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МИНОБРАЗОВАНИЯ РОССИИ
Юго-Западный государственный
университет

УТВЕРЖДАЮ:
Заведующий кафедрой
иностранных языков

(наименование кафедры полностью)



Е.Г. Баянкина

« 01 » ____ 07 ____ 2021г.

ОЦЕНОЧНЫЕ СРЕДСТВА
для текущего контроля
успеваемости
и промежуточной аттестации
обучающихся по дисциплине

(наименование дисциплины)
Деловой иностранный язык

ОПОП ВО 38.05.01 «Экономическая безопасность»

направленность (профиль) «Экономико-правовое обеспечение экономической безопасности»

Курск 2021

1. ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ УСПЕВАЕМОСТИ

1.1. Перечень дискуссионных тем

1. Обсуждение видов деловых писем. Структура делового письма.
2. Особенности научного текста и его существенные характеристики.
3. Обсуждение переводов текстов по специальности и деловых писем.
4. Трудности перевода Основные положения. Существительное. Артикли.
5. Трудности перевода. Функции местоимений в предложении. Слова-заменители Аннотирование.
6. Трудности перевода. Роль прилагательных и наречий в предложении. Глагол. Реферирование. Обсуждение переводов текстов по специальности и деловых писем.

Критерии оценки:

- 0 баллов выставляется обучающемуся, если он не участвует в обсуждении;
- 1 балл выставляется обучающемуся, если он пассивно участвует в обсуждении;
- 3 балла выставляется обучающемуся, если он активно участвует в обсуждении.

1.2. Темы проектов

Индивидуальные творческие задания (проекты):

1. Проект «Конференция». Подготовка презентации и доклада для участия в студенческой конференции.
2. Подготовка Power-Point презентации и доклада по теме магистерской работы.

Критерии оценки:

- 1 балл выставляется обучающемуся, если задание выполнено не полностью с грубыми лексико-грамматическими ошибками, препятствующими реализации коммуникативной задачи;
- 3 балла выставляется обучающемуся, если задание выполнено не полностью с ошибками, не препятствующими реализации коммуникативной задачи;
- 4 балла выставляется обучающемуся, если задание выполнено полностью, построено грамотно и логично, коммуникативная задача выполнена.

1.3. Темы деловых писем

1. An inquiry letter
2. A special request letter

3. A complaint letter
4. An adjustment letter
5. An order letter
6. A letters of recommendation
7. An acknowledgment letter

Критерии оценки:

- 0 баллов выставляется обучающемуся, если письмо составлено с грубыми нарушениями и ошибками, препятствующими реализации коммуникативной задачи;
- 1 балл выставляется обучающемуся, если письмо составлено с небольшими нарушениями и ошибками, не препятствующими реализации коммуникативной задачи;
- 2 балла выставляется обучающемуся, если письмо составлено без ошибок.

1.4. Деловая (ролевая) игра 1

- 1. Тема (проблема):** Встречи, представление, контакты.
- 2. Концепция игры:** Создание квазипрофессиональной среды, способствующей профессиональной социализации обучающихся. Посвящена следующим необходимым для работы видам коммуникации: деловые встречи и переговоры, презентации, деловая переписка и телефонное общение – правила и законы построения разговора.
- 3. Роли:**
 - участники и гости конференции,
 - организаторы конференции;
- 4. Ожидаемые результаты:** закрепление необходимых разговорных формул, обучение межличностному общению и взаимодействию в условиях совместной профессиональной деятельности и в рамках реально существующих социальных ситуаций взаимодействия.

Критерии оценки:

- 0 баллов выставляется обучающемуся, если роль «сыграна» с грубыми лексико-грамматическими ошибками, мешающими реализации поставленной коммуникативной задачи;
- 2 балла выставляется обучающемуся, если роль «сыграна» с небольшими лексико-грамматическими ошибками, не мешающими реализации поставленной коммуникативной задачи;
- 3 балла выставляется обучающемуся, если роль сыграна без лексико-грамматических ошибок и поставленная коммуникативная задача полностью решена.

