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ФИО: Локтионова Оксана Геннадьевна

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УТВЕРЖДАЮ:

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 М.А. Пархомчук

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

Иностранный язык  
(наименование дисциплины)

38.03.01 Экономика, направленность  
(профиль) «Мировая экономика»  
(код и наименование ОП ВО)

# **1 ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ УСПЕВАЕМОСТИ**

## ***1.1 ВОПРОСЫ ДЛЯ СОБЕСЕДОВАНИЯ***

*Темы 1-12 - «Окно в мир английского языка; Знакомьтесь: Великобритания; Что такое экономика; Профессия: экономист; Макроэкономика и микроэкономика; Основные проблемы экономики; Экономические системы мира; Спрос и предложение; Эластичность» спроса; Мировая экономика; Выдающиеся правители мира»*

1. What is economics? What is economy? How are they interconnected?
2. What is national economy? What is international (world) economy? Are they interconnected?
3. What do economists as experts in the science of economics do?
4. What are three basic economic questions?
5. What are three basic economic social choices?
6. Why is it unnecessary to produce by yourself everything you need?
7. Why is the market process said to be an extension of the way things work in nature?
8. In what way does a market modify the natural “produce and consume” cycle?
9. How is a market defined in professional terms?
10. What are the most common types of economy?
11. What is a market? What is a market economy?
12. What is microeconomics? What is macroeconomics?
13. What is the difference between needs and wants? Explain how a need may also be a want.
14. What is scarcity and why does it exist? What is a shortage?
15. How does scarcity affect consumers? Producers?
16. Why are people affected by scarcity regardless of their income?
17. What helps economists identify the factors of production?
18. What are the factors of production? What categories are they divided into?
19. What is the difference between fixed and variable factors?
20. Why are fixed factors supplementary in nature?

21. How do nations get wealthier even when available land diminishes over time? Consider the factors of production in your answer.

*Темы 13-14 - «Деньги и их функции; Источники дохода; Как хранят свои сбережения в США»*

1. Traditional economy: “pros” and “cons”.
2. Command economy: “pros” and “cons”.
3. Market economy: “pros” and “cons”.

*Темы 15-16 - «Потребительский кредит; Получение и использование кредита»*

1. Can you imagine a world without scarcity – a world where nobody had to work and people could have everything they wanted free of charge? Would you enjoy living in such a world? Why / why not? Have there ever been any attempts in the history of mankind to create a society without scarcity?
2. Think of a product you have recently purchased. How do you think the four factors of production were used to create this product?

*Темы 17-19 - «Виды кредитов, их доступность; Оценка кредита; Теория международной экономики»*

The Concept of the Market in different countries of the world.

*Темы 20-22 - «Основные понятия международной экономики; Инфляция; Виды инфляции и бизнес»*

1. Why can economics be regarded as the study of making choices? Почему экономика может быть расценена как исследование того, чтобы делать выбор?

2. What is the relationship between the way our economy does and the way our people do? Каковы отношения между способом, которым наша экономика делает и способ, которым делают наши люди?
3. What is a market? Что такое рынок?
4. What is any country's national economy concerned with? Какова национальная экономика какой-либо страны, касавшаяся в?
5. What is world economy?

*Темы 23-24 - «Экономическая стабильность; Импорт-экспорт»*

The economy is to business as the ocean is to fish.

*Темы 25-27- «Маркетинг; Менеджмент; Реклама»*

1. How do you understand the meaning of the verb "to manage"?
2. What are managers needed for?
3. What qualities do you think a person needs to be a good manager?
4. What personal and professional skills do you need for a successful business career in our country (e.g. special training, knowledge of foreign languages, outstanding personality)?

**1.2 КОНТРОЛЬНЫЕ ЗАДАНИЯ**

*Темы 1-9. Контрольное задание – 1*

Choose the most appropriate variant

1. An entrepreneur is most commonly the \_\_\_\_\_ child in the family.  
a) youngest b) middle  
c) oldest d) doesn't matter
2. An entrepreneur is most commonly:  
a) single b) divorced  
c) married d) widowed

3. An entrepreneur is most typically:
- a) a man b) a woman
  - c) either
4. An individual usually begins his or her first significant entrepreneurial business enterprise at which age?
- a) teens b) twenties
  - c) thirties d) forties
  - e) fifties
5. Usually an individual's entrepreneurial tendency first appears evident in his or her:
- a) teens b) twenties
  - c) thirties d) forties
  - e) fifties
6. Typically an entrepreneur has achieved the following educational attainment by the time the first significant business venture begins:
- a) less than secondary (high) school
  - b) secondary (high) school diploma
  - c) secondary-technical school diploma
  - d) higher education
7. An entrepreneur's primary motivation for starting business is:
- a) to make money b) to be famous
  - c) to create job security d) to be independent
8. The primary motivation for the entrepreneur's need for achievement is based upon a relationship with:
- a) spouse b) mother

c) fattier d) children

9. To be successful in an entrepreneurial venture you need:

a) money b) hard work

c) good idea d) luck

e) all of the above

10. Entrepreneurs and venture capitalists:

a) get along well b) are the best of friends

c) have different objectives

11. A successful entrepreneur relies on which of the following for critical management advice:

a) internal management team

b) external management professionals

c) no one

12. Entrepreneurs are best as:

a) managers b) venture capitalists

c) planners d) doers

13. Entrepreneurs are:

a) high-risk takers (big gamblers)

b) moderate-risk takers (realistic gamblers)

c) small-risk takers (take few chances)

14. Entrepreneurs:

a) are the life of the party

b) are bores at a party

c) never go to parties

d) just fit into the crowd at a party

15. Entrepreneurs tend to “fall in love” with:

- a) new ideas b) new employees
- c) new manufacturing ideas d) new financial plans
- e) all of the above

16. Entrepreneurs typically create:

- a) service businesses b) manufacturing companies
- c) financial companies d) construction companies
- e) a variety of ventures

2. Choose the best endings to the following statements.

1. Our goods and services are sold for money, and that money is exchanged for ....

- a) cheques b) money orders
- c) other goods and services

2. Originally, a valuable metal served as ... .

- a) an instrument of credit b) a constant store of value
- c) a national currency

3. The US government maintains ... .

- a) the American dollar b) the British pound
- c) the French franc

4. Nowadays national currencies are considered to be as strong as ... .

- a) the national economies b) the government
- c) the banking system

5. Cheques and money orders perform the function of ... .

- a) money b) substitute money
- c) a constant store of value

6. A man will obtain large sums of credit if his assets ... .

- a) are considerable b) are in doubt
- c) equal zero

7. The purchasing power is dependent on ... .

- a) credit b) supply and demand
- c) business transactions

*Темы 1-9. Контрольное задание – 2*

1. Выберите правильный вариант множественного числа.

- a) child b) childs c) children

2. Подберите нужное неопределенное местоимение.

Wait a minute. There is \_\_\_\_\_ in the room.

- a) somebody b) anybody

3. Закончите предложение, используя степень сравнения прилагательного, данного в скобках.

Today it is \_\_\_\_\_ than it was yesterday. (warm)

4. Вставьте необходимый предлог (in, on, at).

Passengers should be \_\_\_\_\_ time for their airplane.

5. Вставьте артикль (a, an, the), если необходимо.

I want to go for \_\_\_\_\_ walk with my dog.

6. Поставьте апостроф' в правильном месте.

Can I take my fathers watch, please.

7. Закончите предложение, вставив нужный модальный глагол (should, would, need, might).

\_\_\_\_\_ you like to go for a drive this weekend?

8. Поставьте глагол, данный в скобках, в правильную форму.

He \_\_\_\_\_ at school yesterday. (be)



9. Поставьте глагол, данный в скобках, в правильную форму.

I \_\_\_\_\_ English words at this moment (learn)

10. Выберите нужное сопутствующее слово, чтобы закончить предложение (tomorrow, already, ago, usually).

We have \_\_\_\_\_ done this work, you may check it.

11. Раскройте скобки, поставив глагол в правильную форму пассивного залога.

This computer (use) very often, use another one.

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12. Закончите предложение, употребив инфинитив или герундий.

They always enjoy \_\_\_\_\_ interesting programs on TV (to watch или watching)

13. Переведите следующее предложение из прямой речи в косвенную.

“I am very busy at the moment”, he said.

---

14. Раскройте скобки, употребив глаголы, данные в скобках, в правильном времени.

She said she (can't) remember where she (put) her passport.

---

15. Расставьте слова в предложении в правильном порядке.

do the shopping/I/every Saturday/at the market

---

16. Задайте разделительный вопрос к данному предложению (не так ли?).

You are going to pass examination in History, ..... ?

17. Образуйте необходимую по смыслу часть речи от глагола, данного в скобках.

We can find all the necessary \_\_\_\_\_ in the Internet. (to inform)

18. Прочитайте текст и затем выполните задания на понимание прочитанного.

In 1775, when the American War of Independence began, George Washington was chosen to lead the American army. Washington knew his job would be difficult. The army was small. The soldiers were untrained and had few guns. The British army was large and strong. Its soldiers were very well trained.

Early battles showed Washington's problems. His army was easily defeated in the battle of New York. Then Washington thought of a plan. On Christmas night in 1776, his soldiers attacked the enemy in the city of Trenton, New Jersey. The British soldiers never expected an attack on such a night. They were having a Christmas party. Washington won his first victory. Washington's army won the final battle in Yorktown in 1781.

George Washington was the great leader and was really respected by all his men. He was not interested in fame or money, but only in helping his country.

Определите, верны ли следующие предложения. Выберите Т, если утверждение верно, F, если неверно и N, если в тексте информация не указана.

1. George Washington was made president of the USA in 1775. T F
2. The British army was bigger and better trained than American. T F
3. The Americans won all their battles. T F
4. George Washington was interested in fame and money. T F

23. Соедините названия англоязычных стран с их столицами.

- |            |           |
|------------|-----------|
| 1) The USA | a) London |
|------------|-----------|

2) Great Britain

b) Canberra

3) Australia

c) Washington, D.C.

24. Выберите правильный вариант, чтобы закончить предложение.

The symbol of the USA is a \_\_\_\_\_.

a) red rose b) maple leaf c) bald eagle

*Темы 10-14. Контрольное задание – 3*

### Small Business in the USA: An S-Corporation Is not Always Best

It is generally believed that small companies should incorporate as S-corporations. While an S-corporation enjoys many corporate attributes (the main is that the owners of a corporation do not expose their personal assets to corporate liability), it is treated like a partnership for purposes of determining its Federal income tax liability. At the end of each fiscal year, its total earnings (or losses) are prorated to each shareholder, and these earnings (or losses) are incorporated into their individual income tax returns.

Among the advantages of the S-corporation for small business is no "double taxation" — paying an income tax on corporate net income, and then paying an individual income tax on the dividend income subsequently distributed by the corporation.

Thus, an S-corporation "generally will not be liable for federal income tax." If losses are incurred during the start-up period (or any other period), these losses can be deducted each year from the shareholders' tax returns. All income, losses, credits, and deductions are "washed through" the S-corporation at the end of each fiscal year, and carried directly to the individual tax return for each shareholder. Being emptied out at the end of each fiscal year, the S-corporation has no retained earnings account.

For most of small businesses, the S-corporation has long been the preferred corporate structure. The operational accounting is simpler, and accounting, legal, and administrative expenses are minimized. Shareholders receive the immediate benefits of earnings without "double taxation", and the shelter of tax deductible losses on their individual tax returns. There are sound reasons to state that this is generally the most popular corporate structure.

However, for small businesses that are growing rapidly, the conventional C-corporation status may turn out to be more preferable. The primary motivation for such a change would be the ability to retain and reinvest earnings in the expanding business.

The maximum Federal income tax rate for C-corporation is 34 percent for taxable income up to \$10.0 million, whereas the maximum tax rate on S-corporation income is now the maximum individual rate of 39.6 percent. At the other end of the range, the Federal tax on corporate income of \$100,000 is \$22,250 for a C-corporation, whereas the incremental tax on this income added to other income of the shareholder in an S-corporation could be as high as \$39,600 if the shareholders are already in the maximum tax bracket. If the business is striving to retain and reinvest all possible cash during a period of strong growth, it will obviously forgo distributing cash dividends thereby avoiding the problem of "double taxation."

The maximum tax be will be effectively reduced by more than 16 percent, and substantial funds will then be retained to meet the capital needs of the expanding enterprise. Discounting the effects of depreciation charges, this shift of corporate structure yields an almost 10 percent increase in net cash flow.

Задания по тексту:

1. Перевести текст письменно.

2. Выписать специальную лексику.

3. Ответить на вопросы письменно.

What types of corporations are described?

What is the maximum corporation tax rate for taxable income up to \$10.0 million?

What is the main advantage of the S-corporation status?

What does the term "double taxation" mean?

In what case is the C-corporation status more preferable than the S-corporation status?

*Темы 15-18. Контрольное задание – 4*

Put the words in brackets in the correct passive form.

1. The world's future (decide) at this time.

2. Many people in Britain think that smoking age should (raise).

3. The Roman Army (divide) into legions of about 5,000 men.

4. You (press) for time if you take the course.

5. People (warn) about HIV and AIDS for over twenty years now.

6. The Anglo-Irish Agreement (sign) by Margaret Thatcher and Irish Prime Minister Garret FitzGerald on November 15, 1985.

7. Three terror suspects (interrogate) by the police now.

8. Upper and Lower Canada (unite) by 1841.

9. Next year the farm (own) by the same family for 100 years.

10. "Cats (intend) to teach us that not everything in nature has a purpose." (Garrison Keillor)

11. By the 1860s, baseball, unrivaled in popularity, (describe) as America's "national pastime."

12. When I met her, she (separate) from her husband for four years.

*Темы 19-22. Контрольное задание – 5*

- Choose the right word to make the sentence meaningful.

1. It is our \_\_\_\_\_ interest to strengthen public institutions such as health care and education. (joint / common)
2. As a married, 35-year-old father of two, Boris couldn't \_\_\_\_\_ to give up his job and go to school full time. (afford / allow)
3. At 8 pm, one hour after the storm started, hundreds of houses were \_\_\_\_\_. (injured / damaged)
4. On the \_\_\_\_\_ of it, the price seems quite reasonable, but we don't have all the necessary information. (face / surface)
5. The only way to win the war is to \_\_\_\_\_ against the common enemy. (join / unite)
6. As a result of the earthquake more than 1,000 buildings \_\_\_\_\_ damage, about half of which totally collapsed. (suffered / caused)
7. Jack \_\_\_\_\_ me 50 pounds and he's been avoiding me for a week now. (owns / owes)
8. The Renault Formula One team have \_\_\_\_\_ punishment for their role in the sport's latest spy scandal. (avoided / escaped)
9. Mike couldn't \_\_\_\_\_ his children any time because he was always busy at work. (spend / spare)
10. A recent experiment has shown that birds that live in a \_\_\_\_\_ climate have bigger brains than those that enjoy a mild climate. (harsh / heavy)
11. Can I use my EU ID to have a \_\_\_\_\_ in Spain? (rest / holiday)
12. If your family has a \_\_\_\_\_ room in the house, that's a good place to have a library in. (free / spare)

13.The University of Texas at San Antonio spent more than \$2 million last year on programs to

\_\_\_\_\_ the gap between high school and college. (bridge / fill in)

14.A(n) \_\_\_\_\_ error of students is the failure to organize their thoughts before writing an essay. (ordinary / common)

15.Emergency services have \_\_\_\_\_ no effort to help people whose homes were destroyed by the tornadoes. (saved / spared)

16.The \_\_\_\_\_ British Prime Minister is disappointed with the progress in the Middle East. (current / now)

17.The idea that women have to \_\_\_\_\_ a choice between a career and children is still present in many academic institutions. (make / do)

18.The White House spokesman \_\_\_\_\_ to comment on the discussion between the White House and the Environmental Protection Agency. (rejected / refused)

*Темы 23-24. Контрольное задание – 6*

Fill in the gaps with do or make in the correct form.

1.A lot of scientists worldwide \_\_\_\_\_ research on cancer, but a lot of people still suffer from this disease.

2.Could you \_\_\_\_\_ me a favour, please?

3.He \_\_\_\_\_ a fortune manufacturing the first bright headlights for cars.

4.As a firefighter, he always \_\_\_\_\_ his duty.

5.Freedom is not worth having if it does not include the freedom to \_\_\_\_\_ mistakes (Mahatma Gandhi).

6.That morning I asked him all of the burning questions, about why he had left and why he (never) \_\_\_\_\_ an effort to see me.

7.A slice of pizza once a month \_\_\_\_\_ you any harm, but you should be careful to eat a healthy diet.

8.I wonder why we \_\_\_\_\_ so much fuss about sending Christmas cards.

9.He \_\_\_\_\_ his best to comfort me while I've been ill.

10.The government (currently) \_\_\_\_\_ progress on environmental issues.

11.What sport \_\_\_\_\_ you \_\_\_\_\_ now?

12.In 1790, the Comanche \_\_\_\_\_ peace with another tribe they had been fighting for many years.

- Choose the correct form in italics.

1.In 1948, the transistor has developed /was developed by the Bell Telephone Company.

2.The Vietnam war was dividing /was divided the nation.

3.Women must be recognized/ must be recognizing in Iraq's new society.

4.An agreement on cooperation between the two countries will be signed /will sign on Wednesday.

5.Britons using the music download website have warned /have been warned that they are breaking the law.

6.By that time the friends had raised /were raised enough capital to open a trading store.

7.By the age of six the average child will be completed /will have completed the basic American education.

8.A privately developed manned rocket will attempt /will be attempted to reach space this month.



9. Worldwide some 11% of mammals and birds are threatened /are threatening with extinction.

10. Many giant multinational companies were pressed /were pressing Bangladesh for enforcement (применение) of the intellectual property rights.

11. I had known Steve since kindergarten and had invited /had been invited to every other birthday.

12. By the end of the year, 12,000 kilometers of those roads will have been finished /will have finished.

*Темы 25-27. Контрольное задание – 7*

I. Complete each sentence using there is/are or the appropriate form of to have and to be.

Natural gas ----- a major Ukrainian import from Russia.

I \_\_\_\_\_ very busy at the moment.

The gym \_\_\_\_\_ free to hotel guests.

\_\_\_\_\_ still a whole month till the presentation.

These planes typically \_\_\_\_\_ 96 to 118 seats.

Helen (not) \_\_\_\_\_ much money with her.

II. Complete each sentence using the Present Simple of the verbs in brackets.

The company \_\_\_\_\_ over 7000 people. (employ)

What time the plane \_\_\_\_\_ in Madrid? (arrive)

New Zealand and Australia \_\_\_\_\_ to reduce import duties. (plan)

My friend \_\_\_\_\_ BBC news every morning. (watch)

Why DVDs \_\_\_\_\_ so much more in Brazil than elsewhere. (cost)

III. Insert the appropriate form of to be where necessary.

Our \_\_\_\_main\_\_\_\_ overseas\_\_\_\_ market \_\_\_\_ China.

Prices\_\_\_\_\_ extremely\_\_\_\_\_ high\_\_\_\_\_ in this\_\_\_\_\_ part \_\_\_\_\_of the city.

How\_\_\_\_\_ much \_\_\_\_\_that\_\_\_\_\_ TV stand?

IV. Put questions so that the words in bold could be the answers.

The hotel offers a free swimming pool.

10,000 American companies now do business in China.

I probably spend over \$100 a month on electricity.

V. Make up questions.

the/do/ what/company?

name/the/company/your/of/ /what?

many/company/the/employ/people/how?

VI. Translate the sentences.

Исполнительный директор несет ответственность за эти решения.

