КОМПЛЕКСНАЯ ПРОГРАММА

РАЗВИТИЯ ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ

ТАМБОВСКОЙ ОБЛАСТИ НА 2011 — 2015 ГОДЫ

Базовая отрасль: «Авиационная и космическая промышленность»

Ведущие предприятия:

ОАО «Завод «Тамбоваппарат» (ОАО «Концерн «Созвездие»)

ОАО «Тамбовский завод «Ревтруд» (ОАО «Концерн «Созвездие»)

ОАО «Корпорация «Росхимзащита»

ОАО "Тамбовский завод "Электроприбор" (ОАО «Корпорация «Аэрокосмическое оборудование»)

ОАО «Мичуринский завод «Прогресс» (ОАО «Корпорация «Аэрокосмическое оборудование»)

**КОМПЛЕКТ ОЦЕНОЧНЫХ СРЕДСТВ**

**огсэ.03. иностранный язык**

среднее профессиональное образование

(программа подготовки квалифицированных кадров)

**080114 «Экономика и бухучёт (по отраслям)»**

Тамбов, 2014

**ЛИСТ СОГЛАСОВАНИЯ**

**Комплекта оценочных средств**

**огсэ.03. Иностранный язык**

Комплект оценочных средств дисциплины Иностранный язык предназначен для контроля соответствующих Федеральному государственному образовательному стандарту в части требований к результатам освоения основной профессиональной образовательной программы и учебному плану, разработанному в соответствии с потребностями работодателей и особенностями развития отрасли «Авиационная и космическая промышленность» Тамбовского региона, позволяет определить освоение курса английского языка в учреждениях среднего профессионального образования, реализующих образовательную программу среднего (полного) общего образования.

Организация разработчик:

Тамбовское областное государственное бюджетное образовательное учреждение среднего профессионального образования «Тамбовский бизнес-колледж»

Программа рассмотрена и рекомендована Протокол № 1 от «31» августа 2014 г.

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| СОГЛАСОВАНО:  Президент некоммерческого партнерства  «Бизнес Стандарт»  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Т.А. Гуляева  «29» августа 2014 г. |

**ВВЕДЕНИЕ**

Комплект оценочных средств дисциплины Иностранный язык предназначен для контроля соответствующих Федеральному государственному образовательному стандарту в части требований к результатам освоения основной профессиональной образовательной программы и учебному плану, разработанному в соответствии с потребностями работодателей и особенностями развития отрасли «Авиационная и космическая промышленность» Тамбовского региона, позволяет определить освоение курса английского языка в учреждениях среднего профессионального образования, реализующих образовательную программу среднего (полного) общего образования.

Организация-разработчик:

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Программа рассмотрена и рекомендована Протокол № 1 от «31» августа 2014 г.

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СОГЛАСОВАНО:

Президент некоммерческого партнерства

«Бизнес Стандарт»

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Т.А. Гуляева

«29» августа 2014 г.

Комплект

контрольно-оценочных средств

учебной дисциплины

ОГСЭ.03. Иностранный язык

основной образовательной программы (ОПОП)

по специальности/профессии

080114 Экономика и бухгалтерский учет

Тамбов 2014

*1. Общие положения*

Контрольно-оценочные средства предназначены для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины ОГСЭ.03 Иностранный язык

КОСы включают контрольные материалы для проведения промежуточной аттестации в форме дифференцированного зачета.

Проводится (в форме тестирования по чтению и устного ответа по карточкам)