Деловая (ролевая) игра 2

- 1. Тема (проблема):** Поиск работы. Устройство на работу.
- 2. Концепция игры:** Создание квазипрофессиональной среды, способствующей профессиональной социализации обучающихся
- 3. Роли:**
 - работодатели,
 - кандидаты на должность;
- 4. Ожидаемый (е) результат (ы):** преодоление «языкового барьера», развитие навыков аудирования, закрепление необходимых разговорных формул, повышение уровня коммуникативных навыков на английском языке, обучение межличностному общению и взаимодействию в условиях совместной профессиональной деятельности и в рамках реально существующих социальных ситуаций взаимодействия.

Критерии оценки:

- 0 баллов выставляется обучающемуся, если роль «сыграна» с грубыми лексико-грамматическими ошибками, мешающими реализации поставленной коммуникативной задачи;
- 2 балла выставляется обучающемуся, если роль «сыграна» с небольшими лексико-грамматическими ошибками, не мешающими реализации поставленной коммуникативной задачи;
- 3 балла выставляется обучающемуся, если роль сыграна без лексико-грамматических ошибок и поставленная коммуникативная задача полностью решена.

Деловая (ролевая) игра 3

- 1. Тема (проблема):** Встреча зарубежного коллеги.
- 2. Концепция игры:** Создание квазипрофессиональной среды, способствующей профессиональной социализации обучающихся. Посвящена следующим необходимым для работы видам коммуникации: деловые встречи и переговоры, презентации, деловая переписка и телефонное общение – правила и законы построения разговора.
- 3. Роли:**
 - зарубежные коллеги,
 - переводчики.
 - представители стороны принимающей.
- 4. Ожидаемые результаты:** закрепление необходимых разговорных формул, повышение уровня коммуникативных навыков на английском языке, развитие навыков аудирования, обучение межличностному общению и взаимодействию в условиях совместной профессиональной

деятельности и в рамках реально существующих социальных ситуаций взаимодействия.

Критерии оценки:

- 0 баллов выставляется обучающемуся, если роль «сыграна» с грубыми лексико-грамматическими ошибками, мешающими реализации поставленной коммуникативной задачи;
- 2 балла выставляется обучающемуся, если роль «сыграна» с небольшими лексико-грамматическими ошибками, не мешающими реализации поставленной коммуникативной задачи;
- 3 балла выставляется обучающемуся, если роль сыграна без лексико-грамматических ошибок и поставленная коммуникативная задача полностью решена.

Деловая (ролевая) игра 4

- 1. Тема (проблема):** Встреча зарубежного коллеги.
- 2. Концепция игры:** Создание квазипрофессиональной среды, способствующей профессиональной социализации обучающихся. Посвящена следующим необходимым для работы видам коммуникации: деловые встречи и переговоры, презентации, деловая переписка и телефонное общение – правила и законы построения разговора.
- 3. Роли:**
 - зарубежные коллеги,
 - переводчики.
 - представители принимающей стороны.
- 4. Ожидаемые результаты:** закрепление необходимых разговорных формул, повышение уровня коммуникативных навыков на английском языке, развитие навыков аудирования, обучение межличностному общению и взаимодействию в условиях совместной профессиональной деятельности и в рамках реально существующих социальных ситуаций взаимодействия.

Критерии оценки:

- 0 баллов выставляется обучающемуся, если роль «сыграна» с грубыми лексико-грамматическими ошибками, мешающими реализации поставленной коммуникативной задачи;
- 2 балла выставляется обучающемуся, если роль «сыграна» с небольшими лексико-грамматическими ошибками, не мешающими реализации поставленной коммуникативной задачи;
- 3 балла выставляется обучающемуся, если роль сыграна без лексико-грамматических ошибок и поставленная коммуникативная задача полностью решена.

1.5. Комплект заданий для внеаудиторной работы

Раздел дисциплины: Выполнение и обсуждение переводов текстов по специальности и деловых писем.