Новые модели сотовых телефонов — в выставочном зале.

В нашем районе три филиала этого банка.

У вас есть постоянный источник дохода?

В этом магазине не принимают наличные — только кредитные карточки.

Вы предоставляете скидки пенсионерам? — Да, конечно.

VII. Read the information about a Swiss watch manufacturer and fill in the gaps with the words from the box.

employs, French, designs, retire, daily, comes out, companies, manufacturer, produce, profits, costs

Nicolas Hayek is the founder and President of SMH. SMH is a Swiss watch

1)\_\_\_\_\_with its head office in Zurich, Switzerland, and a large, modern factory in Granges, France. It 2)\_\_\_\_\_14,000 people. There are twelve

3)\_\_\_\_\_ in the group, including Tissot, Omega, and Swatch.

The company's most famous product is the Swatch watch. The Swatch has a quartz mechanism but only fifty one parts. A new collection 4)\_\_\_\_\_ twice a year with forty new 5)\_\_\_\_\_. SMH sells ten million Swatch watches a year.

The factory in Granges is open twenty-four hours a day, with a 6)\_\_\_\_\_ production of 35,000 watches. Created in 1983, the company makes large 7)\_\_\_\_\_ every year, but a Swatch watch still only 8)\_\_\_\_\_ £ 25, the same price as in 1983.

Nicolas Hayek is now sixty-five, but he has no plans to 9)\_\_\_\_\_. One day he hopes to 10)\_\_\_\_\_ the Swatch car, a revolutionary automobile for the century. But it's not 'all work to play' for Mr. Hayek. In his free time he plays a lot of tennis, sometimes with his friend Jean-Paul Belmondo, the 11)\_\_\_\_\_ actor.

*Темы 25-27. Контрольное задание – 8*

1. Read and translate the text.
2. Write an essay to the topic «How people save their savings in the USA»

### **Where do people put their savings in the united states?**

Most of the nation's personal savings are held by the commercial banks, different types of savings institutions, and credit unions. The deposits held by these institutions are insured by agencies of the federal government. Savings institutions offer one or more of the following kinds of accounts:

- Passbook and statement savings accounts. The safety of your money and high liquidity are the most important advantages of these accounts. Minimum balance requirements are usually quite low, and your savings can be withdrawn at any time. The disadvantage of passbook and statement savings accounts, however, is that they pay relatively low interest rates.

- NOW (Negotiable Order of Withdrawal) accounts. NOW accounts pay interest and allow the depositor to write checks. NOW accounts generally offer a slightly lower rate of return than savings accounts.

- Money-market accounts. These insured accounts allow you to write a limited number of checks while participating in the "money market" where banks and other businesses buy and sell short-term credit instruments, notes and other kinds of IOU's that come due in a year or less. The rate of return for money market accounts is usually higher than for passbook savings accounts.

- Certificates of deposit. Certificates of deposit, or CD's, pay the highest rates of interest offered by banks and savings institutions. They require the money to be left on deposit for a specified period of time that can run from a few weeks to five or more years. The money can be withdrawn early, if necessary, but not without a penalty.

- Credit-union accounts. Credit unions, associations of people with some thing in common, often serve people who have the same employer, work in the same industry, or belong to a particular church, labor union, or club. Credit unions offer insured savings plans similar to those offered by other savings institutions. In most instances, however, the rate of return offered by credit unions is higher than that of the other institutions.

- US savings bonds. US savings bonds can be purchased at most savings institutions. Guaranteed by the United States government, they are one of the safest investments one can make. Since 1986 the bonds pay no less than 6 percent interest when held for five years. After five years bonds earn a variable rate adjusted every six months.

• Money-market funds. Money market funds use the resources of their investors to buy money-market certificates. Money-market funds generally pay a higher rate of return than savings and NOW accounts. Unlike other accounts at savings institutions, money-market fund accounts are not insured nor do they provide check-writing privileges.

3. Choose the best endings to the following statements.

1. Most people are unable to make first-hand judgments of...

- a) price
- b) colour
- c) quality

2. The advertiser appeals to reason and ....

- a) emotional responses
- b) the producer
- c) another advertiser

3. The British Code of Advertising Practice protects the consumer from ....

- a) being informed
- b) being controlled
- c) being deceived and misinformed

4. Advertisements should not without justifiable reason play on ....

- a) fear
- b) positive emotions
- c) experience

5. Advertisements should not contain anything that is likely to mislead the consumer about....

- a) the programme

- b) the product
  - c) the market
6. Consumers should not be led to overestimate ....
- a) the beauty of goods
  - b) the value of goods
  - c) the attractiveness of goods
7. Advertisements should be readily recognized as ....
- a) news
  - b) advertisements
  - c) games
8. Advertisements should not manifest disregard for ....
- a) jokes
  - b) humour
  - c) safety
4. Choose the most appropriate variant to complete the sentence.
1. The dollar, the mark and the yen are all.
- a) monies b) currencies c) capital
2. Borrowed money that has to be paid back constitutes a
- a) subsidy b) debt c) deposit
3. Money in notes and coins is called
- a) capital b) cash c) reserves
4. Money borrowed from a bank is
- a) income b) deposit c) loan
5. Money placed in banks and other saving institutions constitutes a
- a) finance b) reserves c) deposit

6. The money earned for a week's manual work is called
  - a) income b) wages c) salary
7. All the money received by a person or a company is known as
  - a) wages b) aid c) income
8. The money paid for a month's (professional) work is a
  - a) salary b) cash c) loan
9. Money paid by the government or a company to retired person is a
  - a) rebate b) pension c) subsidy
10. Regular part payments of debts are called
  - a) deposits b) installments c) loans
11. Money given to producers to allow them to sell cheaply is called a
  - a) subsidy b) rebate c) loan
12. The money that will ultimately be used to pay pensions is kept in a
  - a) deposit b) fund c) budget
13. The money needed to start a company is called
  - a) debt b) loan c) capital
14. If you possess something, you can say that you are
  - a) owe b) an owner c) own
15. An amount of money borrowed is a
  - a) debt b) loan c) debit
16. A person who has borrowed money is a
  - a) owner b) creditor c) debtor
17. Another word for a lender is a / an
  - a) debtor b) creditor c) owner

18. To let someone else have the use of your money for a certain period of time, after which it must be paid back, is to

a) credit b) steal c) lend

19. The income received by someone who lends money is called

a) premium b) dividends c) interest

20. The amount of money a lender receives for a loan or an investment, expressed as a percentage, is known as its return or

a) yield b) dividend c) income

4. Translate from Russian into English in a written form.

A

Реклама представляет собой любую оплачиваемую форму презентации и продвижения продукции, услуг или идей каким-либо конкретным человеком или организацией. Она процветает в основном в странах со свободной экономикой, ориентированной на получение прибыли. Это один из главных факторов ускорения сбыта товаров, способствующих подъему жизненного уровня. Реклама не может превратить плохой товар или услугу в хороший. Однако то, что она может сделать – и делает – это сообщает о старых и новых товарах и услугах. Поэтому три основные задачи рекламы – это: 1) дать информацию о товаре или услуге; 2) создать для них приоритет; 3) стимулировать мысли и действия потребителя на их приобретение.

Работа в рекламе включает выполнение заказов рекламодателей, работу в средствах массовой информации, рекламных агентствах, снабжении или особых видах обслуживания.

B



Корни рекламы уходят в седую древность. Хотя основными ее пользователями являются частные предприятия, реклама находит применение во всем мире. Реклама – рентабельный способ распространения обращений, будь они рассчитанными на создание всемирного предпочтения к марке “Кока-кола” или на формирование у потребителей мотивации к потреблению молока.

Организации подходят к проведению рекламы по-разному. В мелких фирмах рекламой обычно занимается один из работников отдела сбыта, время от времени вступающий в контакт с рекламным агентством. Крупные фирмы учреждают у себя отделы рекламы. Управляющий таким отделом подчиняется вице-президенту по маркетингу. В функции рекламного отдела входят разработка общего бюджета на рекламу, утверждение представляемых агентством объявлений и кампаний, проведение мероприятий по прямой почтовой рекламе, устройство рекламного оформления дилерских заведений и осуществление прочих форм рекламы, которыми рекламные агентства обычно не занимаются. Большинство фирм пользуются услугами сторонних рекламных агентств, поскольку такая организация работы предлагает целый ряд преимуществ.

### ***1.3 МАТЕРИАЛЫ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ***

#### **Темы 1-4**

#### **Economist Guide: 5 Lessons Milton Friedman Teaches Us**

When Milton Friedman won the Nobel Prize in Economic Sciences in 1976, it marked the turning of the tide in academic economic thought, away from doctrinaire Keynesianism and toward the burgeoning “Chicago school.” Friedman brought about a renewed

emphasis on prices, inflation and human incentives, a direct counter to Keynes' focus on employment, interest and public policy.

To the extent that Keynes saw himself as the enemy of laissez-faire (evidence suggests this is exactly how he felt), Friedman was the new public face of free markets. Friedman won a major intellectual victory after three decades of Keynesian policies ended in stagflation in the late 1970s, something establishment Keynesians, such as Paul Samuelson, thought was impossible.

From a technical perspective, Milton Friedman is best known for his monetary policy and "A Monetary History of the United States," an epic volume devoted to his scientific work. But this is only one of the many contributions Friedman made to the political economy. The following are five lessons contemporary economists can still learn from Milton Friedman.

### ***1. You Should Judge Policies by Their Results, Not Their Intentions***

In many ways, Milton Friedman was an idealist and libertarian activist, but his economic analysis was always grounded in practical reality. He famously told Richard Heffner, host of "The Open Mind," in an interview: "One of the great mistakes is to judge policies and programs by their intentions rather than their results."

Many of Friedman's most controversial positions were based on this principle. He opposed raising the minimum wage because he felt it unintentionally harmed young and low-skilled workers, particularly minorities. He opposed tariffs and subsidies because they unintentionally harmed domestic consumers. His famous 1990 "Open Letter" to then-drug czar Bill Bennett called for the decriminalization of all drugs, mostly because of the devastating unintended effects of the drug war; this letter lost Friedman a swath of conservative supporters, whom he said failed "to recognize that the very measures you favor are a major source of the evils you deplore."

This lesson is critical for economists and policy wonks of all stripes. As Henry Hazlitt once put it: a bad economist only looks at the seen; the good economist looks at the seen and unseen consequences.

### ***2. Economics Can Be Communicated to the Masses***

During Friedman's landmark interviews on Phil Donahue's show in 1979 and 1980, the host said his guest was "a man who will never be accused of making economics confusing," and told Friedman "the nice thing about you is that when you speak, I almost always understand you." Dr. Friedman gave lectures on college campuses, including Stan-

ford and NYU. He ran a 10-series television program entitled “Free to Choose” and wrote a book with the same name. At all times, Friedman adjusted his content for his audience.

Friedman’s gift for communication was rare. Economist Walter Block, sometimes a friendly agitator of Friedman, memorialized his contemporary’s 2006 death by writing, “Milton’s valiant, witty, wise, eloquent and yes, I’ll say it, inspirational analysis must stand out as an example to us all.” More economists should learn from Friedman’s success; learning a social science is not very useful if you cannot communicate it to laypeople.

### ***3. Inflation Is Always and Everywhere a Monetary Phenomenon***

The most famous excerpt from Friedman’s writings and speeches is, “Inflation is always and everywhere a monetary phenomenon.” He defied the intellectual climate of his era and reasserted the quantity theory of money as a viable economic tenet. In a 1956 paper titled “Studies in the Quantity Theory of Money,” Friedman found that, in the long run, increased monetary growth increases prices but does not really affect output.

Friedman’s work busted the classic Keynesian dichotomy on inflation, which asserted that prices rose from either “cost-push” or “demand-pull” sources. It also put monetary policy on the same level as fiscal policy. Amusingly, Friedman’s insight was so sharp in his criticism of the Federal Reserve’s mismanagement of the money supply that the Fed actually stopped releasing minutes from the board’s meetings to avoid his scrutiny.

### ***4. Technocrats Cannot Control the Economy***

In a 1980 Newsweek column, Milton Friedman said: “If you put the federal government in charge of the Sahara Desert, in five years there’d be a shortage of sand.”

Friedman was a vicious critic of government power and was convinced free markets operated better on grounds of morality and efficiency. In terms of the actual economics, Friedman rested on a few truisms and basic, incentive-based analyses. He offered that no bureaucrat would or could spend money as wisely or as carefully as the taxpayers from whom it was confiscated. He spoke often of regulatory capture, that phenomenon where powerful special interests co-opt the very agencies designed to control them.

Friedman’s lesson is easy to understand: government policy is created and carried out through force, and that force creates unintended consequences that do not come from voluntary trade. Indeed, the valuable political power of government force creates an in-

centive for the wealthy and devious to misuse it, helping generate what Friedman dubbed “government failure.”

### **5. *Government Failures Can Be Just as Bad, or Worse, Than Market Failures***

Friedman combined his lessons about unintended consequences and the bad incentives of government policy. “Here you have a market failure,” Friedman told a Chicago student in a recorded lecture, “but in those same cases it’s also difficult to have government do anything about it...You have to put into the balance that when government seeks to achieve an answer, you’re likely to have a government failure.”

Friedman loved pointing out government failures. He exposed how President Nixon’s wage and price controls led to gas shortages and higher unemployment. He railed against the Interstate Commerce Commission (ICC) and Federal Communications Commission (FCC) for creating de facto monopolies in transportation and media. Famously, he contended that the combination of public schooling, minimum wage laws, drug prohibition and welfare programs had unintentionally forced many inner city families into cycles of crime and poverty.

This concept wraps up many of Friedman’s most powerful ideas: policies have unintended consequences; economists should focus on results, not intentions; and voluntary interactions between consumers and businesses often produce superior results to crafted government decrees.

## **Темы 5-7**

### **Economist Guide: 3 Lessons Karl Marx Teaches Us**

Karl Marx is often associated with such ideas as socialism and communism. It is surprising that so few are familiar with his actual philosophies and theories. Marx’s best-known works are “Capital: A Critique of Political Economy,” more commonly referred to as “Das Kapital,” and “The Communist Manifesto,” co-authored with his lifelong friend Friedrich Engels. He was, without question, one of the most important and revolutionary thinkers of his time.

“Capital,” published in 1867, was by far the more academic work, laying forth Marx’s theories on commodities, labor markets, the division of labor and a basic understanding of the rate of return to owners of capital. Nearly everything Marx wrote was viewed

through the lens of the common laborer. From Marx comes the idea that capitalist profits are possible because value is “stolen” from the working class and transferred to the employers.

Marxist ideas have very few direct adherents in contemporary times; indeed, very few Western thinkers embraced Marxism after 1898, when economist Eugen von Böhm-Bawerk’s “Karl Marx and the Close of His System” was first translated into English. In his damning rebuke, Böhm-Bawerk shows that Karl Marx fails to incorporate capital markets or subjective values in his analysis, nullifying most of Marx’s more pronounced conclusions. Still, there are some lessons that even modern economic thinkers can learn from Marx, including the following.

### ***1. Capitalism Is the Most Productive Economic System***

Though he was its harshest critic, Marx understood the capitalist system was far more productive than previous economic systems. In “Capital,” he wrote of “capitalist production” that combined “together of various processes into a social whole,” which included developing new technologies. He believed all countries should become capitalist and develop that productive capacity, and then workers would naturally revolt into communism.

You do not have to believe in Marx’s final conclusions to understand he is exactly correct: capitalism is the most productive economic system in world history. According to a 2003 report from the Federal Reserve Bank of Minneapolis, per capita income and productivity around the world never grew faster than populations until the late 18th century, when Britain first adopted pro-free market policies.

### ***2. The Labor Theory of Value Cannot Explain Profits***

Like all of the classical economists, Karl Marx believed in the labor theory of value to explain market prices. This theory stated that the value of a produced economic good can be measured objectively by the average number of labor hours required to produce it. In other words, if a table takes twice as long to make as a chair, then the table should be considered twice as valuable.

Marx understood the labor theory better than his predecessors and contemporaries, even Adam Smith, and presented a devastating intellectual challenge to laissez-faire economists in “Capital;” if goods and services tend to be sold at their true objective labor values as measured in labor hours, how do any capitalists enjoy profits? It must mean,

Marx concluded, that capitalists were underpaying or overworking, and thereby exploiting, laborers to drive down the cost of production.

While Marx's answer was eventually proven incorrect and later economists adopted the subjective theory of value, his simple assertion was enough to show the weakness of the labor theory's logic and assumptions; Marx unintentionally helped fuel a revolution in economic thinking.

### ***3. Economic Change Leads to Social Transformation***

Dr. James Bradford "Brad" DeLong, influential professor of economics at U.C. Berkeley, wrote in 2011 that Marx's "primary contribution" to economic science actually came in a 10-paragraph stretch of "The Communist Manifesto." Marx describes how economic growth causes shifts among social classes, often leading to a struggle for political power. This underlies an often unappreciated aspect about economics: the emotions and political activity of the actors involved. A corollary of this argument was later made by French economist Thomas Piketty, who proposed that while nothing was wrong with income inequality in an economic sense, it could create blowback against capitalism among the people. Thus, there is a moral and anthropological consideration to any economic system.

## **Темы 8-10**

### **Economist Guide: 3 Lessons Adam Smith Teaches Us**

For all the attention Adam Smith receives as the father of modern economics, most of his lasting influences are best classified as moral and social – maybe even anthropological. Smith was a Scottish professor of moral philosophy at Glasgow, and most of his economic insights were byproducts of this pursuit. Smith championed self-interest as enlightening and beneficial, and he viewed political or business power with contempt.

Smith was wrong on many of the details of his economic theory; like Karl Marx after him, Smith operated under the assumption of the now-defunct labor theory of value, for example. Smith either ignored or never fully addressed other aspects; he lacked a full-bodied theory of prices and made virtually no mention of time factors. Still, there are some valuable economic lessons left to be learned from his classic book, "An Inquiry into the Nature and Causes of the Wealth of Nations."

### ***1. The Main Causes of Economic Growth Are Division of Labor and Accumulation of Capital***

“Each individual becomes more expert in his own peculiar branch, more work is done upon the whole, and the quantity of science is considerably increased by it.”

Adam Smith begins “The Wealth of Nations” with a simple discussion of the division of labor within a pin factory. From that point forward, his focus never really deviates; in some ways, “The Wealth of Nations” is a tribute to the nearly endless applications of this fundamental economic concept.

The division of labor increases productivity for three reasons: it saves time and reduces setup costs, repetition and specialized education lead to increased dexterity and productivity, and it encourages the invention of machines or automation in the specialized areas. Smith didn’t discover these truths, but he did bring them together.

Smith also makes frequent reference to the stock of an economy, meaning savings and accumulated capital. Without pre-existing capital, businesses and entrepreneurs can’t hire workers, build factories or begin production. Smith understood that an economy requires savings to grow, for savings fuel investment and credit.

### ***2. Voluntary Exchange Will Not Take Place Unless Both Parties Believe They Will Benefit***

“Give me that which I want, and you shall this which you want, is the meaning of every such offer; and it is in this manner that we obtain from one another the far greater part of those good offices which we stand in need of.”

It’s inaccurate to think of economics as a science about market gains and losses. What economics really studies is how separate individuals benefit each other; namely that they do so unintentionally. Smith’s crucial insight is that markets and society improve naturally when people are allowed to trade freely.

Basic deductive logic proves that people do not enter into a trades voluntarily when they don’t expect to gain; otherwise they would not make the trade and would be better off staying put. Each successful trade sends a signal in the market that a certain good or service has value; if this happens enough, greater forces will be mobilized to bring about that good or service in greater abundance.

