

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ  
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  
«МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ ИНСТИТУТ  
МЕЖДУНАРОДНЫХ ОТНОШЕНИЙ (УНИВЕРСИТЕТ) МИД РОССИИ»

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**УТВЕРЖДАЮ**

Председатель Приемной комиссии  
Ректор МГИМО МИД России  
академик РАН

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**Программа вступительного испытания  
для поступления в магистратуру МГИМО МИД России  
по направлению «Менеджмент»**

**«Стратегический менеджмент  
международных минерально-сырьевых компаний  
(совместно с НИТУ «МИСиС»)»**

МОСКВА – 2018

## ОБЩАЯ ХАРАКТЕРИСТИКА ПРОГРАММЫ

Настоящая программа составлена на основании требований ФГОС ВО и ОС ВО МГИМО МИД России (уровень – бакалавриат) по направлениям подготовки «Менеджмент» и определяет содержание и форму вступительного экзамена по магистерской программе «Стратегический менеджмент международных минерально-сырьевых компаний» (совместно с НИТУ «МИСиС»).

### ПОРЯДОК ПРОВЕДЕНИЯ ВСТУПИТЕЛЬНОГО ИСПЫТАНИЯ

1. Вступительное испытание проводится в письменно-устной форме (письменная часть по английскому языку и устное собеседование).
2. Вступительное испытание по английскому языку проводится в письменной форме. Продолжительность испытания – **1 час 30 минут**. Максимальное количество баллов – 100.
3. Собеседование проводится в устной форме. Максимальное количество баллов – 100.
4. Итоговая оценка за вступительное испытание определяется как сумма баллов за устную и письменную часть испытания. Максимальное количество баллов 200.
5. Испытание считается пройденным на оценку «неудовлетворительно», если абитуриент получил **менее 60 баллов** за устную или письменную часть испытания.

### ФОРМАТ И КРИТЕРИИ ОЦЕНКИ СОБЕСЕДОВАНИЯ

Собеседование проводится индивидуально с каждым абитуриентом в течении 10-15 минут. В рамках собеседования определяются:

- общий уровень подготовки по менеджменту
- степень заинтересованности специализацией программы
- готовность к обучению в рамках практико-ориентированного модуля
- наличие компетенций/опыта/знаний в области специализации
- уровень мотивации
- общая эрудиция
- коммуникабельность
- готовность к работе в команде

## **Критерии оценки необходимых знаний и навыков абитуриента:**

- правильность ответов на вопросы (верное, четкое и достаточно глубокое изложение идей, понятий, фактов и т.д.);
- структура ответа (последовательность изложения);
- полнота и лаконичность ответа;
- умение связывать теорию с практикой, творчески применять знания к неординарным ситуациям;
- логика и аргументированность изложения;
- грамотное комментирование, приведение примеров, аналогий;
- культура речи.

По результатам собеседования выставляется интегрированная оценка от 0 до 100 баллов.

**Оценка в 90 - 100 баллов** ставится, если абитуриент продемонстрировал высокий уровень подготовки по менеджменту, самостоятельность мышления, ответ соответствует требованиям правильности, полноты и аргументированности.

**Оценка в 75 - 89 баллов** ставится, если абитуриент не в полной мере продемонстрировал свои знания, дал недостаточно полный, четкий и убедительный ответ, но в целом разбирается в вопросах менеджмента, логически рассуждает, отвечает в достаточной степени уверенно, может обосновать свои суждения.

**Оценка в 60 - 74 балла** ставится, если абитуриент отвечает не вполне конкретно и убедительно, слабо аргументирует свою позицию, не может достаточно глубоко и доказательно обосновать свои суждения, имеет поверхностное представление о вопросе.

**Оценка в 0 - 59 баллов** ставится, если абитуриент не отвечает на заданные вопросы или отвечает нечетко и неубедительно, дает неверные формулировки, в ответе отсутствует какое-либо представление о вопросе.