Вариант 1

The Egyptian financial sector is well established and huge. It provides a variety of financial services that range from commercial banking, insurance, and mortgage lending to financial advisory services. The vast majority of Egyptians (approximately 77,307,143 people)⁵ use consumer banking and insurance services. This is not the case for the mortgage market, which is still in its infancy. The Central Bank of Egypt (CBE) is the main regulatory body that is responsible for regulation and management of the banking sector and the monetary system in general. CBE has established general rules and guidelines to keep the Egyptian banking industry safe and sound. One of these rules is that the primary capital should be at least 50% of the capital adequacy ratio. In addition, the provisions for general banking risks should not exceed 1.25% of the risk-weighted assets. Moreover, subordinate loans should account for no more than 50% of primary capital. In April 2003, the Egyptian banking sector included 57 banks classified as follows: 28 commercial banks (of which 4 are state-owned banks⁶), 26 investment banks (of which 11 are joint venture banks and 15 foreign banks), and 3 other specialized banks. Because of privatization of governmental banks, consolidation of smaller banks, a series of acquisitions, mergers, and revocation of licenses of banks that do not comply with the capital adequacy constraints of Basel Accord II, the number of Egyptian banks has been reduced to 37 banks in 2010. These are classified as follows: 24 commercial, 1 real estate and mortgage, 3 investment banks, 3 Islamic banks,⁵ specialized governmental credit institutions, and 1 bank holding company⁷. The state-owned banks' shares in 15 joint-venture banks, which account for 20% of the system's assets, also were divested.⁸ In spite of the fact that the Egyptian financial sector is not as well established as those in other developed countries, it is obvious that the Egyptian banking sector plays a crucial role in terms of the sector's contribution to overall economic growth. The Egyptian banking sector commands more than 60% of the financial assets in the economy. The deposits-to-GDP ratio reached nearly 100% as of June 2008 (Poshakwale and Qian, 2009). This percentage is much higher than the world average and substantially higher than in many developed economies. (Tarek Eldomiaty, Ahmed Fikri, Wael Mostafa, Hager H. M. Amer. The Financial Determinants of Operating Efficiency for Low and High Competitive Banks in Egypt. Journal of Finance and Bank Management. December 2015, Vol. 3, No. 2, pp. 07-23)

Вариант 2

Foreign direct investment (FDI) is desirable and necessary form of capital flow for the growth and development of emerging and developing countries. As Borensztein and Lee (1998) iterate that FDI is an important instrument for economic growth as

it leads to superior technology transfer into the recipient countries from the developed nations. FDI made by multi-national corporations (MNC) is an important channel to acquire advanced technology by developing countries. FDI also creates technological externalities like knowledge spillovers and demonstration effect for domestic industry. Researches have also shown that FDI has positive effect on the domestic firms' total factor productivity and their propensity to export (Chung et. al. 1994). Overall, the beneficial effects of FDI on economic growth of a country are abundant. Several factors have been identified by scholars, which are expected to increase foreign investment in a developing country. For example, management skills, economies of scale, innovative product technologies, market structure, market size and growth, infrastructure, exchange rate risks, labor costs are important determinants of FDI. Overtime developing countries have been making sincere efforts to attract as much foreign investments into their countries as possible. It is noted that FDI has increased considerably in the developing countries in past 25 years. In developing countries with a GDP per capita of US \$ 9075 or less, share of foreign investment rose from a mere 0.1% in 1980 to more than 3% in 1999. Besides economic indicators, lately, scholars have also identified political factors as important determinant of economic growth of a country. Political institutionalization, amount of democratic experience, political learning is some of the things that are seen to have some positive effect on the economic performance of a country. For example, Gerring, et. al. (2005) argue that longer a country has experience with democratic institutions, better would be the economic performance. (Subaran Roy, Swetasree Roy. Foreign Direct Investment, Institution and Economic Growth: Evidence from MENA Region. Journal of Economics and Development Studies. March 2016, Vol. 4, No. 1, pp. 39-49)