Nobel-winning economist Milton Friedman once said, “Most economic fallacies derive from the neglect of this simple insight, that market participants trade to benefit them-

selves.” Friedman and Smith also knew that interfering with voluntary exchanges has the opposite effect.

### ***3. Government Intervention Disrupts the Efficient Distribution of Resources on the Market***

“But though the law cannot hinder people of the same trade from sometimes assembling together, it ought to do nothing to facilitate such assemblies, much less to render them necessary.”

Though Smith believed in a functional, limited government, he didn’t want governments interfering with trade. Smith most famously used this argument against the prevailing economic theory of his time, something he labeled as “mercantilism,” because it favored subsidies and tariffs. Smith showed that free moving markets maximize the efficient flow of resources, which maximized the public good. Overreach by bureaucrats only hinders this process because it interrupts with crucial market signals.

Even though two trading partners accidentally create greater value by voluntarily exchanging, no third party can create additional value by forcing an exchange to take place – nor can a third party create additional value by forcefully interfering with the exchange of two separate parties. Rather, Smith felt that politicians and crony businessmen would likely use power to enrich themselves at the expense of the poor.

## **Темы 11-13**

### **Economic Conditions That Helped Cause World War II**

Looking around at the magnitude of death and destruction that resulted from the Great War, leaders of some of the world’s major powers convened a conference in Paris, the outcome of which they hoped would ensure that no such devastation would ever happen again. Unfortunately, the combination of a poorly designed peace treaty and the most severe economic crisis the modern world had ever experienced brought about a deterioration of international relations that would culminate in a war even more calamitous than the one that preceded it.

#### ***The Pretense of Peace***

The unfortunate irony of the Paris Peace Conference that begat the Treaty of Versailles was that, despite its authors’ best intentions to ensure a world of peace, the Treaty contained a seed that when sown in the soil of economic crisis would give rise, not to peace,



but to war. That seed was Article 231, which with its label “the war guilt clause” placed sole blame for the war on Germany and its need to make reparations payments as punishment. With such extensive reparations payments, as well as forced surrender of colonial territories and military disarmament, Germans were naturally resentful of the Treaty.

As early as 1923, the newly constituted Weimar Republic began delaying payments on war reparations, which initiated a retaliatory response by France and Belgium. Both countries would send troops to occupy the industrial center of the Ruhr River valley region effectively appropriating the coal and metal production that took place there. As much of German manufacturing was dependent on coal and metal, the loss of these industries created a negative economic shock leading to a severe contraction. This contraction as well as the government’s continued printing of money to pay internal war debts generated spiraling hyperinflation.

While price and economic stabilization would eventually be achieved – partly through the help of the American Dawes plan of 1924 – the hyperinflation wiped out much of the life savings of the middle class. The political consequences would be devastating as many people became distrustful of the Weimar government, a government that had been founded on liberal-democratic principles. This distrust, along with resentment over the Treaty of Versailles, lent itself to the increasing popularity of more left and right-wing radical political parties.

### ***The Great Depression and Deterioration of International Trade***

The onset of the Great Depression would serve to undermine any attempts at creating a more open, cooperative and peaceful post-war world. The American stock market crash in 1929 caused not just a cessation of loans provided to Germany under the Dawes Plan, but a complete recall of previous loans. The tightening of money and credit eventually led to the collapse of Austria’s largest bank in 1931, the Kreditanstalt, which kicked off a wave of bank failures throughout Central Europe, including the complete disintegration of Germany’s banking system.

Deteriorating economic conditions in Germany helped the Nazi party grow from being a relatively small fringe group to being the nation’s largest political party. Nazi propaganda that put blame on the Treaty of Versailles for much of Germany’s economic hardships fuelled Hitler’s rise in popularity with voters, who would make him German chancellor in 1933.

More globally, the Great Depression would have the effect of motivating individual nations to adopt more beggar-thy-neighbor trade policies in order to protect domestic industries from foreign competition. While such trade policies can be beneficial on an individual level, if every country turns to protectionism it serves to reduce international trade and the economic benefits that come with it. Indeed, countries without access to important raw materials will be especially burdened by the lack of free trade.

### ***From Imperialism to World War***

While the British, French, Soviets and Americans had large colonial empires to turn to for access to much needed raw materials, countries such as Germany, Italy and Japan did not. The deterioration of international trade led to the formation of more regional trade blocs with the 'have' nations forming blocs along colonial lines, like Great Britain's Imperial Preference system.

While 'have-not' nations looked to form their own regional trade blocs, they found it increasingly necessary to use military force to annex territories with the much needed resources. Such military force required extensive rearmament and thus, in the case of Germany, meant direct violation of the Versailles Treaty. But, rearmament also reinforced the need for more raw materials and consequently the need for territorial expansion.

Such imperialist conquests like Japan's invasion of Manchuria in the early 1930s, Italy's invasion of Ethiopia in 1935 and Germany's annexation of most of Austria and parts of Czechoslovakia in 1938, were all manifestations of the need to expand territories. But these conquests would soon draw the ire of two of Europe's major powers, and following Germany's invasion of Poland, both Britain and France would declare war on Germany on September 3rd, 1939, thus commencing the Second World War.

### ***The Bottom Line***

Despite noble aspirations for peace, the outcome of the Paris Peace Conference did more to reinforce hostility by singling out Germany as the sole instigator of the First World War. The Great Depression and the economic protectionism it engendered would then serve as the catalyst for the hostility to manifest itself in the rise of the Nazi Party and increasing imperialist ambitions amongst world nations. It was then only a matter of time before small imperialist conquests would lead to the breakout of World War II.

## **War's Influence on Wall Street**

The world of business has always been a harsh, survival-of-the-fittest environment. Like any realm in which there is competition and the threat of losses, the investing world is rife with conflict. So it is not surprising to see so many military terms creeping into the vocabulary of everyday investors or TV analysts. Take a look at the war-related terms that have invaded the corporate ranks.

### **Scorched Earth**

In 1812, Czar Alexander Romanov decimated the French army that Napoleon led against Russia – even though the French had superior numbers, tactics, quality of soldiers, munitions and everything else you'd put on your guaranteed-victory checklist. So how did one of the greatest military minds of all time lose in such a horrendous fashion? The simple answer is the Czar's scorched-earth policy: as the Russian army retreated, they burned every shelter, animal and plant that would catch fire, effectively leaving the French army without any "found" supplies to sustain them through a Russian winter. Napoleon's previous campaigns relied heavily on the spoils of war to replenish the troops, so he was utterly unprepared for an adversary who would rather destroy his own kingdom than let another take it.

Scorched earth continues to be a terrifying strategy for aggressors to face. In business mergers and acquisitions, not every takeover is welcome. In order to scare off a hostile firm, the target firm will liquidate all its desirable assets and acquire liabilities. However, this approach can prove to be a suicide pill because, even if it is successful, the company must try to reassemble itself or go down in the flames of a self-inflicted fire.

### **Blitzkrieg Tender Offer**

In the first two years of the World War II, Nazi Germany crushed its opponents all over Europe by means of the Blitzkrieg or "lightning war" strategy, a set of tightly focused military maneuvers of overwhelming force. Striking with tanks, artillery and planes in one area, the Nazis defeated France's supposedly impenetrable Maginot Line, which was still accustomed to the traditional front-based warfare.

The Blitzkrieg strategy used in corporate takeovers is a slight departure from the German warfare of the 1940s. A Blitzkrieg tender offer is an overwhelmingly attractive offer a takeover firm makes to a target firm. The offer is designed to be so attractive that objections are few or non-existent, allowing an extremely quick completion of the takeo-

ver. This tender offer's allusion to the World War II is based only upon the speed of the conquest; there was nothing alluring or attractive about the Nazis' Blitzkrieg.

### **Dawn Raid**

When organized warfare and the military were considered "gentlemen's affairs", a declaration of war, a location and a time would be issued to the adversary. Raids and guerilla warfare were the arenas of savages and rebels, not the tactics of a self-respecting army. However, the American Civil War, the two World Wars, the Vietnam War and the improvement of weaponry obliterated the old code of warfare, and made it commonplace to attack at any time – including dawn, when sleep is still thick in the enemy's eyes. Because at day break the level of preparedness is lower, the dawn raid maximized enemy casualties and so became a standard military practice. This logic has carried over to the corporate sector.

A dawn raid in the investing world occurs when a firm (or investor) purchases a large portion of shares in a target firm at the opening of the market. A stock broker for the hostile firm helps the firm build up a substantial stake (and maybe a controlling interest) in the unsuspecting target. The hostile firm significantly lowers its takeover costs by already holding a big chunk of its prey. Because the process is initiated through a brokerage and at the market opening, the target firm doesn't figure out what's going on until it's too late. Even though only 15% of a firm's stock can be captured in a dawn raid, this percentage is often enough for a controlling interest. (When an individual investor decides to do this, he or she is referred to as a raider.)

A dawn raid is sneakier and more effective than a formal bid in most cases, but it may lead to resentment from the target firm. Unlike the dawn raid in war, the dawn raid of the corporate world makes the people you just attacked before their morning coffee not just your defeated enemies but now a part of your own army, meaning dissent may soon brew in the ranks.

### **Capitulation**

Capitulation is a term that finds its roots in the Medieval Latin word "capitulare" which means "to draw up terms in chapters". Since the 1600s, however, capitulate has been synonymous with surrender, or defeat, usually military defeat. In the stock market, capitulation refers to the surrendering of any previous gains in stock price by selling equities in an effort to get out of the market and into less risky investments. True capitulation involves extremely high volume and sharp declines, which are indicative of panic

selling. After capitulation selling, many people believe the market place essentially becomes a bargain store because everyone who wanted out of a stock, for whatever reason (including forced selling due to margin calls), has sold. It follows logically (but only in theory) that the stock price should reverse or bounce off the lows. Simply put, some investors believe that true capitulation is the sign of a bottom.

### **War Chest and War Bonds**

The gathering of a war chest has been around as long as war. Emperors and kings would begin to amass tithes and taxes long before declaring war, presumably placing the funds in a chest (maybe labeled with a note “to attack the Dutch” or something). The reason for this hoarding was that experienced warriors cost money: mercenaries made up the bulk of the leadership, and peasants, who were conscripted, provided the cannon fodder.

This tradition of saving up to wage war, either aggressively or defensively, has continued on into the modern world of corporate warfare. Simply put, a war chest refers to the funds a company uses to initiate or defend itself against takeovers.

Rather than pulling out of already stretched budgets, the governments of some countries (U.S. included) use war bonds to raise a war chest. War bonds are government-issued debt, and the proceeds from the bonds are used to finance military operations. War bonds essentially fund a war chest that is voluntarily filled by the public. The appeal for these bonds is purely patriotic as they generally offer a return lower than the market rate. Basically, buying a war bond is supposed to make citizens feel like they are doing their part to support the troops – in the World War II, these bonds were hyped by sentimental persuasion and depictions of the evils of the enemy.

### **War Babies**

War babies are quite common all over the world. Children are classified as war babies if they satisfy one or both of the following:

1. They were born or raised during an invasion of their country.
2. They were fathered by foreign soldiers. This was extremely common in Vietnam. In fact, there are still war babies attempting to gain U.S. citizenship.

In contrast, the war babies of the investing world are the companies that enjoy a jump in stock prices during or before a war (traditionally a time of decline for the market). These companies are usually defense contractors who build munitions, aircraft, artillery,

tanks, etc. Although these companies aren't the bastard children of foreign soldiers, people usually do avoid claiming war babies in times of peace.

### **The Bottom Line**

That's that for the military parade down Wall Street. Military terms have crept into many vocabularies and the fiercely competitive realm of finance is no exception.

## **Темы 17-19**

### **How Interest Rates Can Go Negative**

For a long time economists believed that nominal interest rates, or the amount of money received for depositing money, were theoretically bounded by zero to the downside. Lately, however, central banks from Europe to Japan have implemented a negative interest rate policy (NIRP) in order to stimulate economic growth. How is this lower bound broken?

#### ***Real Rates Can and Have Been Negative***

Before addressing how negative interest rates are being employed today, it is worth noting that the real interest rate, which adjusts for inflation and accounts for the true cost of borrowing, can and has been negative before. The real rate is calculated as:  $\text{real rate} = \text{nominal rate} - \text{inflation}$ . If the central bank sets the nominal rate at 1% annualized and inflation is 2% a year, the real rate would be effectively negative 1%. For example, \$100 put into a bank would grow to \$101 after twelve months, but be worth \$98.98 in terms of buying power after inflation. In other words, the depositor has lost money by keeping it in the bank.

#### ***Negative Nominal Rates***

The negative nominal rates that have been in the news as central banks seek to stimulate their sagging economies, affect a very specific rate that only impacts members of the banking or financial system. The central bank's overnight interbank lending rate (examples are LIBOR and EURIBOR) is how much banks charge each other to borrow short-term reserves with the central bank acting as a warehousing facility for any excess reserves that the banking system cannot internally match up. It is important to understand that negative interest rates only apply to a small portion of funds, exceeding a certain amount, held by the central bank on behalf of the financial sector. Moreover, these

negative rates do not directly impact most other depositors, who have been used to very low rates of interest for nearly a decade anyhow.

The overnight interest rate is the basis for nearly every other interest rate including those on retail bank deposits, certificates of deposit (CDs), mortgages, auto loans and yields on corporate bonds. A negative nominal rate could serve to bring down all of those rates as well. The goal is that depositors would rather spend or lend those funds rather than have their value slowly erode over time. Many see this as a signal of desperation by central bankers who have failed to stabilize macroeconomic activity via traditional monetary policy methods, or even by quantitative easing (QE).

### ***The Bottom Line***

Japan now joins the European Central Bank (ECB), Sweden, Switzerland and Denmark in enacting a negative interest rate policy in order to kick-start the economy. The goal is to discourage financial institutions from hoarding cash and instead to lend or invest it. While only specific funds held by the banking sector will be subject to paying negative interest rates, it has the potential to lower interest rates across the board making it easier to borrow money for all. At the same time, such a move to negative rates may imply that central banks are out of ammunition in combating recessionary pressures in the economy and that, if this fails to produce good results, there may not be anything left to do.

## **Темы 20-22**

### **How Negative Interest Rates Work**

Interest rates are generally assumed to be the price paid to borrow money. For example, an annualized 2% interest rate on a \$100 loan means that the borrower must repay the initial loan amount plus an additional \$2 after one full year. On the other hand, a -2% interest rate means the bank pays the borrower \$2 after a year of using the \$100 loan, which is a lot to wrap your head around.

While negative interest rates are a great incentive to borrow, it's hard to understand why anyone would be willing to pay to lend considering the lender is the one taking the risk of a loan default. While seemingly inconceivable, there may be times when central banks run out of policy options to stimulate the economy and turn to the desperate measure of negative interest rates.

### ***Negative Interest Rates in Theory and Practice***

Negative interest rates are an unconventional monetary policy tool and, until 2014, had never been implemented by a major central bank. The European Central Bank (ECB) became the first when its deposit rate declined to 0.2 percent in September, 2014. A number of other European nations turned to negative interest rates so that over one quarter of Eurozone government-issued debt had negative yields by the end of March 2015.

Negative interest rates are a drastic measure that show policymakers are afraid that Europe is at risk of falling into a deflationary spiral. In harsh economic times, people and businesses have a tendency to hold on to their cash while they wait for the economy to pick up. But this behavior can serve to weaken the economy further as the lack of spending causes further job losses and lower profits, thus reinforcing people's fears and giving them even more incentive to hoard.

As spending slows, prices drop creating another incentive for people to wait as they wait for prices to fall further. This is precisely the deflationary spiral that European policymakers are trying to avoid with negative interest rates. By charging European banks to hold reserves at the central bank, they hope to encourage banks to lend more.

In theory, banks would rather lend money to borrowers and earn at least some kind of interest as opposed to being charged to hold their money at a central bank. Additionally, however, negative rates charged by a central bank may carry over to deposit accounts and loans, meaning that deposit holders would also be charged for parking their money at their local bank while some borrowers enjoy the privilege of actually earning money by taking out a loan.

Another primary reason the ECB has turned to negative interest rates is to lower the value of the euro. Low or negative yields on European debt will deter foreign investors, weakening demand for the euro. While this decreases the supply of financial capital, Europe's problem isn't supply but demand. A weaker euro should stimulate demand for exports, hopefully encouraging businesses to expand.

In theory, negative interest rates should help to stimulate economic activity and stave off inflation, but policymakers remain cautious because there are several ways such a policy could backfire. Because banks have certain assets like mortgages that, by contract, are tied to the interest rate, such negative rates could squeeze profit margins to the point where banks are actually willing to lend less.



Also, there's nothing to stop deposit holders from withdrawing their money and stuffing the physical cash in mattresses. While the initial threat would be a run on banks, the drain of cash from the banking system could actually lead to a rise in interest rates – the exact opposite of what negative interest rates are supposed to achieve.

### ***The Bottom Line***

While negative interest rates may seem paradoxical, this apparent intuition hasn't kept a number of European central banks from giving them a try. This is no doubt evidence of the dire situation that policymakers believe is characteristic of the European economy. When the Eurozone inflation rate dropped into deflationary territory at -0.6% in February 2015, European policymakers promised to do whatever it takes to avoid a deflationary spiral. But even as Europe embarked into uncharted monetary territory, a number of analysts believe negative interest rate policies could have severe unintended consequences.

## **Темы 23-24**

### **What Is the Quantity Theory of Money?**

The concept of the quantity theory of money (QTM) began in the 16th century. As gold and silver inflows from the Americas into Europe were being minted into coins, there was a resulting rise in inflation. This led economist Henry Thornton in 1802 to assume that more money equals more inflation and that an increase in money supply does not necessarily mean an increase in economic output. Here we look at the assumptions and calculations underlying the QTM, as well as its relationship to monetarism and ways the theory has been challenged.

### ***QTM in a Nutshell***

The quantity theory of money states that there is a direct relationship between the quantity of money in an economy and the level of prices of goods and services sold. According to QTM, if the amount of money in an economy doubles, price levels also double, causing inflation (the percentage rate at which the level of prices is rising in an economy). The consumer therefore pays twice as much for the same amount of the good or service. Another way to understand this theory is to recognize that money is like any other commodity: increases in its supply decrease marginal value (the buying capacity of one

unit of currency). So an increase in money supply causes prices to rise (inflation) as they compensate for the decrease in money's marginal value.

### The Theory's Calculations

In its simplest form, the theory is expressed as:

$$MV = PT \text{ (the Fisher Equation)}$$

Each variable denotes the following: M = Money Supply V = Velocity of Circulation (the number of times money changes hands) P = Average Price Level T = Volume of Transactions of Goods and Services

The original theory was considered orthodox among 17th century classical economists and was overhauled by 20th-century economists Irving Fisher, who formulated the above equation, and Milton Friedman.

It is built on the principle of "equation of exchange":

$$\text{Amount of Money} \times \text{Velocity of Circulation} = \text{Total Spending}$$

Thus if an economy has US\$3, and those \$3 were spent five times in a month, total spending for the month would be \$15.

### **QTM Assumptions**

QTM adds assumptions to the logic of the equation of exchange. In its most basic form, the theory assumes that **V** (velocity of circulation) and **T** (volume of transactions) are constant in the short term. These assumptions, however, have been criticized, particularly the assumption that V is constant. The arguments point out that the velocity of circulation depends on consumer and business spending impulses, which cannot be constant.

The theory also assumes that the quantity of money, which is determined by outside forces, is the main influence of economic activity in a society. A change in money supply results in changes in price levels and/or a change in supply of goods and services. It is primarily these changes in money stock that cause a change in spending. And the velocity of circulation depends not on the amount of money available or on the current price level but on *changes* in price levels.

