ФГАОУ ВО «МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ ИНСТИТУТ МЕЖДУНАРОДНЫХ ОТНОШЕНИЙ (УНИВЕРСИТЕТ) МИД РОССИИ»

ФАКУЛЬТЕТ МЕЖДУНАРОДНОГО БИЗНЕСА

КАФЕДРА АНГЛИЙСКОГО ЯЗЫКА №4

«УТВЕРЖДАЮ»
Проректор по языковой и довузовской подготовке
канд.ист.н., доцент
И.С. ПУТИНЦЕВ

«25» февраля 2026 г.

ПРОГРАММА ГОСУДАРСТВЕННОЙ ИТОГОВОЙ АТТЕСТАЦИИ ПО ИНОСТРАННОМУ ЯЗЫКУ
(английский язык)

Направление подготовки
38.04.02 «Менеджмент»

Направленность (профиль) подготовки
«Международный бизнес»

Квалификация – *Магистр*

Форма обучения
очная

Москва – 2026

ЛИСТ СОГЛАСОВАНИЯ

Декан Факультета
международного бизнеса _____ /В.В. Шаповалов/

Программа рассмотрена и одобрена на заседании Кафедры английского языка №4 Факультета Международного бизнеса МГИМО МИД России.

Протокол заседания *№5 от «13» января 2026 г.*

Подпись зав. кафедрой: _____ /М.В. Тимченко/

Начальник Управления языковой подготовки _____ /М.А. Чигашева/

Директор НБ МГИМО им. И.Г. Тюлина _____ /М.В. Решетникова/

ПРОГРАММА ГОСУДАРСТВЕННОГО КВАЛИФИКАЦИОННОГО ЭКЗАМЕНА
по дисциплине «Иностранный язык»

Главной задачей курса является формирование профессиональных навыков и умений, предполагающих владение иностранным языком на уровне С1 согласно Общеевропейской шкале компетенций CEFR и обеспечивающей успешную профессиональную деятельность по соответствующему направлению подготовки.

В основу Программы положен компетентностный подход, а приоритетным направлением является формирование иноязычных коммуникативных компетенций, необходимых для межличностного общения в самых разнообразных контекстах в области международного бизнеса, международного корпоративного управления, управления внешнеэкономической деятельностью и международного маркетинга.

Основное внимание в курсе обучения сосредоточено на углубленном владении английским языком для специальных целей. Программа ориентирована на квалификационные требования второго уровня высшего образования и нацелена на достижение выпускниками программы уровня владения английским языком С1 (уровень профессионального владения иностранным языком согласно общеевропейской шкале компетенций CEFR) и требованиям Кембриджского экзамена BEC Higher в части аудирования (экзамен на знание делового английского языка на продвинутом уровне).

Государственный квалификационный экзамен по иностранному языку позволяет оценить навыки и умения магистранта в таких аспектах, как аудирование, говорение, чтение. В результате освоения Образовательной программы по дисциплине «Иностранный язык» выпускник магистратуры должен обладать следующими универсальными и дополнительными общепрофессиональными компетенциями, установленными ОС ВО МГИМО МИД России:

Универсальные компетенции выпускников и индикаторы их достижения

Наименование категории (группы) универсальных компетенций)	**Код и наименование универсальной компетенции выпускника**	**Код и наименование индикатора достижения универсальной компетенции**
Коммуникация	УК-4. Способен применять современные коммуникативные технологии, в том числе на иностранном (-ых) языке (ах), для академического и профессионального взаимодействия	УК-4.1. Знает основные принципы и правила деловой, академической и профессиональной этики; основные средства информационно-коммуникационных технологий. УК-4.2. Владеет навыками эффективной устной и

		письменной коммуникацией в процессе академического и профессионального взаимодействия на русском и иностранном (-ых) языках, в том числе с использование современных информационно-коммуникационных технологий, включая современные формы цифровизации бизнеса УК-4.3. Умеет грамотно, четко и доступно излагать в письменной и/или устной форме научную и профессиональную информацию на русском и иностранном (-ых) языках; создавать письменные тексты официально-делового и научного стилей речи на русском и иностранном (-ых) языках при изложении профессиональных вопросов; редактировать и корректировать официально-деловые, научные и профессиональные тексты на русском и иностранном (-ых) языках; использовать современные

		информационно-коммуникационные технологии для академического и профессионального взаимодействия.