**Примерная тематика вопросов для подготовки  
к собеседованию по менеджменту**

Раздел	Основные темы	Литература
<b>Основы менеджмента</b>	<ul style="list-style-type: none"> <li>• Сущность понятия «менеджмент», основные принципы менеджмента.</li> <li>• Основные функции управления.</li> <li>• Классификация форм организаций в менеджменте.</li> <li>• Основные уровни аппарата управления и их функции.</li> <li>• Содержание и стадии принятия управленческих решений.</li> <li>• Цели и виды внутрифирменного планирования.</li> <li>• Основные виды организационных структур компании. Организационная структура крупной промышленной компании.</li> <li>• Формы и средства реализации внутрифирменного управленческого контроля.</li> <li>• Международные компании как крупные интегрированные структуры.</li> </ul>	<ol style="list-style-type: none"> <li>1. Мескон М., Альберт М., Хедоури Ф. Основы менеджмента, 3-е издание: Пер. с англ. – М.: ООО «И.Д. Вильямс», 2012. – 672 с.</li> <li>2. Ричард Л. Дафт. Менеджмент / пер. с англ. - М.: ЮНИТИ-ДАНА, 2006. — 736 с.</li> <li>3. Менеджмент: Теория, практика и международный аспект: Учебник / Под ред. Н.Ю. Кониной. - 2-е изд., испр. И доп. - М.: Издательство «Аспект пресс», 2018.</li> </ol>
<b>Стратегический менеджмент</b>	<ul style="list-style-type: none"> <li>• Сущность и содержание стратегического менеджмента.</li> <li>• Формулирование миссии и целей в стратегическом менеджменте.</li> <li>• Классификация стратегий в менеджменте.</li> <li>• Стратегическая гибкость и динамические способности компании.</li> <li>• Стратегический менеджмент и стратегическое планирование.</li> <li>• SWOT-анализ в стратегическом управлении компании.</li> </ul>	<ol style="list-style-type: none"> <li>1. Томпсон А.А., Стрикленд Дж. Стратегический менеджмент. Искусство разработки и реализации стратегии. Пер. с англ. Под ред. Зайцева Л.Г., Соколовой М.И. – М.: ЮНИТИ, 2006.</li> <li>2. Ансофф И. Новая корпоративная стратегия / пер. с англ.- СПб.: Питер Ком, 2015.-408 с.</li> <li>3. Минцберг Г.</li> </ol>

		Школы стратегий / Под общ. ред. Ю. Каптуревского. — СПб.: Питер, 2002. — 330 с.
<b>Операционный менеджмент (управление производством)</b>	<ul style="list-style-type: none"> <li>• Производственная структура предприятия.</li> <li>• Проектирование производственного процесса.</li> <li>• Оперативное управление производством: принципы, организация, функции.</li> <li>• Оценка и факторы повышения эффективности производства.</li> <li>• Управление запасами.</li> <li>• Управление материально-техническим обеспечением компании.</li> <li>• Производственная логистика.</li> </ul>	<ol style="list-style-type: none"> <li>1. Гэлловэй Л. Операционный менеджмент. – СПб.: Питер, 2001. – 320 с.</li> <li>2. Операционный менеджмент: учебник / А.Ильдеменов, С.Ильдеменов, С. Лобов. М.: Инфра-М, 2009. - 336 с.</li> </ol>
<b>Инновационный менеджмент</b>	<ul style="list-style-type: none"> <li>• Сущность и содержание инновации и инновационного менеджмента.</li> <li>• Жизненный цикл инновации и характеристика этапов инновационного процесса.</li> <li>• Инкубаторы, технопарки, технополисы как организационные формы стимулирования инновационной деятельности.</li> <li>• Научно-техническая политика компании.</li> <li>• Оценка эффективности инноваций и инновационных проектов в компании: основные принципы и показатели.</li> </ul>	<ol style="list-style-type: none"> <li>1. Хотяшева О.М. Инновационный менеджмент: Учебник и практикум для академического бакалавриата / О.М. Хотяшева, М.А Слесарев. – 3-е изд., перераб. и доп. – М.: Юрайт, 2016. – 326 с.</li> <li>2. Инновационный менеджмент: Концепции, многоуровневые стратегии и механизмы инновационного развития: Учеб. пособие / Под ред. В.М, Аньшина, А.А. Дагаева. – 2-е изд., перераб. и доп. – М.: Дело, 2007. – 584 с.</li> <li>3. Тебекин А.В. Инновационный менеджмент: Учебник / А.В. Тебекин. – 2- изд. - М.: Юрайт, 2014.</li> </ol>

## ФОРМАТ ВСТУПИТЕЛЬНОГО ЭКЗАМЕНА ПО АНГЛИЙСКОМУ ЯЗЫКУ

Раздел	Форма контроля	Максимальное количество баллов
<b>Лексикология и словообразование</b>	Различные формы письменного тестирования на основе предложенного материала социально-культурного или общественно-политического содержания	<b>10</b>
<b>Грамматика</b>	Различные формы письменного тестирования на основе предложенного материала социально-культурного или общественно-политического содержания	<b>40</b>
<b>Чтение</b>	Различные формы письменного тестирования на основе прочитанного материала социально-культурного или общественно-политического содержания	<b>20</b>
<b>Письмо</b>	Эссе на заданную тему	<b>30</b>
<b>Итого</b>		<b>100</b>

- Выполнение двух заданий лексической направленности.
- Выполнение трех заданий грамматико-морфологической направленности на основе предложенного материала по социально-культурной и общественно-политической тематике.
- Выполнение заданий на основе прочитанного материала по социально-культурной и общественно-политической тематике. Объем текста – 4000-4500 печатных знаков.
- Эссе на предложенную тему. Объем – 150-200 слов.

Общее время на выполнение заданий по разделам «Лексикология и словообразование», «Грамматика», «Чтение» и «Письмо» составляет не более двух астрономических часов.

### Критерии оценки вступительного экзамена по английскому языку

Раздел (максимальное количество баллов)	Параметры оценки результата	Баллы, вычитаемые за несоответствие параметрам
<b>Лексикология и словообразование</b>	Адекватность восприятия и обработки прочитанной информации в соответствии с поставленной задачей	<b>0,5</b> (за каждую ошибку)

<b>(10)</b>		
<b>Грамматика (40)</b>	Адекватность восприятия и обработки прочитанной информации в соответствии с поставленной задачей	<b>1</b> (за каждую ошибку)
<b>Чтение (20)</b>	Адекватность восприятия и обработки прочитанной информации в соответствии с поставленной задачей	<b>2</b> (за каждую ошибку)
<b>Письмо (30)</b>	Соответствие содержания эссе заданной теме	<b>20</b>
	Соблюдение формата эссе	<b>10</b>
	Аргументированность и логичность изложения	<b>3</b> (за каждый пункт)
	Адекватность лексического и грамматического выражения (корректность использования и сочетаемость лексических единиц, грамматическая – морфологическая и синтаксическая – корректность)	<b>2</b> (за каждую ошибку)
	Соблюдение правил орфографии, корректность использования служебных частей речи (артиклей, предлогов)	<b>1</b> (за каждую ошибку)
	Соблюдение стилистических норм	<b>2</b> (за каждую ошибку)

### Образцы экзаменационных заданий по разделам

Экзаменационный билет может содержать виды заданий по разделам «Лексикология и словообразование», «Грамматика», «Чтение» и «Письмо», отличные от представленных в образце, а также различные комбинации предлагаемых заданий.

#### 1. Лексикология и словообразование (Use of English)

##### *PART I.*

For questions 1-10, read the text below and decide which answer (A, B, C or D) best fits each space. There is an example at the beginning (0).

#### THE PRICE OF EDUCATION

Recently, more and more students have started to (0) (B) take up full-time paid work while they are still studying. This means that some of them end up actually leaving their degree courses because they see the advantages of having a stable (1) \_\_\_\_\_ and feel that this is more useful than getting a degree. (2) \_\_\_\_\_ a reasonable wage means that they are able to begin to (3)

\_\_\_\_\_ the debts they have (4) \_\_\_\_\_ while they were at college or university. Why do they have these debts?

Sometimes it is because they are not good at managing their money and overspend on entertainment and clothes. Sometimes it is not their fault. Banks are keen to offer students credit cards and it is very easy to build up a big (5) \_\_\_\_\_. It is almost impossible for students to cover all the costs of accommodation and other necessary expenses.

It can be depressing to start working life (6) \_\_\_\_\_ but that is the way it is for many students. Universities can charge high fees, and the price of a university education is (7) \_\_\_\_\_ all the time. Nowadays, not everyone, it seems, is willing to spend that (8) \_\_\_\_\_ of money, and in future there may be fewer graduates coming into the (9) \_\_\_\_\_. Perhaps instead of (10) \_\_\_\_\_ in stocks and shares we should all put more money into subsidizing education.

0.	A	take over	B	take up	C	take out	D	take away
1.	A	income	B	intake	C	increase	D	input
2.	A	Winning	B	Gaining	C	Earning	D	Doing
3.	A	pay out	B	pay in	C	pay up	D	pay off
4.	A	run up	B	run on	C	run in	D	run out
5.	A	overdraft	B	statement	C	balance	D	withdrawal
6.	A	in debt	B	on loan	C	in credit	D	on duty
7.	A	rising up	B	getting up	C	moving up	D	going up
8.	A	number	B	fraction	C	percentage	D	amount
9.	A	company	B	job	C	workplace	D	vacancy
10.	A	providing	B	investing	C	purchasing	D	giving

**Keys:**

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
A	C	D	A	A	A	D	D	C	B

## ***PART II.***

For questions 1-10, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

### **GETTING AHEAD IN BUSINESS**



Your chances of success can be (0) **greatly** increased if you follow a few simple rules in your working life. First of all, remember that your (1) \_\_\_\_\_ wants you to do well – that’s what you are being paid for. Many companies choose (2) \_\_\_\_\_ young people to work for them and provide a lot of (3) \_\_\_\_\_ to their workers. Working for a large, international company may provide job (4) \_\_\_\_\_. On the other hand, a smaller company might give you the chance to use your (5) \_\_\_\_\_ more.

Secondly, remember that any experience you gain will always (6) \_\_\_\_\_ your position in the company. The company wants (7) \_\_\_\_\_ that you want to get to the top. Take any opportunity you get to go on (8) \_\_\_\_\_ courses related to your work. The more (9) \_\_\_\_\_ you are, the better chance you have of being promoted.

Finally, don’t give up, even when you are (10) \_\_\_\_\_. Stick with it and you’ll get there in the end.

GREAT  
EMPLOY  
AMBITION  
ENCOURAGE  
SECURITY  
IMAGINE  
STRONG  
PROVE  
TRAIN  
QUALIFY  
SUCCESS

**Keys:**

1.	employer
2.	ambitious
3.	encouragement
4.	security
5.	imagination
6.	strengthen
7.	proof
8.	training
9.	qualified
10.	unsuccessful

2. Грамматика (Grammar)

**PART I.**

Choose the correct *preposition* for each gap to complete the following passage. Look especially at the verbs and adjectives before each one. There is an example at the beginning (0).

**THE GREEN OFFICE**

There are a number of simple steps you can take to make your office more environmentally friendly. Most of them are not just about looking (0) **(B) after** the environment. They are useful for anyone who is interested (1) \_\_\_\_\_ running their office more efficiently. For example, has anyone in your workplace ever left their computer switched (2) \_\_\_\_\_ all night? Making sure that everyone who shuts (3) \_\_\_\_\_ the computer (4) \_\_\_\_\_ the end of the day will save energy and reduce your electricity bills too. Many office workers also depend too much (5) \_\_\_\_\_ hard copies of documents, which means that the office spends far more than it should (6) \_\_\_\_\_ paper. Make sure everyone is aware of the system for creating files and storing emails on computer so that they do not have to print everything (7) \_\_\_\_\_.

A truly green office will have a system for recycling different materials. Try to persuade your boss to set (8) \_\_\_\_\_ a system with different bins for paper, cardboard and plastic. If colleagues complain (9) \_\_\_\_\_ the extra time and trouble, you may be able to invest (10) \_\_\_\_\_ individual recycling containers which can be placed next to everyone's desk. These are available from many recycling companies!

0.	A	for	B	after	C	up
1.	A	at	B	about	C	in
2.	A	on	B	off	C	down
3.	A	on	B	off	C	down
4.	A	in	B	on	C	at
5.	A	on	B	of	C	from
6.	A	on	B	for	C	from
7.	A	at	B	of	C	in
8.	A	up	B	on	C	out
9.	A	on	B	in	C	up
10.	A	of	B	from	C	about
11.	A	on	B	at	C	in

**Keys:**

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
C	A	C	C	A	A	C	C	C	C

**PART II.**

**Write the letter of the correct completion for each sentence.**

<i>Example:</i>	If energy <u>C</u> inexpensive and unlimited, many things in the world would be different.							
	A	is	B	will be	C	<u>were</u>	D	would be

1.	A: Can I borrow your car for this evening? B: Sure, but Nora's using it right now. If she ___ it back in time, you're welcome to borrow it.			
	<b>A</b>   brings	<b>B</b>   will bring	<b>C</b>   brought	<b>D</b>   would bring

2.	Do you think there would be less conflict in the world if all people ___ the same language?			
	<b>A</b>   speak	<b>B</b>   will speak	<b>C</b>   spoke	<b>D</b>   had spoken

3.	I didn't know you were asleep. Otherwise, I ___ so much noise when I came in.			
	<b>A</b>   don't make	<b>B</b>   won't make	<b>C</b>   didn't make	<b>D</b>   wouldn't have made

4.	Dr. Mason was out of town, so a guest lecturer gave the talk. It was boring and I almost fell asleep. If Dr. Mason ___, I would have paid attention and not fallen asleep.			
	<b>A</b>   lectured	<b>B</b>   was lecturing	<b>C</b>   had been lecturing	<b>D</b>   would lecture

5.	If I ___ the problems you had as a child, I might not have succeeded in life as well as you have.			
	<b>A</b>   have	<b>B</b>   had	<b>C</b>   had had	<b>D</b>   would have

6.	_____ more help, I can call my neighbor.			
	<b>A</b>   I need	<b>B</b>   I should need	<b>C</b>   I have needed	<b>D</b>   Should I need

7.	When we kept getting unwanted calls, I called the phone company and had my phone number _____.			
	<b>A</b>   change	<b>B</b>   changed	<b>C</b>   to change	<b>D</b>   changing

8.	The store manager caught the cashier _____ money from the cash register and promptly called the police. They discovered that it had been going on for a long time.			
	<b>A</b>   to steal	<b>B</b>   stealing	<b>C</b>   stole	<b>D</b>   being stolen

9.	The municipal authorities advised us _____ water in the metropolitan area because of the severe drought.			
	<b>A</b>   ration	<b>B</b>   to ration	<b>C</b>   have rationed	<b>D</b>   rationing

10.	The flight attendants made all the passengers _____ their seat belts during the			
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	turbulence.							
	<b>A</b>	buckle	<b>B</b>	to buckle	<b>C</b>	have buckled	<b>D</b>	buckling

**Keys:**

<b>1.</b>	<b>2.</b>	<b>3.</b>	<b>4.</b>	<b>5.</b>	<b>6.</b>	<b>7.</b>	<b>8.</b>	<b>9.</b>	<b>10.</b>
<b>A</b>	<b>C</b>	<b>D</b>	<b>C</b>	<b>C</b>	<b>D</b>	<b>B</b>	<b>B</b>	<b>B</b>	<b>A</b>

### ***PART III.***

**Read the texts below. Open the brackets putting verbs into correct forms. Choose between present, past and future tenses (*simple, continuous, perfect, perfect continuous*). Some of the verbs used below are irregular. Some verbs are correlated with the modal verbs. Be ready to use verbs both in the active and in the passive.**

**a)**

Lightning storms (1) (*occur, modal verb*) \_\_\_\_\_ suddenly and without warning. It is important to know how to stay safe if you (2) (*be*) \_\_\_\_\_ outside when a storm (3) (*begin*) \_\_\_\_\_. Some people stand under trees or in open shelters like picnic areas in order to protect themselves. They (4) (*surprise*) \_\_\_\_\_ to hear that this can be a fatal mistake. Tall objects are likely to attract lightning, so when you (5) (*be*) \_\_\_\_\_ out in the open, you (6) (*try, modal verb*) \_\_\_\_\_ to make yourself as small as possible. Crouching down or curling up into a ball (7) (*lessen*) \_\_\_\_\_ the chance that a lightning bolt (8) (*strike*) \_\_\_\_\_ you. (9) (*find*) \_\_\_\_\_ a depression in the ground to hide in, like a hole or a ditch, is even better.

(10) (*be*) \_\_\_\_\_ inside a building is safer than (11) (*be*) \_\_\_\_\_ outside, but it's not without dangers. Be careful to stay away from doors and windows. If you're talking on a phone with a cord, hang up. Lightning (12) (*be known*) \_\_\_\_\_ to travel along a phone cord and strike the person (13) (*hold*) \_\_\_\_\_ the phone. Even TVs can conduct lightning through the cable or antenna, so it's a good idea to stay away from the television. It's also inadvisable to take a shower or bath since plumbing can conduct electricity from lightning. How (14) (*be, safe*) \_\_\_\_\_ cars? Surprisingly, the inside of a car is safe as long as it has a metal roof, but avoid touching any part of the car that leads to the outside.

There is a 30/30 rule regarding lightning. As soon as you see lightning, begin (15) (*count*) \_\_\_\_\_ the seconds until you hear thunder. If you hear thunder before you reach 30, this means you (16) (*seek, modal verb*) \_\_\_\_\_

\_\_\_\_\_ shelter immediately. Additionally, even if the storm (17) (*pass*) \_\_\_\_\_, you want to stay in a protected place for 30 minutes after you (18) (*hear*) \_\_\_\_\_ the last sounds of thundert or (19) (*see*) \_\_\_\_\_ the last flashes of lightning. Many lightning deaths, in fact more than half in the United States, occur after a storm (20) (*pass*) \_\_\_\_\_.

b)

Throughout history, paper (21) (*make*) \_\_\_\_\_ from various plants such as rice and papyrus, but today wood is the chief source of paper. In the past, paper (22) (*make*) \_\_\_\_\_ by hand, but now most of the work (23) (*do*) \_\_\_\_\_ by machines. Today paper (24) (*make*) \_\_\_\_\_ from wood pulp by using either a mechanical or a chemical process.

In the mechanical process, wood (25) (*grind*) \_\_\_\_\_ into small chips. During the grinding, it (26) (*spray*) \_\_\_\_\_ with water to keep it from burning from the friction of the grinder. Then the chips (27) (*soak*) \_\_\_\_\_ in water.

In the chemical process, first the wood (28) (*wash*) \_\_\_\_\_, and then it (29) (*cut*) \_\_\_\_\_ into small pieces in a chipping machine. Then the chips (30) (*cook*) \_\_\_\_\_ in certain chemicals. After the wood (31) (*cook*) \_\_\_\_\_, it (32) (*wash*) \_\_\_\_\_ to get rid of the chemicals.

The next steps in making paper are the same for both the mechanical and the chemical processes. The pulp (33) (*drain*) \_\_\_\_\_ to form a thick mass, (34) (*bleach*) \_\_\_\_\_ with chlorine, and then thoroughly (35) (*wash*) \_\_\_\_\_ again. Next the pulp (36) (*put through*) \_\_\_\_\_ a large machine that (37) (*squeeze*) \_\_\_\_\_ the water out and (38) (*form*) \_\_\_\_\_ the pulp into long sheets. After the pulp sheets go through a drier and a press, they (39) (*wind*) \_\_\_\_\_ onto rolls. These rolls of paper are then ready for use.

The next time you use paper, you should think about its origin and how it is made. And you should ask yourself this question: What would the world be like without paper? If you can imagine how different today's world would be without paper, you will immediately understand how essential paper (40) (*be*) \_\_\_\_\_ in the development of civilization.

**Keys:**

a)

1. can occur
2. are
3. begins
4. are surprised

b)

21. has been made
22. was made
23. is done
24. is made

- |                        |                    |
|------------------------|--------------------|
| 5. are                 | 25. is ground      |
| 6. should try          | 26. is sprayed     |
| 7. lessens             | 27. are soaked     |
| 8. will strike         | 28. is washed      |
| 9. Finding             | 29. is cut         |
| 10. Being              | 30. are cooked     |
| 11. being              | 31. is cooked      |
| 12. has been known     | 32. is washed      |
| 13. holding            | 33. is drained     |
| 14. How safe are cars? | 34. (is) bleached  |
| 15. counting           | 35. (is) washed    |
| 16. need to seek       | 36. is put through |
| 17. has passed         | 37. squeezes       |
| 18. hear               | 38. forms          |
| 19. have seen          | 39. are wound      |
| 20. has passed         | 40. has been       |

### 3. Чтение (Reading)

Read the text and be ready to give correct answers to the questions 1 – 10 in the three assignments below.

- A. Coal is expected to continue to account for almost 27 per cent of the world's energy needs. However, with growing international awareness of pressures on the environment and the need to achieve sustainable development of energy resources, the way in which the resource is extracted, transported and used is critical.

A wide range of pollution control devices and practices is in place at most modern mines and significant resources are spent on rehabilitating mined land. In addition, major research and development programmes are being devoted to lifting efficiencies and reducing emissions of greenhouse gases during coal consumption. Such measures are helping coal to maintain its status as a major supplier of the world's energy needs.

- B. The coal industry has been targeted by its critics as a significant contributor to the greenhouse effect. However, the greenhouse effect is a natural phenomenon involving the increase in global surface temperature due to the presence of greenhouse gases – water vapour, carbon dioxide, tropospheric ozone, methane and nitrous oxide – in the atmosphere. Without the greenhouse effect, the earth's average surface temperature would be 33 – 35 degrees C lower, or – 15 degrees C. Life on earth, as we know it today, would not be possible.

There is concern that this natural phenomenon is being altered by a greater build-up of gases from human activity, perhaps giving rise to additional warming and changes in the earth's climate. This additional build-up and its forecast outcome has been called the enhanced greenhouse effect. Considerable uncertainty exists, however, about the enhanced greenhouse effect, particularly in relation to the extent and timing of any future increases in global temperature.

Greenhouse gases arise from a wide range of sources and their increasing concentration is largely related to the compound effects of increased population, improved living standards and changes in lifestyle. From a current base of over 6 billion, the United Nations predicts that the global population may stabilize in the twenty-first century between 8 and 14 billion, with more than 90 per cent of the projected increase taking place in the world's developing nations. The associated activities to support that growth, particularly to produce the required energy and food, will cause further increases in greenhouse gas emissions. The challenge, therefore, is to attain a sustainable balance between population, economic growth and the environment.

The major greenhouse gas emissions from human activities are carbon dioxide (CO<sub>2</sub>), methane and nitrous oxide. Chlorofluorocarbons (CFCs) are the only major contributor to the greenhouse effect that does not occur naturally, coming from such sources as refrigeration, plastics and manufacture. Coal's total contribution to greenhouse gas emissions is thought to be about 18 per cent, with about half of this coming from electricity generation.

- C.** The world-wide coal industry allocates extensive resources to researching and developing new technologies and ways of capturing greenhouse gases. Efficiencies are likely to be improved dramatically, and hence CO<sub>2</sub> emissions reduced, through combustion and gasification techniques which are now at pilot and demonstration stages.

Clean coal is another avenue for improving fuel conversion efficiency. Investigations are under way into superclean coal (3 – 5 per cent ash) and ultraclean coal (less than 1 per cent ash). Superclean coal has the potential to enhance the combustion efficiency of conventional pulverized fuel power plants. Ultraclean coal will enable coal to be used in advanced power systems such as coal-fired gas turbines which, when operated in combined cycle, have the potential to achieve much greater efficiencies.

- D.** Defendants of mining point out that, environmentally, coal mining has two important factors in its favour. It makes only temporary use of the land and produces no toxic chemical wastes. By carefully pre-planning projects, implementing pollution control measures, monitoring the effects of mining

and rehabilitating mined areas, the coal industry minimizes the impact on the neighbouring community, the immediate environment and long-term land capability.

Dust levels are controlled by spraying roads and stockpiles, and water pollution is controlled by carefully separating clean water runoff from runoff which contains sediments or salt from mine workings. The latter is treated and re-used for dust suppression. Noise is controlled by modifying equipment and by using insulation and sound enclosures around machinery.

Since mining activities represent only a temporary use of the land, extensive rehabilitation measures are adopted to ensure that land capability after mining meets agreed and appropriate standards which, in some cases, are superior to the land's pre-mining condition. Where the mining is underground, the surface area can be simultaneously used for forests, cattle grazing and crop raising, or even reservoirs and urban development, with little or no disruption to the existing land use. In all cases, mining is subject to stringent controls and approvals processes.

In open-cut operations, however, the land is used exclusively for mining but land rehabilitation measures generally progress with the mine's development. As core samples are extracted to assess the quality and quantity of coal at a site, they are also analysed to assess the ability of the soil or subsoil material to support vegetation. Topsoils are stripped and stockpiled prior to mining for subsequent dispersal over rehabilitated areas. As mining ceases in one section of the open-cut, the disturbed area is reshaped. Drainage within and off the site is carefully designed to make the new land surface as stable as the local environment allows: often dams are built to protect the area from soil erosion and to serve as permanent sources of water. Based on the soil requirements, the land is suitably fertilized and revegetated.

## **ASSIGNMENT 1**

### **QUESTION 1**

**From the list below choose the most suitable title for the whole of the Reading Passage. Write the appropriate letter A – D in box 1.**

<b>A.</b>	Pollution control in coal mining	
<b>B.</b>	The greenhouse effect	
<b>C.</b>	The coal industry and the environment	
<b>D.</b>	Sustainable population growth	



**Keys:**

1.	C
----	---

**ASSIGNMENT 2**

**QUESTIONS 2 – 5**

**Do the following statements reflect the opinions of the writer in the Reading Passage? In the boxes 2 – 5, write**

**YES**                      *if the statement reflects the opinion of the writer*  
**NO**                         *if the statement contradicts the writer*  
**NOT GIVEN**          *if it is impossible to say what the writer thinks about this*

2. The coal industry should be abandoned in favour of alternative energy sources because of the environmental damage it causes.
3. The greatest threats to the environment are the gases produced by industries which support the high standard of living of a growing world population.
4. World population in the twenty-first century will probably exceed 8 billion.
5. CFC emissions have been substantially reduced in recent years.

**Keys:**

2.	NO
3.	YES
4.	YES
5.	NO

**ASSIGNMENT 3**

**QUESTION 6 – 10**

**To answer the following questions 6 – 10 choose the correct letter A, B, C or D.**

- 6.** The global increase in greenhouse gases has been attributed to
- A.** industrial pollution in developing countries.
  - B.** coal mining and electricity generation.
  - C.** reduced rainfall in many parts of the world.
  - D.** trends in population and lifestyle.
- 7.** The proportion of all greenhouse gases created by coal is approximately
- A.** 14 per cent.
  - B.** 18 per cent.
  - C.** 27 per cent.
  - D.** 90 per cent.
- 8.** Current research aims to increase the energy-producing efficiency of coal by
- A.** burning it at a lower temperature.
  - B.** developing new gasification techniques.
  - C.** extracting CO<sub>2</sub> from it.
  - D.** recycling greenhouse gases.
- 9.** Compared with ordinary coal, new, ‘clean’ coals may generate power
- A.** more cleanly and more efficiently.
  - B.** more cleanly but less efficiently.
  - C.** more cleanly but at a higher cost.
  - D.** more cleanly but much more slowly.
- 10.** To control dust at mine sites, mining companies often use
- A.** chemicals which may be toxic.
  - B.** topsoil taken from the site before mining.
  - C.** fresh water from nearby dams.
  - D.** runoff water containing sediments.

**Keys:**

<b>6.</b>	<b>D</b>
<b>7.</b>	<b>B</b>
<b>8.</b>	<b>B</b>
<b>9.</b>	<b>A</b>
<b>10.</b>	<b>D</b>

#### 4. Письмо (Writing)

Select **one** of the following topics below and write 10-15 sentences (150-200 words). Use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

- *The mineral-raw complex is always a bone of contention between business and government.*
- *What are new challenges and development trends in mining industry today?*
- *Can anyone be an entrepreneur?*
- *What makes you a successful negotiator?*
- *How important is job satisfaction?*

**Use the following plan:**

- make an introduction expressing your personal opinion;
- give 2-3 arguments to support your position;
- make a conclusion restating your position.

**Recommendations:**

The secrets to paragraph writing lie in four essential points, which when used correctly, can make a great paragraph.

- 1) **Unity.** Paragraph unity means that one paragraph is about **ONLY ONE** main topic. That is, all the sentences – the topic, supporting sentences and the concluding sentence – are all telling the reader about **ONE** main topic.
- 2) **Order.** Order refers to the way you organize your supporting sentences. Whether you choose chronological order, order of importance, or another logical presentation of details, a solid paragraph always has a definite organization. In a well-ordered paragraph, the reader follows along easily, aided by the pattern you've established.
- 3) **Coherence.** Coherence in writing means that all the ideas in a paragraph flow smoothly from one sentence to the next sentence. With coherence, the reader has an easy time understanding the ideas that you wish to express. Using such connectors as For example, On the one hand, However, First, Second, Third, etc. is an important way of providing coherence in a paragraph.
- 4) **Completeness.** Completeness means a paragraph is well-developed. If all sentences clearly and sufficiently support the main idea, then your paragraph is complete. Usually three supporting sentences, in addition to the topic sentence

and the concluding sentence are needed for a paragraph to be complete.

A basic paragraph structure usually consists of the topic sentence, (three) supporting sentences, and the concluding sentence.

### **1. Topic Sentence**

The topic sentence is the first sentence in a paragraph which introduces the main idea of the paragraph by summarizing the main idea of your paragraph and indicating to the reader what your paragraph will be about.

### **2. Supporting Details**

Supporting facts, details, and examples come after the topic sentence, making up the body of the paragraph and giving details to develop and support the main idea of the paragraph.

### **3. Closing Sentence**

The closing sentence is the last sentence in the paragraph which restates the main idea of your paragraph using different words.

## ***EXAMPLE:***

### ***Can anyone be an entrepreneur?***

*Who wants to be an entrepreneur? Just about everybody – or so it seems these days. The values of entrepreneurship are welcome everywhere, from the more enterprising small shop owner to the boardrooms of multinationals. Entrepreneurs are seen as the true ‘wealth creators’ and as the initiators of change. They are often creative and always self-driven, and as a result, they and the companies they head possess a sense of vision which larger, more amorphous organisations often aim for but hardly ever achieve. So how do you become one? The received wisdom is that entrepreneurs with talents such as these are a race apart. They are born, not formed through education.*

*If that’s the case, then is there any point in going to business school to learn how to become an entrepreneur, as many do? There are trainers who think it’s perfectly feasible. They compare it to training an opera singer in the sense that for signers, natural talent is essential, but then trainers instruct and develop it. The same goes for would-be entrepreneurs. Trainers develop their skills and impart knowledge. In other words, so the argument goes, to be trained, you must be the right kind of person to start with. What is such a person’s essential characteristic? It is the ability to distinguish between acceptable and unacceptable levels of risk and act accordingly. That more than anything else marks entrepreneurs out from others whose preference is for the safer option of a salaried and structured career.*