Finally, the number of transactions (**T**) is determined by labor, capital, natural resources (i.e. the factors of production), knowledge and organization. The theory assumes an economy in equilibrium and at full employment.

Essentially, the theory's assumptions imply that the *value* of money is determined by the *amount* of money available in an economy. An increase in money supply results in a

decrease in the value of money because an increase in money supply causes a rise in inflation. As inflation rises, the purchasing power, or the value of money, decreases. It therefore will cost more to buy the same quantity of goods or services.

### ***Money Supply, Inflation and Monetarism***

As QTM says that quantity of money determines the value of money, it forms the cornerstone of monetarism.

Monetarists say that a rapid increase in money supply leads to a rapid increase in inflation. Money growth that surpasses the growth of economic output results in inflation as there is too much money behind too little production of goods and services. In order to curb inflation, money growth must fall below growth in economic output.

This premise leads to how monetary policy is administered. Monetarists believe that money supply should be kept within an acceptable bandwidth so that levels of inflation can be controlled. Thus, for the near term, most monetarists agree that an increase in money supply can offer a quick-fix boost to a staggering economy in need of increased production. In the long term, however, the effects of monetary policy are still blurry.

Less orthodox monetarists, on the other hand, hold that an expanded money supply will not have any effect on real economic activity (production, employment levels, spending and so forth). But for most monetarists any anti-inflationary policy will stem from the basic concept that there should be a gradual reduction in the money supply. Monetarists believe that instead of governments continually adjusting economic policies (i.e. government spending and taxes), it is better to let non-inflationary policies (i.e. gradual reduction of money supply) lead an economy to full employment.

### ***QTM Re-Experienced***

John Maynard Keynes challenged the theory in the 1930s, saying that increases in money supply lead to a decrease in the velocity of circulation and that real income, the flow of money to the factors of production, increased. Therefore, velocity could change in response to changes in money supply. It was conceded by many economists after him that Keynes' idea was accurate.

QTM, as it is rooted in monetarism, was very popular in the 1980s among some major economies such as the United States and Great Britain under Ronald Reagan and Margaret Thatcher respectively. At the time, leaders tried to apply the principles of the theory to economies where money growth targets were set. However, as time went on, many

accepted that strict adherence to a controlled money supply was not necessarily the cure-all for economic malaise.

## **Tema 25**

### **Globalization and the Butterfly Effect**

The butterfly effect concept has become important in the finance world as globalization continues to increase and capital markets connect. Volatility in one small area of the international markets can grow rapidly and bleed into other markets, and a hiccup in one corner of the international markets can have global consequences. Improvements in technology and wider access to the Internet has increased the degree to which international markets influence each other. This has led to more episodes of extreme market volatility.

The butterfly effect has become well-known in popular culture, and the concept has clear applications to finance. It and chaos theory may provide a partial explanation for the unpredictability of capital markets.

#### ***Origin and Meaning of Butterfly Effect***

The phrase “the butterfly effect” was first coined during a scientific meeting in 1972. Scientist Edward Lorenz gave a talk on his work regarding weather prediction models. The phrase suggests that the flap of a butterfly’s wings in Japan could create a small change in the atmosphere that might eventually lead to a tornado in Texas.

Lorenz studied how small differences in initial values led to large differences in weather models at the Massachusetts Institute of Technology. In 1961, he had entered an initial condition in a weather model as 0.506, rather than the precise number of 0.506127, which resulted in a completely different and unexpected weather pattern. In 1963, he wrote a paper on this concept, titled “Deterministic Nonperiodic Flow.” The butterfly effect concept shows how difficult it is to predict dynamic systems, such as weather and financial markets. Study of the butterfly effect has led to advances in chaos theory.

#### ***Application of Chaos Theory to Markets***

Capital markets go through alternating periods of calm and storminess. However, they are not always chaotic, and the shift between calm and chaos is often sudden and unpredictable. Some believe that these concepts of chaos theory can be used to understand how financial markets operate.

Markets tend to grow bubbles that eventually pop with drastic consequences. Financial bubbles often grow because of positive feedback. When investors make money during a rise in the financial markets, other observers think the investors must have made a smart decision, which leads the observers to invest their own money in the markets. The result is more buying and stock prices going higher. The positive feedback loop leads to prices beyond any logical or justifiable level. The loop eventually ends, and the last investors in are left hanging with the worst positions.

The same concept can explain volatile bear markets. The markets can suddenly shift due to outside factors, which causes investors to pay attention only to negative news. Initial selling leads to more selling as market participants liquidate their positions. The negative feedback loop tends to accelerate quickly, often resulting in a market full of under-valued stocks.

### ***Fractals and the Markets***

Prominent scientist Benoit Mandelbrot applied his work in fractals in nature to financial markets. He found that examples of chaos in nature, such as the shape of shorelines or clouds, often have a high degree of order. These fractal shapes can also explain chaotic systems, including financial markets. Mandelbrot noted that asset prices can jump suddenly with no apparent cause.

Many in the markets tend to dismiss the extreme events that occur less than 5% of the time. Mandelbrot argued that these outliers are important and play a significant role in financial market movements. Traditional portfolio theory tends to underestimate how often these high-volatility events occur. While his fractals cannot predict price movements, he argued that they could create a more realistic picture of market risks.

### ***Examples of the Butterfly Effect in Markets***

Although technology has increased the impact of the butterfly effect in global markets, there is a long history of financial bubbles going back to the tulip market bubble in Holland during the 17th century. Tulips were a status symbol among the elite. They were traded on exchanges in Dutch towns and cities. People sold their belongings to begin speculating on tulips. However, prices began to drop and panic selling ensued.

There are more recent examples of bubbles. On October 1987, known as Black Monday, the Dow Jones Industrial Average (DJIA) lost around 22% in one trading day, the largest percentage drop ever for that market. There was no apparent cause for the drop, though the DJIA had some large down days the week before, and there were interna-

tional issues in the Persian Gulf. In retrospect, issues with panic selling and perhaps program trading might be partly to blame.

In 2015, the Chinese stock market encountered significant volatility, dropping over 8% in one day. Similar to Black Monday, there was no single event or cause for the drop. This volatility quickly spread to other markets, with the S&P500 and the Nikkei losing around 4%. Also like Black Monday, there had been weakness in the Chinese markets in prior months.

Chinese officials had begun devaluing the renminbi. However, the main cause was likely the high degree of margin used by Chinese retail investors. When prices began to drop, investors received margin calls from their brokers. Retail investors were forced to liquidate their positions quickly to meet the margin calls, leading to a negative feedback loop of selling. In years prior, the Chinese government encouraged people to put their money in the market. Markets will only become more interconnected as technology continues to improve, and the butterfly effect will continue to be a factor in global markets.

## **Темы 26-27**

### **4 Factors That Shape Market Trends**

Trends are what allow traders and investors to capture profits. Whether on a short- or long-term time frame, in an overall trending market or a ranging environment, the flow from one price to another is what creates profits and losses. There are four major factors that cause both long-term trends and short-term fluctuations. These factors are governments, international transactions, speculation and expectation, and supply and demand.

#### ***Major Market Forces***

Learning how these major factors shape trends over the long term can provide insight into why certain trends are developing, why a trend is in place and how future trends may occur. Here are the four major factors:

##### ***1. Governments***

Governments hold much sway over the free markets. Fiscal and monetary policy have a profound effect on the financial marketplace. By increasing and decreasing interest rates the government and Federal Reserve can effectively slow or attempt to speed up growth within the country. This is called monetary policy.

If government spending increases or contracts, this is known as fiscal policy, and can be used to help ease unemployment and/or stabilize prices. By altering interest rates and the amount of dollars available on the open market, governments can change how much investment flows into and out of the country.

## *2. International Transactions*

The flow of funds between countries impacts the strength of a country's economy and its currency. The more money that is leaving a country, the weaker the country's economy and currency. Countries that predominantly export, whether physical goods or services, are continually bringing money into their countries. This money can then be reinvested and can stimulate the financial markets within those countries.

## *3. Speculation and Expectation*

Speculation and expectation are integral parts of the financial system. Where consumers, investors and politicians believe the economy will go in the future impacts how we act today. Expectation of future action is dependent on current acts and shapes both current and future trends. Sentiment indicators are commonly used to gauge how certain groups are feeling about the current economy. Analysis of these indicators as well as other forms of fundamental and technical analysis can create a bias or expectation of future price rates and trend direction.

## *4. Supply and Demand*

Supply and demand for products, currencies and other investments creates a push-pull dynamic in prices. Prices and rates change as supply or demand changes. If something is in demand and supply begins to shrink, prices will rise. If supply increases beyond current demand, prices will fall. If supply is relatively stable, prices can fluctuate higher and lower as demand increases or decreases.

## ***Effect on Short- and Long-Term Trends***

With these factors causing both short- and long-term fluctuations in the market, it is important to understand how all these elements come together to create trends. While these major factors are categorically different, they are closely linked to one another. Government mandates impact international transactions, which play a role in speculation, and supply and demand plays a role in each of these other factors.

Government news releases, such as proposed changes in spending or tax policy, as well as Federal Reserve decisions to change or maintain interest rates can have a dramatic effect on long term trends. Lower interest rates and taxes encourage spending and eco-

economic growth. This has a *tendency* to push market prices higher, but the market does not always respond in this way because other factors are also at play. Higher interest rates and taxes, for example, deter spending and result in contraction or a long-term fall in market prices.

In the short term, these news releases can cause large price swings as traders and investors buy and sell in response to the information. Increased action around these announcements can create short-term trends, while longer term trends develop as investors fully grasp and absorb what the impact of the information means for the markets.

### ***The International Effect***

International transactions, balance of payments between countries and economic strength are harder to gauge on a daily basis, but they play a major role in longer-term trends in many markets. The currency markets are a gauge of how well one country's currency and economy is doing relative to others. A high demand for a currency means that currency will rise relative to other currencies.

The value of a country's currency also plays a role in how other markets will do within that country. If a country's currency is weak, this will deter investment into that country, as potential profits will be eroded by the weak currency.

### ***The Participant Effect***

The analysis and resultant positions taken by traders and investors based on the information they receive about government policy and international transactions create speculation as to where prices will move. When enough people agree on direction, the market enters into a trend that could sustain itself for many years.

Trends are also perpetuated by market participants who were wrong in their analysis; being forced to exit their losing trades pushes prices further in the current direction. As more investors climb aboard to profit from a trend, the market becomes saturated and the trend reverses, at least temporarily.

### ***The S & D Effect***

This is where supply and demand enters the picture. Supply and demand affects individuals, companies and the financial markets as a whole. In some markets, such as the commodity markets, supply is determined by a physical product. Supply and demand for oil is constantly changing, adjusting the price a market participant is willing to pay for oil today and in the future.



As supply dwindles or demand increases, a long-term rise in oil prices can occur as market participants outbid one another to attain a seemingly finite supply of the commodity. Suppliers want a higher price for what they have, and a higher demand pushes the price that buyers are willing to pay higher.

All markets have a similar dynamic. Stocks fluctuate on a short and long-term scale, creating trends. The threat of supply drying up at current prices forces buyers to buy at higher and higher prices, creating large price increases. If a large group of sellers were to enter the market, this would increase the supply of stock available and would likely push prices lower. This occurs on all time frames

### ***The Bottom Line***

Trends are generally created by four major factors: governments, international transactions, speculation/expectation, and supply and demand. These areas are all linked as expected future conditions shape current decisions and those current decisions shape current trends. Government affects trends mainly through monetary and fiscal policy. These policies affect international transactions which in turn affect economic strength. Speculation and expectation drive prices based on what future prices might be. Finally, changes in supply and demand create trends as market participants fight for the best price.

***Шкала оценивания: 5-балльная.***

***Критерии оценивания:***

**5 баллов** (или оценка «отлично») выставляется обучающемуся, если он принимает активное участие в беседе по большинству обсуждаемых вопросов (в том числе самых сложных); демонстрирует сформированную способность к диалогическому мышлению, проявляет уважение и интерес к иным мнениям; владеет глубокими (в том числе дополнительными) знаниями по существу обсуждаемых вопросов, ораторскими способностями и правилами ведения полемики; строит логичные, аргументированные, точные и лаконичные высказывания, сопровождаемые яркими примерами; легко и заинтересованно откликается на неожиданные ракурсы беседы; не нуждается в уточняющих и (или) дополнительных вопросах преподавателя.

**4 балла** (или оценка «хорошо») выставляется обучающемуся, если он принимает участие в обсуждении не менее 50% дискуссионных вопросов; проявляет уважение и интерес к иным мнениям, доказательно и корректно защищает свое мнение; владеет хорошими знаниями вопросов, в обсуждении

которых принимает участие; умеет не столько вести полемику, сколько участвовать в ней; строит логичные, аргументированные высказывания, сопровождаемые подходящими примерами; не всегда откликается на неожиданные ракурсы беседы; не нуждается в уточняющих и (или) дополнительных вопросах преподавателя.

**3 балла** (или оценка «удовлетворительно») выставляется обучающемуся, если он принимает участие в беседе по одному-двум наиболее простым обсуждаемым вопросам; корректно выслушивает иные мнения; неуверенно ориентируется в содержании обсуждаемых вопросов, порой допуская ошибки; в полемике предпочитает занимать позицию заинтересованного слушателя; строит краткие, но в целом логичные высказывания, сопровождаемые наиболее очевидными примерами; теряется при возникновении неожиданных ракурсов беседы и в этом случае нуждается в уточняющих и (или) дополнительных вопросах преподавателя.

**2 балла** (или оценка «неудовлетворительно») выставляется обучающемуся, если он не владеет содержанием обсуждаемых вопросов или допускает грубые ошибки; пассивен в обмене мнениями или вообще не участвует в дискуссии; затрудняется в построении монологического высказывания и (или) допускает ошибочные высказывания; постоянно нуждается в уточняющих и (или) дополнительных вопросах преподавателя.

## **2 ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ОБУЧАЮЩИХСЯ**

### ***2.1 БАНК ВОПРОСОВ И ЗАДАНИЙ В ТЕСТОВОЙ ФОРМЕ***

#### **1 Вопросы в закрытой форме**

1. The Internet \_\_\_\_\_ as harmless as it may seem.
  1. is
  2. has been
  3. is not
  4. is not been
2. He does \_\_\_\_\_ but play computer games all days.
  1. everything
  2. nothing

3. anything  
4. something
3. I arrived \_\_\_\_\_ the airport with plenty of time to check in.  
1. for  
2. to  
3. at  
4. in
4. John has been to India, \_\_\_\_\_?  
1. is not it  
2. has not he  
3. has not John  
4. does not he
5. I am going to my dentist \_\_\_\_\_.  
1. one of these days  
2. another day  
3. another of these days  
4. the other day
6. In spite of Shakespeare`s fame we know very \_\_\_\_\_ about his life.  
1. little  
2. a little  
3. few  
4. less
7. Neither Helen nor Andrew \_\_\_\_\_ to go the museum.  
1. is wanting  
2. wants  
3. does not want  
4. do not want
8. The first film of this director is much more interesting \_\_\_\_\_ the second one.  
1. then  
2. than  
3. that  
4. as
9. By the time we got home, Alice \_\_\_\_\_ a delicious dinner.  
1. prepared  
2. has prepared  
3. had prepared  
4. has been prepared

10. Nobody \_\_\_\_\_ being shouted at.
1. likes
  2. does not like
  3. is like
  4. like
11. I do not know who \_\_\_\_\_ your bike.
1. stealed
  2. has stoled
  3. did stole
  4. has stolen
12. She \_\_\_\_\_ at the bus stop when a young man took her bag and ran away.
1. was waiting
  2. has been waiting
  3. is waiting
  4. had waited
13. I \_\_\_\_\_ an essay by six o` clock yesterday.
1. have written
  2. had written
  3. wrote
  4. was written
14. This newspaper is not very popular \_\_\_\_\_ - young people.
1. for
  2. with
  3. about
  4. over
15. Michelangelo Buonarroti was \_\_\_\_\_ artists in history.
1. a very famous
  2. one of the most famous
  3. the most famous
  4. one of famousest
16. Shakespeare is \_\_\_\_\_ to understand than Agatha Christie.
1. difficult
  2. more difficult
  3. most difficult
  4. the most difficult
17. I took a shower, shaved and \_\_\_\_\_ my best suit.
1. wore

- 2. dressed
  - 3. put on
  - 4. took off
18. Who \_\_\_\_\_ America?
- 1. discovered
  - 2. did discover
  - 3. did discovered
  - 4. discovers
19. St. Basil's Cathedral \_\_\_\_\_ in the middle of 18 century in memory of the victory over Kazan.
- 1. built
  - 2. was built
  - 3. was builded
  - 4. had been built
20. She has got 3 children and her \_\_\_\_\_ has just started school.
- 1. oldest
  - 2. eldest
  - 3. the eldest
  - 4. the oldest
21. I usually go to school \_\_\_\_\_ foot.
- 1. in
  - 2. with
  - 3. on
  - 4. by
22. A secretary is a person who \_\_\_\_\_ letters.
- 1. is typing
  - 2. types
  - 3. typed
  - 4. will type
23. Neither Alex nor Nick \_\_\_\_\_ German
- 1. know
  - 2. are knowing
  - 3. do not know
  - 4. knows
24. Our planet is in grave danger \_\_\_\_\_ human activity.
- 1. because
  - 2. the reason why
  - 3. for

4. as a result of
25. My parents have \_\_\_\_\_ lived in London.
1. always
  2. usually
  3. from time to time
  4. never
26. It was \_\_\_\_\_ a boring film that I fell asleep in the middle of it.
1. so
  2. such
  3. too
  4. very
27. When I \_\_\_\_\_ at Baker Street, Holmes was sitting by the fire.
1. reached
  2. entered
  3. arrived
  4. came
28. We ate \_\_\_\_\_ cake. It was delicious.
1. the all
  2. the whole
  3. the every bit
  4. each
29. \_\_\_\_\_ difficult work!
1. which
  2. what
  3. what a
  4. how
30. Tom \_\_\_\_\_ Ann since childhood.
1. is loving
  2. was loving
  3. has been loving
  4. has loved
31. There is no doubt that computers have \_\_\_\_\_ our lives easier.
1. done
  2. got
  3. become
  4. made
32. You will be here tomorrow, \_\_\_\_\_.
1. is not it

2. will not you
  3. will you
  4. will you be
33. There was \_\_\_\_\_ to eat and drink after the party.
1. many
  2. lot of
  3. a lot
  4. lots of
34. \_\_\_\_\_ that strange man sitting over there?
1. whose
  2. which
  3. who is
  4. who
35. Is there \_\_\_\_\_ in the room?
1. somebody
  2. something
  3. anybody
  4. anywhere
36. The telephone was \_\_\_\_\_ by Alexander Graham Bell.
1. discovered
  2. invented
  3. explored
  4. studied
37. This program \_\_\_\_\_ me a lot of money.
1. cost
  2. costed
  3. had costed
  4. was cost
38. It happened \_\_\_\_\_ our way home.
1. in
  2. on
  3. for
  4. about
39. By the time, we arrived at the station, the train \_\_\_\_\_.
1. left
  2. has left
  3. had left
  4. was left

40. Mount Everest is \_\_\_\_\_ mountain in the world.
1. high
  2. highest
  3. the higher
  4. the highest
41. Rome is famous for its \_\_\_\_\_ archaeological sites.
1. ancient
  2. old
  3. old-fashioned
  4. modern
42. When did he arrive \_\_\_\_\_ Moscow?
1. at
  2. on
  3. in
  4. for
43. Nobody \_\_\_\_\_ why people walk or talk in their sleep.
1. know
  2. knows
  3. knew
  4. is knowing
44. There is oxygen on this planet! We \_\_\_\_\_ to breathe.
1. can
  2. will can
  3. be able
  4. will be able
45. What will \_\_\_\_\_ be like tomorrow?
1. the weather
  2. a weather
  3. weather
  4. the weathers
46. The Sahara is \_\_\_\_\_ desert in the world.
1. the hottest
  2. hottest
  3. the most hot
  4. the hotter
47. John is not interested \_\_\_\_\_ politics.
1. about
  2. in



3. for  
4. over
48. I am sure we \_\_\_\_\_ before.  
1. have never met  
2. have not never met  
3. did not met  
4. had met
49. They were in Spain last summer, \_\_\_\_\_?  
1. were they  
2. is not it  
3. did not they  
4. were not they
50. New Year Day is \_\_\_\_\_ popular in Britain than Christmas.  
1. more less  
2. more little  
3. less  
4. little
51. \_\_\_\_\_ Michelangelo began painting the ceiling of the Sistine Chapel.  
1. at the age of 33  
2. at 33 years  
3. at the age of 33 years  
4. at the age of 33 year
52. The cost of living in our country has \_\_\_\_\_ again.  
1. rose  
2. raised  
3. picked up  
4. risen
53. What \_\_\_\_\_ we are having!  
1. the rainy weather  
2. a rainy weather  
3. rainy weathers  
4. rainy weather
54. Who \_\_\_\_\_ to go to the cinema with us?  
1. want  
2. does want  
3. wants  
4. is wanting

55. I think that John Lennon is \_\_\_\_\_ musicians in the world.
1. greatest one of
  2. the greatest
  3. one of greatest
  4. one of the greatest
56. I do not like coffee with \_\_\_\_\_.
1. the milk
  2. a milk
  3. milk
  4. milks
57. I usually go to school \_\_\_\_\_ bus.
1. on
  2. by
  3. in
  4. at
58. I do not want to go to the country; I would rather \_\_\_\_\_ at home.
1. staying
  2. stay
  3. to stay
  4. will stay
59. Everyone \_\_\_\_\_ of Bill Gates, the icon of American business and the richest man in the world.
1. have heard
  2. has heard
  3. is hearing
  4. has been heard
60. It was \_\_\_\_\_ cold that I put on my coat.
1. too
  2. such
  3. very
  4. so

## **2 Вопросы в открытой форме**

- 1 He \_\_\_\_\_ (to clean) his teeth every day.
- 2 We \_\_\_\_\_ (to play) snowballs last winter.
- 3 Tom \_\_\_\_\_ (to get) a letter yesterday.

