

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Забайкальский государственный университет»
(ФГБОУ ВО «ЗабГУ»)

Институт _____
Факультет историко-филологический
Кафедра иностранных языков

УЧЕБНЫЕ МАТЕРИАЛЫ
для студентов заочной формы обучения

по иностранному (английскому) языку
наименование дисциплины (модуля)

для направления подготовки (специальности) 38.05.01 Экономическая безопасность
код и наименование направления подготовки (специальности)

Направленность ОП Экономико-правовое обеспечение экономической безопасности

Общая трудоемкость дисциплины (модуля)

Виды занятий	Распределение по семестрам			Всего часов
	1 семестр	2 семестр	3 семестр	
1	2	3	4	5
Общая трудоемкость	72	72	108	252
Аудиторные занятия, в т.ч.:				
лекционные (ЛК)	-			
практические (семинарские) (ПЗ, СЗ)	8	8	8	24
лабораторные (ЛР)				
Самостоятельная работа студентов (СРС)	64	64	64	192
Форма текущего контроля в семестре*	зачет	зачет	36	36
Курсовая работа (курсовой проект) (КР, КП)	КР	КР	КР	КР

Краткое содержание курса за 3 семестр

Topics for reading and discussion. Foundations of foreign trade. Imports and exports. A nation's balance of payments. International monetary system. The World's Trade Organization. The International Monetary Fund. The Federal Reserve System. World Bank.

Grammar. Infinitive and its constructions. Participle and its constructions. Gerund and its constructions. Complex Sentence. Types of conditionals.

Форма текущего контроля
ВЫПОЛНЕНИЕ КОНТРОЛЬНЫХ ЗАДАНИЙ И ОФОРМЛЕНИЕ
КОНТРОЛЬНЫХ РАБОТ

Каждое контрольное задание предлагается в трех вариантах. Вы должны выполнить один из трех вариантов в соответствии с последними цифрами студенческого шифра: студенты, шифр которых оканчивается на 1, 2 или 3, выполняют вариант № 1; на 4, 5 или 6 - № 2; на 7, 8, 9 или 0 - № 3.

Выполнять письменные контрольные работы следует в отдельной тетради. На обложке тетради напишите свою фамилию, шифр, предмет, номер контрольной работы. Контрольные работы должны выполняться чернилами, аккуратно, четким почерком. При выполнении контрольной работы оставляйте в тетради широкие поля для замечаний, объяснений и методических указаний рецензента.

Материал контрольной работы следует располагать в тетради по следующему образцу:

Левая страница		Правая страница	
Поля	Английский текст	Русский текст	Поля

Контрольные работы, предусмотренные рабочей программой
КОНТРОЛЬНАЯ РАБОТА № 3

Вариант 1.

TASK 1. *Раскройте скобки, употребляя нужную форму инфинитива:*

1. She seems (to translate) an article already.
2. He was glad (to find) his gloves.
3. I am glad (to work) with you now.
4. She always (to talk) about.
5. They are lucky (to see) so many countries.

TASK 2. *Определите тип причастного оборота и переведите предложения на русский язык:*

1. It being Sunday the library was closed.
2. We want this letter to be sent at once.
3. Having done the task the operators left the lab.
4. You can improve your knowledge by reading much.
5. The street was full of singing and laughing people.

TASK 3 *Употребите нужную форму герундия:*

1. (To read) is useful.
2. Children like (to be read) by adults.
3. Please, begin (to read) the text.
4. I remember (to read) the letter recently.
5. When we came home his son was busy (to read) a book.
6. We get much information by (to read).

TASK 4 *Назовите тип придаточного предложения. Переведите предложения на русский язык:*

1. If I finish my work in time we shall go to the cinema.
2. How they did the task is a secret.
3. This is what you are to do.
4. Do you know where she works?
5. This is the city where my brother lives.

TASK 5. *Заполните пропуски словами по смыслу:*

backed; considerable; define; acceptable; money; status; currency; commodity; reveals; legal tender; medium of exchange; broad; accepted; supply

Money

Most of us use 1)_____every day. We see it, touch it, and spend it. But how many of us can 2)_____it adequately? Usually money is defined too narrowly. Some define it as the 3) _____ of a nation: others think of it in terms of 4) _____ ; still others refer to it as the 5)_____. Such definitions, however, automatically exclude large portions of our money. To include all segments of our money 6)_____, we must use a 7)_____definition. Thus, we can say that money is commonly 8)_____in exchange for other goods and services. 9)_____ money refers to the use of some commodity as money. Many commodities - such as stones, shells, various crops, metal, and paper - have served as money in various countries of the world. American history 10)_____that tobacco, corn, beads, warehouse receipts, and bank notes, in addition to metal coin and paper currency, have served as money. In fact, many of these monies were given the 11)_____of legal tender, which means that they were 12)_____for the payment of debts, both public and private. There are two basic types of modern money, each of 13)_____importance: token money and paper money. Token or metallic money consists of coins - a special type of commodity money in which a metal such as gold, silver or copper is used. Paper money takes the form of bills and notes. It may or may not be 14)_____by gold or silver.

TASK 6. *Подберите синонимы, переведите слова на русский язык и составьте с ними свои предложения:*

sight deposit	to contain
time deposit	invariable
crucial	term deposit
fixed	call deposit
to lend	decisive
to comprise	to loan
liability	payment
notification	obligation
account	later
subsequently	information

TASK 6 *Прочитайте и письменно переведите текст:*

North Carolina Land Developer Sentenced in \$23 Million Bank Loan Scheme

On June 25, 2015, in Asheville, North Carolina, Keith Vinson, of Arden, was sentenced to 216 months in prison for his role in a scheme involving the failed land development deal of Seven Falls, a golf course and luxury residential community in Henderson County, North Carolina. Vinson was also ordered to serve three years of supervised release and to pay \$18,384,584 in restitution in the amount of. A federal jury convicted Vinson in October 2013 of conspiracy, bank fraud, wire fraud, and money laundering conspiracy. According to court documents, beginning in 2008, Vinson and his co-defendants conspired and obtained money from several banks through a series of straw borrower transactions in order to funnel monies to Vinson and his failing development of Seven Falls. In order to advance this scheme Vinson and his co-conspirators, including Avery Ted "Buck" Cashion III, Raymond M. "Ray" Chapman, and others, recruited local bank officials including George Gordon "Buddy" Greenwood and Ted Durham, who at the time were presidents of two different banks. When bank officials realized that they had reached their legal lending limits with respect to some of the straw borrowers, additional straw borrowers were recruited to the scheme and more straw borrower loans were made to them. Additional straw borrower loans were also necessary to keep loans current, a scheme known as "loan kiting." The loan kiting scheme became necessary when conspirators were unable to make payments on loans made early in the scheme. Seven Falls and another luxury residential golf development by Vinson named "Queens Gap" failed, resulting in millions in property losses. In

addition, both banks failed and were taken over by the FDIC. Vinson's co-conspirators were previously sentenced for their roles in the scheme.

TASK 7 Устно перескажите текст в 5-10 предложениях.

Вариант 2.

TASK 1 Раскройте скобки, употребляя нужную форму инфинитива:

1. She seems (to translate) an article already.
2. He was glad (to find) his gloves.
3. I am glad (to work) with you now.
4. She always (to talk) about.
5. They are lucky (to see) so many countries.

TASK 2 Определите тип причастного оборота, переведите предложения на русский язык:

1. The weather being fine, we went for a walk.
2. Having read the book I returned it to my friend.
3. While reading a book she made some mistakes.
4. When asked, my son answered all questions.
5. My brother being ill, I had to stay at home.

TASK 3 Употребите нужную форму герундия:

1. My sister is fond of (to watch) TV.
2. After (to watch) TV the boys went for a walk.
3. (To watch) TV is my hobby.
4. I did not tell him about my (to watch) TV.
5. Mother complained of her son (to watch) TV the whole evening.
6. Are you against (to watch) this show?

TASK 4. Назовите тип придаточного предложения. Переведите предложения на русский язык:

1. You were running as if you were late somewhere.
2. The Smiths returned where they had lived before.
3. My sister is always busy whenever I visit her.
4. New methods were so effective that we used them.
5. I do not know who wrote this book.

TASK 5. Составьте словосочетания, дайте их пояснение на английском языке, а перевод самих словосочетаний – на русском:

1) aura	a) checks
2) night	b) of legitimacy
3) cashier's	c) deposits
4) bankers	d) drafts
5) negotiable	e) instruments
6) shipping	f) proceeds
7) bulky	g) automobiles
8) loan	h) repayment
9) blending	i) funds
10) international	j) cash
11) luxury	k) of cash
12) residential	l) watchdogs
13) financial	m) transactions
14) criminal	n) goods
15) high-end	o) property

TASK 6 Прочитайте и письменно переведите текст:

Colorado Man Sentenced to Prison for Investment Fraud Scheme

On June 18, 2015, in Denver, Colorado, Gary Snisky, of Longmont, Colorado was sentenced to 84 months in prison; three years supervised release and ordered to pay \$2,531,032 in restitution to the victims. Snisky pleaded guilty on Jan. 5, 2015 to mail fraud and money laundering charges. Snisky's coconspirator, Richard Greeott, was previously sentenced to six months in prison for his significantly smaller role in the scheme. According to court documents, from 2009 through 2011, Snisky operated Colony Capital in Colorado, which purported to be a private equity firm offering investment opportunities in bonds, futures trading, and other offerings. In 2011, Snisky shut down Colony Capital and formed Arete, which operated in a similar manner. As part of his scheme, Snisky repeatedly falsely told financial advisors and investors that he was an "institutional trader" who was "on Bloomberg," which Snisky claimed made him part of an elite group of people who could "make markets" and who had access to lucrative opportunities to which ordinary investors did not have access. From July 2011 through January 2013, Snisky offered investors a "proprietary value model" which was based on using the investors' money to purchase Ginnie Mae bonds.

Throughout 2012, Snisky continued to make false assurances about the safety of investing in the Bond Program despite the fact that Snisky knew that he had not purchased any Ginnie Mae bonds as promised. Snisky sent fabricated account statements to investors that falsely reflected that their money had been invested in

the bonds as promised. Additionally, in 2010, Snisky asked Greeott to develop an algorithm to support a fully-automated trading system for trading in the futures market. The algorithm was never implemented however, Snisky falsely led investors, potential investors, and financial advisors to believe the algorithm was being used, to profitably trade in the futures market. Based on these false representations, several victims invested money in Snisky's futures trading program. The net loss Snisky caused to investors in the bond and futures trading programs was \$5,226,965.

TASK 7 *Устно перескажите текст в 5-10 предложениях.*

Вариант 3.

TASK 1 *Раскройте скобки, употребляя нужную форму инфинитива:*

1. He was glad (to meet) at the station yesterday.
2. Mary likes (to run) every morning before breakfast.
3. I expect (to tell) the news by them.
4. We wanted (to recognize) at once.
5. He seemed (not to understand) what I told him.

TASK 2 *Определите тип причастного оборота, переведите предложения на русский язык:*

1. The signal given, our train started.
2. Are the boys standing at the window your friends?
3. The experiment being over, you may discuss the results.
4. Having lost the keys we could not enter the house.
5. On the table there was an umbrella left by our teacher.

TASK 3 *Употребите нужную форму герундия:*

1. We like (to invite) friends to our house.
2. Do not come without (to invite).
3. I was sure of their (to invite) to this conference.
4. He did not tell me about his (to invite) his friends to our party.
5. Does he remember (to invite) already the professor to the meeting?
6. (to invite) her to the cinema was very pleasant.

TASK 4. *Назовите тип придаточного предложения. Переведите предложения на русский язык:*

1. Ann could not do her work because she was ill.

2. We shall lend you a hand if you want.
3. How he managed to get the tickets is interesting.
4. You should do it because it is your duty.
5. The problem is where to get the necessary materials.

TASK 5 Составьте предложения, переведите их на русский язык:

1) <i>Bulk cash smuggling</i>	a) is a method in which cash is broken down into smaller amount, which are then used to purchase money orders or other instruments to avoid detection or suspicion.
2) <i>Structuring</i>	b) occurs when a business that legitimately deals with large amounts of cash uses its accounts to deposit money obtained from both everyday business proceeds and money obtained through illegal means.
3) <i>Trade-based laundering</i>	c) involves literally smuggling cash into another country for deposit into offshore banks or other type of financial institutions that honor client secrecy
4) <i>Cash-intensive business</i>	d) is similar to embezzlement in that invoices are altered to show a higher or lower amount in order to disguise the movement of money.
5) <i>Shell companies</i>	e) occurs when someone purchases real estate with money obtained illegally, then sells the property
6) <i>Bank capture</i>	f) are used to disguise the true owner or agent of a large amount of money.
7) <i>Real estate laundering</i>	g) involves an individual going into a casino with illegally obtained money.
8) <i>Casino laundering</i>	h) refers to the use of a bank owned by money launderers or criminals, who then move funds through the bank without fear of investigation.

TASK 6. Прочитайте и письменно переведите текст:

Maryland Man Sentenced for Stealing from a Charity

On June 19, 2015, in Baltimore, Maryland, William Peters, of Glen Burnie, was sentenced to 18 months in prison, three years of supervised release and ordered to forfeit and pay restitution of \$4 million. Peters conspiring to commit money laundering. According to his plea, Peters was a board member of a charity that provided financial support to Native American communities and individuals. Peters and co-conspirator Brian J. Brown, the former president of the charity, falsely represented that if the charity funded Charity One, Inc., a nonprofit corporation Brown created and controlled, Charity One would use the funds for

scholarships for American Indians. Peters used his board membership position to cause the charity to execute a series of endowment agreements in which the charity agreed to fund Charity One with \$1 million per year for five years. However, Peters and Brown distributed the proceeds of their fraud scheme to themselves. Peters created and controlled a corporation called August First, Inc., which he used to receive and distribute to himself \$950,244 of the fraud proceeds. Brown created and controlled a corporation called Aria Inc. to receive and distribute to himself \$3,011,751 of the proceeds. Peters and Brown falsely characterized the funds as consulting fees on their federal income tax returns filed for 2006 to 2009 in order to conceal the source of these funds. Peters has agreed that the actual loss to the charity is \$4 million. Brian Brown, of Beaverton, Oregon, was sentenced in Oregon on May 7, 2015 to 37 months in prison.

TASK 7 Устно перескажите текст в 5-10 предложениях.

Тексты для дополнительного чтения и работы на практических занятиях (для всех вариантов иметь в распечатанном виде)

ТЕКСТ 1

Global security can take many forms, including *economic*, *environmental*, *personal* and *information security*. Each of these is significant for the *conduct* of international politics and international economic relations.

Economic security refers to the protection of systems of production and exchange, of economic resources, and of business interests. The globalization of economic relations, and growth of the multinational corporations (MNCs) and international financial markets, has produced new problems for global economic security.

Economic security' is a *murky* concept that loosely *encompasses* three *concerns*:

(1) countries need to *maintain* a strong enough economic base to support military spending *requirements*;

(2) countries need to protect their citizens from international economic shocks and to ensure access to critical resources and technologies;

(3) countries need to provide an *adequate* standard of living to their citizens, which may involve the maintenance of domestic production in 'strategic' industries.

Different analysts and policy options address each of **the three types of economic security**.

The first economic security definition has close ties to traditional national security policies. *Rulers' disposable income*, which depends on *tax receipts* from a productive economy, has always determined the amount of *military capability* that can be *purchased*. Capital and labour invested in force structure and weapons research are *diverted* from productive civilian *pursuits*. Peacetime military forces require a long-term stable level of investment a steady *drag on* productivity. Wartime activities require additional short-term *funding* for operations (resources consumed by the war). In the age of *total war*, national military mobilization diverts additional workers from production of consumer goods and additional capital from long-term investment. Countries that *run out* of money for military *expenditure* lose wars; countries that lack the economic base to maintain their peacetime level of military expenditures often *collapse* from within.

The second economic security definition focuses on external factors that can *intermittently* affect prosperity — just as military security focuses on protection from wars that intermittently threaten a country's territorial *integrity*. Marxist theories of Imperialism argue that *military adventures* are stimulated by the need to *conquer* foreign markets as a *dumping ground* for capitalist industries' *overproduction*. According to this view, military security is *subordinate* to economic security, and wars start when the business cycle threatens influential corporations' profits. Realists sometimes also justify military interventions for economic reasons, but from a more defensive perspective than the Marxists. The state of economic security, in this view, is defined by immunity from external economic shocks and foreign economic *coercion*. Realists want to preserve access to critical raw material supplies to prevent wartime *shortages* and to prevent foreign leaders from suddenly raising prices on essential imports, which might *trigger* a domestic recession. Strategic *stock-piling* of resources complements the realist economic security prescription of military intervention in preserving access to supplies. Liberals, on the other hand, recommend policies to shift from dependence to interdependence as a response to economic security threats: the threat of *retaliation* under interdependence may deter attempts at economic coercion.

The third economic security definition considers a country's long-term prosperity the base rate of economic growth rather than the variance in prosperity addressed in the second definition. At one extreme, economic security might require citizens' access to a minimum level of 'basic human needs', including adequate housing and food supplies. This definition brings the economic security discussion most directly to the level of the individual. At the national level, a more moderate definition still envisions the protection of long-term prosperity as the key measure of economic security. Competitiveness has been considered an

appropriate focus for policy in all governments. Government policies that help domestic industries in strategic sectors can increase real national wealth by *shifting rents* from foreign competitors.

TEKCT 2

Economic security is composed of **basic social security**, defined by access to basic needs infrastructure *pertaining* to health, education, *dwelling*, information, and social protection, as well as **work-related security**. The report delineates seven component of *work-related security*. While all seven dimensions are important, two are essential for basic security: income security and voice representation security. Basic security means limiting the *impact* of uncertainties and risks people face daily while providing a *social environment* in which people can belong to a range of *communities*, have a fair opportunity to pursue a chosen occupation and develop their *capacities*.

Income security denotes adequate actual, perceived and expected income, either earned or in the form of social security and other *benefits*. It encompasses the level of income (absolute and relative to needs), *assurance of receipt*, expectation of current and future income, both during working life and in old age or *disability retirement*. Classic income security protection mechanisms include a *minimum wage* machinery, wage indexation, comprehensive social security, and *progressive taxation*.

Representation security refers to both individual representation and collective representation. **Individual representation** is about individual rights *enshrined* in laws as well as the individuals' access to institutions. **Collective representation** means the right of any individual or group to be represented by a body that can *bargain on their behalf* and which is sufficiently large, sufficiently independent and sufficiently competent to do so. Independent *trade unions* with the right to collectively bargain over wages, benefits, and working conditions as well as to monitor working practices and *strike* have been typical forms of granting representation security.

Labour market security arises when there are *ample* opportunities for adequate *income-earning* activities. It has a structural component, in that it represents the types and *quantity* of opportunities. Furthermore, it has a *cognitive* side, as it also features expectations that opportunities are or will become adequate. Policies aimed at enhancing this form of security have included *full-employment* oriented macro-economic policies, the creation of employment agencies, and other placing services.

Employment security is protection against loss of income-earning work. For *wage* and *salary* workers, employment security exists in organizations and countries, in which there is strong protection against unfair or *arbitrary dismissal*

and where workers can *redress* unfair dismissal. For the *self-employed*, it means protection against sudden loss of independent work, and/or business failure. Typical forms of enhancing employment security have been protection against arbitrary dismissal, regulations on *hiring* and *firing*, and imposition of costs on employers for failing to adhere to rules.

Job security signifies the presence of niches in organizations and across labour markets allowing the workers some control over the content of a job and the opportunity to build a career. Whereas employment security refers to the opportunity of a worker to continue working in an enterprise, job security refers to the worker's ability to pursue a line of work in conjunction with his or her interests, training and skills. Protection mechanisms have consisted of barriers to skill *dilution* such as *craft boundaries*, job qualifications, restrictive practices, *craft unions*, etc.

Work security denotes working conditions in organizations that are safe and promote workers' well-being. Classic "occupational health and safety" provisions shielding workers from occupational hazards, diseases, and injuries are an integral part. Work security goes beyond this, though, in addressing the modern *scourges* of stress, overwork, *absenteeism*, and *harassment*. Protection devices for work security include provisions and insurance against accidents and illness at work, and limits on working time.

Skill reproduction security denotes workers' access to basic education as well as vocational training to develop capacities and acquire the qualifications needed for socially and economically valuable occupations. Ways to further skill reproduction security include policies to generate widespread opportunities to gain and retain skills through education, *apprenticeships*, and employment training.

TEKCT 3

Cybercrime, also called computer crime, the use of a computer as an instrument to further illegal ends, such as committing fraud, trafficking in child pornography and intellectual property, stealing identities, or *violating privacy*. Cybercrime, especially through the Internet, has grown in importance as the computer has become central to commerce, entertainment, and government.

Types of cyber crimes. Cybercrime ranges across a spectrum of activities. At one end are crimes that involve fundamental *breaches* of personal or corporate privacy, such as *assaults* on the *integrity* of information held in digital *depositories* and the use of illegally obtained digital information to *blackmail* a firm or individual. Also at this end of the spectrum is the growing crime of identity theft. Midway along the spectrum lie *transaction-based crimes* such as fraud, trafficking in child pornography, digital *piracy*, money laundering, and *counterfeiting*.

These are specific crimes with specific victims, but the criminal hides in the relative *anonymity* provided by the Internet. Another part of this type of crime involves individuals within corporations or government bureaucracies deliberately *altering* data for either profit or political objectives. At the other end of the spectrum are those crimes that involve attempts to *disrupt* the actual workings of the Internet. These range from *spam*, *hacking*, and denial of service attacks against specific sites to acts of *cyberterrorism* – that is, the use of the Internet to cause public *disturbances* and even death. Cyberterrorism focuses upon the use of the Internet by nonstate actors to affect a nation's economic and technological infrastructure.

Cyber-criminal types

1. Amateur hackers Before 2004, much of the online *nuisance* came from amateur hackers who *defaced* websites and wrote *malicious* software in pursuit of *bragging rights*. Some of these individuals were self-taught computer savants, such as Kevin Mitnick (2011), who attempted to gain access to internal data in order to gain status or to test the limits of what they could get away with. Others were *small-time* hackers who took advantage of poor security in order to gain small *payoffs*, such as increasing their hours on internet service provider AOL (America Online) (национальный провайдер Интернет).

2. Crackers, IP pirates and leechers. Crackers, pirates and leechers engage in relatively commonplace and relatively low-impact offences. This type of hacking was perhaps one of the earliest and most common. Warez hackers, or crackers, would seek to break the copyright protection of software or other digital rights management protected materials so as to use them for free. IP pirates operate in the same way, providing content on a variety of platforms such as torrent sites, the most famous of which is the (still functioning) Pirate Bay, or on membership sites where users are required to upload a quota of original content in order to maintain their downloading privileges. Leechers are those individuals who essentially *free-ride* on the efforts of crackers and pirates by using the cracked or pirated materials made freely available on the internet. Sometimes leechers help expand the lifespan of such items by serving as seeds in *peer-to-peer networks*.

3. Attackers. The most significant economic threat comes from *cyber attackers*. These criminals select their victims – which include individuals, organizations and governments – and attempt to *defraud* them, extort them, steal intellectual property from them or interfere with their ability to earn rents. There are four phases that need to be considered in any attack: identifying a *vulnerability*, developing an exploit, executing the exploit and *monetising* the data.

4. 'Black hat' vulnerability scouts. The first stage of a successful attack is identifying a vulnerability. This vulnerability could either be a human (social) one,

to be exploited by *social engineers*, or a digital one to be exploited using ICT (information and communications technology). In the case of social engineering, the role of ICT is to serve as a *recruitment*; such exploits can be accurately described as cyber-enabled economic crimes, and they are aimed at particular persons. Digital vulnerabilities, however, can be exploited for widespread attacks, such as ZeusBot which led to losses of millions of dollars spread across several victims (FBI, 2014). There are individuals, so-called '*white hat*' *hackers*, who do so in order to earn money legitimately, as they claim the prizes for discovering vulnerability which are commonly offered by software companies. However, vulnerabilities also have a black-market value which 'black hat' hackers take advantage of, selling such discoveries on to *malware* developers sometimes for thousands of dollars. The selling of vulnerabilities to malware developers is often the beginning of the fraud criminal script.

5. Professional malware developers and script kiddies. Once malware developers have identified a vulnerability, they get to work creating tools to exploit it. These tools can be software which is designed to compromise the target in some way. For instance, the malicious software could conscript a machine into a *botnet*, which might be used to launch a Dedicated Denial of Service (DDoS) attack, to distribute malware or to generate spam emails. The developers of these platforms often do not use them personally; rather, they sell the software or compromised computers (bots) to individuals who do, often derisively referred to as 'script kiddies' due to their need to purchase such tools rather than develop them on their own.

6. Carders. In the event of data theft, the next stage is to monetise the data. Data that is usable in multiple jurisdictions, such as that taken from EU residents, is highly prized and can sell for two to three times the going rate of that for US or Canadian credentials which may cost as little as a few dollars. Monetisation by manipulating the data in order to access the associated accounts is carried out by someone known as a 'carder', with the term coming from the practice of taking stolen *credentials* and creating false bank cards with them.

7. Extortionists. Extortionists also exist on the internet. They use botnets and malware in order to set up their rackets. Accordingly, extortionists can either be developers who write and employ malware or script kiddies who buy it and execute it.

8. Phishers and social engineers. Phishing, the use of spam emails in an attempt to get targets to disclose sensitive information, or installing malware on their ICT-enabled device, is an issue that most internet users are familiar with. Social engineering leads to larger losses from those who do fall for phishing

scams, since they maximize the amount that is taken from them. Social engineering methods are used elsewhere in order to defraud people.

9. 'Black hat' fraudsters. Fraud is a typical conclusion to many of the attack scripts executed via cyberspace since it is through fraud that the acts are ultimately monetized. It is clear that though fraudsters do not always execute attacks, they are certainly part of the script. In addition to the frauds already mentioned, there are several others which can be described as 'black hat', i.e. unacceptable, unethical or unauthorized tactics used to cheat existing systems such as games or advertising regimes.

10. Cheaters. The online gaming and *gambling* sectors generate a large amount of revenue, which has made them natural environments for fraudulent activity. Online gambling outfits have to protect against 'tool kit' cheats, essentially script kiddies who attempt to use software to game the system, and online *colluders* who use bate and swap strategies to game their opponents.

11. Click fraudsters. Click fraud is a 'black hat' technique designed to increase revenue from ad clicks or views. This may be done using a bot or by organizing individuals to manually click through ads.

12. Hacktivists. We have included hacktivists in this group of 'cybercriminals' with the *caveat* that there may be less consensus about the harmfulness of their actions. Hacktivists orchestrate attacks in order to advance a particular political *agenda*, to publicly shame a target or to exact *vigilante* justice. Hacktivists may operate as part of a loose network of *like-minded* people or on their own. Targets have included individuals, organisations and government actors. Attacks include denial of service attacks to shut down websites, hijacking social media or websites, exploiting security vulnerabilities, and doxing – the disclosing of personal information such as addresses or emails – causing insecurity and sometimes serious threats.

Формы текущего контроля

Перевод текста занимает значительное место в обучении иностранному языку. Во время работы над переводом студент должен уметь найти эквивалентную форму, чтобы передать содержание, и если он не может сделать это напрямую, то ему следует прибегнуть к переложению содержания, выраженного средствами одного языка, на другой язык, т.е. найти приемлемое перефразирование, не нарушая при этом грамматического, лексического и синтаксического рисунка текста.

Написание перевода осуществляется с помощью словаря. Использование компьютерных программ-переводчиков при работе с учебными текстами – недопустимо.

Упражнения – метод обучения, представляющий собой планомерное организованное повторное выполнение действий с целью овладения ими или повышения их качества. Без правильно организованных упражнений невозможно овладеть учебными и практическими умениями и навыками. Постепенное и систематическое упражнение и как его следствие — закрепляемые навыки — надежнейшее средство успешного и продуктивного труда. Достоинство данного метода состоит в том, что он обеспечивает эффективное формирование умений и навыков, а недостаток — в слабом выполнении побуждающей функции.

Рабочая программа по дисциплине предусматривает выполнение студентами устных и письменных упражнений из соответствующих разделов учебников и учебных пособий данных в программе.

Устные упражнения связаны с развитием культуры речи и логического мышления, познавательных возможностей студентов. Назначение устных упражнений разнообразное: овладение техникой и культурой чтения, устного счета, рассказа, логического изложения знаний и т. д. Устные упражнения постепенно усложняются в зависимости от уровня развития компетенций студентов.

Письменные упражнения (стилистические, грамматические, орфографические диктанты, конспекты, эссе и т. д.) составляют важный компонент обучения. Их главное назначение — формирование, развитие и упрочение необходимых умений и навыков.

Пересказ – изложение содержания прочитанного или услышанного текста. Пересказ может быть свободным (изложение своими словами) или близким к тексту. Пересказ текста является важным умением, которое в первую очередь показывает насколько хорошо, студент может формулировать, анализировать понимать услышанное произведение, а также – насколько у него развита речь.

Рассмотрим подробнее этапы работы над текстом, которые в дальнейшем способствуют переходу от прочтения текста к его пересказу.

Предтекстовый этап. Задачи на этом этапе – дифференциация языковых единиц и речевых образцов, их узнавание в тексте, языковая догадка.

Задания:

- прочтите заголовки и скажите, о чем (о ком) будет идти речь в тексте;
- ознакомьтесь с новыми словами и словосочетаниями (если таковые даны к тексту с переводом); не читая текст, скажите, о чем может идти в нем речь;

- прочитайте и выпишите слова, обозначающие... (дается русский эквивалент);
- выберите из текста слова, относящиеся к изучаемой теме;
- найдите в тексте незнакомые слова.

Текстовый этап. Данный этап предполагает использование различных приемов извлечения информации и трансформации структуры и языкового материала текста.

Задания:

- прочтите текст;
- выделите слова (словосочетания или предложения), которые несут важную (ключевую информацию);
- выпишите или подчеркните основные имена (термины, определения, обозначения);
- замените существительное местоимением по образцу;
- сформулируйте ключевую мысль каждого абзаца;
- отметьте слово (словосочетание), которое лучше всего передает содержание текста (части текста).

Послетекстовый этап. Этот этап ориентирован на выявление основных элементов содержания текста.

Задания:

- озаглавьте текст;
- прочтите вслух предложения, которые поясняют название текста;
- найдите в тексте предложения для описания ...
- подтвердите (опровергните) словами из текста следующую мысль;
- ответьте на вопрос;
- составьте план текста;
- выпишите ключевые слова, необходимые для пересказа текста;
- перескажите текст, опираясь на план;
- перескажите текст, опираясь на ключевые слова.

При подготовке пересказа текста мы рекомендуем соблюдать следующие правила:

1. После прочтения текста разбейте его на смысловые части.
2. В каждой части найдите предложение (их может быть несколько), в котором заключен основной смысл этой части текста. Выпишите эти предложения.
3. Подчеркните в этих предложениях ключевые слова.
4. Составьте план пересказа.

5. Опираясь на план, перескажите текст,
6. Опираясь на ключевые слова, расскажите текст.

При пересказе текста рекомендуется использовать речевые клише:

- *This text is about ...*
- *I would like to tell you ...*
- *I think ...*
- *I like / I don't like ... because ...*

Эти клише помогут построить связные высказывания при пересказе, составлении характеристики, выражении своего отношения, своей точки зрения относительно прочитанного.

Система оценивания выполнения заданий

задание	оценка	критерии оценивания
упражнение	5	упражнение выполнено без ошибок
	4	в упражнении допущены 1-2 незначительные ошибки
	3	в упражнении допущены 2-3 ошибки, а также имеются недочеты
	2	в упражнении имеется большое количество ошибок
	1-0	упражнение не выполнено или выполнено с большим количеством ошибок
перевод	5	перевод выполнен с подбором эквивалентной лексики и в соответствии с грамматическими, лексико-синтаксическими нормами языка
	4	перевод выполнен с подбором эквивалентной лексики, в соответствии с грамматическими, лексико-синтаксическими нормами языка, но при этом имеются незначительные погрешности
	3	передано общее содержание текста со значительными отклонениями от грамматических, лексико-синтаксических норм языка
	2	в переводе содержится большое количество ошибок разного плана, содержание текста не соответствует переводу, главная идея текста не определена
	1-0	перевод не выполнен
пересказ	5	сделан подробный пересказ текста без грамматических, лексических, синтаксических и фонетических ошибок
	4	пересказ с достаточной степенью полноты, но при

		наличии 2-3 фонетических или лексических или синтаксических ошибок
	3	имеются значительные недостатки по содержанию, присутствуют ошибки разного плана
	2	ответ не является логически законченным и обоснованным, наличие большого числа ошибок разного плана
	1-0	пересказ представляет собой бессистемные сведения, наличие огромного числа ошибок разного плана
контрольная работа	5	работа выполнена без грамматических, лексических, синтаксических ошибок
	4	работа выполнена с достаточной степенью полноты, но при наличии 2-3 грамматических, лексических или синтаксических ошибок
	3	в работе имеются значительные ошибки разного плана (грамматические, лексические, синтаксические)
	2	работа выполнена не полностью, присутствует большое количество ошибок разного плана
	1-0	работа представляет собой бессистемные сведения, наличие огромного числа ошибок разного плана

Форма итогового контроля

Итоговый экзамен по иностранному языку состоит из трех частей:

Итоговый экзамен по дисциплине «Иностранный язык (английский)» состоит из трех частей:

- 1) Чтение, перевод оригинального текста по специальности на заданную тему. Пересказ текста.
- 2) Беседа с экзаменатором на заданную тему
- 3) Письменный перевод предложений с русского на английский язык.

Оценка устного ответа

5 баллов - сделан подробный пересказ текста без грамматических, лексических, синтаксических и фонетических ошибок;

4 баллов - пересказ с достаточной степенью полноты, но при наличии 2-3 фонетических или лексических или синтаксических ошибок;

3 балла - имеются значительные недостатки по содержанию, присутствуют ошибки разного плана;

1-2 балла - ответ не является логически законченным и обоснованным, наличие большого числа ошибок разного плана;

0 баллов - пересказ представляет собой бессистемные сведения, наличие огромного числа ошибок разного плана.

Оценка письменного перевода

5 баллов – перевод сделан правильно, работа оформлена по всем правилам и выполнена без грамматических, лексических, синтаксических ошибок;

4 балла – перевод сделан частично, работа оформлена с недочетами, присутствуют 2-3 грамматические, лексические или синтаксические ошибки;

3 балла – в переводе имеются значительные ошибки разного плана (грамматические, лексические, синтаксические);

2 -1 балла – перевод выполнен не полностью, присутствует большое количество ошибок разного плана;

0 баллов – перевод представляет собой бессистемные сведения, наличие огромного числа ошибок разного плана.

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Базы данных, информационно-справочные и поисковые системы

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2. https://www.youtube.com/watch?v=oBq-7_-LwIs — Professional English Vocabulary: Meetings

3. <https://www.youtube.com/watch?v=ml7vkwQQtNg> — 11 PHRASAL VERBS for talking about MONEY in English

4. <https://www.youtube.com/watch?v=DBpV4XtWl1U> — Business English Vocabulary: The Stock Market

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