Вариант 3

The human mind has the ability to process images very effectively and has developed this skill since ancient times. Even those who could not read and write were capable of visualizing information that they observed (and were required to have this skill for survival!). Romer notes that 65% of humans are visual learners and those humans can process images in milliseconds, while most people process text in a slow linear fashion. Thus, given the short attention span of society today, it makes sense for providing more visualization of information. As an example, a manager may have to make a call while receiving a text and referencing an e-mail. Data have to be evaluated quickly for rapid and efficient decision making. Visualizing marketing data helps to achieve this managerial objective. Data visualization is viewed as extremely important in many classical areas. For instance, White et al. (1984) did a study of coronary arteriogram and recommended better analytical techniques. Psychologists, Morey and Cowan found that visual and verbal memories are not the same. They note that there are many instances of interference between verbal and visual materials in working memory and that these are dependent on task and memory-load conditions. Thus, applying data visualization in marketing is not unusual as it has a basis from applications in other fields as well. Interestingly,

as the data availability grows rapidly there is not a similar growth in human cognitive capacity. Therefore it is important to come up with methods of simplification and presentation so that managers can evaluate and reach decisions based on the torrent of data facing them. There are two ways to do this simplification. One is the summarization of data in terms of means, variances, average costs, etc. The other is to provide a visual representation of the data. Due to limits of human cognition, it is much easier to present more information in a visual format than provide the information in a table, without exceeding the mental processing limits of managers. Thus, methods such as multidimensional scaling, hierarchical cluster analysis, and correspondence analysis were developed over the years. Multidimensional scaling's (MDS) main advantage was promoted as the easy presentation of data from the judged similarity of stimuli by respondents. In this study, we present the visualization of marketing data using a newly developed program called B4_UR_IZ*. While the technique and the software were originally developed to visualize accounting and financial data, we will show that it can have applications in the marketing field.

(U. N. Umesh, Martin Kagan. Data Visualization in Marketing. Journal of Marketing Management December 2015, Vol. 3, No. 2, pp. 39-46)

Раздел (тема) дисциплины: Трудности перевода. Глагол. Выполнение и обсуждение переводов текстов по специальности и деловых писем.

Вариант 1

American Depository Receipts and International Diversification

American Depository Receipts (ADRs) are financial instruments that facilitate the ownership of foreign securities without taking physical possession of such securities. These receipts indicate investors' claim on the underlying foreign securities. In addition to other benefits, several studies suggest that investments in emerging market ADRs provide superior benefits of international diversification as compared to European ADRs. Hence, ADRs from emerging markets in the "BRIC" countries (Brazil, Russia, India, and China) have caught the attention of international investors mainly because of the recent spectacular performance of their equity markets which have on many occasions, outperformed the U.S and European markets. In spite of the acknowledged benefits of ADRs, Sub-Saharan Africa (SSA) remains under-exploited in the utilization of ADRs even when the equity markets of countries such as Nigeria and Kenya have equally shown that they are capable of spectacular returns as observed recently. Consequently, SSA has not received a commensurate inflow of capital in the form of ADRs as witnessed in the "BRIC" and other emerging markets. This study therefore explores international portfolio diversification and highlights the precise potential of ADRs especially in emerging markets in SSA. With the spectacular growth rate of some of their economies, burgeoning middle class and democracies that have been deepened, SSA equities deserve a second and in-depth examination with respect to the potential of ADRs, not only for the returns for international investors, but also for the added benefit that the growth of the equity

market creates positive externalities for the overall growth of the economy. By not utilizing ADRs in SSA, investors in U.S., Europe and other countries seeking to maximize the return on their portfolios may be inadvertently limiting the performance of these portfolios.