- 4 I often \_\_\_\_\_ (to visit) my friend in Moscow.
- 5 Helen usually \_\_\_\_\_ (to do) her homework at 7 pm.
- 6 Five months ago I \_\_\_\_\_ (to swim) in the river.
- 7 Now he \_\_\_\_\_ (to be) at the zoo.
- 8 \_\_\_\_\_ he \_\_\_\_\_ visit his granny yesterday?
- 9 \_\_\_\_\_ you \_\_\_\_\_ (to play) computer games every day?
- 10 \_\_\_\_\_ he \_\_\_\_\_ (to play) computer games every day?
- 11 I \_\_\_\_\_ (not to watch) TV yesterday.
- 12 Tim \_\_\_\_\_ (not to drink) hot milk every day.
- 13 We \_\_\_\_\_ (not to visit) friends every Sunday.
- 14 I \_\_\_\_\_ (not to be) at the park now.
- 15 Boris \_\_\_\_\_ (not to be) at home now.
- 16 I and my friend \_\_\_\_\_ (not to be) at the zoo a week ago.
- 17 Do you have (some, any) work to do?
- 18 My son has (some, any) French books at home.
- 19 I haven't got (some, any) questions.
- 20 Please, bring me (some, any) chalk.
- 21 (Some, any) children don't like to play football.
- 22 Do you learn (some, any) foreign languages?
- 23 She was ready to get (some, any) job.
- 24 There isn't (some, any) paper on the desk.
- 25 The (children) room is upstairs.
- 26 (Steve) school is very old.
- 27 My (parents) car was not expensive.
- 28 It's my (neighbour) cat.

- 29 They are our (doctors) glasses.
- 30 (Mr. Jones) secretary is here.
- 31 The (babies) toys are funny.
- 32 We love (Grandma) cookies.
- 33 The (women) boyfriends are late.
- 34 Can you see (Mrs. Sally) hat?
- 35 (The Browns) house is for sale.
- 36 (The America) Cup is a trophy awarded to the winner of the races between two sailing yachts.
- 37 A (minute) delay can be very dangerous in such circumstances.
- 38 Those are (ladies) shoes.
- 39 I ate (a cookies / tree cookies).
- 40 I want (tea / some tea).
- 41 He bought ten bottles of (beer / beers).
- 42 Do you wear (two glasses / glasses)?
- 43 There is (some juice / little juice) in the glass.
- 44 My friend Tom doesn't eat (meat / meats).
- 45 Would you like (a piece of cake / some cake)?
- 46 I need your (advices / some advice).
- 47 You \_\_\_\_\_ (buy) this book yesterday?
- 48 Last Friday Jill \_\_\_\_\_ (go) home early because she \_\_\_\_\_ (want) to see a film.
- 49 When your brother usually \_\_\_\_\_ (get) home in the evening?
- 50 Jane always \_\_\_\_\_ (bring) us a nice present.
- 51 What those people \_\_\_\_\_ (do) in the middle of the road?
- 52 You \_\_\_\_\_ (read) this book?
- 53 While Fred \_\_\_\_\_ (sleep), Judy \_\_\_\_\_ (watch) TV.

- 54 When I \_\_\_\_\_ (be) young, I \_\_\_\_\_ (think) Mary \_\_\_\_\_ (be) nice — but now I \_\_\_\_\_ (think) she's fantastic.
- 55 Look there! Sue and Tim \_\_\_\_\_ (run) to school.
- 56 Jack's father \_\_\_\_\_ (not work) in London — he \_\_\_\_\_ (not speak) English.
- 57 Joe \_\_\_\_\_ (buy) a car yesterday.
- 58 Their father often \_\_\_\_\_ (go) to rock concerts.
- 59 When you \_\_\_\_\_ (know) your examination results?
- 60 Kathy \_\_\_\_\_ (travel) to Caracas next month to attend a conference.
- 61 Do you have any plans for lunch today? — I \_\_\_\_\_ (meet) Shannon at the Sham Cafe in an hour. Do you want to join us?
- 62 I \_\_\_\_\_ (buy) a bicycle for my son for his birthday next month. Do you know anything about bikes for kids? — Sure. What do you want to know?
- 63 How do you like your new job? — I don't start it until tomorrow. I \_\_\_\_\_ (give) you an answer next week.
- 64 I suppose he \_\_\_\_\_ (talk) about his new invention.
- 65 Why are you packing your suitcase? — I \_\_\_\_\_ (leave) for Los Angeles in a couple of hours.
- 66 My regular doctor, Dr. Jordan, \_\_\_\_\_ (attend) a conference in Las Vegas next week.
- 67 What time class \_\_\_\_\_ (begin) tomorrow morning? — It \_\_\_\_\_ (begin) at eight o'clock sharp.
- 68 The coffee shop \_\_\_\_\_ (open) at seven o'clock tomorrow morning. I'll meet you there at 7:15. — Okay. I'll be there.

**Шкала оценивания результатов тестирования:** в соответствии с действующей в университете балльно-рейтинговой системой оценивание результатов промежуточной аттестации обучающихся осуществляется в рамках 100-балльной шкалы, при этом максимальный балл по промежуточной аттестации обучающихся по очной форме обучения составляет 36 баллов, по очно-заочной и заочной формам обучения — 60 баллов (установлено положением П 02.016).

Максимальный балл за тестирование представляет собой разность двух чисел: максимального балла по промежуточной аттестации для данной формы обучения (36 или 60) и максимального балла за решение компетентностно-ориентированной задачи (6).

Балл, полученный обучающимся за тестирование, суммируется с баллом, выставленным ему за решение компетентностно-ориентированной задачи.

Общий балл по промежуточной аттестации суммируется с баллами, полученными обучающимся по результатам текущего контроля успеваемости в течение семестра; сумма баллов переводится в оценку по дихотомической шкале (для зачета) или в оценку по 5-балльной шкале (для экзамена) следующим образом:

**Соответствие 100-балльной и дихотомической шкал**

<i>Сумма баллов по 100-балльной шкале</i>	<i>Оценка по дихотомической шкале</i>
100–50	зачтено
49 и менее	не зачтено

**Соответствие 100-балльной и 5-балльной шкал**

<i>Сумма баллов по 100-балльной шкале</i>	<i>Оценка по 5-балльной шкале</i>
100–85	отлично
84–70	хорошо
69–50	удовлетворительно
49 и менее	неудовлетворительно

***Критерии оценивания результатов тестирования:***

Каждый вопрос (задание) в тестовой форме оценивается по дихотомической шкале: выполнено – **2 балла**, не выполнено – **0 баллов**.

## **2.2 КОМПЕТЕНТНОСТНО-ОРИЕНТИРОВАННЫЕ ЗАДАЧИ**

***Компетентностно-ориентированная задача № 1***

Give a short summary of the text, express your opinion concerning the information.

The Global South as a Political Project

The term “South” appeared in the international vocabulary in 1980 and in the following decade its association with the predicate “Global” happened due to the end of the Cold War and the Globalization discourse and the dynamics of enlargement. Because of the reference regarding poor and developing countries in contrast to the richest and developed ones, the “Global South” is the heir of the outdated “Third World” concept. In both denominations, the classification of the world considers the stage of economic development towards modernity as the main parameter. The understanding of such modernity and development is strongly associated with the idea of progress or evolution. However, as well as the idea of the Third World, the Global South cannot be seen simply as a set of non-developed and non-modern countries localized in the ex-colonial zones of the globe. There are many different meanings for both categories, which should not be understood exclusively in a geographical or territorial sense. The two terms were capable of projecting a subaltern geopolitical identity, presenting different ways to belonging in the international system.

In this view, the Global South “functions as more than a metaphor for underdevelopment”. The twentieth-century anticolonial movement, the Bandung Conference (1955), the Non-Aligned Movement (1961), and Cuba’s Tricontinentalism (1966) are some examples on which Global South has its origins and influences. For this, the concept can work as a symbolic designation meant to capture the semblance of cohesion that emerged when the former colonial entities engaged in political projects of decolonization and moved towards the realization of a postcolonial international.

Thus, the term alludes to the history of imperialism and colonialism, as well as to the violence suffered by its different members.

The members of the Global South are not necessarily nation-states and they can be “defined in transnational social terms” or even “a set of practices, attitudes, and relations”. Such understandings about what is the “Global South” allows thinking of it as a category without a central command, defined scale, or exclusive form. Therefore, it is important to recognize the great variety of actors, discourses, institutions, and movements that take part in this category. The Global South is not a monolithic, cohesive, coherent, and homogenous entity characterized by the ab-

sence of conflicts and interests. For both analytical and political purposes, it is important to not simplify or romanticize the idea of the Global South. The existence of “south in the north” and “north in the south” complexifies the (re)production of (neo)colonial and (neo)imperial power, especially in the current context of increasing global inequalities. Thus, the rejection of everything regarding the “Global North” itself can be a dangerous position and its complexity needs to be taken into consideration in the same way as the “Global South”.

The simplification, reduction, and essentialization elapse from the mobilization of binary categories such as center/periphery, west/east, or first/third world. Politically, the self-recognition of one’s own subaltern position can be operated as “strategic essentialism”, according to Gayatri Spivak (Morton, 2004). Thus, the Global South imaginary is identified with the history of the peripheries, the east / “rest” and the third world. The reaffirmation of subalternity does not allow forgetting the colonial difference until the present. It is possible to verify a subaltern position regarding the international system, the economic dynamics, the cultural expressions, the academic structures, the thinking systems. The Eurocentric character of modern imperial power created resistance against Western domination (HURRELL, 2013). At the beginning of the twenty-first century, the “Global South” was the most powerful force to present and claim future alternatives to neoliberal globalization, as well as the continuity of struggles on decolonization. From the civil society’s perspective, “another globalization is possible” was the slogan of the World Social Forum; the struggles against racism have reverberated in different institutions; the environment and indigenous people’s rights protection became part of the international agenda; experiences of decolonization have promoted the “new Latin-American constitutionalism” and other kinds of contestation around the world, such as demands on decolonizing academic curriculum or historical monuments and museums. The Southern Theories and Epistemologies research agenda have gathered debates about academic dependency, the geopolitics of knowledge, and other logic of knowing. All those examples show and reinforce the understanding of the Global South as a multifaceted movement that underscores the need for a postcolonial international community of interest that advances the objectives of equality, freedom, and mutuality in the form of a new ethos of power and subjec-



tivity through foreign policy, international solidarity, and responsibility to self and others in an international order free of the institutional legacies of colonialism.

From a governmental and intergovernmental point of view, the first decade of the twentieth-first century has beard witness to the emergence of powers like Brazil, Russia, India, China, and South Africa, that together formed the BRICS. Latin America had experienced the so-called Left Turn or Pink Tide, following the democratic elections of leftist leaderships in different countries. In a larger context, South-South cooperation was stimulated within the new paradigm of development proposed by the United Nations Development Program “Forging a Global South”, published in 2003 (Dirlik, 2007). According to Gray and Gills, “South-South cooperation (SSC) has been a key organizing concept and a set of practices in pursuit of these historical changes through a vision of mutual benefit and solidarity among the disadvantaged of the world system”. The limits of this new arrangement are clear: The South had to seek development in the global capitalist economy. This also signified an important shift in the content of development-away from an earlier emphasis on development as national development (or the development of the whole nation).

Because of constraints and the reinforcement of the global capitalist neoliberal agenda, the South-South cooperation has a limited potential to delinking or decolonizing the post-colonial international order. This is very different from the revolutionary role performed by the Third World in making a decolonial inflection in the bipolar Cold War dynamics. If “the solutions to the South’s problems must be part of global solutions” as Dirlik pointed, the absence of alternatives outside the market-oriented competition and the neoliberal ideology offers reduced possibilities to construct new paths to development, to question what kind of the development or even why development. Furthermore, the different structural constraints of the post-colonial international order – including the state-centered form – raise suspicion to the more critical or radical voices, which are seeing the “Global South” as a product made by the “Global North”.

The Global South is a political project permanently disputed by progressive and regressive forces in the multipolar context. Nowadays, the Global South has several challenges to maintain itself as an indispensable political project towards a fairer and equal world. The pandemic, the decrease of democratic regimes, and the con-

sequences of the “Anthropocene” are radically modifying the current global context. The reconstruction of the idea of humankind, the continuity of the decolonization projects, the retrieval of democracy, and the rescue of politics from the neoliberal rationality will be urgent tasks of the Global South along with the South of the Global North.

### *Компетентностно-ориентированная задача № 2*

Give a short summary of the text, express your opinion concerning the information.

#### Opinion — Paradiplomacy in Times of Pandemic: The Paths Ahead

Covid-19 has produced changes in all areas and will continue impacting the social, economic and political structures. The field of International Relations is no stranger to this phenomenon, where an already beaten multilateralism faces new challenges that further threaten global interdependence. These new global circumstances force non-central governments to adapt and their internationalization (paradiplomacy) is no exception. Although much has already been written about the depth and scope of the effects Covid-19 is producing, this is an issue that will continue to be debated. Although at this stage it would be irresponsible to point out what the world will be when the pandemic finally ends, it is necessary to start asking about possible exit scenarios in order to prepare ourselves.

During this world crisis, paradiplomacy has shown that it has a role to play. The internationalization of non-central governments, especially through decentralized cooperation generates direct benefits for the sub-state entities. For instance, Barcelona (Spain) has decided to spend 400,000 euros to fight Covid-19 in cities abroad, like Amman (Jordan), Saïda (Lebanon), Tetouan (Morocco) and Maputo (Mozambique), among others. Likewise, Frankfurt (Germany) has donated 10,000 euros to its twin city of Milan (Italy) to help in the fight against the pandemic. In South America, which is currently facing winter and probably the worst moments of the pandemic, non-central governments have also turned to their international ties. For example, the province of Córdoba in Argentina turned to its twinning agreement

with the Chinese city of Chongqing, to obtain medical supplies. In the same way, the Bío Bío region in Chile asserted its long relationship with the Chinese province of Hubei, to access the essential masks to combat the pandemic.

In parallel to this increase in paradiplomatic initiatives, states have also exercised greater control over areas that, although within their exclusive competence, had been relaxed during the rise of globalization. Under this light, central governments have implemented restrictions to free transit, tightened border controls and amplified their presence in international relations. In this sense, it is worth asking two questions: (1) Has the pandemic contributed to or hindered paradiplomacy? (2) Will these effects endure in time?

Firstly, the internationalization of non-central governments has faced a double dynamic. On the one hand, states have augmented their presence in the international arena through unilateral responses to the crisis. On the other hand, states seem to have deviated from multilateral organizations (already in question prior to the pandemic). This has favored the fragmentation of the global scene and seems to have increased levels of competition (for example, for medical supplies). This has also affected non-central governments, which frequently have had to confront their central governments regarding circumstances linked to the pandemic. For example, closure of borders left large contingents of migrants stranded without work in many cities, making the local authorities responsible to handle a situation generated by the central government (as did the city of Iquique in Chile). Also, many sub-state units required their states to declare quarantine in their territories or even went as far as unilateral declaration (as seen in the Mexican state of Jalisco and the Brazilian state of São Paulo).

On the other hand, the pandemic has once again shown that the international behavior of non-central governments does not necessarily follow the actions of their states. In recent months, while global focus turned to the central governments' unilateral actions, international cooperation in healthcare was brought to the attention of the sub-state units revitalizing various paradiplomatic initiatives. Several relevant actions were born in this area, such as Cities for Global Health. Likewise, cooperation within organizations such as United Cities and Local Governments (UCLG), UN Habitat, the AL-LAs Project, the International Urban Cooperation

and Metropolis, among others, was revitalized through the exchange of experiences to face the crisis in all its dimensions.

Therefore, the pandemic has had a dual impact on paradiplomacy. On the one hand, the presence of states is regaining its prominence in the global scene (both effectively and relatively), this can put in jeopardy the interdependence gained during the rise of globalization and, in turn, hinder the internationalization of sub-state units. On the other hand, non-central governments are also innovating in their links and generating new spaces of cooperation, which is contributing to the development of paradiplomacy.

Secondly, there is the longer-term question regarding how this trend may impact the future of paradiplomacy. At this point it is not possible to affirm with any degree of certainty that the changes produced in the matter of state presence or decentralized cooperation will last over time. However, there is a third component that can generate a substantive change in how non-central governments have so far internationalized: the use of virtual platforms to hold international meetings.

The closing of borders and the reduction of air traffic at the international level, as well as the social distancing and quarantine at the domestic level, have had a direct impact on the congresses, summits, seminars and other face-to-face meetings that were scheduled during 2020. Practically, all these encounters have been canceled, rescheduled or migrated to digital platforms. The latter did have a significant effect on the possibilities of participation that the smaller intermediate and local governments. The emergence of virtual platforms for holding meetings, both ordinary meetings and seminars on specific subjects such as health, gender, transport or economy, makes the paradiplomatic practice available to all non-central governments and not only to those with the resources and times necessary to embark on international trips.

The post-Covid-19 paradiplomacy scenario sets three major questions: (1) Will states emerge with an enlarged international role that further limits non-central governments participation in the international arena? (2) Will the renewed momentum of decentralized and health cooperation networks continue? And (3) will broader participation of non-central governments be secured through virtual platforms? To the first two questions we can only venture opinions, but the third we

must actively answer and work so that the pandemic leaves us with a more diverse and inclusive world, at least in terms of paradiplomacy.

*Компетентностно-ориентированная задача № 3*

Give a short summary of the text, express your opinion concerning the information.

Understanding Ukraine and Belarus: A Memoir

In any memoir, it is always difficult to decide what to include and what to leave out. I decided to write this one as a result of prompting from some of my students who have often encouraged me to put some of the stories of my travels on paper. But no writer really knows whether their experiences are unique or common, whether their insights are in any way original. Still, I convinced myself that there were some unusual things about my own.

First of all, my period of development as a scholar coincided with the later years of the Cold War, the collapse of Communism in eastern Europe, and the fall of the Soviet Union. Moreover, I had spent this period both as an analyst and a graduate student, and began my academic career precisely during the time the Soviet system collapsed, and just a month before the failed putsch in Moscow that heralded the end of Gorbachev's leadership, although not in the manner the putschists had intended.

Second, I do think my engagement with Chernobyl and the disaster of 1986 to be something worth relating. This book contains original comments I made in my diary during the time of my visit there, largely unedited, though some of my 1980s prose seems alien and opinionated to me today. The disaster continues to draw public interest, thanks to new books and the documentary series of 2019 on HBO/Sky Television that evoked much anger in the Kremlin, but was generally lauded elsewhere.

Third, my studies pertain to areas of much dispute, and even warfare, over historical memory, which has affected and influenced many scholars of Ukraine in particular. The time period coincided with the rapid development of social media,

which has meant that propaganda on both sides – but particularly in Russia – has been rife, and those expressing opinions on sites such as Facebook and Twitter are not necessarily, and perhaps not usually from the academic domain. It is no longer possible to express views that do not coincide with one or another prevailing narrative and not receive a torrent of abuse, often from people we do not know and have no wish to know.

Though Russia is a part of this monograph, the nations I know best, Ukraine and Belarus, feature most. They are starting to redefine their identities, often based on historical memory, and most often, in one way or another, the Second World War. Official and unofficial narratives often pay little heed to history. In Ukraine, memory is the source of serious polemics, arguments, violence, and commemoration and these escalated in the period 2013-2019 to levels never hitherto witnessed. With an oligarch and chocolate magnate at the helm, Ukraine's position became more narrowly defined. Russia was the enemy and Ukraine's path was with Europe. At the same time there were contradictions because during the height of this hybrid and real warfare, Russian exports to Ukraine were actually increasing. But few noticed that or, if they did, expected it would not last long.

Western politicians, writers, and scholars came to Ukraine in this period and most embraced the uprising and perceived it as a quest for democracy and freedom, away from authoritarianism and the remnants of the Soviet past. But as new president Volodymyr Zelensky perceived, what most Ukrainians really needed were better living standards and security and less ideology or street renaming. In many ways these desires were similar to those of Russians in the late 1990s, with the hapless, absent, and increasingly uninterested Boris Yeltsin at the helm.

For my own part, these disputes have had an impact on my career and continue to do so. In one sense, these memoirs in part are a narrative of my relations with two communities: with Ukrainians both at home and in Ukraine, from one who worked closely with the community for many years and then found himself outside it, even ostracized in some circles; and in Belarus, where I have not had the same experience because the country is more authoritarian and the opposition has not had an opportunity to break out of this pattern and influence national development. And in my home of Edmonton, there is no Belarusian community conducting organized

activities. Moreover, it has rarely been unified in North America as a whole since the declaration of independence in 1991.

Simply put, it is very difficult in 2020 to be an objective and humanitarian scholar, working and researching at a distance from the events of the recent past and even those in earlier periods. The overriding symbol of the current interpretations outside academia is nationalism, of many varieties, but with ethnic nationalism in the ascendancy. Fortunately, in my view, it does not represent all of Ukraine, or even the majority. And invasion of and warfare in one's country only tends to catalyze and heighten such sentiments. That would be the case anywhere, though perhaps not of such extreme varieties.

I have basically adhered to chronology in this memoir, from earliest times – in my case the 1950s – to the present, interspersing some personal events, both happy and tragic, as well as some stories that might entertain, which in their own way are as revealing about the nature of the societies described than any scholarly publication. Occasionally I have resorted to a narrative of political changes, but only to provide some explanation and context for those less familiar with the events described. If there is a theme it is of the value of open-mindedness, humanitarianism, and academic freedom in the 21st century, a period of incomplete news and “fake” news, when information is overloaded on our laptops and phones, but it is hard to discern what is of real value. Those that have researched more deeply are often derided for their conclusions because they do not coincide with the preferred narrative of the army of scribes on Twitter or Facebook.

Universities, which have been my main career focal point, are now in financial plight in my province of Alberta, and the Arts and Humanities, in particular, the subject of severe budget cuts. In some cases, disciplines that were once taken for granted have to justify their existence, often from student enrolments or students' future careers, while administrations of universities are bureaucratized and bloated, appealing to business and engineering students rather than those who wish to pursue studies purely from academic interest. The problem is Canada-wide. In Vancouver in the summer of 2019, I was interested to hear a university Chair of History opine that he advised students not to pursue PhDs because they had no future ahead of them should they do so. There were simply no jobs available for those completing dissertations.

I was fortunate that my introduction to academic life preceded such sentiments, and was allowed to research the former Soviet Union and publish what I wanted. My scholarly career also took certain directions that coincided with public interest, such as the Chernobyl disaster (Chornobyl in Ukrainian), memory politics at the time of Euromaidan in Ukraine, and debates on the Second World War that continue today. In Belarus, the legacy of Stalin remains strong, and my current project has set itself the goal of uncovering some of the events of the late 1930s and early 1940s, and publicizing them for the benefit of the Belarusian public, and yet recognizing that they may prefer not to know.

It is time surely to be rid of myths or illusions about Stalinism. He has left his mark on these societies along with those that followed him along his cruel and ideological path, devoid of any human feeling. That is as close to an academic “mission” as I have ever acknowledged. Historians, after all, are supposed to remain dispassionate and detached. A few of us think we still are.

*Компетентностно-ориентированная задача № 4*

Give a short summary of the text, express your opinion concerning the information.

Opinion – Impacts and Restrictions to Human Rights During COVID-19

The COVID-19 pandemic is a complex emergency, a biological and sanitary disaster that has impacted the entire world. Its multidimensionality is also present in the responses to it (health, security, economic, and political aspects), and a relevant element that ought to be present in the design and implementation of measures to face the new coronavirus implicates human rights. The impacts of COVID-19 on human rights can be divided into three main groups: 1) human rights affected, 2) vulnerable groups (both preexisting and whose vulnerability emerged from the pandemic), and 3) systemic impacts.

There are human rights touched by COVID-19 in terms of access to prevention and treatment, among which are the right to health (both physical and mental, and in terms of preventive actions to avoid contamination and remedy, and actions that allow access to health care); access to water and sanitary measures; access to in-



formation; and non-discrimination (in access and rights). Then, there are the rights impacted by the necessary responses to the pandemic, such as freedom of movement (shelter in place and ability to leave one's home); freedom of assembly and association; right to work; labor rights; access to work and income; right to education, access to food security, and right to private property.

Besides these, some rights demand responses to be in place in order to be protected or not violated, such as the ones relating to humanitarian assistance, economic aid, and measures to prevent the increase in inequalities. And, lastly, some rights have been violated in the responses to COVID-19, such as freedom of expression, the right to privacy (encompassing data protection and protection against intrusive surveillance techniques), and non-discrimination (including the prohibition of xenophobia).

Human rights are fundamental, basic, and universal. Human rights are central to the life-projects of individuals, they comprise the core values of most societies (including the international community), and define human dignity. Consequently, restrictions imposed upon them are limited. First, they must be established by law – in International Law, for instance, in Article 4(2) of the International Covenant on Civil and Political Rights and the specific provisions of the rights to freedom of expression, freedom of assembly, freedom of thought, conscience and religion, in the human rights conventions.

Assistance in interpreting these restrictions are provided in General Comments 5 and 29 of the United Nations Human Rights Committee. Second, some rights are absolute and may not be suspended at all, such as the prohibition of torture. Third, only those rights which must be suspended to deal with the emergency may be limited. And fourth, the suspensions must be temporary, necessary, legal, and proportional.

The proportionality element requires, on the one hand, that States seek the least harmful measures possible in dealing with the emergency, and, on the other hand, it is closely related to the protection of vulnerable groups.

Vulnerable groups, in general, are identified by gender (women and LGBTI+ persons); age (children and the elderly); other specific conditions (such as disability, chronic illnesses, or lack of resources – such as for homeless persons); or status (prisoners, detainees, refugees, asylum seekers, ethnic/national minorities, and in-

digenous peoples). All of these vulnerable groups have been affected by COVID-19, for instance by domestic violence, sexual violence, limitation of access to legal abortion, “triple work shifts” (as women’s work has exponentially increased at work and home), restrictions in education, restriction in access to school meals, access to health systems, accessibility in general, closing of borders, exposure to risk in deliveries and essential works, detention conditions, inclusion in public policies and lack of specific and tailored public policies in the pandemic, as well as discrimination.

The COVID-19 emergency, however, has also created vulnerability for groups that are not generally thought of as vulnerable, such as health workers, essential workers, workers in the entertainment/cultural and the food industry, and journalists. It has, furthermore, exacerbated existing inequalities (social, economic, and in terms of access), thus impacting some groups disproportionately.

This reflects systemic problems in the societies at large. But the COVID-19 pandemic has brought forth other systemic issues. One issue relates to access to justice, with the judicial systems paralyzed and/or trying to figure out ways to reinvent or update their procedures to allow for access. In addition, worldwide calls to end systemic racism and reform police departments that have exercised excessive violence with regard to vulnerable groups reveal another systemic societal problem.

A second issue demands a reflection on the role and adequate access to technology, as, on the one hand, responses to the pandemic need to be globally shared, and on the other, a plethora of gadgets, tools, and apps have been the solution for some, while internet access remains unattainable for millions. The other side of the coin is the lack of control and incentive for the removal of misinformation and fake cures for COVID-19 being widely spread on the internet and followed by people who have no access to better information.

Third, there are challenges to democracy. Responses to polls about the pandemic have revealed that some people consider authoritarian regimes better able to deal with the pandemic than democracies. An understandable perception given that democracies require the consent of the governed to agree to the measures imposed upon them, whereas authoritarian regimes do not require such consent and in a democracy not all people will grant their consent resulting often in a less than per-

fect outcome. As democracies are the best environment for human rights, weakening democracies impacts human rights protection.

It is clear that the COVID-19 pandemic has had an important impact on human rights. Actions need to be taken to fight the emergency, but human rights need to be taken into consideration and be respected even during a pandemic.

### *Компетентностно-ориентированная задача № 5*

Give a short summary of the text, express your opinion concerning the information.

#### Trump's Foreign Policy Doctrine of Uncertainty

Donald Trump's foreign policy is a matter of continuous controversy and intense scrutiny. This interest stems from the fact that the arena of international relations and the field of American foreign policy are witnessing significant alterations as a consequence of the actions of the Trump administration. The objectives of this article are to identify the defining characteristics of Trump's foreign policy and to assess their faithfulness to traditional and modern-era foreign policy schools. The analysis puts the nature of Pax-Americana and US exceptionalism face to face with the assumption of a post-American world. It also examines the 'Trump Doctrine' as what Trump himself described as a 'brand new' foreign policy (Curran). Thus, this article reflects on the extent to which Trump is establishing a new school of American foreign policy.

A presidential doctrine is a constant practice of a particular political ideology which can be defined as, a set of ideas, beliefs, values, and opinions, exhibiting a recurring pattern, that competes deliberately as well as unintentionally over providing plans of action for public policy making, in an attempt to justify, explain, contest, or change the social and political arrangements and processes of a political community (International Encyclopedia of the Social & Behavioral Sciences).

Historically, there have existed four major schools that are eligible to meet these characteristics and requirements. These Schools are the focus of political historian Walter Russell Mead's Special Providence. First, he identifies the Hamiltonian

School as realist and interventionist, which describes the belief system once held by Alexander Hamilton and based on economic and hegemonic stability to ensure a superpower position for America. Accordingly, the government's main goal is to build a global order of trade and economic relations with other nations, as 'tariffs and trade policy have always been a political levy used to shape national economic interest'. Since the Hamiltonians are interest-driven, avoiding wars, keeping good relations with trading partners and preserving a profitable world economic system is fundamental to the Hamiltonian thought.

Second, Mead investigates the idealist and globalist school led by the 28th President of the United States in a period of global unrest after the First World War. The main agenda of the Wilsonian School is humanitarianism and multilateralism. It is dedicated to the spread of peace and the prevention of war. Driven by a belief in the moral obligation of promoting its unique democratic values in the world, Wilsonians put American exceptionalism into practice. The US has the mission of saving other nations from great evils by promoting democracy. The main interest is found in building a world order but 'that order must also be based on principles of democratic government and the protection of human rights' (Mead 139). Thus, the Wilsonian School is universal, driven by the need to spread human rights in an economically prosperous world.

Unlike the previously mentioned schools, the remaining two are not universal but rather specific to America. First, the Jeffersonian School is an idealist and isolationist school of thought. Its focus is directed at domestic welfare and at minimizing foreign relations, by championing an 'America first' strategy. In other words, America should guard a safe space away from the troubled world. The belief in American superior values is advocated by the Jeffersonians who have long perceived the United States as having righteous principles. However, instead of spreading their values to the world, they are better preserved by following an isolationist agenda. Nevertheless, the presence of a serious threat can justify intervention abroad.

Last but not least, Mead shifts his focus to the realist and isolationist Jacksonian School. It is, the most obstructionist of the schools, the least likely to support Wilsonian initiatives for a better world, the least able to understand Jeffersonian calls

for patient diplomacy in difficult situations, or the least willing to accept Hamiltonian trade strategies’.

*Компетентностно-ориентированная задача № 6*

Give a short summary of the text, express your opinion concerning the information.

Detecting Trump’s Foreign Policy Doctrine

Though specialists are still trying to understand on what basis and under which circumstances Trump builds his views, his pattern of thinking is often labelled as Trumpism (Tanenhaus and Sargent). Trumpism alludes to ambiguity and uncertainty and does not have a common or standard definition. In fact, unlike most of his predecessors, Trump is a president with no prior political or military experience. His strong affiliation with the world of money and media has had a tangible impact on his understanding of the world. The president’s world-view is transactional and business-oriented (Stephens). In fact, Trump does not espouse a sophisticated world-view. As Stephens puts it, Trump’s ‘America First’ agenda ‘draws on populist, isolationist instincts’ since it is based on his renunciation of globalism and adherence to nationalism.

It is still contested whether Trump’s approach to foreign policy is isolationist or internationalist. In a foreign policy speech during his presidential campaign, Trump announced that his intended foreign policy would replace ‘randomness with purpose, ideology with strategy, and chaos with peace.’ The building block of his approach to foreign policy is ‘America first’. For Trump, to make America first at the global arena is to disengage it from the ‘failing’ post-Cold War system, including international treaties and institutions (Curran, 4). In his inaugural address in January 2017, Trump announced that America would ‘shine as an example for everyone to follow’. However, this example should start from a focus on domestic affairs.

This focus on national interests coupled with his rejection of international institutions pushed many political analysts to consider Trump as an isolationist (Brin-

kley). In fact, Trump announced the end of humanitarian interventions through his harsh critique of the Obama-Clinton interventionist foreign policy legacies. He also expressed his rejection of George W. Bush's liberal hegemony. Tony Smith describes Trump as 'the most anti-liberal internationalist president' the U.S. has seen since 1940 (quoted in Paterson). On the other hand, Ted Galen Carpenter contends that 'despite the accusations from Trump's critics, Washington remains as hawkish and interventionist as ever.' Hence, Trump is not a full adherent of isolationism nor is he an internationalist.

It may be controversial whether Trump is isolationist or not. However, it is widely agreed that he is a realist. In a foreign policy speech in 2016, Trump announced that 'America First will be the major and overriding theme of [his] administration'. He claimed that his decisions would first and foremost take into consideration 'the interests of American people and American security'. In a rally in Texas in 2018, he laid out his vision saying that, 'a globalist is a person that wants the globe to do well, frankly not caring about the country so much. You know, we can't have that.' Then, he declared himself a 'nationalist'. Theoretically, Trump's approach is realist par excellence since it prioritizes American national interests regardless of humanistic or moralistic considerations.

Trump does not miss any chance to express his opposition to multilateralism. First, he describes Obama's multilateral foreign policy as a total failure. Second, he perceives international institutions as a liability and a threat to the US national interests. Finally, this position was translated into acts during the first months of his presidency as he realized one of his campaign promises to withdraw from different international organizations and treaties. Thus, it is safe to classify his approach as unilateralist.

Trump's impulsive style as a president is the most controversial feature of his presidency. James B. Stewart described his style as a businessman to be 'impetuous, impolitic, and sometimes immature.' This does not differ from his behaviour in the White House. In fact, White House officials are regularly alarmed by his erratic behaviour according to multiple accounts. In 2018, Bob Woodward published *Fear: Trump in the White House*. The book is based on hundreds of hours of interviews with members of the Trump administration. It portrays the President as an

impulsive decision-maker, painting a picture of chaos that Woodward claims amounts to a 'nervous breakdown' of the executive branch.

The language and rhetoric employed by Trump are highly problematic. In fact, his informal style, simple language and repetitive insults endow his style with an incontestable uniqueness. The president is also known for his 'alternative facts' and for his unique understanding of events. According to a five-day analysis done by Politico, Trump uttered one fallacy every 3 minutes. Thus, Trump's rhetoric, not far from his personality, is mainly characterized by spontaneity, unpredictability and informality, which adds to the ambiguity of his approach to foreign policy.

It would be fair to argue that Trump's approach to foreign policy does not clearly fit with any of the previously mentioned classical schools. Trump has gone his own way when it comes to conducting foreign policy. The fundamental incoherence is made obvious through Washington's withdrawal from international treaties and agreements. Unsurprisingly, Europeans are increasingly showing open resentment. This weakening of trust could have profound geopolitical implications. Similarly, under Trump's administration, the US–China relationship is turbulent and unstable. In fact, Trump's chaotically aggressive foreign policy concerning China makes it impossible to analyse his foreign policy approach in conventional diplomatic terms. Again, Trump's 'national security' commitment sounds dreary and proves a watershed when it comes to the US–Iran relationship, namely his abandonment of the nuclear deal, which unveiled his unilateralist stance. Such ill-conceived step could undermine US influence in the region and lead to the proliferation of new crises.

Trump's administration has no clear foreign policy pattern. In fact, the President's approach appears to be impulsive, improvisational and devoid of a clear purpose and value as the administration's decisions seem to be erratic, ill-considered and ill-conceived. Since his election Trump's actions, have proved what many observers have long accused him of being – belligerent, rash, chaotic and short-tempered. Trump seems at odds with conventional foreign policy. His actions are bewilderingly unpredictable. He sometimes seeks withdrawal from the world and other times seems capable enough to dominate it and to leverage US strength. Thus, it is hard to separate Trump's flawed character from the policies themselves.

Give a short summary of the text, express your opinion concerning the information.