*2. Результаты освоения дисциплины, подлежащие проверке*

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| --- | --- | --- |
| **Код и название компетенций** | **Раздел, тема** | **Компоненты, составные части ОК и ПК** |
| OK 1. Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес. | 1,2,3,4,5,6.,7,8 | ОК 1. Осознавать сущность своей будущей профессии |
| ОК 2. Организовывать собственную деятельность, выбирать типовые методы и способы выполнения профессиональных задач, оценивать их эффективность и качество. | 1,2,3,4,5,6.,7,8 | ОК 2. Уметь организовывать собственную деятельность |
| ОК 3. Принимать решения в стандартных и нестандартных ситуациях и нести за них ответственность. | 1,2,3,4,5,6.,7,8 | ОК 3.Уметь  принимать решения в стандартных и  нестандартных ситуациях. |
| ОК 4. Осуществлять поиск и использование информации, необходимой для эффективного выполнения профессиональных задач, профессионального и личностного развития. | 1,2,3,4,5,6.,7,8 | ОК 4. Уметь работать с литературой, осуществлять поиск информации согласно предложенной теме |
| ОК 5. Использовать информационно-коммуникационные технологии в профессиональной деятельности. | 1,2,3,4,5,6.,7,8 | ОК5. Уметь  извлекать и анализировать информацию из Интернет источников, применять и закреплять полученные знания на практике. |
| ОК 6. Работать в коллективе и команде, эффективно общаться с коллегами, руководством, потребителями. | 1,2,3,4,5,6.,7,8 | ОК 6.Владеть различными социальными ролями; уметь работать в команде при составлении диалогов |
| ОК 7. Брать на себя ответственность за работу членов команды (подчиненных), результат выполнения заданий. | 1,2,3,4,5,6.,7,8 | ОК 7.Брать ответственность за эффективный результат выполнения задания |
| ОК 8. Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации. | 1,2,3,4,5,6.,7,8 | ОК 8.Совершенствовать и регулировать личностную и предметную рефлексию; владеть культурой родного языка. |

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| ОК 9. Ориентироваться в условиях частой смены технологий в профессиональной деятельности. | 1,2,3,4,5,6.,7,8 | ОК 9.Создавать и разрешать проблемные ситуации; уметь адаптироваться к новым условиям. |
| ОК 10. Исполнять воинскую обязанность, в том числе с применением полученных профессиональных знаний (для юношей). | 1,2,3,4,5,6.,7,8 | ОК 10. Знать и соблюдать требования преподавателя; следовать инструкциям преподавателя. |

*3. Оценочные средства для оценивания результатов освоения учебной дисциплины*

Задания для проведения дифференцированного зачета

* Форма дифференцированного зачета (тестирование по чтению и устный ответ по карточкам)
* Место выполнения задания: учебная аудитория
* Максимальное время выполнения задания: 90минут
* Источники информации, разрешенные к использованию на экзамене, оборудование: Англо-русский словарь

Вариант 1

**Раздел 1. Тестирование по чтению.**

*Задание 1. . Прочитайте рекомендации ученых как построить счастливую семью. Установите соответствие между заголовками 1—8 и текстами А—G. Занесите сиои ответы в таблицу. Используй­те каждую цифру только один раз. В задании один заголовок лишний.*

1. He ad-and-heart listening
2. Clear responsibilities
3. Family discussions
4. Flexibility.
5. Balanced communication
6. Caring and appreciation
7. Family roots
8. Encouragement

A. Building a successful family is like building a home. Both need a plan. A successful family based on unity and love takes careful planning, but it's worth every moment. The best way to be orga nized as a family is to talk about family matters. By doing this, families enjoy a special closeness and stability. Choosing to spend time with your family sends a message more powerful than words. Memories made together during this time will bond and sustain your family through the years.

B. Family traditions promote feelings of warmth and unity. Trace your family tree and collect all the photographs of your ancestors that you can find. Public libraries and bookstores have books on genealogy for you to get you started. Compile a family oral history.

Ask older relatives to talk about their parents and childhood and record their comments. Then transcribe the tapes and send copies to aunts and uncles, grandparents and cousins. These stories contain a glimpse of the past that would be lost otherwise.

C. How much time should families spend together? That varies from family to family. Families with young children usually spend most of their time together because young children need a great deal of physical care and guidance. Families with teenagers may spend less time together because teens naturally want to spend more time with their friends. Healthy families keep a good balance between 'too much' and 'not enough' time together. They spend enough time to satisfy all family members. '

D. Strong families take time to talk to one another. They share their hopes and dreams, feelings and concerns. This involves listening beyond words to the meanings and feelings attached to them. A good listener can better understand and respond to the needs and concerns of others. It means laying aside personal views and really trying to understand the other person's point of view. Even if you don't agree with their opinion, you can make sure you understand them before responding.