(Dal O. Didia. Emerging Markets, American Depository Receipts and International Diversification. Journal of International Business and Economics. December 2015, Vol. 3, No. 2, pp. 43-50)

Вариант 2

Domestic (U.S.) Portfolio Diversification

The ultimate goal of every investor in holding a diversified portfolio is to maximize expected return for a given level of risk, which is the same thing as minimizing risk for a given expected return. Several studies have examined the relationship between the riskiness of a portfolio and the number of securities for the U.S. market. Solnik (1974) took this a step further, by studying this same relationship in seven European markets ---- United Kingdom, Germany, France, Switzerland, Italy, Belgium and The Netherlands. Solnik's study used weekly price movements from 1966 to 1971. This study, as expected, confirmed the well-known result that as more securities are added to a portfolio, the risk of the portfolio declines asymptotically. However, the more interesting aspect of the results of this study is that the reduction in risk was not proportional in each of these countries. This demonstrates that foreign capital markets may differ significantly from each other. In the U.S. market, adding fifty securities to a portfolio of twenty securities reduces the total risk further by a modest three percent. Furthermore in the U.S. market, 27% of the risk is nondiversifiable whereas in Germany, non-diversifiable risk amounts to 44%. Every economy experiences periods of recessions and booms. Generally, security returns tend to follow this trend. While one country's economy might be in distress, another country's economy might be experiencing a high level of economic activity. This suggests that diversifying portfolios internationally may offer some advantages.

(Dal O. Didia. Emerging Markets, American Depository Receipts and International Diversification. Journal of International Business and Economics. December 2015, Vol. 3, No. 2, pp. 43-50)

Вариант 3

Identification of the effects of shocks in social security spending

We use the accumulated impulse-response functions associated with the estimated VAR models to obtain the economic effects of innovations in social security spending. Our methodology allows for the consideration of both the contemporaneous correlations and the dynamic feedbacks among the different variables. This means that social security spending is an endogenous variable in our analysis and that the feedbacks from the economy onto the social spending decisions are fully accounted for. In addition, both contemporaneous correlations and dynamic feedbacks are critical in the identification of innovations in social security spending

and in the measurement of the effects of such innovations on the private sector variables. The key methodological issue in determining the effects of social security spending is identifying shocks to social security spending that are truly exogenous, i.e., that are not contemporaneously correlated with innovations in the remaining variables. In dealing with this issue, we draw from the standard approach in the monetary policy literature and consider a policy function, which relates the rate of growth of social security spending to the relevant information set. The residuals from this policy function reflect the unexpected component of the growth of social security spending and are uncorrelated with innovations in the other variables. In our estimates we assume that the relevant information set includes past but not current observations of the growth rates of the other variables. This is equivalent, in the context of the Choleski decomposition, to assuming that shocks in social security spending lead shocks in the other variables. As such, shocks in social security while affecting contemporaneously economic performance are not affected contemporaneously by it. This identification strategy seems to be rather reasonable conceptually, since social security reforms have been driven by long-term political considerations as opposed to short-term macroeconomic conditions.

(Alfredo M. Pereira, Jorge M. Andraz. On The Long-Term Macroeconomic Effects of Social Security Spending: Evidence For 12 Eu Countries. Journal of International Business and Economics December 2015, Vol. 3, No. 2, pp. 63-78)

2. ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ОБУЧАЮЩИХСЯ

2.1. БАНК ВОПРОСОВ И ЗАДАНИЙ В ТЕСТОВОЙ ФОРМЕ

I work at Poleson Ltd. (1) _____ there since 1967. Last month the manager asked (2) _____ one morning (3) _____ time. He was new so I wondered (4) _____. When I went to see him, he said “I’d like (5) _____ me with a special project. I’ve heard that you speak German.” He said that a factory in Germany wanted a specialist for six months. “Tell me (6) _____ go.” I (7) _____ a few days to think about it. “All right,” he said, “and if you want all the details, my secretary (8) _____ them to you.” So I asked his secretary (9) _____ give me the papers. “I don’t know where they are,” she said. “When I (10) _____ them, I’ll phone you. Oh! here they are. Let me (11) _____ them back after you’ve read them.”