Общепрофессиональные компетенции выпускников и индикаторы их достижения

Категория (группа) общепрофессиональных компетенций	**Код и наименование общепрофессиональной компетенции**	**Код и наименование индикатора достижения общепрофессиональной компетенции**
Научные и прикладные исследования	ОПК-5. Способен обобщать и критически оценивать научные исследования в менеджменте и смежных областях, выполнять научно-исследовательские проекты.	ИОПК-5.1. Способен разработать план прикладного и/или фундаментального исследования в области менеджмента и международного бизнеса на основе оценки и обобщения результатов научных исследований, проведенных отечественными и зарубежными авторами. ИОПК-3.2. Компетентен готовить солидные научно-практические исследовательские труды, в том числе в виде магистерской диссертации и других работ, а также аналитических статей, практических записок по

		результатам прикладного и/или фундаментального исследования в области менеджмента и международного бизнеса ИОПК-3.3. Обладает навыками обобщения и формулирования выводов, разработки рекомендаций по результатам прикладного и/или фундаментального исследования в области менеджмента, российского и международного бизнеса

СТРУКТУРА ГОСУДАРСТВЕННОГО КВАЛИФИКАЦИОННОГО ЭКЗАМЕНА

Модуль «Общий язык» (профессиональный)

1. Реферативное изложение на английском языке и обсуждение проблемного текста из англоязычной прессы (объем: 3800-4100 печ.зн.) по тематике курса. Ответы на вопросы экзаменатора. Беседа по содержанию текста.
2. Беседа по теме магистерской диссертации.

Модуль «Язык профессии и специальный перевод»

1. Перевод текста профессионального содержания с английского языка на русский без словаря (объем: 1350-1550 печ.зн.).
2. Мини-презентация длительностью 2 минуты на английском языке на одну из пройденных в течение семестра тем профессионального содержания.

На устный экзамен (подготовка и ответ) отводится 60 минут на одного студента.
Количество знаков в текстах может быть незначительно изменено в любую сторону в зависимости от их сложности.

ТИПОВЫЕ ЭКЗАМЕНАЦИОННЫЕ ЗАДАНИЯ ГОСУДАРСТВЕННОГО КВАЛИФИКАЦИОННОГО ЭКЗАМЕНА

ОБРАЗЕЦ ЭКЗАМЕНАЦИОННОГО БИЛЕТА

«УТВЕРЖДАЮ»
Заведующий кафедрой английского языка № 4
_____/М.В. Тимченко/
Протокол №5 от 24.04.2025

МГИМО (У) МИД России

НАПРАВЛЕНИЕ ПОДГОТОВКИ: 38.04.02 «МЕНЕДЖМЕНТ»

ПРОФИЛЬ ПОДГОТОВКИ: «МЕЖДУНАРОДНЫЙ БИЗНЕС»

Курс 2 (магистратура)

БИЛЕТ № __1__

к Государственному экзамену по дисциплине: «Английский язык»

1. Прочтите статью из англоязычной прессы объемом 3800-4100 печ. зн. и подготовьте устное реферирование текста. Ответьте на вопросы экзаменатора. Будьте готовы к беседе по содержанию текста.
2. Устно переведите текст экономического содержания объемом 1350-1550 печ. зн. на русский язык.
3. Подготовьте мини-презентацию (2 мин.) на английском языке на предложенную тему.
4. Расскажите о Вашем магистерском диссертационном исследовании.

МОДУЛЬ «ОБЩИЙ ЯЗЫК»

Задание 1. Реферирование текста

Прочтите текст. Подготовьте устное реферирование текста. Будьте готовы к беседе по содержанию текста.

GINNI ROMETTY ON HOW TO ENSURE MORE WOMEN WORK IN TECH

The former boss of IBM thinks firms should remove degree requirements from more roles

The Economist: Mar 8th 2023

Women continue to suffer from economic and employment inequalities. Globally, they make just 77 cents on average for every dollar earned by men and hold only two in every ten science, engineering and communication-technology jobs. Gender pay gaps and the dearth of women in higher-paying jobs in these fast-growing industries reduce women's financial stability. This makes it harder for them either to support themselves and their families, and to save for the future. Such problems can be alleviated if more women have access to high-paying occupations in science, technology, engineering and mathematics. Ensuring more women get these jobs means not only paying women fairly, but also changing current notions about how we prepare people for the modern workforce and how companies recruit employees.

I know how both an education and a career in technology and engineering can advance a woman's prospects. I grew up in a family of little financial means. As a student I enjoyed mathematics and was the first in my family to complete a four-year college degree. I chose to study engineering—often as the only woman in my classes—because it taught me how to solve problems with logic and ingenuity. It also earned me a scholarship from General Motors, the carmaker. My bachelor's degree in computer sciences helped me get an entry-level job as a systems engineer at IBM in 1981. In 2012 I became the company's first female chief executive.

My experiences showed me practical steps that educators and employers can take to increase women's access to the best jobs in some of the most exciting and lucrative fields. These ideas are not all gender-specific, but increasing opportunities for all underrepresented people will inevitably benefit women.

A quick way employers can expand economic opportunity for women is to drop four-year degree requirements for some entry-level positions and instead evaluate candidates' skills and aptitude. Many of today's tech roles require skills that can be acquired without a university degree, but some employers still demand the academic credential. Hiring for skills instead opens the workforce to marginalised workers, including women, and allows open positions to be filled more quickly. It also makes it easier for people with university degrees in unrelated disciplines to switch careers as market needs change.

In 2012 IBM couldn't find enough applicants to fill cyber-security roles and we realised that our degree requirements filtered out some qualified candidates. At the time less than 10% of all IBM jobs were open to those without degrees. Our recruiters rewrote many cyber-security job descriptions to outline the skills needed for each position, including proficiency in different coding languages, as well as creativity and project management. We also stopped requiring a degree.

The revisions were so effective that we expanded them to other roles and began recruiting more people who had never attended college—including many women. By 2019, IBM saw a 63% increase in candidates from underrepresented groups applying for positions that no longer required a degree. That year about 15% of all our American hires did not have a four-year degree. Now IBM has removed bachelor's degrees from job postings altogether unless the role absolutely requires it.

During my time at IBM, our changes to our recruitment process brought more diversity, including more women, into our workforce. Other companies should follow suit—businesses that include a variety of perspectives and experiences are more innovative, more competitive and more able to create products that appeal to a whole host of users. Giving everyone equal access to education and employment opportunities also promotes women's economic security and so will help

societies flourish. Teaching, hiring and advancing women benefits us all.

(3 838 печ.зн.)

Прочтите текст. Подготовьте устное реферирование текста. Будьте готовы к беседе по содержанию текста.

HOW EXECUTIVE MOTHERS COPE

The Economist, May 15th 2021

Betsy Holden was vice-president of strategy and new products at Kraft, a giant food company, when she became pregnant for the second time. “No one has ever done the job with two children,” her male boss worried. “How many children do you have?” Ms Holden asked. “Two,” he replied.

This double standard is only one of the barriers that female executives face, as recounted in “Power Moms”, a new book by Joann Lublin. The author focuses on two waves of female leaders. The first group were the baby-boomers, born between 1946 and 1964. These were often the only women in upper management at their firms. They faced a lot of pressure to be hands-on mothers, had little support from their husbands and were reluctant to ask for reduced schedules for fear of not seeming committed to their jobs. The stress for these women was immense, especially as they felt unable to discuss their parenting problems with male colleagues.

The second wave of women, born between 1974 and 1985, had female colleagues in upper management, expected (and usually received) support from their spouses, and benefited from employer perks, such as maternity leave and flexible working. They were able to be more open with colleagues about their parental duties. This later generation has mastered the “work-life sway” in which they move back and forth between their personal and professional lives in the course of a day, conducting a meeting before taking their children for a check-up and then returning to the office.

The earlier generation, by blazing the trail, made it easier for those behind them. A Harvard Business School study shows that adult daughters of employed mothers are more likely to hold supervisory responsibility and earn higher incomes while sons are likely to spend more time caring for family members. And companies are now much more willing to promote women, who make up more than a fifth of senior executive positions in American firms, compared with just 10% in 1996.

But there is still a long way to go. Only 27% of American employers offered paid parental leave in 2019. That may be up from 17% in 2016, but still leaves a lot of mothers uncovered. Even where leave is available, many women don’t take full advantage. A survey of female tech-industry employees in 2018 found that 44% of women who had taken maternity leave had taken off less time than their entitlement because they thought a longer break would damage their careers.

Working mothers are still overloaded. Mothers who are employed full-time spend nearly two-thirds more of their day caring for their children (under six) than their employed husbands do. They still struggle with guilt. Unsurprisingly, a study found that chronic stress levels are 40% higher in women who are employed and bringing up two children than in childless working women. Worse still, female employees routinely toiling more than 60 hours a week were more than three times as likely to develop heart disease, cancer or diabetes than those on a conventional 40-hour schedule.

Despite the advances made by female executives, things are even more difficult for the vast majority of working mothers. Many work in smaller businesses, where maternity benefits and flexible hours are less likely to be available. Many are in low-paid jobs, or in sectors like health care and retailing, where it has been impossible to work remotely during the pandemic. The author writes that “nothing is more essential to an employed mother’s professional success than reliable high-quality child care”.

It is good news that many more women have climbed the corporate ladder, not just in terms of fairness, but because an economy should take advantage of all its potential talent. There needs to be

a lot more progress made in helping the vast majority of women to juggle their home and work lives, not least by providing affordable child care. There are many more cleaners, cooks and carers than there are chief executives. *(3 938 печ. зн.)*

Прочтите текст. Подготовьте устное реферирование текста. Будьте готовы к беседе по содержанию текста.

DO "GREEDY JOBS" CAUSE THE GENDER PAY GAP?

Nov 6th 2021

Radical and liberal feminists, as defined by philosophers, differ on the extent to which women's freely made choices matter. A liberal feminist desires maximum autonomy for women, demanding equal rights and an end to sex discrimination. A radical feminist sees in society patriarchal forces that are bigger than any one person, and which oppress women in part by influencing their choices. Economic differences between the sexes—such as the gender pay gap—are a sign of injustice.

A new book by Claudia Goldin of Harvard University, an expert on women and work, is a study both of American women's choices and of the context in which they are made. "Career and Family: Women's Century-Long Journey Toward Equity" traces the history of work and family for college-educated women, and diagnoses what still troubles their careers today.

The first generation Ms Goldin studies, born in 1878-97, contained plenty of working women. But a successful career typically required forgoing children and sometimes marriage. Among those listed in "Notable American Women", a collection of biographies, no more than three in ten had a child, she writes. The choice women faced was "family or career".

By the third generation, those born between 1924 and 1943, college-educated women had a more uniform life experience: "family then job". The typical woman worked after graduation, but soon married, had children and dropped out of the workforce. She returned once her children were in school, and the gradual removal of formal discriminatory barriers opened up opportunities for her. But her prolonged absence from work meant she did not have the skills and experience necessary to thrive in the workplace.

It is only by the fifth group, born after 1958, that many women aspired to achieve "career and family". The shift was aided by the contraceptive pill, which helped women delay marriage; improved fertility treatments, which helped them delay child-bearing; and more liberal social norms. Yet, despite the staggering extent of the change, a clear gender gap still exists for these women, most notably with respect to pay. American women earn on average 20% less per hour worked. For college graduates, the gap is larger, at 26%.

It is at this point that the book becomes provocative. Drawing on reams of research Ms Goldin argues that most women no longer suffer much labour-market discrimination in the sense of unequal pay for equal performance, as is often claimed by the left. Nor is the gender pay gap driven primarily by women's choice of occupation, an explanation sometimes favoured by the right. Even if the distribution of women's occupations matched that of men—"if women were the doctors and men were the nurses"—she calculates that at most a third of the pay gap would disappear.

The most important cause is that women curtail their careers as a part of a rational household response to labour markets, which generously reward anyone, male or female, who is willing to hold down what Ms Goldin calls a "greedy job". These are roles, such as those in law, accountancy and finance, that demand long and unpredictable hours. Parents need somebody to be on-call at home in case a child falls ill and needs picking up from school, or needs cheering on at a concert or football match. That is incompatible with a greedy job, which requires being available for last-minute demands from a client or boss. No one person can do both. The rational response is for one parent to specialise in lucrative greedy work, and for the other—typically the mother—to prioritise the children. Ms Goldin writes that "couple equity has been, and will continue to be, rejected for increased family income."

A gender pay gap resulting primarily from the choices of households is a thorny problem for liberals

who prize freedom of choice. Like a radical, Ms Goldin has identified a structural feature of the economy: “It isn’t you, it’s the system,” she reassures the reader. But she has the liberal’s hesitancy about disrupting a system that is built on choice. *(4 038 печ.зн.)*

Задание 2. Беседа по тематике магистерской диссертации.

Talk about the topic of your master’s thesis, its purpose and your progress.

МОДУЛЬ «ЯЗЫК ПРОФЕССИИ И СПЕЦИАЛЬНЫЙ ПЕРЕВОД»

Задание 1. Перевод с английского языка на русский

Текст для устного перевода с английского языка на русский без словаря.

Размер - 1612 п зн

Investing in an era of higher interest rates and scarcer capital

Prepare for impatient investors and pain in private markets—but also higher returns

WELCOME to THE end of cheap money. Investors find themselves in a new world and they need a new set of rules.

The S&P 500 index of leading American shares was down by almost a quarter at its lowest point this year, erasing more than $10trn in market value. Government bonds, usually a shelter from stocks, have been heading for their worst year since 1949. A portfolio split 60/40 between equities and bonds had fallen more than in any year since 1937. Gold did not glitter. Commodities alone had a good year.

For 15 years, asset prices surged and a “bull market in everything” took hold. Venture capitalists wrote ever bigger cheques for all startups. Private markets around the world—private equity—quadrupled in size, to more than $10trn.

As interest rates fell in the bull years of the 2010s, future income was transformed into capital gains. The downside of higher prices was lower expected returns. By symmetry, this year’s capital losses have a silver lining: future real returns have gone up.

However, as Warren Buffett once argued, prospective investors should rejoice when stock prices fall; only those who plan to sell soon should be happy with high prices. Nervous or illiquid investors will sell at the bottom, but they will regret it. Those with the skill, nerve and capital will take advantage of the higher expected returns and thrive.

The second rule is that investors’ horizons have shortened. Higher interest rates are making them impatient.

The third rule is that investment strategies will change. One popular approach since the 2010s has been passive index investing in public markets with active investing in private ones.

It is those high-fee private investments that deserve scrutiny. Because the assets of private funds are not traded, managers have wide discretion over the value they place on them. However, the falling value of listed firms will eventually be felt even in privately owned businesses.

The Economist, Dec 8th 2022

Текст для устного перевода с английского языка на русский без словаря.

Размер -1528 п зн

Big emerging-market companies worry investors

Are they where markets will "break" next?

Since September, investors have been looking for vulnerabilities that might cause markets to break. Emerging economies are a prime candidate. Historically, high American interest rates and a soaring dollar have triggered financial instability across the developing world. Many emerging-market governments have deeper foreign-exchange reserves and less dollar-denominated leverage than before, and thus look much stabler than even a decade ago.

Big firms in these countries are a different story. Bonds issued by large companies have risen relentlessly since the turn of the millennium. Much of this money is owed to foreigners. Although governments in emerging economies began to borrow in their own currencies after blow-ups in the 1990s, corporate gearing is still mostly denominated in foreign currencies, meaning local-currency depreciation leads to a deterioration in companies' balance-sheets.

A default, in late September, on short-term debt issued by the developer of Legoland Korea has thrown debt markets in South Korea into turmoil. Yields on short-term debt have shot up to the highest levels since the global financial crisis of 2007-09. In late October the government said it would buy around $35bn in corporate bonds in order to stabilise markets.

In recent weeks, troubles have also popped up in other emerging Asian economies. Liquidity has gone from Vietnamese corporate-bond markets. As prices for developers' shares and bonds tumble, the central bank is weighing intervention to keep the market functioning. Indonesian developers face falling prices for the bonds of several large firms, amid credit-rating downgrades and fears that default risks are growing.

Yet Britain's budget fiasco demonstrates how quickly financial vulnerabilities can crystallise into problems.

The Economist, Nov 17th 2022

Текст для устного перевода с английского языка на русский без словаря.

Размер - 1618 п зн

Facebook and the conglomerate curse

In 1997, in his first letter to shareholders, Jeff Bezos, Amazon's founder, wrote that it was still "Day 1" for his firm. Day 2, he later explained, would mean stasis, followed by irrelevance. His call to avoid complacency seems apt today. Silicon Valley's five big tech giants, Alphabet, Amazon, Apple, Meta and Microsoft, have long been the bedrock of America's stockmarket and economy, miraculously combining reliable growth and profitability. But after the third quarter their market capitalisations have now collectively dropped by 37% so far this year.

When successful managers start to believe that they always know best, it is the board's job to rein them in. But here, the tech firms' governance rules add a twist. Often they entrust disproportionate power to bosses and founders, some of whom enjoy special voting rights that give them near-absolute control. Such bosses often cultivate an image as visionaries, whose daring bets horrify myopic outsiders but end up lucratively transforming the world.

At the worst end of the spectrum is Meta. Its valuation has dropped by 74% this year. Because lettered share classes give him 54% of voting rights, Mr Zuckerberg has been able to ignore the ideas of public investors.

In the middle is Amazon, which has over-invested in e-commerce and expanded too far, crushing its cashflow and returns. Mr Bezos, who remains executive chairman, owns less than 15% of the firm's voting rights, so he has to be at least somewhat responsive to investors.

Apple and Microsoft are at the benign end of the spectrum. Both firms listen to activist investors. The two firms have the best performance of the big five this year.

When you have disrupted industries and created hundreds of billions of dollars of wealth it is hard to accept scrutiny. Many in big tech's elite need to show outperforming the market. Otherwise Day 3 might bring an escalating agency problems between them and investors.

The Economist, Nov 3rd 2022

Текст для устного перевода с английского языка на русский без словаря.

Размер - 1459 п зн

Exxon: rebellion investors

The Texas headquarters of ExxonMobil and AT&T are less than 20 miles apart. The similarities do not end there. Both are American titans, but have fallen on hard times in recent years. Each faces a reckoning from activist shareholders. AT&T last week walked away from its foray into entertainment to focus on telecoms. Such strategic clarity will be trickier at Exxon. A proxy fight culminates next week at what was once the most valuable company in America. The showdown is not just about operational focus or corporate governance but the future of hydrocarbons. Shareholders are frustrated over a share price fall of 47 per cent between 2015 and 2020.

Exxon's strong focus on fossil fuel extraction has become increasingly unjustified. A start-up activist fund, Engine No 1, has been raising hell at Exxon with proposals for new directors. Its thesis is that a helpless Exxon board has failed to reimagine the company as the world begins to transition away from oil and gas drilling.

Large investors have also started asking tough questions about companies that are at odds with sustainability. As recently as March 2020, Exxon was arguing that investing more than $30bn annually in capital expenditures was sensible, as global energy demand would require even dirty sources of power.

The possibility of an activist upheaval is a further factor. For its part, Exxon has highlighted its commitment to "carbon capture" technology. Like many of Exxon's arguments, Engine No 1 dismisses that as window dressing. The likes of BlackRock and Vanguard will decide this fight. They have commitments to sustainability to stick to. Fresh voices are needed in Exxon's boardroom. Shareholders should back the rebel motion.

The Financial Times, May 20, 2021

Текст для устного перевода с английского языка на русский без словаря.

Размер - 1493 п зн

The impact of green investors

Sustainable investing is in the firing line, as two recent events have shown. Last week, the board of Danone, a French food-maker, fired its boss, Emmanuel Faber, who had long championed the benefits of stakeholder capitalism and sustainability. Shareholders were unhappy with the firm's languishing share price.

The next day *USA Today* published an opinion piece by Tariq Fancy, a former head of sustainability at BlackRock, the world's biggest asset manager, which says it puts climate change at the centre of its investment strategy. Mr Fancy called investing that takes into account ESG (environmental, social and governance) factors "little more than marketing hype, PR spin and disingenuous promises". He pointed to ESG funds which invest in big polluters, such as oil firms.

One argument in defence of holding shares in polluting firms is that it is the only way to engage with a business and make it change. Divestment, the reasoning goes, would only raise polluters' capital costs, and make spending on carbon-cutting projects less likely. This is the thinking behind Climate Action 100+, a global investor-engagement group. Founded in 2017, it now has 575 members, together holding over $50trn-worth of assets.

So far the CA100+ has mostly asked companies to do three things: set decarbonisation targets, disclose their climate risk and improve governance around those risks. Initially CA100+ investors focused their efforts on the 100 publicly listed firms which were the biggest emitters - hence the 100. Most of them are oil giants, utilities or industrials. It has since added another 60 or so firms. The CA100+ has notched up some successes with the oil majors announcing that they will reduce the emissions from their operations.

The Economist, May 22, 2021

Текст для устного перевода с английского языка на русский без словаря.

Размер - 1484 п зн.

Activist investors are becoming tamer

They must not become extinct

Mr Icahn, the iconic activist investor says activism isn't what it used to be.

Activist investing, simply defined, involves buying a stake in a company, then pushing for change. Activists might urge a firm to boot out its boss or sell a subsidiary, say, in the hope of driving up the share price. Mr Icahn became an activist to correct what he deems a broad failing of corporate boards to oversee management. "I'm no genius," he says, "but I made billions and billions of dollars from this crazy system."

In making their billions and billions, activists would pair financial acumen with ferocious insults. For CEOs, such activists pose a headache at best, requiring expensive lawyers, bankers. Targeted bosses have occasionally struggled to keep their cool.

Activism is, in other words, becoming if not dull, exactly, then more subtle. Many activists are choosing to operate quietly, pushing a company's board in private and preserving the ability to grumble in public if the board resists. "Several years ago, when activism was a narrow asset class, the personalities were as big a focus as the actual substance of the campaigns," says Avinash Mehrotra of Goldman Sachs.

Just as activists are becoming less confrontational, though, regulators are turning more so. Although America's Securities and Exchange Commission (SEC) is making it easier for investors to elect their candidates to corporate boards, in other ways the stock market watchdog is making activism harder. A new definition of a "group" would limit activists' ability to make their case to other shareholders. That would be too bad. Research shows that activism lifts returns for activists and long-term value for other shareholders.

The Economist May 14th 2022

Задание 2. Мини-презентация на профессиональную тему.

Подготовьте мини-презентацию (2 минуты) на одну из предложенных тем:

Topics for presentations:

1. Compare value and growth investment strategies. Consider the pros and cons of both. Comment on the latest trends.
2. Speak on stock market indexes, the principles of their creation, the most famous ones. What is their main function?
3. What is Efficient Market Hypothesis?
4. Speak on classes of shares, their voting rights, return on investment.
5. What is meant by fundamental analysis? What is technical analysis? Is any combination of the two possible?
6. What are the main financial documents of a company? Who can you mention as their users?
7. How are the main financial documents of a company structured?
8. What is meant by private equity? Who is a Shareholder activist? What are barbarians?
9. What types of business entities in terms of structure and ownership do you know?
10. What are the advantages and shortcomings of a public company?
11. Is the company's financial structure important? Do you agree with Modigliani Miller theorem?
12. What are the agency problems? What are the main ways for companies to solve them?

КРИТЕРИИ ОЦЕНКИ ВЫПОЛНЕНИЯ ЗАДАНИЙ ГОСУДАРСТВЕННОГО КВАЛИФИКАЦИОННОГО ЭКЗАМЕНА

Модуль «Общий язык»

Критерии оценки задания «Реферирование текста» (макс. балл – 100)

Аспект		Ошибка	%
Реферирование текста	Полнота и точность передачи содержания при компрессии текста	Отсутствие общей формулировки главной идеи	10
		Искажение общей формулировки главной идеи	10
		Пропуск существенной информации	5
		Искажение существенной информации	5
		Подмена существенной информации второстепенными деталями	5
		Искажение позиции автора	5
		Подмена авторской позиции собственным мнением	5
	Структура изложения	Нарушение пропорций при компрессии текста	5
		Отсутствие логики и причинно-следственной связи	5
		Отсутствие связности в изложении и переходе от одной мысли к другой	5
		Отсутствие введения	5
		Отсутствие заключения	5
		Наличие повторов	5
Беседа по содержанию статьи, ответы на вопросы, мини-презентация		Нарушение структуры мини-презентации (отсутствие введения, заключения)	10
		Недостаточное использование фактического материала изученных предметно-лексических тем	10
		Отказ от ответа на заданный вопрос	5
		Неправильный ответ на заданный вопрос	5
Языковое оформление высказывания		Чересчур замедленный темп изложения, прерываемый паузами	10
		Чересчур узкий лексико-грамматический диапазон для данного уровня владения языком	10
		Несоответствие стилю	3
		Лексическая ошибка	3
		Грамматическая ошибка	3
		Коммуникативно значимая ошибка в произношении	2
		Интерференция родного языка	3

Модуль «Язык профессии и специальный перевод»

Критерии оценки задания «Перевод текста с английского языка на русский» (макс. балл – 100)

Оценка	Описание критериев оценки
A (90-100)	Перевод выполнен полностью и правильно; допускается 1искажение, 2 грамматических / лексических ошибки.
B (82-89)	Перевод выполнен полностью и правильно; допускается 2 искажения, 5 грамматических / лексических ошибок.
C (75-81)	Допускается не более 3 искажений, 6 грамматических / лексических ошибок.
D (67-74)	Содержание передано не полностью; допускается не более 4 искажений, 6 грамматических / лексических ошибок.
E (60-66)	Содержание передано не полностью; допускается не более 5 искажений, 7 грамматических / лексических ошибок.
F (менее 60)	Ниже требований «удовлетворительно».

Процентный вес ошибок при оценивании перевода с английского языка

Аспект	Ошибка	%
Непонимание исходного текста в целом		30
Неумение преодолевать переводческие трудности	в вычленении главных, второстепенных членов предложения; причастных и герундиальных оборотов, абсолютных конструкций и т.д.	5
	неумение находить контекстуальное значение слова (в трансформации, необходимой при переводе; в нахождении логической связи между отдельными частями текста)	2-5
	перевод идиоматических выражений	2-5
	перевод заголовка	2-5
Незавершенность перевода	на 5-10 % от объема исходного текста	5
	на 15-20 % от объема исходного текста	15
	на 25-30 % от объема исходного текста	25
	на 35-40 % от объема исходного текста	35
	на 50% и более	50
Искажение смысла		5-6
Неточность		1-3
Низкий темп устного перевода, прерываемого паузами		5-10
Ошибка в активной терминологии, в использовании профессионального языка		3
Незнание реалий России, США, Великобритании		3
Несоответствие нормам русского языка		1
Несоответствие стилю		1

ТАБЛИЦА СООТВЕТСТВИЯ ОЦЕНОК

Европейская оценка	**Рейтинговая оценка**	**5-ти бальная оценка**
A	90-100	отлично
B	82-89	хорошо
C	75-81	хорошо
D	67-74	удовлетворительно
E	60-66	удовлетворительно
F	менее 60	неудовлетворительно

ПЕРЕЧЕНЬ ОСНОВНОЙ И ДОПОЛНИТЕЛЬНОЙ ЛИТЕРАТУРЫ, НЕОБХОДИМОЙ ДЛЯ ПОДГОТОВКИ К ГОСУДАРСТВЕННОЙ ИТОГОВОЙ АТТЕСТАЦИИ

а) основная литература

1. Самигуллина А.Д., Погребнова А.Н., Храмченко Д.С. English for Managers: Navigating B2B Commerce. Английский для менеджеров. Взаимодействие в B2B-среде: Учебное пособие. Уровень C1. – М.: МГИМО-Университет, 2026. – 201 с. – ISBN 978-5-9228-3126-0 – DOI 10.63861/3126-0
2. Самигуллина А.Д., Погребнова А.Н., Храмченко Д.С. English for Masters in Management: Achieve Corporate Success. Английский для менеджеров. Успех в компании: Учебное пособие. Уровень C1. М.: МГИМО-Университет, 2026. – 260 с. – ISBN 978-5-9228-3037-9 – DOI 10.63861/3037-9
3. Виноградова Н.Н. Английский язык для изучающих менеджмент и маркетинг: профессиональный подход. English for Management and Marketing Studies: Professional Approach: учебник. В двух частях. Уровень C1. Часть 2. – Москва: МГИМО Университет, 2021. – 179 с. ISBN 978-5-9228-2319-7 (ч. 2).
4. Виноградова Н.Н., Иванова Е.Э. Английский язык для изучающих менеджмент и маркетинг: профессиональный подход. English for management and marketing studies: professional approach: учебник. В двух частях. Уровень C1. Часть 1. – Москва: МГИМО-Университет, 2020. – 236 с. – ISBN 978-5-9228-2227-5 (ч. 1).
5. Виноградова Н.Н., Гетало О.Ю., Аксенова Е.В., Скутина А.Б. Английский для менеджеров. Бизнес-кейсы. – М., Издательский дом МГИМО.– 2026. – 211 с. – DOI: 10.63861/3047-8
6. Гетало О.Ю., Кишко О.Н. Английский для бизнеса. Правила эффективной деловой корреспонденции. English for Business. Rules of Effective Business Correspondence: Учебное пособие. Уровень C1 – М., Прометей. – 168 с.– ISBN 978-5-00172-826-9

б) дополнительная литература:

1. Зинкевич Н.А., Андрюхина Т.В., Иванова Е.Э., Кузнецова Н.В., Леденева С.Н., Леденева Т.В., Английский язык для магистрантов-менеджеров: готовясь к будущему = English Course For Management Masters: Preparing for the Future: уровень C1. — М.: МГИМО-Университет, 2016. – 418 с. – https://bibliocatalog.mgimo.ru:2107/index.php?page=book_red&id=493608
2. Новый англо-русский словарь-справочник. Экономика: словарь. – 2-е изд., стер. – Москва: ФЛИНТА, 2016. – https://bibliocatalog.mgimo.ru:2107/index.php?page=book_red&id=500655 ; https://biblioclub.ru/index.php?page=book&id=500655

в) литература для факультативного чтения:

1. Archer J. Not a Penny More, Not a Penny Less. –Pan Macmillan, 2014. – 600 p.
2. Barrow C. The 30 Day MBA. Your Fast Track Guide to Business Success. – London: Kogan Page, 2011. – 312 p.
3. Bazin A. BEC Higher Testbuilder. – Macmillan Education, 2009. – 152 p.
4. Brook-Hart G. Business benchmark Advanced. 2nd Edition. – Cambridge ESOL, 2013.
5. Klett E. BEC Higher 5. Student's Book with Answers. – Schulbuch, 2012.
6. Gibson, R. Intercultural Business Communication. – Oxford: Oxford University Press. – 2002.

г) Интернет-ресурсы, базы данных:

№ п/п	Наименование	Характеристики ресурса
1)	ЭБС «Университетская библиотека онлайн» ООО «НексМедиа» *https://biblioclub.ru/*	Доступ к базовой коллекции, коллекциям издательств-партнеров. Ресурс содержит учебники, учебные пособия, монографии, периодические издания, справочники, словари, энциклопедии, видео- и аудиоматериалы, художественную литературу (более 141 тыс. наименований). Также содержит книги издательства «МГИМО-Университет» с 2014 года по настоящее время и постоянно пополняется.
2)	WILEY https://onlinelibrary.wiley.com/	Более 1,5 тысяч журналов издательства с архивами.
3)	**Springer Nature** https://link.springer.com/	Полнотекстовая коллекция SpringerJournals с 2018 по н/вр. Полнотекстовая коллекция SpringerJournalsArchive 1832 - 1996 гг. Полнотекстовая коллекция книг SpringereBookCollections, включая издания текущего года

Онлайн-словари:

1. Macmillan Dictionary Online: *http://www.macmillandictionary.com/*
2. Merriam-Webster Dictionary Online: *http://www.merriam-webster.com/*
3. Multitran Dictionaries*: https://www.multitran.com/*
4. Collins Dictionary Online: *http://www.collinsdictionary.com/*
5. Investopedia *http://www.investopedia.com/*

Онлайн-ресурсы для изучения английского языка:

1. Academic Phrasebank: *http://www.phrasebank.manchester.ac.uk/*
2. Breaking News English: *https://breakingnewsenglish.com/*
3. British Council Listening: *https://learnenglish.britishcouncil.org/en/listen-and-watch*
4. ESL Language Student Grammar Exercises – Advanced Level: *http://www.esl-lounge.com/student/grammar-exercises-advanced.php*
5. ESL Language Student Grammar Guide – Advanced Level: *http://www.esl-lounge.com/student/grammar-guides/grammar-advanced.php*
6. ESL Language Student Listening – Advanced Level: *http://www.esl-lounge.com/student/listening-advanced.php*
7. ESL Language Student Reading – Advanced Level: *http://www.esl-lounge.com/student/reading-advanced.php*
8. Project Gutenberg: *https://www.gutenberg.org/*