E. Members of successful families feel they really belong in their family. Family members feel accepted for what they are and promote one another's self-esteem. They celebrate their victories and help each other learn from mistakes. Sometimes life gets rough and we need all the support we can get. A cheering word from a family member can really come in handy. Put the words on sticky notes and stick them in places where they can be easily found.

F. Strong families develop predictable routines, roles, and rules that govern everyday life and provide for continuity and stability. Reasonably stable patterns empower a family to deal with the many challenges inevitable in family life; without such patterns, chaos would result. At the same time, strong families adapt relationships and family rules when needs arise. The varied circumstances of family life may necessitate individual adaptation. Since no family knows what tomorrow will bring, being adaptive is a good trait for family members to develop.

G. Recent studies affirm the importance of love in families. Research shows that expressions of affection towards children reduce problem behaviors and enhance children's development. Strong families notice and share positive aspects of each member. They notice the talents, skills and achievements, special qualities, and characteristics that make the other person unique. They find ways to be positive even when another family member makes a mistake and make a conscious effort to develop closeness and show love at home.

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**Раздел 2.Говорение**

**Задание 1.**

**Выразите свое мнение:**

* + Do you find the article useful? Why/why not?
  + Is there any other advice you could give to people who want to have a happy family?
  + What do you think is the best way to solve family problems?

**Задание 2. Составьте монологическое высказывание из предложенных ниже тем:**

1. MY FUTURE PROFESSION
2. MY FAVOURITE BOOK
3. MY FAMILY
4. MY HOOBY
5. MY WORKING DAY AND DAY OF

Вариант 2

**Раздел 1. Тестирование по чтению.**

*Задание 1. Прочитайте рассказ и выполните задания 1—7. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа. Перенесите ответы в таблицу.*

When David steps out of the front door he is blinded for a moment by the white, fizzing sunlight and reaches instinctively for his dad's hand. It's the first really warm day of the year, an unexpected heat that bridges the cusp between spring and summer. Father and son are on their way to the barbershop, something they have always done together.

Always, the routine is the same. 'It's about time we got that mop оf yours cut,' David's dad will say pointing at him with two fingers, ii cigarette wedged between them. 'Perhaps I should do it. Where are those shears, Janet?' Sometimes his dad chases him round the living room, pretending to cut off his ears. When he was young David used to get too excited and start crying, scared that maybe he really would N lose his ears, but he has long since grown out of that.

Mr Samuels' barbershop is in a long room above the chip shop, reached by a steep flight of stairs. There is a groove worn in each step by the men who climb and descend in a regular stream. David follows his father, annoyed that he cannot make each step creak like his old man can.

David loves the barbershop — it's like nowhere else he goes. Black and white photographs of men with various out-of-fashion hairstyles

hang above a picture rail at the end of the room, where two barber's chairs are bolted to the floor. They are heavy, old-fashioned chairs with foot pumps that hiss and chatter as Mr. Samuels, the rolls of his plump neck squashing slightly, adjusts the height of the seat. In front of the chairs are deep sinks with a showerhead and long metal hose attached, to the taps. Behind the sinks are mirrors and on either side of these, shelves overflowing with a mixture of plastic combs, shaving mugs, scissors, cut throat razors, hair brushes and, stacked neatly in a pyramid, 10 bright red tubs of Brylcreem.

At the back of the room sit the customers, silent for most of the time, except when Mr Samuels breaks off from cutting and takes a drag on his cigarette, sending a wisp of grey-blue smoke like the tail of kite twisting into the air.

When it is David's turn for a cut, Mr. Samuels places a wooden board covered with a piece of oxblood red leather across the arms of the chair, so that the barber doesn't have to stoop to cut the boy's hair. David scrambles up onto the bench.