### A Trumpian World of Uncertainty

The rationale of this article stems from an attempt at classifying Trump's foreign policy approach into one of the classical schools. As findings may display, the Trump administration's foreign policy falls short of the different traditional approaches, ranging from isolationism to internationalism, realism to idealism and unilateralism to multilateralism. Trump's theoretical isolationism clashing with his practical interventionism could best be referred to as a Trumpian World of Uncertainty.

Trump once announced the end of humanitarian interventions. In a sudden decision to pull US troops out of Syria from combating Islamic State terrorists on October 23, 2019, President Donald Trump argued, "Let someone else fight over this long-bloodstained sand... the plan is to get out of endless wars, to bring our soldiers back home, to not be policing agents all over the world".

This statement might announce the beginning of the end of the American universal mission. In fact, promising to 'Make America Great Again', Trumpism may break ties with US' hegemonic traditions. The president's repetitive recurrence to isolationism and the absence of specific policy patterns that have long stood since the indoctrination of interventionism raise many questions and put forth the possibility of a post-exceptionalism foreign policy.

Nevertheless, Syria, Iraq, Afghanistan, Ukraine, Turkey, China and North Korea have all been under Trump's crosshairs ever since he was elected head of state. Trump seems to manufacture more enemies by the day. His political incorrectness, coupled with his poor diplomatic and imprecise oratory skills, create tensions that usually end in cross-national conflicts. The ambiguous agenda of a self-proclaimed isolationist who has kept expanding the list of US enemies could be best described as another element of the Trumpian world of uncertainty.



The classical schools were of paramount significance to the myriad of American presidents who took office after the indoctrination of American interventionism in the midst of the Second World War. However, Trump's foreign policy approach, generally, and more often than not, has proved to be incoherent, making the future of American diplomacy hazy and unpredictable. On the one hand, this might herald a new departure for a post-Exceptionalist American foreign policy doctrine that is impulsive yet functional, unpredictable yet realist, chaotic yet pragmatic. Trumpism could be on its way to thrive as a unique and an atypical form of managing international affairs that favours a more Isolationist and Unilateralist approach, with emphasis on soft power and cutting deals through economic rewards and sanctions rather than military deployment.

On the other hand, this might entail the end of American dominance in world affairs and a shift of power hierarchy from the United States to the hands of emerging superpowers such as China. Trump's demotivation vis-à-vis the international arena and his denouncing of global affairs might halt American supranational dominance. This decline of Pax-Americana may possibly entail the collapse of the current world order and the move to a new one, where US international influence is diminishing. The Trump administration's way of conducting foreign policy might result in the decline of American global dominance as an underlying result of political and economic incompetence.

### Conclusion

In the hope of untangling this highly complex and ambiguous foreign policy, the synthesis is two fold. First, Trump's paradoxical and ambiguous foreign policy puts forth a new Trumpian Doctrine of Uncertainty, one that is chaotic yet pragmatic, impulsive yet functional, unpredictable yet realist. Second, the implications of such an atypical doctrine may lead to the decline of Pax-Americana, as an outcome of Trump's apathy towards international affairs. This view is supported by Zakaria, who predicted a relative diminishing of American global dominance in the near future. His 'Post-American World' thesis puts forth the possibility of a change in global power hierarchy and a possible shift in the current world order.

Cross-matching Trump's personality with his foreign policy also highlight a tight correlation between both. The president's arrogance, narcissism, anti-intellectualism, populism, belligerence, unpredictability and transactional thinking

are reflected in his way of conducting foreign affairs. A critical examination of Trump's personality consolidates that the American foreign policy is a replica of Donald Trump's personality features. The sharp symmetry between the president's traits and his foreign policy agenda, coupled with the absence of a specific underlying school of thought and the incoherence of his statements deem pinpointing policy patterns an impossibility during his tenure.

### *Компетентностно-ориентированная задача № 8*

Give a short summary of the text, express your opinion concerning the information.

#### Opinion – Racial Injustice and the Erosion of America's Global Standing

A specter is haunting America, one of centuries-old pathologies never structurally addressed. When the 2020 black lives matter protests began, following the police killing of an unarmed man, George Floyd, in Minneapolis, it should have been a domestic crisis. Instead, the outrage following Floyd's death, compounded by the scandal-prone leadership of the Trump administration, has quickly turned what was originally an "American tragedy" into an international one with major geopolitical ramifications for years to come. The demonstrations across the world in solidarity with American protestors is just one example of its international dimension. But a more defining factor in the internationalization of this particular saga was surely the violent response by law enforcement officers and the constant attempts to militarize the crisis.

For many, especially those watching from countries and regions that have long been lectured on human rights issues, the whole episode was another indication of a deep-rooted hegemonic hypocrisy – "do as I say, not as I do." Unsurprisingly, America's geopolitical adversaries, in a characteristically opportunistic burst, have been quick to jump on the social justice bandwagon to score a few geopolitical points.

Iran branded George Floyd's death a 'cold-blooded' killing that reveals the true nature of the American government. Russia opted for what it usually does: flooding

the Internet with divisive messages and seizing the occasion to critique Washington's 'repressive' response to the unrest. Turning the geopolitical dynamics on its head, the Russian Foreign Ministry called on American authorities to respect people's right to peacefully protest.

China was also quick to jump in despite being reprimanded for its growing totalitarian repression aided by state-of-the-art surveillance technology, epitomized by the suppression of the pro-democracy movement in Hong Kong and mass detentions of its Muslim minority in Xinjiang. But, if in April America was able to issue harsh and scathing criticisms against China while Beijing faced a global outcry over the racial profiling and mistreatment of African nationals during the COVID-19 crisis, the table seems to have turned. Hua Chunying, a spokesperson for China's Foreign Affairs Ministry, posted 'I can't breathe' on Twitter, referring to George Floyd's last words that have become a rallying slogan for demonstrators the world over, while China's state-media have been actively calling on America to address racial injustice at home and stop interfering in other countries' internal affairs.

But the battle between Beijing and Washington extended to Africa, where the two powers have been attempting to undermine each other's broader engagements with and interests in the continent. Nonetheless, it is crucial not to overstate China's role in Africa's perception of race and racism issues in America – issues one could refer to as 'the Great American Question' – if only because the dynamics and the relationship well-outdate China's modern engagement with the continent.

From a historical vantage point, to talk about America is to talk about African slavery. And understanding that tragic history is critical to understanding the reactions in Africa to the Great American Question. In July 1964, Malcolm X brought home to his 'African brothers and sisters' at the first summit of the Organization of African Unity (OAU) – the predecessor of the African Union (AU) – in Cairo, Egypt, his concerns on the fate of Americans of African descent. Malcolm X's message was a poignant pan-African plea: African-Americans, he said, 'firmly believe that African problems are our problems and that our problems are African problems....' In part, thanks to Malcolm X's moving imploration, the OAU passed a resolution that condemned 'the existence of discriminatory practices' against Af-

rican-Americans and called on America ‘to intensify... efforts to ensure the total elimination of all forms of discrimination based on race, color or ethnic origin.’

This was just one instance of how America’s foreign policy towards the continent was complicated by racism at home, a fact John F. Kennedy’s Secretary of State, Dean Rusk, once admitted: ‘the conduct of our foreign policy is handicapped by our record in the field of civil rights and racial discrimination.’

Decades later, that egregious record still shocks and disheartens many in Africa. So, it was only natural that Floyd’s killing drew widespread condemnations in the continent. For instance, the president of the AU Commission, Moussa Faki Mahamat, firmly condemned the murder of George Floyd. In his statement, he recalled the OAU’s historic resolution of 1964 to reaffirm ‘the rejection by the [AU] of persistent discriminatory practices against black citizens of the United States of America.’ Likewise, in an open letter, African writers, ‘who are connected beyond geography,’ denounced the killing and expressed their strongest solidarity with the protestors. Such an outpouring of outcries across the continent forced American embassies in Africa to attempt to control the damage by making an unprecedented move to condemn the murder that took place back home.

But given America’s long history of racism, enforced and sustained through violence and socio-economic oppression, such diplomatic efforts are destined to achieve very little. At the Democratic Convention in 2004, Barack Obama, an ambitious young African-American senator who would later become America’s first black president, told an electrified, charmed audience that central in the American political culture is the conviction that ‘all men are created equal.’ This, the young senator insisted, made America the only place on earth ‘where my story is even possible.’ The paradox, however, is that beneath that American exceptionalism also lies the foundation of the Great American Question. And Obama himself surely knows – at least he should – too well how America has long denied its black people the inalienable rights to life, liberty, and the pursuit of happiness – the basis of the so-called American dream.

Yet that same America has failed to liberate its black people from perpetual oppression and subjugation at home. As a product of that brutal reality, Malcolm X warned his audience at the 1964 Cairo summit on how, to people of color, America could be compared to South Africa’s Apartheid regime. Indeed, while the Apart-

heid regime ‘is like a vicious wolf, openly hostile to black humanity..., America is cunning like a fox, friendly and smiling on the surface, but even more vicious and deadly than the wolf.’

In that 1964 African tour, Malcolm X also observed, this time in Ghana, that there is no American dream for America’s black citizens. There is only the American nightmare. Today, that nightmare seems to engulf the country and help further tarnish its global standing. The protest and the quickness with which it gained steam might be a clear sign of a troubled nation: Think of the racial injustice, the police brutality, the job losses, and the Covid-19 pandemic, which, instead of being America’s great equalizer it was deemed to be, turned out to be a black plague for Black America.

Unfortunately, clear leadership to steer the nation out of these storms has been wanting. ‘When the looting starts, the shooting starts’ is usually something one associates with some nameless militaristic state on the brink of collapse. But this particular fanning of the flame of hatred came from Donald Trump himself. Little wonder, some see America becoming a fragile state whose stabilization is off the table in the near term, while others see a much gloomier picture.

#### *Компетентностно-ориентированная задача № 9*

Give a short summary of the text, express your opinion concerning the information.

#### **Post-Brexit EU Defence Policy: Is Germany Leading towards a European Army? (part 1)**

It is difficult to overstate the impact of Brexit European defence policy – from here onwards referred by the acronym CSDP, the EU’s Common Security and Defence Policy. Indeed, the departure of one of the European Union’s (EU) “Big Three” – to include France and Germany – would always lead to a long term shift in the geopolitical profile of the EU that is still difficult to fully appreciate. Nonetheless, the departure of the United Kingdom (UK), which remains, with France, one of two military powers in Western Europe with nuclear weapons and deployment capa-

bilities outside of Europe (Keohane, 2018) was not necessarily a negative one for the CSDP. However traumatic Brexit has been for the EU, this event also meant the exit of the most reluctant EU member to an autonomous European defence policy outside of NATO.

As last year's Munich Security Report recognized, the 'deepening of CSDP was something that London was notoriously reluctant to.' Already in the year of UK's referendum to leave the EU, Zandee (2016) has stated that 'the British vote (...) can open the door to a real strengthening of the CSDP (...) without the blocking position of London.' In this article, I shall take stock of this prediction and whether or not "real strengthening" has been happening since the UK's momentous vote.

Germany: The indispensable EU member

When it comes to the evolution of the political direction of the EU, and in particular the CSDP, one country remains the most influential: Germany. The biggest economy in the EU was almost unanimously considered as the most influential and powerful member state of the EU during the last decade, independently from the source, be it from academic experts, European and global media outlets and senior officials of the EU and other countries (such as Kundnani 2015; Matthijs, 2016; Paterson, 2011; Schweiger, 2014; Stelzenmüller, 2016; The Economist, 2013). Such a leadership, or even according to some, 'Hegemony' (Bulmer and Paterson, 2016; Kunz, 2015), which remains a rather charged concept in the realm of International Relations, will not be the focus of this article. Nonetheless, suffice to say that Germany remains the essential EU country without which, for political, economic, and even strategic reasons no major reforms in the CSDP can advance (Major and Mölling, 2018).

The past ten years, following the Euro crisis of 2009-onwards, was the moment when Germany stood out as the indispensable member of the EU. The crisis provided an opportunity for Germany to assert a clear leadership in defining the EU's policies. This is a trend which would go on in further crises, such as the one following the Russian annexation of Crimea in 2014 (Daehnhardt, 2015) or the refugee crisis with its height in 2015 (Meiritz, 2015). Even though it had already been an important state in the EU, for instance, in defining the rules for the Economic and Monetary Union in the 1990s (Baun, 1996), Germany exercised its power in the

EU in the context of the Franco-German axis – even serving as a junior partner to the French in matters of foreign and security policy (Pachta, 2003).

When it comes to the European defence policy, the turning point for Germany, in hindsight, came in 2014 after the Crimean crisis (Pond, 2015). When Russia invaded another European country it came as a shock to the German establishment (Kwiatkowska-Drożdż and Popławski 2014) – a country traditionally keen on maintaining as close a relationship as possible with Russia for historical and economic reasons (Götz, 2007). However, those strong ties were not enough to deter Berlin from taking a lead role in applying crippling sanctions on the Russian economy (Daehnhardt, 2015; Pond, 2015). Additionally, in the Munich Security Conference of 2014, there were three major speeches delivered by members of the German government on defence policy, notably by its president (Bundespräsidialamt, 2014). These were followed, in 2015, by a statement from the Defence Minister Von Der Leyen that introduced the concept of ‘leadership from the middle’ [of the EU]. The 2016 ‘White Paper on German Security Policy and the Future of the Bundeswehr’ put to paper those and other speeches by German senior officials and mentioned some of the concepts advanced for the future of German security strategies in previous years.

In the years between the Treaty of Lisbon becoming effective (December 2009) and the Brexit referendum, Germany continued its traditional policy of focusing mainly on NATO as the main field of cooperation in the area of defence (Kunz, 2018; Algieri, Bauer and Brummer, 2006). The successive Merkel governments were not interested and/or willing in investing more in European defence and in deepening the capabilities of CSDP – not even on the military capabilities of the German army, which suffered years of investment shortfalls. An official report by the Military Commissioner of the German parliament, cited by Deutsche Welle (2018), stated that less than 50% of the main weapons systems of the German armed forces were ready for interventions, or even for training, of the country’s military forces.

More importantly, as the abstention in the 2011 Libya operation had shown, Germany’s aversion to the use of military force remained an important factor (Brockmeier, 2013). The lack of German leadership at a time when German economic, and even political preponderance, in the EU was unrivalled by any other state

meant that a truly integrated European defence had hardly come any closer to being materialized by the wake of the Brexit vote than when the CSDP was originally created in 1999. As Anand Menon considered in 2010 (p.88), ‘most Member States share an increasing disillusionment with the CSDP.’

#### Main German interests and preferences for the CSDP

Any analysis of Germany’s role in forming the EU’s security and defence policy in the wake of Brexit shall begin by establishing the main German interests and preferences for European defence policy – for which the main source will be the German Government itself and namely, the aforementioned most recent “White Paper on Security Policy and the Future of the Bundeswehr,” which is the key German policy document on security policy.

The first priority for Germany concerns the importance of preserving the sovereignty of the entire European continent, by which the country clearly identifies its own security with the security of all its neighbours and fellow EU members. The second priority is the commitment to the further integration of European defence policies. For this regard, Germany’s 2016 White Paper: ‘strives to achieve the long-term goal of a European Defence and Security Union’ that includes ‘strengthening the European Defence industry’ and ‘integration of military and civilian capabilities.’ From this second quote, we can deduce a nuance that is important in understanding some of the differences arising with Paris over the future development of the CSDP.

#### *Компетентностно-ориентированная задача № 10*

Give a short summary of the text, express your opinion concerning the information.

#### Post-Brexit EU Defence Policy: Is Germany Leading towards a European Army? (part 2)

Reading between the lines of the White Paper, it seems clear that maintaining unity and cohesion between the entire EU and in cooperation with NATO are the Ger-



man priorities, even if that entails compromises in the EU that lead to less ambitious initiatives under the CSDP (Algieri, Bauer and Brummer; 2006; Von der Leyen, 2019). On the other hand, France gives absolute priority to augment integrated European military capabilities – its own 2017 Strategic Review document (commissioned after the election of Emmanuel Macron) referring to the need to ‘respond’ effectively to the US request to ‘share the burden’ of military expenditures.

The third priority comes attached to the second: Germany supports a deepening of the CSDP, but not (unlike France, for instance) at the expense of a weakening of its commitment to the NATO alliance, which includes a component of military presence of American troops on German soil (Algieri, Bauer and Brummer; 2006). This is a position that German governments have consistently defended, even under the rather strained bilateral relationship with Washington under President Trump (Erlanger, 2019). In the 2016 White Paper, Germany declares that among its national interests ‘is the strengthening of transatlantic and European security partnerships.’ Thus, for Berlin, maintaining full compatibility with NATO remains the bedrock of its defense policy, arguably trumping (no pun intended) its commitment to the CSDP, at least until now.

Finally, a very important principle for Germany as a normative power, is the defense of what it considers as indispensable values connected to its belonging to the European Union and, in a broader way, the Western world. In the realm of security policy, Germany states in the White Paper its perennial upholding of multilateralist principles, reiterating multiple times its strict respect for multilateral norms. In practice, it states that it should intervene militarily with an international mandate (namely from the UN), helping to put its refusal to intervene in Libya in 2011 in the context of a consistent national policy.

Any self-respecting analysis must go beyond the written words and dive into what is their meaning in an overall strategic sense for Germany’s policy. As such, I believe that one can identify certain principles which guide Germany in the EU. These are summarized in the table below and will help guide the next stage of this analysis – what policies were actually implemented in the European Defence policy after Brexit and the German influence on those.

Germany and the EU: The main guiding principles (own work)

PESCO: The landmark for a new beginning in the German-shaped CSDP

If one looks back, almost every progress in the European Integration begins with new institutional arrangements, and the post-Brexit renewed push on Defence policy was no exception. In 2003, the EU had published its first European Security Strategy Strategic document as a Union (essentially its own White Papers), and this was replaced in 2016 by a new document written under the authority of then High Representative of the Union for Foreign Affairs and Security Policy, Federica Mogherini. Even though it is nominally written under the authority of the Commission, this is a policy area where member-states have been reluctant to delegate too much power to Brussels, and the new document necessarily reflects a compromise among all the member-states. The 2016 Global Strategy reflects an intention to bring renewed life to the CSDP, being ‘doubly global, in geographic and thematic terms’ (Zandee, 2016). Several initiatives have been implemented since the Strategy was approved:

Permanent Structured Cooperation (PESCO; 2017)

European Defence Fund (2017)

Military Planning and Conduct Capacity (2017), which is part of the Military Corps of the External Action Service and constitutes the EU’s first permanent operational headquarters, a long-standing Franco-German ambition.

Coordinated Annual Defence Review (2019)

In the Global Strategy, the EU undertakes to achieve ‘strategic autonomy.’ In addition, there is a ‘principle-based pragmatism’ that guides the implementation of the strategy, but again without defining it in detail. In an assessment of this Global Strategy, Bendiek (2016) was critical of the ambiguity of ‘defence cooperation’ proposed for the CSDP ‘without a convincing description of how this great ambition should be achieved under resource scarcity conditions, strategic discord among member states and continued adherence to the consensus commitment in decision making,’ (the consensus rule having been, in my view, a frequent block in more ambitious proposals for the CSDP).

*Компетентностно-ориентированная задача № 11*

Give a short summary of the text, express your opinion concerning the information.

### Post-Brexit EU Defence Policy: Is Germany Leading towards a European Army? (part 3)

The document seeks to balance such ‘strategic autonomy’ with the reiteration of the importance of NATO for the defence of Europe, in a commitment to a majority of ‘Atlanticist’ or strongly pro-NATO member states. In this way, the document refers to the objective of deepening the transatlantic bond and further ensures that NATO remains ‘the primary framework for the majority of Member States, whose defensive planning and development of military capabilities are conducted in full coherence with NATO’s defence planning process’ (European Commission, 2016). So, this new push in the CSDP is not (yet) ‘Europe taking its fate its own hands,’ as Merkel famously declared it must do in 2017 (in Paravicini, 2017) after the first round of G7 and NATO meeting with US president Donald Trump. Nevertheless, PESCO can indeed be the bedrock foundation for the future of European defence policy, and it was likely the biggest institutional change for the CSDP since its creation at the turn of the century.

PESCO was a mechanism made possible under the concept of Enhanced Cooperation (in which a minimum of 9 member states decide to reinforce cooperation or harmonization in a given area), introduced by the Treaty of Lisbon. In Defence, PESCO was created with support from the German government (Major and Mölling, 2018) and institutionalized in 2017. In September 2017, an agreement was made between EU foreign ministers to move forward with PESCO with 10 initial projects. The agreement was signed on November 13 by 23 of the 28 member states. Ireland and Portugal notified the High Representative and the Council of the European Union of their willingness to join PESCO on 7 December 2017, and PESCO was activated by 25 states on 11 December 2017 with the approval of a Council decision (European Council, 2017). Denmark and Malta did not participate, the first being consistent with its position to not participate in the CSDP (Cunningham, 2018). The biggest absentee from PESCO was, of course, the UK, which finally left the EU in 2020.

The description by Major and Mölling (2018) seems to support the view that PESCO has an initiative primarily aimed at combining a will to further EU defence policy, while not hurting internal cohesion; ‘because of German lobbying, PESCO has become an inclusive political effort (and bureaucratic due to) typical EU procedures and institutions that allowed the participation of all EU states, rather than an exercise focused on (building) capabilities’ at the security/military level. According to the same authors, ‘France preferred the opposite: an exclusive club for states that are really capable and willing to contribute forces to operations.’ Major and Mölling add that, ‘Disappointed with a Germanized PESCO, Paris is now shaping its European Intervention Initiative (EI2) outside the EU,’ allowing for the inclusion of the UK, which remains as previously mentioned the other largest military power in Western Europe.

France: Indispensable partner, but regular source of disagreement

This is the time to address one of the elephants in the room when it comes to European Defence: even if Germany remains the indispensable EU member, nothing can be done without France’s approval – especially not in the matters of defence and security, for which France is arguably still a more capable country than Germany and certainly a less inhibited one for well-known historical reasons. Germany’s pacifism was a feature of Cold War times and one that remains until the present day (Bittner, 2019). In 1971, Chancellor Willy Brandt summed up this paradigm in his acceptance speech for the Nobel Peace Prize: ‘War is not the ultima ratio but the ultima irratio.’

Since the Brexit vote, France has gone through its own significant political election. In 2017, under the more real threat than ever of the election of the highly Eurosceptic Marine le Pen, Emmanuel Macron was elected President of France with the most pro-Europeanist mandate ever in the Fifth French Republic (The Economist, 2017). In his plan for the “revival” of the EU, strengthening the CSDP was one of the priorities, with Macron also referring to the goal of creating a ‘European army’, a statement soon echoed by Chancellor Merkel (Brunsden and Chazan, 2018).

Was this a revival of the Franco-German Axis in the realm of defence policy? Perhaps, but the interests of the two states regarding the future of EU Defence remain divergent. In July 2017, the two countries agreed at a bilateral meeting (Koenig

and Walter-Franke, 2017) on an ambitious agenda for capabilities in the context of the military operations in Sahel, where France had long been doing the heavy lifting. This was a step in the right direction for European Defence after years of disagreements over military interventions outside Europe and with Paris reportedly becoming increasingly frustrated by Germany (Munich Security Report, 2019). Cooperation in the Sahel, on paper, should be the perfect combination of the French (military) and German (civil) forces. Nonetheless, a more profound political divide remains between Paris and Berlin, now a matter of an occasional cooperation agreement. Indeed, a close examination of the French and German approaches to defence and security, even after the post-2016 push, reveals that structural differences have not disappeared, particularly with regard to the three dimensions of the current debate on security in Europe, as defined by Kunz (2018), the East vs. South dimension; the definition of the right level of ambition for the CSDP; the question of whether Europe needs a Plan B for its defence in times of an increasingly weakened transatlantic link.

The 2019 Munich Security Report also refers to Franco-German differences:

Contrasting models of European defence cooperation also illustrate different mindsets: for the French, the integration of European defence is a means of strengthening their military power, strengthening military power is the means and improving European integration is the end.

These differences are all the more crucial as they also represent a deeper divide in the geographical security priorities between eastern and southern members or, respectively, the ones more worried and threatened by Russia and the countries traditionally more friendly to Moscow and more concerned with the security issues of the wider Mediterranean basin, like terrorism or even the refugee crisis, depending on the government.

*Компетентностно-ориентированная задача № 12*

Give a short summary of the text, express your opinion concerning the information.

Post-Brexit EU Defence Policy: Is Germany Leading towards a European Army?  
(part 4)

The answer to the question that names this article is mostly no, and a true European army remains distant. The ambitious speeches by Chancellor Merkel or even President Macron seem to be premature: the recent rhetoric of creating a European army still lacks the means, structures and institutions that can put it into practice, a situation that is unlikely to change anytime soon. Nevertheless, some of the most recent signs of progress, post-Brexit, appear to go in the direction of a greater importance for the CSDP.

When it comes to what can be foreseen for the short and medium term of European Defence and the German role in it, some conclusions can be drawn, and the EU and Germany (in cooperation with France and other EU members), have two main decisions to take regarding the future.

One: Regarding their ambitions

‘Today’s European governments face a decision similar to the one that the United States faced in the 1940s: increase their strategic means to meet their collective foreign policy goals or reduce their ambitions to adapt them their limited capabilities’ (Krotz and Maher, 2011, p.573). I consider it unlikely and frankly counter-productive that the EU will be able to avoid this issue indefinitely. The EU, in particular Germany, will have to accept that an increasingly important role at a global level potentially entails painful costs and risks, and has to determine which ones can be tolerable and unacceptable. One of the most positive developments in CSDP is that it finally begins to be debated what the European strategy should be, instead of considering only 27 national strategies. The fact that some of the ambitions set out in the 2016 Global Strategy were translated into concrete initiatives in the following years was a much needed progress.

Obstacles to progress remain ahead; in the harsh assessment of Adrian Hyde-Price, ‘despite the progress made in institutionalizing the CSDP, the military effectiveness and operational performance of EU missions has been disappointingly poor; these missions are almost always small-scale humanitarian aid, operations training and the rule of law in a largely benign and consensual environment. [...] The military production of the CSDP was, therefore, very low.’ This even leads Hyde-Price to ask if the growing number of debates around the European defence are not ‘too much noise for nothing’ (2018, p 400).

Two: Regarding the relationship to be established in the future between the EU's defence and NATO

At the end of the same year as the Brexit referendum, Donald Trump was elected President of the USA. Traditionally, American leadership within NATO reflected a trade-off between security and autonomy, which has led Washington to accept covering most military costs and resources in exchange for being able to guide general policy within the transatlantic alliance. That might be changing in the future, and one should not forget that the criticism in Washington about what is perceived as a low commitment to NATO by Germany (including not reaching the 2% in Defence expenses) predates President Trump and will likely continue during future administrations – Robert Gates, then Secretary of Defence of President Obama, warned about the gap ‘between those willing and able to pay the price and bear the burdens of commitments, and those who enjoy the benefits of NATO membership but don’t want to share the risks and the costs’ (Shanker, 2011).

The question is, what should Germany and the EU do as a response? France has long been uncomfortable with the trade-off that allows NATO to be the main security guarantee for Europe, while Germany traditionally has accepted and even welcomed it. Why? In my views, that is in no small part because it allows Berlin to avoid difficult questions about its defence policy and capabilities while its security is guaranteed in the middle of a secure and peaceful Europe. As Trump's recent threats to withdraw US troops in Germany show (Hill, 2020), Berlin can no longer avoid at least considering these questions.

The discomfort with the new unilateralism (“America First” and the devaluing of NATO) by President Trump have led to successive public statements by German leaders in favour of a more autonomous European defence, namely the aforementioned Merkel declaration of the need for Europeans to take the future into their own hands; furthermore, Germany has used its leadership to go past the speeches into concrete action, namely with PESCO, which promises to shape the future of the CSDP for at least the next decade under a Germany-promoted concept of inclusive vision for all members of the EU. If France and Germany convince the rest of the EU members that they must strengthen their own defence capacity in order to gain greater autonomy from Washington, the evolution of the CSDP can accelerate significantly in the medium term.

The biggest test, as always, will be if EU member states are willing to put their money where their mouths are and to accept an increase in defence budget costs, a choice that many EU countries, starting with Germany, seem to remain very reluctant to take. They may no longer afford this luxury in the years to come when the world seems more and more dominated by security threats and Great Powers competitions.

### *Компетентностно-ориентированная задача № 13*

Give a short summary of the text, express your opinion concerning the information.

#### **Covid-19: Learning the Hard Way**

For months now, we have been bombarded by images of Italians and Spaniards in lockdown expressing solidarity from their balconies, of Jacinda Ardern speaking to New Zealanders from her home, of migrants workers being offered food and shelter in the Indian state of Kerala, of South Korean quarantine kits comprising masks, food and water and much more. Understandably, public interest so far has focused on the most visible aspects of the pandemic response. By looking at empty streets and the number of people wearing masks it was easy to draw comparisons between different countries. And yet, there is another dimension which is just as crucial, but not as tangible – the timeliness of a country's policy response to the Covid-19 emergency is an even stronger predictor of whether a country has succeeded in preventing death and suffering than the stringency of such measures. This was evident to epidemiologists who are familiar with the exponential way epidemics such as Covid-19 spread; but less so to the general public and policy-makers around the world. In this article, we aim to redress the imbalance of attention between timeliness and stringency.

The key question to be asked then is what made some countries quicker than others in taking measures against the spread of Covid-19. What explains the “success stories” across Hong Kong, Taiwan, South Korea, Thailand, and Singapore? What caused the surprisingly high infection and death rates in the UK, US, Italy, France, and Spain? Scholars of comparative politics have attempted to explain this varia-



tion using a set of traditional structural variables: regime type, state capacity, type of leadership, and social buy-in. Some even attribute the successes to an Asian culture that values the community more than individuals. However, these predictors don't perform well in predicting adequate government response in the Covid-19 crisis. The line between success and failure is not one between authoritarianism and democracy, one between sturdy and weak institutions, or one between communal or individualistic cultures. These variables fail to account for many striking cases in this pandemic: Singapore, as a somewhat authoritarian state, didn't seem to suffer from the information strain that was supposed to hinder its prompt response; free national health systems in the UK and Italy didn't prevent some of their hospitals from reaching capacity only a few days into the emergency; Japan, the only country that has yet to enforce any social distancing measures, has kept the virus under control; and Germany, whose population has shown low tolerance for social isolation, seems to be winning its battle against Covid-19.

In the search for a satisfactory explanation as to why some democratic states with strong capacity failed to cope with challenges posed by the Covid-19 crisis, scholars have to depart from conventional variables and consider the role of behavioral and psychological variables – how do the elite and the public perceive such a threat at its emergence and as it develops. Even with the lack of long-range planning and investment, governments' short-range response could change the trajectory of epidemics. As soon as the novel coronavirus was identified, governments had the option to conduct a quick but comprehensive review of national Personal Protective Equipment (PPE) requirements. Learning from the experience of other countries, some governments put in place a comprehensive testing-manufacturing capability and implemented testing and contact tracing while the number of cases was still low. These short-range behavioral responses determine whether a country could contain the virus wherever it cropped up.

Previous experience is key in driving a timely policy response: at the governmental level, it reduces the uncertainty associated with the choice among several policy options, speeding up the policy-making process. From the public perspective, it heightens the alertness of individuals and promotes higher levels of compliance with precautionary behaviors. In addition, it also increases public demand for policies that prioritize public health over economic and social concerns, thus further

legitimizing the government's swift response. Experience of outbreaks of SARS-Cov in 2003 and MERS-Cov in 2015 provides cognitive short cuts and enables a timely response. The key role of previous exposure in shaping a country's performance in the present emergency is at the same time a humbling lesson and a reason for hope that when similar challenges arise in the future policymakers around the world will be able to respond in a timely fashion.

It seems to be a popular belief that countries and regions including Hong Kong, Taiwan, Singapore, South Korea, and Thailand succeeded in containing the spread by enforcing stringent social isolation at high costs in disrupting their socio-economic activities. However, figure 1 shows otherwise. Using the Oxford Coronavirus Government Response Tracker, we plot the maximum stringency level that governments enforced in social isolation during the Covid-19 crisis. Among all the countries considered, Taiwan had the least stringent social isolation even at the peak of infections, while Hong Kong, Macao, South Korea, Thailand, and Singapore all differ significantly in the maximum level of stringency reached with their social distancing measures. Contrary to the popular belief, lockdown in Taiwan, Macao, and Hong Kong were not as stringent as those in most European and North American countries at their climax. Thus, maximum stringency alone – or how costly a lockdown is – does not predict a successful performance at combating Covid-19.

The Covid-19 virus spreads almost exponentially, which makes it hard to contain in today's globalized and tightly connected society. Over the last few months, we have seen how rapidly it is transmitted and how hard and costly it is to sever social interactions, once the virus starts spreading locally. Even when a stringent policy of social isolation is implemented, there is a lag between the moment the policy is introduced and the time at which the spread is effectively contained. Better policy timing, therefore, seems to be the key to containment. "Prevention is better than the cure" is a mantra that is often repeated by healthcare workers and scientists alike. With the Covid-19 pandemic, its implications have never been more real. Epidemiologists know very well that the crucial moment for the successful containment of an epidemic is at its early phases, when it remains a 'potential' pandemic and not already a given fact. At this pivotal stage, the most effective measures are not necessarily the most stringent, but rather those that give the most

precise picture of the state of affairs: identifying the virus and estimating its infectivity rate, and implementing contact tracing and population screening measures are all examples of an early-stage, precautionary approach. Whether these measures are successfully implemented depends on the timing of the government, but also on the compliance of the public at a time when the virus has not caused too much damage, yet.

#### *Компетентностно-ориентированная задача № 14*

### **International Economic Summit**

*Prepare for a role play. Read the situation and the roles, and follow the procedure.*

#### ***The situation***

*The global economic crisis of 2009 deeply affected practically every country of the world. An international economic summit is being held in 2009 to discuss the situation.*

#### ***The roles***

1. ***The moderator.*** You are to run the flow of the summit by setting the problem and giving the floor to the participants or experts and organising a discussion. You may express your personal opinion as well.
2. ***A chieftain of an African tribe.*** You live in a small community with a traditional economy. The population is involved in hunting and primitive agriculture, which has not been changed for centuries. If they experience scarcity they declare a war to the neighbouring tribe and take the values by force. You do not feel any global crisis. Try to convince the rest of the audience of the benefits of your way of driving the economy.
3. ***A politician from North Korea.*** Your society has experienced planned economy for many years. There is not much diversity in your economy, nevertheless you do not suffer from the global economic crisis. People of your country are convinced that if you want to suffer less you should reduce your desires instead of increasing

producing. Try to convince the rest of the audience of the benefits of your country's way of driving the economy.

4. ***A qualified doctor from the USA.*** You are convinced that market economy is the best, and the USA is the best example of it. You do not want to realize that the American society is doing well thanks to the efforts of the rest of the world. You think that all the difficulties are temporary and they will not influence the global social development on the whole. Try to convince the rest of the audience of the benefits of your country's way of driving the economy.

5. ***A programmer from Japan.*** You think that the main resource of economic development is the brain. You find the way out of the crisis in introducing new technologies and give examples of other countries following the same direction. Try to convince the rest of the audience of the benefits of your country's way of driving the economy.

6. ***A businessman from Singapore.*** You find the way out in creating favourable business conditions, eliminating corruption and an efficient use of natural resources and an efficient use of the geographic position of any country. Try to convince the rest of the audience of the benefits of your country's way of driving the economy.

7. ***A public servant from Belarus.*** You think that "pure" market economy is unsocial. You are convinced that it will not do without the government's interference. Try to convince the rest of the audience of the benefits of your country's way of driving the economy.

8. ***Experts in economics (3-4 people).*** You are to listen to the representatives and pass a professional judgement.

9. ***Students (the rest of the group).*** You are to put questions to the experts and participants and express your views based on your professional knowledge of economics.

### ***The procedure***

1. The moderator opens the summit.

2. The participants in turn take the floor and make their reports, saying their opinion of what should be done to the world's economy.
3. The moderator organizes the exchange of views and opinions.
4. The moderator closes the summit.

*After the role play the moderator evaluates the participants' reports. The moderator's performance is evaluated by the group.*

**Шкала оценивания решения компетентностно-ориентированной задачи:** в соответствии с действующей в университете балльно-рейтинговой системой оценивание результатов промежуточной аттестации обучающихся осуществляется в рамках 100-балльной шкалы, при этом максимальный балл по промежуточной аттестации обучающихся по очной форме обучения составляет 36 баллов, по очно-заочной и заочной формам обучения – 60 (установлено положением П 02.016).

Максимальное количество баллов за решение компетентностно-ориентированной задачи – 6 баллов.

Балл, полученный обучающимся за решение компетентностно-ориентированной задачи, суммируется с баллом, выставленным ему по результатам тестирования.

Общий балл по промежуточной аттестации суммируется с баллами, полученными обучающимся по результатам текущего контроля успеваемости в течение семестра; сумма баллов переводится в оценку по дихотомической шкале (для зачета) или в оценку по 5-балльной шкале (для экзамена) следующим образом:

Соответствие 100-балльной и дихотомической шкал

<i>Сумма баллов по 100-балльной шкале</i>	<i>Оценка по дихотомической шкале</i>
100–50	зачтено
49 и менее	не зачтено

Соответствие 100-балльной и 5-балльной шкал

<i>Сумма баллов по 100-балльной шкале</i>	<i>Оценка по 5-балльной шкале</i>
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100–85	отлично
84–70	хорошо
69–50	удовлетворительно
49 и менее	неудовлетворительно

***Критерии оценивания решения компетентностно-ориентированной задачи:***

**6-5 баллов** выставляется обучающемуся, если решение задачи демонстрирует глубокое понимание обучающимся предложенной проблемы и разностороннее ее рассмотрение; свободно конструируемая работа представляет собой логичное, ясное и при этом краткое, точное описание хода решения задачи (последовательности (или выполнения) необходимых трудовых действий) и формулировку доказанного, правильного вывода (ответа); при этом обучающимся предложено несколько вариантов решения или оригинальное, нестандартное решение (или наиболее эффективное, или наиболее рациональное, или оптимальное, или единственно правильное решение); задача решена в установленное преподавателем время или с опережением времени.

**4-3 балла** выставляется обучающемуся, если решение задачи демонстрирует понимание обучающимся предложенной проблемы; задача решена типовым способом в установленное преподавателем время; имеют место общие фразы и (или) несущественные недочеты в описании хода решения и (или) вывода (ответа).

**2-1 балла** выставляется обучающемуся, если решение задачи демонстрирует поверхностное понимание обучающимся предложенной проблемы; осуществлена попытка шаблонного решения задачи, но при ее решении допущены ошибки и (или) превышено установленное преподавателем время.

**0 баллов** выставляется обучающемуся, если решение задачи демонстрирует непонимание обучающимся предложенной проблемы, и (или) значительное место занимают общие фразы и голословные рассуждения, и (или) задача не решена.