When I told my friends about it they all said, “(12) _____!” “I (13) _____,” I said. But next day I told the manager I wanted to go and he said, “I hoped (14) _____.”

1 **A** I’m working **B** I’ve been working **C** I am worker **D** I have been worker

2 **A** I should see him **B** me see him **C** that I saw him **D** me to see him

- 3 **A** when I should have **B** then I should have **C** when I had **D** then I had
- 4 **A** how he would be **B** how he should be **C** what he would be like **D** how he should like me
- 5 **A** that you will help **B** that you should help **C** you to help **D** you helping
- 6 **A** if you may **B** if you can **C** may you **D** can you
- 7 **A** explained him I liked **B** explained him I'd like
C told him I liked **D** told him I'd like
- 8 **A** will give **B** is going to give **C** gives **D** is giving
- 9 **A** please **B** to **C** please to **D** that she
- 10 **A** am going to find **B** will find **C** find **D** am finding
- 11 **A** to have **B** have **C** to get **D** get
- 12 **A** It looks to be marvellous **B** It looks marvellously
C It seems marvellous **D** It seems marvellously
- 13 **A** didn't yet say that yes **B** haven't said yes yet
C haven't yet said that yes **D** didn't yet say yes
- 14 **A** that you'd agree **B** that you agreed **C** for you to agree **D** you to agree

Choose the correct answer. Only one answer is correct.

- 15 Must we this homework tonight?
A to do **B** to make **C** do **D** make
- 16 My piano is magnificent since I was 18.
A I got it **B** I've got it **C** I have it **D** I've had it
- 17 The last time ... to the library was last week.
A I have gone **B** I have been **C** I was **D** I went
- 18 My parents in this evening.
A are both **B** all are **C** both are **D** are all
- 19 I don't want
A that anybody saw me **B** anybody to see me
C that anybody sees me **D** anybody see me
- 20 Can I this book back to you?
A to take **B** to bring **C** take **D** bring
- 21 Why is there traffic on the streets in February than in May?
A less **B** fewer **C** few **D** little
- 22 it's raining, we'll stay at home.
A As **B** Like **C** How **D** Because of
- 23 Tim sat near the fire warm.
A for to get **B** for get **C** to get **D** for getting

- 24 I don't know where
A the lavatory to be **C** be the lavatory **B** is the lavatory **D** the lavatory is
- 25 We watched carefully the houses.
A during she walked against **B** during she walked towards
C while she walked against **D** while she walked towards
- 26 Jane had furniture for her room.
A enough **B** many **C** all **D** any
- 27 I like two records.
A these both **B** both these **C** all these **D** these all
- 28 To drive a car safely it is good brakes.
A essential with **B** essential having **C** essential to have **D** essential have
- 29 If you've read my book, please to me.
A give it again **B** give again it **C** give it back **D** give back it
- 30 people came than I expected.
A Other **B** Fewer **C** Another **D** Few
- 31 In some countries children normally go bikes.
A to school on **B** to the school on **C** to school by **D** to the school by
- 32 You'll get cold without your coat,
A Take on it! **B** Take it on! **C** Put on it! **D** Put it on!
- 33 We haven't got a record player. Let's
A to borrow the Mary's **B** borrow Mary's
C to lend one of Mary **D** lend Mary's one
- 34 Mary be in Paris because I saw her in town only an hour ago.
A mustn't **B** isn't able to **C** can't **D** may not
- 35 The station? Take the second turning
A to left, then go straight on **B** to the left, then go straight on
C to left, then go right forward **D** to the left, then go right forward
- 36 Simon the club.
A often plays tennis at **B** often plays tennis on
C plays often tennis at **D** plays often tennis on
- 37 Do you want another cake? No, thank you,
A I still have got some left **B** I've still got some left
C I still have some ones **D** I have still some ones
- 38 The men were all office workers.
A which I talked **B** to those I talked
C those I talked to **D** I talked to
- 39 is Oxford from Cambridge?