'The rate you're shooting up, you won't need this soon, you'll be sat in the chair,\* the barber says. 'Wow,' says David, squirming round to look at his dad, forgetting that he can see him through the mirror. 'Dad, Mr Samuels said I could be sitting in the chair soon, not just on the board!' 'So I hear,' his father replies, not looking up from the paper. '1 expect Mr Samuels will start charging me more for your hair then.' 'At least double the price,' said Mr Samuels, winking at David, Finally David's dad looks up from his newspaper and glances into the mirror, seeing his son looking back at him. He smiles.

In the mirror David sees a little head sticking out of a long nylon cape that Mr, Samuels has swirled around him and folded into his collar with a wedge of cotton wool. Occasionally he steals glances at the barber as he works. He smelts a mixture of stale sweat and aftershave as the barber's moves around him, combing and snipping, combing and snipping. David feels like he is in another world, noiseless except for the scuffing of the barber's shoes on the lino and the snap of his scissors. In the reflection from the window he could see a few small clouds moving slowly to the sound of the scissors' click.

When Mr. Samuels has finished, David hops down from the seat, rubbing the itchy hair from his face. Looking down he sees his own thick, blonde hair scattered among the browns, greys and blacks of the men who have sat in the chair before him. For a moment he wants to reach down and gather up the broken blonde locks, to separate them from the others, but he does not have time,

The sun is still strong when they reach the pavement Outside the shop, but it is less fiery new, already beginning to drop from its zenith. 'Let's get some fish and chips to take home, save your mum from cooking: tea,' says David's dad. The youngster is excited and grabs' his dad's hand. The thick-skinned fingers close gently around his and David is surprised to find, warming ire his father's palm, a lock of his own hair

1. Sometimes David's dad chases him round the living room, because.

1), he intends to take him to the barbershop.

2) he wants to frighten David.

3) he wants to cut off David's ears. '

4) he intends to cut David's hair with the shears.

2. In paragraph 3 'a groove;' means

1) a kind of clothes worn by the men who come to the barber-shop.

2) a special perfume.

3) a thin cut into a wooden, surface.

4) a creak that each step makes. .

3. Mr, Samuels

1) has got a modern barbershop. . . r

2) is a rich barber.

3) has got very few customers.

4) is slightly fat.

4. Mr. Samuels places a wooden board across the arms of the chair because

1) he wants David to sit comfortably while cutting.

2) he would like David to see himself in the mirror.

3) he doesn't want to bend while cutting the boy's hair\*

4) in this case he doesn't have to work hard.

5. Mr. Samuels says he will charge double the price for David's hair because

1) he intends to raise the price of the haircut.

2) David has already grown up.

3) he is kidding.

4) he needs to buy a new chair.

6. David feels like he is in another world because

1) he has never been to the barbershop.

2) he can hear almost no sounds. : '\

3) he smells a mixture of stale sweat and aftershave.

4) he can see a few small clouds in the sky.

7. David's hair is

1) fair.

2) grey. >

3) brown.

4) red.

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**Раздел 2. Говорение**

**Задание 1. Выразите свое мнение:**

* + Do you spend 9 lot of time with your parents? Why/why not?
  + Why is it important for parents and children to spend a lot of time together?
  + What kind of relationships should be between parents and children?

**Задание 2. Составьте монологическое высказывание из предложенных ниже тем:**

1. еMY FUTURE PROFESSION
2. MY FAVOURITE BOOK
3. MY FAMILY
4. MY HOOBY
5. MY WORKING DAY AND DAY OF

Критерии оценивания заданий

5 баллов - (при правильном выполнении 3 заданий из 3 предложенных),

4 балла – при правильном выполнении 3 заданий из 3 предложенных с замечаниями.

3 балла - при правильном выполнении не менее 2 заданий,

2 балла – при правильном выполнении менее 2 заданий.

Ответы

**Вариант1.**

**Задние 1.**

**3751846**

**Вариант 2.**

**Задание 1.**

**2343321**

**Раздел 3. Контроль лексического материала**

**TEST 1. PARTNERSHIP**

1. **Choose the correct word for the gap in each sentence.**

**Partnership**

**Definition:** A legal form of business with two or more people. There are two types of partnerships: *general* and *limited*.

