synergies, i.e. to

exchange knowledge and synergize creative capabilities and expertise of the employees working in different business units of BP.

**Enhancing Organizational Capability.** To enhance organizational capability, BP reduced or removed central functions, and business units were empowered to chose their own routes to implement changes. A flat organization was established. The number of management levels was reduced from 13 to 5.

**MegaChange – a New Capability-based Approach.** MegaChange is a total systemwide cultural transformation of your organization. It means designing and transforming organizations based on assumptions of human capability rather than limitations using the tools of the modern resource-based management model.

**Entrepreneurial Leadership of Transformational Change.** One of the most striking attributes of leaders of successful transformational change efforts is their entrepreneurial spirit and behavior. These individuals think and act like heads of their own businesses and are able to inspire and direct others to act in the same manner. Entrepreneurial leaders are part visionary, part role model for the new values and behaviors and part crusader. They frequently emerge from lower levels of the organization, from the business, or from other organizations.

When John Browne became head of BP Exploration he was determined to transform the company from underperforming bureaucracy to global leader. Although BP was successful, the world was changing, and the business had to become more adaptive to keep pace with new rapidly changing economy.

To enhance organizational capability, BP reduced or removed central functions, and business units were empowered to chose their own routes to implement changes. BP's organizational structure has evolved significantly towards an entrepreneurial, empowered "federation" of 100 business units. A flat organization was established. The number of management levels was reduced from 13 to 5.

The Browne's strategy for BP included: entrepreneurial design driven by consistent decentralization; single common strategy; a knowledge network of peers across the business units.

As a start of creating more value, both internally and externally, Browne opened up the organization, decentralized it, established information sharing and knowledge management networks and developed an action plan for competitive corporate learning. To find a natural equilibrium between creative chaos and order and free the energy in BP, Browne moved the organization to the situation that was at the edge of chaos. He created room different thinking. The company adopted new business thinking and a new relationship to its business ecosystem. New approaches to developments, new working relationships with contractors and new alliances have been adopted. Browne's strategy included also process improvement, major outsourcing, and asset sales. Most importantly, it included total changes in BP corporate culture.

As a result of corporate transformation, BP increased the value of its share price by a factor greater than 10 in a period when other companies were seeing

marginal improvements in their share prices. The overall benefit of company-wide transformation was measured in billions of dollars.

### ***Test. Improving Brand Image.***

**Susan:** George, I was wondering if we could discuss our new marketing strategy for a moment.

**George:** Certainly Susan. You know that I'm working with Anne on changing our image, don't you?

**Susan:** Yes, I think you'll make an excellent team. How do you feel about the merchandise we're pushing?

**George:** In my opinion, the products we're offering are fine. However, I think we should concentrate on expanding our market share in the young adult market.

**Susan:** I totally agree. Who buys more products than twenty somethings?

**George:** Exactly. We haven't been very successful in our branding efforts, have we?

**Susan:** I'm not keen on changing our target audience, but we certainly have to improve our brand image.

**George:** If we want to edge out our main competitor, we're going to have to target customers at a younger age.

**Susan:** Maybe, but we also have to keep our competitive edge in quality.

**George:** Why don't we all get together for a discussion?

**Susan:** Can you let me know when your next meeting with Anne is going to be? I'd like to go over some of our restructuring ideas with both of you.

**George:** As a matter of fact, we'll be meeting this afternoon. Let's meet at four, shall we?

**Susan:** I'm afraid I already have an appointment then. Do you think we could meet earlier?

**George:** Well, I'll have to check with Anne.

### **Multiple Choice Comprehension Questions**

1. Susan was aware that George is going to be working with Anne.

- true
- false
- doesn't say

2. What does George think Sport Outfitters needs to concentrate on?

- changing merchandise
- expanding market share
- improving quality

3. What has Sport Outfitters been unsuccessful in doing?

- branding efforts
- developing new merchandise
- opening outlets

4. What is Susan not keen on?

- changing publicity campaigns
- improving branding
- targeting younger customers

5. Why can't Susan meet with George and Anne at four?

- she has to travel this afternoon
- she has an appointment
- she has the afternoon off

### ***Business game. Marketing.***

This exercise tests your decision making, analytical reasoning skills and your ability to put forward a persuasive case - all important management skills. You should study the problem which follows and produce recommendations for action and the reasons behind your decision. This is a group exercise with your groupmates with each candidate given the role information for one manager.

The case. Kent Airlines are considering adding a newly discovered tropical island to their list of destinations. The island is 3,000 miles away in mid-Atlantic. The islanders have a potent drink called 'OROS' which they think will go down well in European markets and consequently are building a new international airport to expand the drinks and holiday business. The name of the island is Atlantis.

A group of eight managers has been gathered to decide whether the destination is viable, what type of aircraft to use and what profits might be expected.

You have 45 minutes to discuss the issue before the Marketing Director arrives to hear you put your case to him.

### **If you decide to go ahead then:**

- What sort of customers would you try to attract?
- What 'message' would you try to put across to them? Design a poster or slogan (15 words maximum) to do this.
- How would you publicise the destination?
- How would you deal with competitors (other airlines)?

### **The team is:**

- FUTURES                      AUDIT                      • ENGINEERING



## MANAGER

- MARKET RESEARCHER
- PRICING MANAGER  
MARKET
- CARGO MANAGER

## MANAGER

- LOGISTICS MANAGER
- PLANNING MANAGER
- SCHEDULING  
MANAGER

Cargo manager. We could probably make £10,000 profit per trip using a 747 for the transport of "OROS" or £8,000 using a Tristar in addition to passenger income.

Engineering manager. We would need to station one overseas engineer permanently on Atlantis. We would also need to have spare parts such as tyres and engine components available there. We have a 747 available for a Thursday flight only and no other days, or a Tristar Series 200 available for a Saturday flight.

Logistics manager. The costs of fuel, engineering, food for passengers, salaries, loading and unloading and refueling etc. would be £80,000 for a 747 and £65,000 for a Tristar.

Futures audit manager. The politics of island seem stable. The island will get enough money from selling "OROS" to pay for the building of the airport and hotels.

Researcher. The island has an excellent climate and good beaches, but there is a lack of nightlife at present. There is great interest from both leisure and business customers in going to the island. A Saturday departure would give us sufficient demand for us to use a Boeing 747, but departures on other days would generate a much lower demand and make the Boeing unprofitable to use.

Pricing manager. We would need to put on flights with special cheap rate tourist fares as well as the standard business fare, but using these we could probably generate £90,000 of income per trip using a 747 or £72,000 using a Tristar.

Marketing planning manager. This can be a profitable route looked at in both the short term and the long term.

Scheduling manager. The flight could depart at 21.00 hours on Saturday if an aircraft is available: this would be convenient for passengers and would also fit in with loading, catering and engineering staff.

### **Available aircraft.**

#### Boeing 747 (Jumbo Jet).

On long haul routes where traffic levels are heavy, the 747 continues to be the mainstay of the fleet. Its exceptionally low fuel-consumption gives it a very low seat/mile costs.

Routes: Long haul, mainly to North America, Caribbean, Africa, the Orient and Australasia.

Capacity: 22 First Class, 104 Business, 234 Economy (Total 360) passengers and approximately 16 tonnes of cargo on a 2,000 mile sector.

Seating: First Class - Sleeper seats are in pairs, with a 62 ins pitch, Business - two rows of two abreast in upper deck and three rows of two abreast on the main deck, with a 36 ins pitch; Economy - mostly two rows of three abreast and one of four abreast, with a 31 ins pitch.

Engines: Four Rolls-Royce R8211-524C2s, giving 51,600 lbs thrust each. Cruising speed: 600 mph, at 35,000 ft.

Range: 6,850 miles.

Auto land capacity: To Category IIIA limits Lengths: 70.7 m (231 ft 11 ins) Wingspan: 59.6 m (195 ft 9 ins).

Height: 19.3 m (63 ft 4 ins) Fuselage width: 6.4 m (20 ft 11 ins).

Fuel capacity: 203,860 litres (44,850 gallons).

Fuel consumption: 10,445 kg per hour (2,901 gallons an hour).

Maximum take-off weight: 371,940 kg (820,000 lbs).

Landing gear: 16 main and two nose wheels.

Flight crew: Captain, one co-pilot and one flight engineer Cabin crew: 15.

### Tristar Series 200.

Routes: The Series 200 flies medium haul routes with heavy traffic.

Seating: (Series 200) First Class - three rows of two abreast sleeper seats, with a 62 ins pitch; Business - three rows of two abreast with a 36 ins pitch; Economy - mostly two rows of three abreast and one of four abreast with a pitch generally of 34 ins.

Engines: Three Rolls-Royce RB211-228s (-5248s on Series 200s and 500s), giving 42,000 lbs of thrust.

Cruising speed: 550 mph, at 35,000 ft.

Range: Series 200 - 4,362 miles;

Auto land capability: To Category IIIB limits length: 54.2 m (117 ft 8 ins).

Wingspan: 47.3 m ;155 ft 4 ins) Height: 16.0 m (55 ft 4 ins) Fuselage width: 6 m (19 ft 8 ins).

Fuel capacity: 90,150 litres (19,830 gallons).

Fuel consumption: 7,424 kg an hour (2,062 gallons an hour).

Maximum take-off weight: 195,000 kg (429,902 lbs).

Landing gear 8 main wheels and 2 nose wheels.

Flight crew: Captain, one co-pilot and one flight engineer.

Cabin crew: 8-12, depending on route, type, and number of passengers.

### **Presenting your conclusions.**

You will be asked to give a short presentation of your case in front of the group. This would test your public speaking skills, ability to present an argument etc. Also, your skills of verbal communication, team working, persuasiveness and time management would be looked for. A good starting point might be to decide on the criteria (cost, logistics, publicity) you will use to decide and to rank these in order of importance. Keep an eye on the time as you would be marked down if you didn't finish.

**Solution.**

Is the destination is viable?

Yes. There are enough passengers and a viable cargo, acceptable costs, an available aircraft and a healthy profit (see below).

What type of aircraft should be used?

The detailed aircraft information is actually a red herring: apart from the aircraft range it is not required to solve the exercise!

Both aircraft have sufficient range. A 747 is available for a Thursday flight and no other days, or a Tristar Series 200 is available for a Saturday flight. A Saturday departure would give sufficient demand for a Boeing 747, but departures on other days would generate a much lower demand and make the Boeing unprofitable to use. The flight could depart at 21.00 hours on Saturday if an aircraft is available: this would be convenient for passengers and would also fit in with loading, catering and engineering staff. From this information it is clear that the Tristar is the better choice.

What profits might be expected?

	<b>747</b>	<b>Tristar</b>
<b>Fares</b>	90,000	72,000
<b>Cargo</b>	10,000	8,000
<b>Costs</b>	-80,000	-65,000
<b>Profit</b>	<b>20,000</b>	<b>15,000</b>

What sort of customers would you try to attract?

It's an expensive destination in terms of fuel, so high income middle class passengers would be best targeted. Also winter sun seekers as the climate is good all year round as it's in the tropics. Could perhaps be used for business conferences or as a reward for sales executives?

How would you publicise the destination?

Climate, drink and beaches!

Television is usually too expensive for a specific destination. Could produce a brochure and advertise in quality newspapers and the internet would be important. Talk to tour operators to arrange packages and staff could be send to high street travel agencies. Competitions could be arranged around the OROS drink

How would you deal with competitors (other airlines)?

Increase revenue by extra advertising. Offer cheap hotel accommodation packages. Use as a stopover on the route to American destinations.

***Test. Advertising.***

*Q1* In order to make a sensible ..... among the different vacuum cleaners available, it is important to do some research.

- (a) comparing (b) comparison (c) compares (d) comparative

*Q2* The local department store has to make a sustained effort at this time of the year to ..... customer demand for summer clothing.

- (a) satisfy (b) satisfaction (c) satisfies (d) satisfying

*Q3* A good team leader must be able to ..... his colleagues to face the challenge of a downturn in business.

- (a) inspiring (b) inspiration (c) inspires (d) inspire

*Q4* The ..... trend in children's desire to wear designer label clothes should be exploited.

- (a) currant (b) current (c) occurring (d) occurred

*Q5* You have to ..... the public that it is in their own interest to read the instructions on all our medicines.

- (a) convict (b) conviction (c) convince (d) convincing

*Q6* In order to survive in this business you must adopt a ..... stance.

- (a) competition (b) competing (c) competitor (d) competitive

*Q7* The ..... of alcohol is not allowed in any of the company's premises in order to present a clean image.

- (a) consumer (b) consumption (c) consuming (d) consumes

*Q8* When you are setting out to ..... new customers in an advertisement, choose the right words.

- (a) attraction (b) attractive (c) attract (d) attracts

*Q9* The really effective television commercial is the one that ..... you of its authenticity.

- (a) persuades (b) persuasion (c) persuasive (d) persuading

*Q10* I can strongly recommend this ..... as the best available on the market today.

- (a) producer (b) product (c) production (d) produce

### ***Final Test.***

1. Adam Smith \_\_\_\_ ten years to writing his first fundamental work.  
a. devotes                      b. devoted                      c. is devoted
2. He made \_\_\_\_ a science.  
a. economics                      b. economy                      c. the economy
3. He is often \_\_\_\_ as the founder of political economy too.  
a. regards                      b. regarded                      c. regard
4. Economics \_\_\_\_ to find laws or principles by building models.  
a. is tried                      b. try                      c. tries
5. The predictions of models \_\_\_\_ the basis of economic theories.  
a. form                      b. forms                      c. is formed
6. Then the predictions \_\_\_\_ with the facts of real life.  
a. is compared                      b. compare                      c. are compared
7. One of the texts \_\_\_\_ about Cambridge University Press.  
a. speak                      b. speaks                      c. is spoken
8. This text \_\_\_\_ *Economics reading room*.  
a. is called                      b. calls                      c. called
9. The book *The Economics of Network Industries* \_\_\_\_ a few years ago.  
a. published                      b. is published                      c. was published
10. It \_\_\_\_ students and researchers to the latest developments in the field.  
a. is introduced                      b. introduces                      c. introduce
11. *Entertainment Industry Economics* \_\_\_\_ by Harold Vogel.  
a. wrote                      b. was written                      c. writes
12. It \_\_\_\_ as a guide for financial analysis.  
a. characterizes                      b. characterized                      c. was characterized
13. Harold Vogel \_\_\_\_ the business economics of entertainment enterprises.  
a. examined                      b. examine                      c. is examined
14. This edition \_\_\_\_ a full chapter on the Internet.  
a. is incorporated                      b. incorporate                      c. incorporates
15. It is a guide on the \_\_\_\_, financing, production and marketing of entertainment.  
a. economics                      b. economy                      c. economies
16. It is an extract from an \_\_\_\_ source.  
a. origin                      b. originate                      c. original
17. The text was \_\_\_\_ adapted.  
a. slightly                      b. slight                      c. lightly
18. This text \_\_\_\_ from the *Financial Times*.  
a. borrowed                      b. was borrowed                      c. borrows
19. It is very important \_\_\_\_.  
a. news                      b. new                      c. newly
20. Economics as a science \_\_\_\_ of two disciplines.  
a. consists                      b. consist                      c. will consist
21. Microeconomics \_\_\_\_ individual producers, consumers, or markets.  
a. is studied                      b. study                      c. studies
22. These facts \_\_\_\_ the prices, wages and earnings.  
a. effect                      b. affect                      c. are affected
23. \_\_\_\_ study the economy as a whole.  
a. Microeconomics                      b. Macroeconomic                      c. Macroeconomics
24. This text focuses \_\_\_\_ the strategic analysis of markets.  
a. on                      b. in                      c. of
25. GDP can be measured \_\_\_\_ three ways.  
a. at                      b. in                      c. on

26. GNP is an important measure of a country's economic \_\_\_\_.
- a. prosper                      b. prosperous                      c. prosperity
27. The GDP in Britain rose 0.9 per \_\_ in the third quarter.
- a. cent                      b. cents                      c. %
28. The Russian economy is commodity \_\_\_\_.
- a. drive                      b. drove                      c. driven
29. These payments accounted \_\_\_\_ half of the budget's revenue.
- a. in                      b. for                      c. by
30. He said they would stick \_\_\_\_ a tight fiscal policy.
- a. for                      b. in                      c. to
31. *The Times* is \_\_\_\_ most successful national newspaper in Britain.
- a. a                      b. an                      c. the
32. *The Times* is now 63, 000 ahead \_\_\_\_ *The Guardian*.
- a. of                      b.to                      c. by
33. *The Independent* \_\_\_\_\_ by the *Financial Times* a few months ago.
- a. has been overtaken      b. was overtaken                      c. is overtaken
34. It is a very popular newspaper \_\_\_\_ my mind.
- a. in                      b. to                      c. for
35. The demand \_\_\_\_ such goods is growing.
- a. for                      b. at                      c. to
36. All the firms can be grouped into wholesalers and \_\_\_\_.
- a. retailing                      b. retailers                      c. retails
37. The wholesaler \_\_\_\_ goods in bulk from producers.
- a. buys                      b. buy                      c. is bought
38. The holding of stocks \_\_\_\_ prices.
- a. even out                      b. evens out                      c. have evened out
39. Most companies \_\_\_\_ a number of different products.
- a. is marketing                      b. has marketed                      c. market
40. Retail sales are still \_\_\_\_.
- a. subdued                      b. subdue                      c. subdivide
41. According \_\_\_\_ data release yesterday sales fell 1.4%.
- a. by                      b. with                      c. to
42. They are struggling to combat \_\_\_\_ music sales.
- a. declining                      b. decline                      c. to decline
43. The US recording industry is considering \_\_\_\_ action against them.
- a. law                      b. legal                      c. legality
44. They are going to \_\_\_\_ suits against such individuals.
- a. files                      b. filing                      c. file
45. The newspaper item \_\_\_\_ about individual piracy.
- a. speak                      b. speaks                      c. is spoken
46. He does not \_\_\_\_ a good first impression.
- a.do                      b. make                      c. makes
47. Sales had begun to decline \_\_\_\_.
- a. either                      b. neither                      c. too
48. Most consumers are not prepared to buy these goods \_\_\_\_.
- a. too                      b. either                      c. neither
49. The economy is \_\_\_\_ the doldrums.
- a. on                      b. of                      c. in
50. Their economy is making little progress \_\_\_\_\_ recession.
- a. out                      b. out of                      c. off
51. Eurozone economic growth is \_\_\_\_ to ease.
- a. like                      b liked                      c. likely

52. This institute \_\_\_\_\_ that GDP growth will be 1.8 per cent.  
a. estimates                      b. is estimated                      c. estimation
53. The annual growth was \_\_\_\_\_ stronger.  
a. substantial                      b. substance                      c. substantially
54. Seasonally adjusted \_\_\_\_\_ rose to 8.4.  
a. unemployed                      b. unemployment                      c. employ
55. The business cycle shows \_\_\_\_\_ in the level of economic activity.  
a. fluctuate                      b. fluctuations                      c. fluctuated
56. Depression \_\_\_\_\_ by low output and unemployment.  
a. is accompanied                      b. accompanies                      c. accompanied
57. Aggregate demand \_\_\_\_\_ substantial output level.  
a. is exceeded                      b. exceed                      c. exceeded
58. This decision was consistent \_\_\_\_\_ the objectives.  
a. with                      b. of                      c. by
59. They \_\_\_\_\_ a goal of profit maximization.  
a. sit                      b. set                      c. are set
60. They adjust output and price to \_\_\_\_\_ their goal.  
a. achieved                      b. achieve                      c. achieves
61. It was \_\_\_\_\_ 35 per cent increase in perating profits.  
a. a                      b. an                      c. the
62. The company wanted to bring its accounting in line \_\_\_\_\_ US system.  
a. of                      b. to                      c. with
63. He spoke about the compnay's \_\_\_\_\_-cutting program.  
a. cost                      b. costly                      c. costing
64. The sales increased by 10 per cent compared \_\_\_\_\_ the estimates.  
a. of                      b. to                      c. with
65. Companies in a \_\_\_\_\_ are locked together.  
a. clustered                      b. cluster                      c. clusters
66. Skilled employees often \_\_\_\_\_ between businesses.  
a. migrate                      b. emigrate                      c. immigrate
67. This strategy \_\_\_\_\_ by American businessmen.  
a. adopted                      b. was adopted                      c. is adopting
68. Manufacturing \_\_\_\_\_ in Southeast Asia.  
a. base                      b. is based                      c. basis
69. They turned ideas into products through the swift \_\_\_\_\_ of new firms.  
a. formation                      b. formative                      c. formula
70. The company offered a certain number of \_\_\_\_\_ calls and messages.  
a. free of charge                      b. free                      c. freedom
71. In return the customers would receive messages containing \_\_\_\_\_.  
a. advertising                      b. advertise                      c. advertised
72. Their mobile phones are capable \_\_\_\_\_ receiving picture messages.  
a. in                      b. of                      c. to
73. The advertising would \_\_\_\_\_ mostof the company's funding.  
a. be provided                      b. provide                      c. provisional
74. They can \_\_\_\_\_ their quotas of free calls.  
a. exceed                      b. be exceeded                      c. excess
75. Then they pay at a rate of 15 pence per \_\_\_\_\_.  
a. the minute                      b. a minute                      c. minute
76. We can calculate the price \_\_\_\_\_ of demand at each price.  
a. elastic                      b. elasticity                      c. elatically
77. Now look \_\_\_\_\_ the next column.  
a. to                      b. for                      c. at

78. There \_\_\_\_ a hundred per cent change in price.  
a. is                                 b. are                                 c. were
79. You can see the \_\_\_\_\_ change in price.  
a. per                                 b. percentage                         c. per cent
80. There are a few ways of \_\_\_\_\_ these rules.  
a. to explain                         b. explain                         c. explaining
81. Let me \_\_\_\_\_ this.  
a. explaining                         b. to explain                         c. explain
82. Let's \_\_\_\_\_ this price as an example.  
a. take                                 b. taking                                 c. to take
83. Price support is \_\_\_\_\_ of supporting the incomes of certain producers.  
a. means                                 b. a means                                 c. mean
84. The price support method results \_\_\_\_\_ wasteful over-production.  
a. in   b. on   c. of
85. If I \_\_\_\_\_ the text I shall answer your question.  
a. reads                                 b. shall read                                 c. read
86. North Korea was forced \_\_\_\_\_ food prices sharply.  
a. lifting                                 b. lift   c. to lift
87. They had to \_\_\_\_\_ their prices.  
a. rise   b. raise   c. raising
88. The prices are constantly \_\_\_\_\_.  
a. rising   b. rasing   c. going
89. It has been \_\_\_\_\_ important factor in raising the prices.  
a. an   b. a   c. the
90. He \_\_\_\_\_ gold prices rising to \$725 an ounce.  
a. forecast                                 b. forecasting                                 c. forecasts
91. It is often called an \_\_\_\_\_ country.  
a. industrialized                         b. industrialize                         c. industry
92. They declined buying the \_\_\_\_\_ goods.  
a. manufacture                         b. manufactures                         c. manufactured
93. There are \_\_\_\_\_ products to serve these needs.  
a. many   b. much   c. a little
94. Practically \_\_\_\_\_ they act as a dictator.  
a. speak   b. speaking   c. spoke
95. They \_\_\_\_\_ the right choice between the two extremes.  
a. were made                                 b. made   c. are made
96. The government is directly responsible \_\_\_\_\_ this sector.  
a. off   b. for   c. of
97. The enterprise became public to be rescued from \_\_\_\_\_.  
a. bankrupt   b. bankrupts   c. bankruptcy
98. Some public corporations are still publicly \_\_\_\_\_.  
a. owner   b. own   c. owned
99. Very many public corporations later became \_\_\_\_\_ again.  
a. privately   b. privates   c. private
100. A special mention should \_\_\_\_\_ of British Rail.  
a. be made   b. made   c. make

***Собеседование. Interview.***



### **General Interview Questions.**

1. What are your strengths?
2. What are your weaknesses?
3. Where would you like to be in your career five years from now?
4. What's your ideal company?
5. Are you willing to relocate?

### **Behavioral Interview Questions.**

1. Can you describe a time when your work was criticized?
2. Have you ever been on a team where someone was not pulling their own weight? How did you handle it?
3. What is your greatest failure, and what did you learn from it?
4. What irritates you about other people, and how do you deal with it?
5. If I were your supervisor and asked you to do something that you disagreed with, what would you do?
6. What's the most difficult decision you've made in the last two years and how did you come to that decision?

### **Career Development Questions.**

1. What are you looking for in terms of career development?
2. How do you want to improve yourself in the next year?

### **More About You.**

1. What would be your ideal working environment?
2. What do you look for in terms of culture – structured or entrepreneurial?
3. What techniques and tools do you use to keep yourself organized?
4. Tell me about your proudest achievement.
5. Why did you choose your major?

6. What would you do if you won the lottery?
7. What do you like to do for fun?
8. What do you do in your spare time?

*Деловое письмо. Letter of application.*

Writing task:

You have seen this advertisement on the Guardian website, and would like to apply for a job. Write a letter of application explaining why you would like to work as a research analyst and why you think you would be suitable for the job (professional knowledge, personality, experience). Write between 180 and 200 words.

An exciting new opportunity for a research analyst within a well-established research agency has arisen. Our client is a reputable agency with a presence in over 100 countries worldwide and is keen to recruit a self-starter with market research/data analytics experience and good commercial acumen to work within Media Analytics.

As a media research analyst, your role involves helping to understand how individuals act online and to see how the internet affect their behaviours and attitudes through projects that vary from online customer journeys to client segmentation.

Responsibilities will include:

- leading a day to day project management for small to medium-sized projects;
- data checking and reporting and managing work outsourced to third parties;
- providing high quality client service and developing long-term relationships with clients;
- project management, including briefing suppliers and tracking fieldwork.

The ideal candidate will be someone who has 1 to 2 years experience working within the market research industry and also possess the following key criteria:

- must be educated to a degree level;
- ability to analyse data and translate these into insights;
- a genuine passion and interest for online research as well as advertising and media;

- have confidence in presenting and be proficient in Power Point and Excel;
- ability to perform work accurately and effectively with attention to detail.

This is an excellent opportunity for an exceptional researcher with superb analysis skills to join a leading research organization within their media division and in return my client will offer a competitive salary package and a fantastic working environment and drive to excel in this role. If this sounds like you, do not hesitate and apply now!

## 2.2. Оценочные средства для промежуточной аттестации

### Task 1. FINANCIAL STATEMENTS AND PROFITABILITY RATIOS

The financial statements of a business provide important information for people outside the business who do not (0) ..... access to the internal accounts. For example, existing and (1) ..... shareholders can see how much profit a business made, the value of its assets and the level of cash (2) ..... . Although these figures are useful, they do not mean a great deal by themselves. In order to (3) ..... any real sense of the figures in the final accounts, they need to be properly analysed using accounting ratios and then (4) ..... with either the previous year's ratios or against averages for the industry

The profitability of a company is important and a key (5) ..... of its success. In the profit and loss account the figures shown for gross profit and net profit mean very little by themselves. However, by (6) ..... them as a percentage of sales they become much more useful. The figures can then be evaluated against those of previous years, or with those of similar companies.

**Example:**

0 A hold                      B have                      C grant                      D keep

**Answer – B**

1 A eventual                      B promising                      C aspiring                      D potential

2 A reserves                      B stocks                      C quantities                      D stores

3 A reach                      B find                      C take                      D make

4 A differentiated                      B opposed                      C compared                      D balanced

5 A measure                      B evidence                      C mark                      D proof

6 A indicating                      B expressing                      C outlining                      D pronouncing

### Task 2.

#### COMPANY BUDGETS

Most senior executives know that the competitive battles ahead will involve not only ensuring that their company gets better at what it does, but is also different from others. To achieve this they need talented managers who can produce more imaginative strategies for growth and improvement, make faster decisions, be more flexible, be better prepared to anticipate threats and opportunities, and who can consistently improve

quality and customer satisfaction. To this list you can add any number of other key competitive issues that are becoming more important as the service economy gathers speed.

But executives also know that none of these aspirations are attainable without changing the way the business is run. While most companies have tried to address these issues by reducing management layers and focusing on the customer, few have been successful. One of the reasons is the inability to shift the management philosophy from one of top-down control to bottom-up empowerment. It is because budgets are most commonly used by organisations to exercise control that they are at the centre of this thorny issue.

Budgets are, in effect, barriers to change and fail to do well what most managers think they do well – that is, provide order and control. They are barriers for many reasons. Firstly, they reinforce the command-and-control management model and thus undermine attempts at organisational change, such as delegation and empowerment. In addition, they tend to set a ceiling on growth potential and a floor for cost reductions, thus stifling real improvement breakthroughs. Strong brands, skilled people, excellent management processes, strong leadership, and loyal customers are assets that are outside the measurement orbit of the accounting system. Budgets are typically extrapolations of existing trends, with little attention being paid to anticipatory models. What is more, they act as barriers to exploiting co-operation across the business units.

If asked why we use budgets, most managers would probably answer, ‘to set targets and control business operations’. But budgets evolved in the 1920s to help growing businesses manage their capital resources and plan their cash requirements. It was not until the 1960s that budgets were used to set targets, control operations and evaluate managerial performance. While planning remains an important part of the management process, it is widely believed that setting targets and controlling and evaluating performance using budgets is fundamentally flawed because it directs managerial behaviour towards achieving predetermined financial targets rather than harnessing the energy of people at all levels towards continuously improving competitive strategies and customer-oriented processes.

So, if existing budgeting systems have such crucial weaknesses, why do we still rely on them? In fact, accountants have tried to improve them. Zero-based budgeting and activity-based budgeting represent valiant efforts to update the process, but they tend to be complex project-driven approaches that fail to evolve into standard management practices. Basically, though, budgeting has not changed because it is a part of unchallenged tradition. Some companies are re-engineering their budgeting processes to make them faster and cheaper, but such an approach fails the test, as it leaves the behavioural weaknesses in place.

What does all this mean for the role of management accountants? Many accountants now accept that setting fixed financial targets and measuring performance against them makes little sense when the competitive environment is subject to continuous change. Plans and strategies need to unfold continuously as new knowledge emerges. Above all, management accountancy should be concerned with the future and ensuring that the right questions are asked and the right decisions are taken that add maximum long-term value. It is hard, though, to see how these changes can be managed successfully while leaving the current budgeting system in place.

1. To deal with the competition they are likely to meet in the future, companies should look for managers who will

- A recognize and reward talented people.
- B bring considerable experience to the job.
- C respond immediately to financial difficulties.
- D take a creative approach to developing the business.

2. According to the second paragraph, why have companies failed in their response to key competitive issues?

- A Authority for decision-making is too restricted.
- B Customer needs are not given sufficient priority.
- C There are too many layers of management.
- D Budgets are not adequately monitored.

3. One problem resulting from the way budgets are usually set is that

- A they give too optimistic a view of a company's growth potential.
- B they allow staff to avoid taking responsibility for their decisions.
- C they tend to produce too many targets for the workforce to meet.
- D they limit innovative behaviour because they focus on past experience.

4. According to the writer, changes in the use of budgets since the 1960s have prevented managers from

- A giving enough time to planning.
- B concentrating on motivating the workforce.
- C working out realistic targets.
- D assessing the competence of their employees.

5. According to the writer, why have new budgeting systems not been widely adopted?

- A Traditional systems are relatively easy to operate.
- B New systems have proved slow and expensive.
- C Traditional systems are part of accepted practice.
- D New systems have proved unpopular with managers.

6. According to the final paragraph, many management accountants now believe that

- A companies should be prepared to modify their strategies.
- B budgeting should not influence management decisions.
- C too many company decisions are taken with a short-term view.
- D targets should reflect recent trends in an industry sector.

### **Task 3.**

#### **MERGERS CAN BE SUCCESSFUL**

Mergers are always headline news. Some financial commentators even regard them as an indicator of the economic health of a nation. Which is strange when you consider that most mergers and acquisitions fail. The deals themselves go through, and regardless of the high costs, the bankers get paid. But then the expected economies of scale prove elusive and there are clashes of corporate cultures. Employees become nervous and less efficient as they worry about losing their jobs. Depending on whose research you believe, 50 to 80 per cent of acquisitions fail to fulfil the strategic objective for which they were designed. Given all this, it is interesting to see a merger which is successful. And that is what seems to have happened when Promo and Truck Ads merged.

Eva Lendel started Promo in 1991, the same year Paul Watson founded Truck Ads. Both companies did the same thing: they ran poster campaigns on trucks for major advertisers. It was a new medium and both companies expanded quickly. It looked

so easy and profitable that lots of small operators came into the business . which worried both of them because they felt that these new companies did not really know what they were doing. This, they felt, could have a negative effect on all companies in this sector. So Lendel and Watson formed a trade association to protect the reputation of their businesses. 'Out of all these companies that mushroomed up,' says Watson, 'almost none have survived. They just didn't offer a professional service.'

Once they had the market largely to themselves, Lendel and Watson competed in some situations and collaborated in others. Whenever one had more campaigns than they could handle, they would subcontract to the other. Finally, Lendel suggested that her company buy Truck Ads. It helped that Lendel and Watson had known and respected each other for years. They knew from the trade association that they had many business values in common. And they knew they would lose business opportunities if they did not get bigger. In negotiations Lendel and Watson were not afraid to tackle the problems that so many companies avoid. They agreed that, as Promo was the larger company as well as the acquirer, Lendel would be the new boss and Watson her deputy. There was no nonsense about joint leadership or everything staying the same.

Turning two workforces into one is never easy. 'Once the merger had gone through, I was relieved that there had been no redundancies,' says Lendel. 'I hadn't realised, though, how much loyalty there was to the Truck Ads brand. This impressed me but also worried me as we had wiped away the brand overnight. So I brought in lots of policies to make everyone feel part of the team and then I saw every employee individually to explain the advantages of the merger for them.' 'Merger costs are high,' says Lendel. 'Legal expenses alone can wipe out any upside. But not this time. I didn't think we'd cover our huge legal fees for a year, but we managed to do it in three months. In fact, those costs made us push hard for new business.'

**1.** According to the first paragraph, what is one reason why mergers and acquisitions often fail?

**A** The costs involved are too high.

**B** The companies involved have different attitudes to business.

**C** The merger or acquisition is not given a clear goal.

**D** Staff leave because they feel their jobs are not secure.

**2.** Lendel and Watson thought that many of the smaller operators in the industry

**A** lacked professional standards.

**B** had expanded too quickly.

**C** wanted to set up a trade association.

**D** were making excessive profits.

**3.** Before the merger, Lendel and Watson were aware that the two companies

**A** were already beginning to lose business.

**B** had different strengths and weaknesses.

**C** were doing too much subcontracting.

- D** had similar ideas about business
4. During negotiations, Lendel and Watson decided that
- A** the two of them could not work together.
- B** one person would be in charge of the new company.
- C** there would be no major changes in the new company.
- D** the size of Promo could lead to problems.
5. What did Lendel do after the merger had been completed?
- A** She began putting staff in different teams.
- B** She refused to make any staff redundant.
- C** She explained to all staff how the merger would benefit them.
- D** She congratulated the staff on their loyalty to the new company.
6. What does Lendel say about the company's legal costs?
- A** They were cleared more quickly than expected.
- B** They had to be settled within a year.
- C** They were not so high as she had expected.
- D** They were reduced in return for early settlement

TASK 1. Read the article about Starbuck's. Choose the correct word (A, B, or C) to fill each gap.

In these times of financial difficulty, many companies are looking (0) \_\_\_\_\_ ways to reduce the price of their products. A recent example is an instant coffee (1) \_\_\_\_\_ 'Via'. Via has been developed by Starbuck's, (2) \_\_\_\_\_ is the world's largest coffee shop chain. The company claims that it tastes just as good (3) \_\_\_\_\_ real coffee and costs about (4) \_\_\_\_\_ quarter of the price. (5) \_\_\_\_\_ the company is not making the instant coffee for customers in its own coffee shops. Instead, it is trying to (6) \_\_\_\_\_ a share of the 17 billion dollars that the world spends (7) \_\_\_\_\_ instant coffee. It is a risky strategy. If the new instant coffee (8) \_\_\_\_\_ a success, maybe customers will stay away from the Starbuck's coffee shops and make (9) \_\_\_\_\_ own instant coffee at home. Eating at home is a trend that we (10) \_\_\_\_\_ already see in the recession.

0 A after    **B for**    C to

1 A calling    B calls    C called

2 A who    B that    C which

3 A as    B like    C than

4 A the    B some    C a

5 A when    B if    C but

6 A win    B wins    C winning

7 A for    B with    C on

8 A will be    B is    C would be

9 A their    B his    C this

10 A would B can

C must

**Task 2. Choose the right answer based on the text below.**

**Catching out the Dishonest Candidate**

Most personnel managers agree that job interviews are one of the least objective recruitment methods. But the advantages of testing are not going to change the (0) **A** of the interview to employers. The appeal of the interview has everything to do with the (11) factor.

Most people believe they are a (12) judge of character and trust their instinctive feelings. We might use some kind of test to aid the (13) process, but we usually pick a candidate who interviews well, has good (14) and an impressive work record.

But (15) the candidate lies or is less than completely honest, "This can be a serious problem for employers", (16) Alan Conrad, Chief Executive at Optimus Recruitment. "The most difficult liars to find out are those who (17) half-truths rather than complete lies." Research (18) that up to 75 percent of curriculum vitae are deliberately inaccurate. The most common practice is (19).

Interviewers should therefore concentrate on areas of (20) such as gaps between periods of employment and job (21) that seem strange. "Focusing on these areas will force candidates to tell the truth or become increasingly (22). This is usually when people signal their (23) by their body language. Sweat on the upper lip, false smiles and nervous hand movements all (24) discomfort."

Conrad does not suggest an aggressive police-style interview technique, but insists that (25) inspection of curriculum vitae is absolutely essential. Only by asking the right questions can you confirm the suitability of the candidate or put pressure on those who are being less than completely honest.

- 0 **A** attraction    **B** discipline    **C** rules    **D** regulations  
11 **A** emotion    **B** feeling    **C** human    **D** person  
12 **A** reasonable **B** sensible **C** substantial    **D** normal  
13 **A** choice    **B** selection    **C** identification    **D** discovery  
14 **A** examinations **B** papers    **C** notes    **D** qualifications  
15 **A** pretend    **B** think    **C** suppose    **D** fantasise  
16 **A** reveals    **B** admits    **C** exaggerates    **D** explains  
17 **A** say **B** tell    **C** inform    **D** talk  
18 **A** shows    **B** predicts    **C** calculates    **D** reckons  
19 **A** ignorance    **B** forgetfulness    **C** omission    **D** carelessness  
20 **A** error    **B** incorrectness    **C** uncertainty    **D** indecision  
21 **A** descriptions **B** advertisements **C** interpretations **D** routines  
22 **A** untrue    **B** illegal **C** dishonest    **D** criminal  
23 **A** annoyance **B** anger    **C** anxiety    **D** disappointment  
24 **A** indicate    **B** prove    **C** present    **D** picture  
25 **A** immediate    **B** tight    **C** near    **D** close

**Task 3. Read the following text and state whether the statements below are True (T) or False (F).**

Switzerland is one of the few countries in the world that guarantees, by law, the secrecy of its bank accounts. As long as the client of a Swiss bank has not done anything that is considered illegal in Switzerland, the bank will not reveal the client's identity to anyone.

During World War II, for example, many families from war-torn Germany, Italy, and France were able to keep their savings secure by putting them in Swiss banks. Many Europeans still consider having a bank account in Zurich, Basel, Lugano, or Geneva to be a sign of financial security.

Opening a legal, numbered Swiss bank account is still relatively easy to do, usually



involving nothing more than going to Switzerland, filling out a few forms, and making a deposit. Swiss bankers are known to be dependable, trustworthy, and, above all, discreet. These qualities have made Switzerland one of the world's banking centers. But they have also made Switzerland a center for money laundering.

Swiss bank accounts are useful for money-laundering schemes because once money passes through a respectable Swiss bank, it is accepted anywhere in the world. When several Swiss banks were found to be facilitating the activities of international drug traffickers in the 1980s, the Swiss authorities finally decided to break open several secret accounts that were linked to illegal activities abroad.

Most people holding Swiss bank accounts, however, do not use them to launder illegally earned money. They merely want their legally earned funds to be safe and free from government control and taxes at home. Swiss bankers do not reveal the accounts of clients accused of avoiding taxes in their home country, since tax evasion is not considered to be "illegal" in Switzerland: it is only a civil, not a criminal offense.

Foreigners - as long as they break no Swiss laws - can keep their money in Swiss bank accounts without fear. This guarantee of secrecy can be used by many unscrupulous people for a wide variety of shady international activities. In the case of the Iran contra scandals during the 1980s, for example, the secret deals between America's CIA and the Iranian arms merchants were paid for in part with money deposited by CIA agents at banks in Switzerland.

Philippine dictator Ferdinand Marcos had also deposited large sums of illegally acquired funds in Swiss banks during the 1970s and 1980s. When he was deposed, the Philippine government called for the return of these funds, which was agreed to by the Swiss authorities. After several abuses of Swiss banking secrecy, the Swiss authorities announced that they would be ready to open any accounts revealed to be linked to illegal international activity.

26. Switzerland guarantees by law the secrecy of its bank accounts.
27. A Swiss bank is a sign of financial security for many Europeans.
28. Swiss bankers are not always dependable, trustworthy and, above all, discreet.
29. Unfortunately, Switzerland is also a center for money laundering.
30. Sometimes Swiss authorities break open secret accounts if they are linked to illegal activities abroad.
31. Tax evasion is a criminal offense in Switzerland.
32. The secret deals between American C.I.A. and the Iranian authorities were paid for with money deposited by C.I.A. agents at Swiss banks.
33. The Swiss banks did not return the Philippine dictator's illegally acquired funds to the Philippine government.

Task 4. Read the text and choose the right answer based on the information in the text.

On a certain day after the lecture on the UK taxation system the Group was to visit the Tax Department of a lawyers' firm in the centre of London. Mr. Hill and the participants went there by tube which is the fastest means of transport when one wishes to move in the centre of the city. After they got into the building of the firm they went to the secretary's office.

*Mr. Hill:* Good afternoon.

*Secretary:* Good afternoon, sir.

*Mr. Hill:* My name is Hill and here is the Group of Russian businessmen. We have got an appointment with Mr. Brown for three.

*Secretary:* Mr. Brown is waiting for you in the conference room. Follow me, please.

In the conference room a few Englishmen were waiting for the Group. Mr. Brown, Head of the Department, welcomed the Group and introduced his colleagues. They were solicitors and legal assistants of different offices. Each of them spoke about his scope of business for some

time. Thus the participants had some information on commercial taxes, international taxes. Project Finance taxes and other taxation matters.

A lot of questions were asked and answered then. The discussions were very useful and informative. Before the participants left they were offered latest Tax Guides containing current tax rates and tax saving hints.

34. After what lecture did the group visit a lawyers' firm?
- A. On taxation.  
B. On lawyers.  
C. On lawyers' firms.
35. By what means of transport did they go?
- A. By taxis.  
B. By tube.  
C. By bus.
36. Who is Mr. Brown?
- A. Secretary.  
B. Head of a department.  
C. Head of the firm.
37. How many lawyers were present at the talk?
- A. Only Mr. Brown.  
B. Mr. Brown and a colleague of his.  
C. Mr Brown and a few colleagues of his.
38. On what matters did they speak?
- A. Only on commercial taxes.  
B. Only on international taxes.  
C. Only on Project Finance taxes.  
D. On a few taxation matters.
39. Did the participants ask any questions?
- A. Yes, and quite a lot.  
B. Yes, just a few.  
C. No, they didn't.
40. What guides were they offered?
- A. Latest tax guides.  
B. Latest project finance guides.  
C. Latest corporation tax guides.

### 3. МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ, ОПРЕДЕЛЯЮЩИЕ ПРОЦЕДУРЫ ОЦЕНИВАНИЯ РЕЗУЛЬТАТОВ ОСВОЕНИЯ ПРОГРАММЫ ДИСЦИПЛИНЫ.

#### 3.1. Текущий контроль успеваемости студентов

Текущий контроль успеваемости – это установление уровня знаний, умений, владений студентов по отношению к объему и содержанию разделов (модулей, частей) учебных дисциплин, представленных и утвержденных в учебных планах и учебных программах.

Текущий контроль успеваемости осуществляется через комплекс испытаний студентов в виде устных и письменных опросов, коллоквиумов, контрольных работ, проверки домашних заданий, защиты отчетов, компьютерного и бланочного тестирования. Возможны и другие виды контроля по усмотрению кафедры, обеспечивающей учебный процесс по данной дисциплине, в том числе, контроль посещаемости занятий.

В систему текущего контроля рекомендуется вводить необязательные мероприятия, позволяющие повысить семестровый рейтинг, например, участие в олимпиадах, научное исследование, участие в научных конференциях с докладом по теме изучаемого предмета и т.д. с назначением определенных баллов, прибавляемых к семестровому рейтингу по дисциплине. При этом рейтинг не должен превышать 100 баллов.

Для текущего контроля успеваемости на кафедрах, осуществляющих учебный процесс, создаются и периодически актуализируются банки тестов, заданий, программы компьютерных проверок и т.п. материалы.

Виды и сроки проведения мероприятий текущего контроля устанавливаются рабочей программой учебной дисциплины.

### 3.2. Промежуточная аттестация

Промежуточная аттестация студентов – это установление уровня знаний, умений, владений обучаемых, как показателя уровня освоения требуемых компетенций, по отношению к объему и содержанию семестровых частей учебных дисциплин или дисциплин в целом.

Оценка промежуточной аттестации студента по дисциплине формируется на основании семестрового рейтинга текущего контроля и рейтинга зачетного и/или экзаменационного испытания.

Зачетное/экзаменационное испытание проводится в сроки, устанавливаемые в соответствии с утвержденными учебными планами, календарными учебными графиками, приказами.

Преподаватель имеет право принять у студента зачет и/или экзамен только при наличии первичных документов по учету результатов промежуточной аттестации. Первичными документами являются экзаменационные и зачетные ведомости, индивидуальные разрешения на сдачу зачетов, экзаменов, курсовых проектов (работ). Все первичные документы должны передаваться в деканат преподавателем лично не позднее следующего дня после проведения испытания промежуточной аттестации.

По результатам промежуточной аттестации студенту, кроме итогового рейтинга по 100-балльной шкале, выставляется итоговая отметка, которая может быть дифференцированной («отлично», «хорошо», «удовлетворительно», «неудовлетворительно»), либо недифференцированной («зачтено», «не зачтено»).

При аттестации на «отлично», «хорошо», «удовлетворительно» и «зачтено» студент считается получившим положительную оценку и прошедшим промежуточную аттестацию. Положительные оценки и соответствующие рейтинги заносятся в первичные документы и зачетные книжки студентов. Записи в зачетных книжках студентов должны осуществляться только после оформления первичных документов.

Оценки «неудовлетворительно» и «не зачтено» проставляются только в первичные документы.

Неудовлетворительные результаты промежуточной аттестации по одному или нескольким учебным курсам, дисциплинам (модулям) образовательной программы или непрохождение промежуточной аттестации в установленные сроки признаются академической задолженностью. Студенты обязаны ликвидировать академическую задолженность.

Виды и сроки проведения мероприятий промежуточной аттестации устанавливаются рабочей программой учебной дисциплины.