A *general partnership* consists of two or more individuals who jointly own the assets, liabilities, revenues and losses. Each partner enjoys the benefit of certain tax allowances and each has legal ownership of the assets of the business.

A *limited partnership* is one where there are one or more general partners and one or more limited partners. Limited partners responsibilities are spelled out in the partnership agreement. Limitations can be placed on who makes decisions, how profits and expenses are allocated, how long the agreement is valid and what happens when the business is sold.

A *silent partner* is one who provides financial support but does not participate in the decisions of operating the business.

Because of the importance of the agreement, all partners should have their interests protected by a competent attorney. Any unpaid debts can be claimed against the entire partnership by forcing a sale of the business' assets. Any or all of the partners can be forced into bankruptcy, in order to force the sale of their personal property. Business income is taxed according to the proporation of ownership interest held by each partner. A silent partner may invest in a business and share in its profits and losses but does not have any say in how the business is operated. The identity of silent partners is generally kept secret from the public.

**Also Known As:** none

**Alternate Spellings:** none

**Common Misspellings:** none

**Examples:**

I set up my home business as a partnership, because my mother helped finance my operations and she wanted to act as a silent partne

1. **Find a mistake in each sentence.**

**Partnership**

**Definition:** A partnership is type of unincorporated business structure in which individuals or entities called "partners" are entitled to a percentage of the profits.

In any partnership there are generally two types of "partners" - general and limited. The General Partners have control of the day to day operations of the business and are legally liable for the debts of the company. If the partnership goes bankrupt, courts can take the personal assets of the general partners and use them to pay back the debts.

Limited partners, on the other hand, are those who simply invested capital into the business. They are not involved in the daily operations, and their liability is limited only to the amount they have invested.

**TEST 2.**

**CORPORATION**

**1.Read and translate. Make up questions.**

Since the late 18th century American legal decision that the business corporation organizational model is legally a person, it has become a dominant economic, political and social force around the globe. This film takes an in-depth psychological examination of the organization model through various case studies. What the study illustrates is that in the its behaviour, this type of "person" typically acts like a dangerously destructive psychopath without conscience. Furthermore, we see the profound threat this psychopath has for our world and our future, but also how the people with courage, intelligence and determination can do to stop it

1. **Find a mistake in each sentence**.

|  |
| --- |
| Corporations |
|  |
| |  | | --- | | In forming a corporation, prospective shareholder exchange money, property, or both, for the corporation's capital stock. A corporation generally take the same deductions as a sole proprietorship to figure its taxable income. A corporation can also to take special deductions. For federal income tax purposes, a corporation are recognized as a separate taxpaying entity. A corporation conducts business, realizes net income or loss, pays taxs and distributes profits to shareholders.  The profit of a corporation are taxed to the corporation when earned, and then is taxed to the shareholders when distributed as dividends. This creates a double taxes. The corporation not get a tax deduction when it distributes dividends to shareholders. Shareholders cannot deduct some loss of the corporation. | |

**2.Complete the sentences with these words** : publicly, shares ,proprietorship, taxes, buy ,limited,products, invest, ownership, stockholders, corporation, organization.

A corporation is a business …that is treated by law as if it were an individual person. A corporation can do everything that a sole … or a partnership can do. It can, for example, buy property and resources, hire workers, make contracts, pay … sue others and be sued and produce and sell …. A corporation, however, is owned by … . They are individuals who …. in a corporation by buying … of stock profit. Stocks are the certificates of … in the corporation. Stockholders invest in a corporation in order to make a … .

A … may be either publicly owned or closed. A … owned corporation allows its shares to be purchased by anyone who chooses to invest in the business. Most corporations today are publicly …. A closed corporation is owned by a … number of **shareholders**. People owned outside of this limited group may not … shares in the corporation.

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**Test3**

**Accounting**

1. **Which words go together**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Financial 2. Income 3. Ratio 4. Assets 5. Balance 6. Effect 7. Totaling 8. Accounting 9. Gross 10. Important | a) accounts  b)data  c)department  d) pay  e) statement  f ) of the transactions  g) and liabilities  h)condition  i)analysis  j )sheet | 1. To show 2. To record 3. To give 4. To prepare 5. To receive 6. To operate 7. To deal with 8. To evaluate 9. To analyze   10.To turn | a) the value of the ownership  b) and measure the activity of a business  c) and spend money  d)the two types of records  e) a financial picture  f )with three main categories  g) current financial position  h)a very important data  i) in the report  j )with profitability |

**2.** **Find antonyms.**

* To receive money
* Bankruptcy
* Assets
* Loss statement
* Gross pay

**3. Make up sentences.**

1. corporation He big accountant works as an in a.
2. and studied They income balance statement sheet.
3. assets check The liabilities accountants the and.
4. data The provides for accounting department management.
5. is A analysis ratio two relationship of the figures.

**4. Find a mistake in each sentence.**

1. What are the purpose of accounting?
2. What are the two type of records?
3. What categorys of ratios in finance do you know?
4. What is the purpose f or the ratio analysis?
5. We can to prepare profit and loss statement.

**5.Match the sentences with the words in the box.**

|  |
| --- |
| Assets statement department company records |

1. The accounting ... is very busy.
2. I am busy with some ... and statement.
3. The .... is doing very well.
4. The balance sheet, profit and loss ... are ready.
5. It deals with .... and liabilities.

*Список использованной литературы:*

*Основные источники:*

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2.Дуда.Н.В. Тестовые задания для подготовки к ЕГЭ по английскому языку.-Ростов н/Д:изд-во «Феникс», 2003г-288с.

*Дополнительные:*

1. Экспресс-курс. Р. Мильруд. ТГУ,2001.
2. Английский для бизнесменов. Антонов О.И., М.,2008.
3. Английская грамматика. Мерфи Р.,Кембридж, 2009.
4. Бизнес-колледж словарь. Быков А.,М.,2001.
5. Бизнес-курс английского языка. Богацкий И.С.,Киев, 2006.
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7. English on Economics.Шевелёва С.А., М., 2008.

## Пакет экзаменатора

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| ПАКЕТ ЭКЗАМЕНАТОРА | | |
| **Задание (теоретическое) № 1. Тестирование** | | |
| * **Результаты освоения** * (объекты оценки) | **Критерии оценки результата**  (в соответствии с разделом 1 «Паспорт комплекта  контрольно-оценочных средств) | **Отметка о выполнении** |
| ***Умения:***  -Общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;  -Переводить (со словарем) иностранные тексты профессиональной направленности;  -Самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.  В результате освоения дисциплины обучающийся должен  ***Знания:***  Лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода со словарем иностранных текстов профессиональной направленности. | Контрольные опросы, домашние работы, семестровые зачеты, задания для самопроверки и тд.  Итоговая аттестация в форме зачета(1курс), экзамена ( 2 курс).  *1.Оцеиваются знания и умения по лексическому материалу:*  1.Sole proprietorship  2.Partnerships  3.Corporations  4.Functions of Executive  5.Accounting  6.Corporate Finance  7.Banks Business  8.Marketing  9.Wholesaling  10.Retailing  *2.Оцениваются знания и умения по грамматическому материалу:*   * Система времен английского глагола. * Типы вопросов. * Модальные глаголы сan, may, must, should, ought to, to be used. * Герундий. * Страдательный залог. * Условные предложения трех типов. * Повелительное наклонение. * Согласование времен. | * балльная оценка |
| Условия выполнения заданий (если предусмотрено) Время выполнения задания мин./час. *(если оно нормируется)\_\_\_\_\_1 час 30 мин.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  Требования охраны труда: \_\_\_\_\_\_инструктаж по правилам работы в аудитории и компьютерном классе\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *инструктаж по технике безопасности, спецодежда, наличие инструктора и др.*  Оборудование: \_\_\_\_\_\_\_сетевой компьютер или распечатанные и размноженные комплекты тестов и ручка\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Литература для экзаменующихся (справочная, методическая и др.) \_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Дополнительная литература для экзаменатора (учебная, нормативная и т.п.)\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |