

**Федеральное государственное бюджетное образовательное
учреждение высшего образования
«РОССИЙСКАЯ АКАДЕМИЯ НАРОДНОГО ХОЗЯЙСТВА
И ГОСУДАРСТВЕННОЙ СЛУЖБЫ
ПРИ ПРЕЗИДЕНТЕ РОССИЙСКОЙ ФЕДЕРАЦИИ»**

Факультет экономических и социальных наук

Кафедра английского языка

УТВЕРЖДЕНА

кафедрой английского языка

Протокол от «30» марта 2021 г.

№ 11/02-05-01/21

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ
Б1.В.ДВ.04.02 Подготовка к международному экзамену
(International Exam Preparation) – CAE (1)

по направлению подготовки
38.03.02 Менеджмент

Направленность (профиль) подготовки
«Управление малым и средним бизнесом»

Квалификация
Бакалавр

Форма обучения
Очная

Год набора - 2021

Москва, 2021 г.

Авторы–составители:

заведующий кафедрой английского языка, к.ф.н. Липина А.А.

старший преподаватель кафедры английского языка Кузьмина О.К.

Заведующий кафедрой английского языка:

К.ф.н., доцент Липина А.А.

СОДЕРЖАНИЕ

1.	Перечень планируемых результатов обучения по дисциплине , соотнесенных с планируемыми результатами освоения образовательной программы.....	4
2.	Объем и место дисциплины в структуре образовательной программы.....	6
3.	Содержание и структура дисциплины	6
4.	Материалы текущего контроля успеваемости обучающихся и фонд оценочных средств промежуточной аттестации по дисциплине	9
5.	Методические указания для обучающихся по освоению дисциплины	30
6.	Учебная литература и ресурсы информационно-телекоммуникационной сети "Интернет", учебно-методическое обеспечение самостоятельной работы обучающихся по дисциплине	32
	6.1.Основная литература.....	32
	6.2.Дополнительная литература.....	32
	6.3.Учебно-методическое обеспечение самостоятельной работы.....	33
	6.4.Нормативные правовые документы.....	33
	6.5. Интернет-ресурсы.....	33
	6.6. Иные источники.....	33
7.	Материально-техническая база, информационные технологии, программное обеспечение и информационные справочные системы	33

1. Перечень планируемых результатов обучения по дисциплине , соотнесенных с планируемыми результатами освоения программы

1.1 Дисциплина «Подготовка к международному экзамену (International Exam Preparation) – CAE (1)» обеспечивает овладение следующими компетенциями с учетом этапа:

Код компетенции	Наименование компетенции	Код этапа освоения компетенции	Наименование этапа освоения компетенции
ПКс ОС-1	Способность разрабатывать бизнес-план по созданию единицы малого или среднего бизнеса	ПКс ОС-1.1	Способность формулировать цели и задачи деятельности будущей организации в краткосрочном и долгосрочном периоде

1.2 В результате освоения дисциплины у студентов должны быть:

ОТФ/ТФ (при наличии профстандарта)/ профессиональные действия	Код этапа освоения компетенции	Результаты обучения
Специалист по стратегическому и тактическому планированию и организации производства: тактическое управление процессами планирования и организации производства на уровне структурного подразделения промышленной организации	ПКс ОС-1.1	на уровне знаний: <ul style="list-style-type: none"> • реалии жизни, культуру, географию, политику, экономику и т.п. в объёме, необходимом для сдачи экзамена • грамматические и синтаксические структуры • типы тестовых вопросов • как работать с контекстуальными подсказками и актуализировать определенное значение многозначного слова в конкретном контексте • как работать со словообразованием и понимать незнакомые слова по значению

		<p>корня или префикса</p> <ul style="list-style-type: none"> • как применять структуры вопросов в части говорения с эффективным использованием времени, отведенному на каждый тип • как применять стратегии для essays <p>на уровне умений:</p> <ul style="list-style-type: none"> • быстро и грамотно делать записи для последующего их использования при ответах на вопросы; выделять основное и детали в текстах; синтезировать информацию; • критически мыслить; перефразировать; логично и ясно мыслить, аргументированно и связно излагать свои мысли • писать все виды эссе • анализировать текст с целью определения конкретного значения многозначного слова для данного контекста. • анализировать информацию с целью определения главной идеи и нерелевантных деталей • с уверенностью оперировать грамматикой, характерной для профессионального иностранного языка • применять основные стратегии чтения, аудирования для понимания и интерпретации академических текстов • понимать информацию, различать главное и второстепенное, сущность и детали в текстах (устных и письменных) академического характера
--	--	--

		<p>на уровне навыков:</p> <ul style="list-style-type: none"> • высоким уровнем развития теоретического мышления • способностью соотнести понятийный аппарат изученных дисциплин с реальными фактами и явлениями профессиональной деятельности • умением творчески использовать теоретические положения для решения практических профессиональных задач
--	--	---

2. Объем и место дисциплины в структуре ОП ВО

Объем дисциплины

Общая трудоемкость дисциплины – 10 з.е. (360 часов), из них количество академических часов, выделенных на контактную работу с преподавателем – 224, в том числе:

- контактная самостоятельная работа – 80;
- практическая подготовка – 144.

Количество академических часов, выделенных на самостоятельную работу обучающихся – 64.

Дисциплина частично реализуется с применением дистанционных образовательных технологий (ДОТ).

Место дисциплины в структуре ОП ВО

Учебная дисциплина Б1.В.ДВ.04.02 «Подготовка к международному экзамену (International Exam Preparation) – CAE (1)» - дисциплина по выбору вариативной части ОП ВО бакалавриата. Дисциплина «Подготовка к международному экзамену (International Exam Preparation) – CAE (1)» читается на 3 курсе.

Курс «Подготовка к международному экзамену (International Exam Preparation) – CAE (1)» опирается на содержание дисциплин «Иностранный язык», «Деловые коммуникации», «Методика самостоятельной работы (Personal and professional development)». Содержание дисциплины «Подготовка к международному экзамену

(International Exam Preparation) – CAE (1)» выступает опорой для следующих курсов: «Подготовка к международному экзамену (International Exam Preparation) – GMAT (2) / IELTS (2) / CAE (2)».

Формой промежуточной аттестации по дисциплине в соответствии с учебным планом является экзамен в 7 и 9 триместрах 3 курса (72 часа).

Содержание дисциплины является основой для сдачи международного экзамена.

3. Содержание и структура дисциплины

Таблица 2.

№ п/п	Наименование тем (разделов)	Объем дисциплины , час.				Форма текущего контроля успеваемости **, промежуточной аттестации
		Всего	Контактная работа обучающихся с преподавателем по видам учебных занятий		СР	
			ПЗ	КСР		
Очная форма обучения						
Тема 1	Структура языка (Use of English)	36	18	10	8	<ul style="list-style-type: none">- тестовые задания- устный опрос- диктант- Фронтальная устная проверка- фронтальная письменная проверка понимания (на родном языке)
Тема 2	Listening	36	18	10	8	<ul style="list-style-type: none">- тестовые задания- устный опрос- диктант- Фронтальная устная проверка- фронтальная письменная проверка понимания (на родном языке)

Тема 3	Reading	36	18	10	8	<ul style="list-style-type: none"> - тестовые задания - устный опрос - диктант - Фронтальная устная проверка - фронтальная письменная проверка понимания (на родном языке)
Тема 4	Speaking	36	18	10	8	<ul style="list-style-type: none"> - тестовые задания - устный опрос - диктант - Фронтальная устная проверка - фронтальная письменная проверка понимания (на родном языке)
Тема 5	Writing (Part 1)	36	18	10	8	<ul style="list-style-type: none"> - тестовые задания - устный опрос - диктант - Фронтальная устная проверка - фронтальная письменная проверка понимания (на родном языке)
Тема 6	Лексика продвинутого уровня по темам	36	18	10	8	<ul style="list-style-type: none"> - тестовые задания - устный опрос - диктант - Фронтальная устная проверка - фронтальная письменная проверка понимания (на родном языке)

						родном языке)
Тема 7	Лексика продвинутого уровня	36	18	10	8	<ul style="list-style-type: none"> - тестовые задания - устный опрос - диктант - Фронтальная устная проверка - фронтальная письменная проверка понимания (на родном языке)
Тема 8	Writing (Part 2)	36	18	10	8	<ul style="list-style-type: none"> - тестовые задания - устный опрос - диктант - Фронтальная устная проверка - фронтальная письменная проверка понимания (на родном языке) - презентация проектов - портфолио
Промежуточная аттестация						Экзамен
Всего		360	144	80	64	72

Содержание дисциплины

Тема 1. Структура языка (Use of English)

Словообразование. Множественный выбор. Трансформация предложений по ключевому слову. Заполнение пробелов в текстах.

Тема 2. Listening

Лекции, радиопередачи, выступления и высказывания людей.

Тема 3. Reading

Чтение отрывков из художественной литературы, публицистики, прессы и выполнение соответствующих заданий.

Тема 4. Speaking

Взаимодействие с экзаменатором, другим кандидатом и самостоятельная монологическая речь.

Тема 5. Writing (Part 1)

Дискурсивное эссе.

Тема 6. Лексика продвинутого уровня по темам

Учеба, работа, досуг, спорт, путешествия, транспорт, отношения в семье, здоровье, книги, телевидение и т. д.

Тема 7. Лексика продвинутого уровня

Фразовые глаголы. Устойчивые словосочетания.

Тема 8. Writing (Part 2)

Письмо/электронное письмо, отчет, предложение, обзор.

4. Материалы текущего контроля успеваемости обучающихся и фонд оценочных средств промежуточной аттестации по дисциплине

4.1. Текущий контроль успеваемости

4.1.1. Формы текущего контроля успеваемости

В ходе реализации дисциплины...используются следующие методы текущего контроля успеваемости обучающихся:

- при проведении занятий практической подготовки: устный опрос (в том числе с применением дистанционных образовательных технологий (ДОТ)), фронтальная устная проверка, фронтальная письменная проверка понимания (на родном языке).
- при проведении контактной самостоятельной работы: тестовые задания, диктант.

4.1.2. Материалы текущего контроля успеваемости

Типовые оценочные материалы по теме 1:

Multiple Choice Cloze

For Questions 1-8, read the text below and decide which answer A, B, C or D best fits each space. There is an example below:

(0) A series B **ISSUE** C programme D release

Sound Advice for Language Learners

A recent (0) of a language learning magazine has consulted a number of experts in the (1) of second language acquisition. Their advice may prove invaluable for those (2) a language course. One suggestion is that you assess whether you are likely to be successful at learning a language. Did you enjoy studying languages at school, for example? Do you have enough time to learn a language? The major cost will be your own time and effort. Therefore you must make sure that the course on offer leads to a (3) qualification. Also, be realistic in your goals. If you don't set achievable aims you are more likely to give up. Do not be deceived (4) thinking that the most expensive courses are the best. (5) around to get the best possible value for money. You should also bear in mind that the quicker you learn a language the more quickly you forget it. Sandra Miller, a French teacher, tried to teach herself German by enrolling on a (6) course. Already fluent in four languages and with a sound knowledge of teaching methodology her chances of making progress were high. Three years (7) she remembers very little. She feels her biggest mistake was not to follow (8) her first experience. "I should have consolidated what I'd learn by continuing to study, even if it were by myself."

- | | | | |
|----------------|--------------|-----------|---------------|
| 1 A domain | B branch | C Field | D area |
| 2 A wondering | B thinking | C looking | D considering |
| 3 A recognised | B understood | C valued | D regarded |
| 4 A by | B about | C into | D in |
| 5 A Nose | B Push | C Run | D Shop |
| 6 A rapid | B crash | C quick | D fast |
| 7 A on | B forward | C From | D onward |
| 8 A up | B on | C through | D out |

Типовые оценочные материалы по теме 2:

In this part, you will hear short extracts from exchanges between interacting speakers with two multiple-choice questions on each extract.

You'll hear two different extracts. For questions 1-4, choose the answer which fits best according to what you hear. There are two questions for each extract. You can listen to the audio twice.

- [stop](#)
- [min volume](#)
- [max volume](#)

You hear two people talking about World Cup Football.

1

What do the two people agree about?

- ☐ They believe the standard of the football is good.
- ☐ They think it is a good opportunity to socialise.
- ☐ They agree that it gives a sense of global unity.

2

What, in the man's opinion, is the best thing about this year's tournament?

- ☐ It takes place in a similar time zone.
- ☐ His team are expected to do well.
- ☐ The tournament coincides with his time off from work.

Типовые оценочные материалы по теме 3:

In this part, there are three themed texts followed by two 4-option multiple-choice questions on each text.

You are going to read three extracts which are concerned in some way with music. For questions 1-6, choose the answer which you think fits best according to the text.

Extract from a brochure

Iford Manor Festival Season

Iford Manor has been described as one of the most stunning concert venues in the West Country. Throughout high summer, Iford Arts stages an internationally renowned festival in a breathtakingly beautiful pastoral setting. Operatic performances are staged in-the-round in the intimate surroundings of the Italianate Cloister, which could not be more perfect in terms of scale and style. While the classical backdrop could hardly be more fitting, the real delight for our audiences is that, as the sky turns purple overhead, the first stars appear and the first heady notes resound across the countryside, no-one is seated less than twenty feet from the performers. The opportunity for a relaxing pre-show picnic in our tranquil gardens overlooking the meandering River Frome will complete an already magical experience.

Iford Arts, a registered charity promoting the appreciation of performing arts in the west of England, aims to benefit the local community by engaging young professional artists and stimulating young people's enjoyment of being involved in live performances. We hope to support young musicians in their career development by encouraging them to develop repertoire and perform to a supportive audience and providing the exquisite environment in which to do so. Iford Arts does not receive any public subsidies, relying on vital private contributions. We offer

various levels of private patronage and corporate sponsorship, each providing a range of privileges such as priority booking.

1

What aspect of Iford Manor is emphasized in the first paragraph?

- ☐ the Italian-style architecture
- ☐ the countryside location
- ☐ the seating arrangements
- ☐ the quality of the music

2

What is the main purpose in the second paragraph?

- ☐ To describe the history of the performances
- ☐ To encourage young musicians to perform at the Manor
- ☐ To encourage people to donate to the charity
- ☐ To inform people about how they can be involved in charity work

Типовые оценочные материалы по теме 4:

Данный этап делится на 4 части:

- интервью (2 минуты);

Q: Tell me about where you come from.

Q: Do you enjoy studying English?

Q: Do you have any hobbies or interests?

Q: Why are you preparing for the CAE exam?

- карточка с индивидуальным заданием (4 минуты);

Candidate A is passed a set of pictures and has to speak about the pictures without interruption, either from the examiner or their partner. When Candidate A has finished the examiner asks Candidate B to answer a brief question about the pictures. The roles are then reversed: Candidate B is given a different set of pictures and speaks for 1 minute followed by Candidate A, who answers a brief question about the pictures.

Example Task

At this stage of the interview the examiner will say something on the lines of:

Q: In this part of the exam I'm going to give each of you three photographs and I'd like you to talk about them on your own for about a minute and also to answer a question briefly about your partner's photographs.

Q: Here are your pictures (Candidate A). They show people in different educational settings. I'd like you to talk about two of these photos and **compare the settings** and say **how the students may be feeling in each one**.

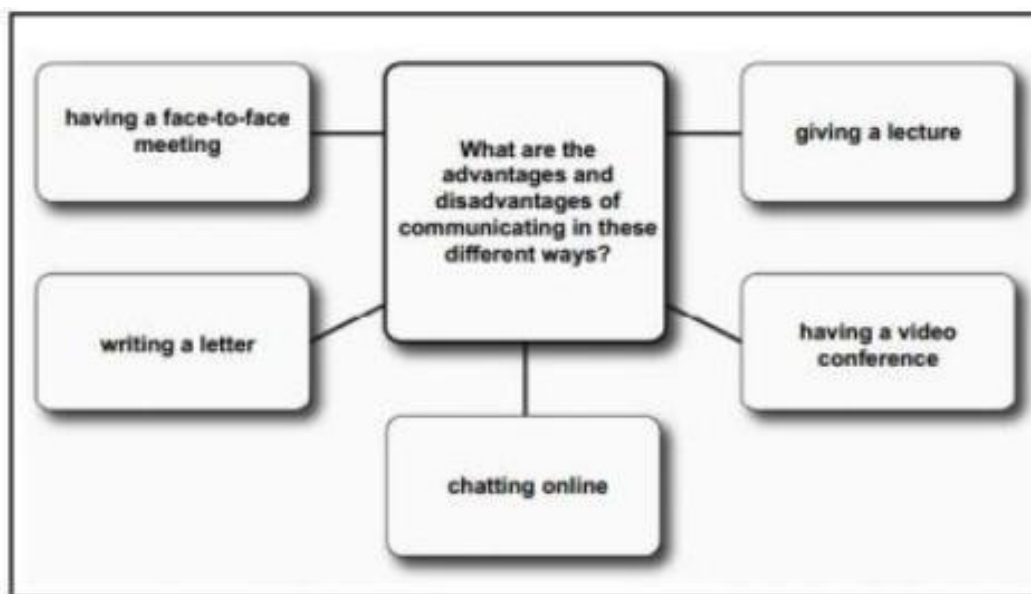
Q: All right?



Notice there are TWO instructions here: first to 'compare and contrast' the photographs and also to speculate on how the students 'may be feeling'. In Part 2 candidates are required to show they can do more than simply describe and will need to show the ability to speculate or hypothesize on a particular topic or scene.

- совместное задание (4 минуты);

The examiner will ask you and your partner to talk about another set of visual prompts together.



- обсуждение (5 минут).

The examiner will join the discussion and ask candidates questions related to the visuals used in Part 3.

Example Questions

Q: *Do any of these jobs have a special status in your country?*

Q: *Which jobs do you think offer the greatest personal satisfaction?*

Q: *Do any of these jobs appeal to you?*

Типовые оценочные материалы по теме 5:

Write your answer in 220-260 words in an appropriate style.

You have read an online article about changes in the types of subject taught at secondary schools. The article says that some traditional subjects may no longer be taught at school. Four of the subjects discussed are mentioned below, along with some of the readers' comments.

Which subjects may no longer be taught at secondary school?

Music *'Most students who are interested in music take lessons out of school.'*

Geography *'Why do we need to know the names of rivers and mountains around the world?'*

History *'It's all about the past. At schools, we need to be focussing on the future.'*

Art *'Art lessons allow kids to explore their creativity.'*

Write an essay discussing TWO of the subjects mentioned above. You should explain why you think these subjects **should continue to be taught** at secondary schools, **giving reasons** to support your answer.

You may, if you wish, make use of the opinions expressed by other readers, but you should use your own words as far as possible.

Типовые оценочные материалы по теме 6:

*Complete the second sentence so that it has a similar meaning to the first sentence, using the **word given**. Do not change the word given. You must use between **two** and **five** words, including the word given.*

1. Brian was really interested in North American history in his school days.

interest

Brian North American history in his school days.

2. The manager should think about experience when hiring new staff.

consideration

The manager should when hiring new staff.

3. The anti-smoking advertisement does not stop people from smoking.

ineffective

The anti-smoking advertisement is people from smoking.

Типовые оценочные материалы по теме 7:

Replace the words in brackets or complete the sentence with a phrasal verb:

1. John and Sarah have (separated) after 20 years of marriage.
2. I _____ up with a great idea for the summer party.
3. We arrived at the hotel _____ and had a shower.
4. He has decided to _____ (smoke less) cigarettes.
5. I brought her some flowers to _____ her _____. (make her happier)
6. My dog went to the vet's and they _____ out some tests on him. (did)
7. The teacher was so angry that she threw a pen at me, but after a few minutes she _____. (became less angry)
8. After his parents died his grandparents had to _____ him _____. (educate, feed, protect)
1. We were talking on the phone when suddenly it _____. (disconnected)
2. Scientists think that the woolly mammoth _____ 100,000 years ago. (became extinct)
3. My mum _____ me _____ at school in her BMW every morning. (leaves me)
4. John and Danny _____ last week and haven't spoken to each other since. (had a big argument)
5. The builders are _____ our house at the moment. (renovating/redecorating)
6. I passed all my exams! I _____ yesterday. (discovered)
7. If you want to get a visa to go to the USA you have to _____ lots of forms. (complete)
8. The man who stole my bicycle _____ from the police. (escaped)

Типовые оценочные материалы по теме 8:

Write your answer in 220-260 words in an appropriate style.

You see this advertisement in an international student magazine.

Volunteers needed

We are looking for volunteers to help out at a famous, international sporting event. We're looking for friendly, respectful people with good language skills, good team skills and a 'can-do' attitude. We need people to welcome delegates, provide customer service and solve problems.

If you think you have what it takes, apply now.

Write an application to become a volunteer. Mention:

- your language skills
- your personal qualities
- examples of times when you have demonstrated team skills
- any relevant work experience

4.2. Промежуточная аттестация

4.2.1. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы. Показатели и критерии оценивания компетенций с учетом этапа их формирования

Код компетенции	Наименование компетенции	Код этапа освоения компетенции	Наименование этапа освоения компетенции
ПКс ОС-1	Способность разрабатывать бизнес-план по созданию единицы малого или среднего бизнеса	ПКс ОС-1.1	Способность формулировать цели и задачи деятельности будущей организации в краткосрочном и долгосрочном периоде

Этап освоения компетенции	Индекс компетенции	Критерий оценивания
ПКс ОС-1.1	Выбирает адекватную форму делового документа. Соблюдает требования к языку делового документа. Соблюдает требования по оформлению делового документа. Отбирает содержание делового документа, адекватное цели его написания.	Текст выполнен с соблюдением стилистических норм. В тексте не допущено ошибок. Выполнены требования по оформлению документа. Содержание документа логически выстроено в соответствии с выбранной формой. Использована специфическая лексика, применяемая в деловой сфере.

4.2.2. Форма и средства (методы) проведения промежуточной аттестации:

Промежуточная аттестация проводится в форме: экзамена (в форме письменной и устной частей экзамена САЕ).

4.2.3. Типовые оценочные средства

1. Чтение и практический английский (1 час 30 минут)

В ходе данного этапа экзамена студент должен уметь читать, понимать как основной смысл, так и детали и структуру текста, уметь отыскать в тексте необходимую информацию, определять значение слов по контексту. Также в данном этапе проверяется понимание языковой системы посредством выполнения различных словарных, синтаксических и текстовых заданий.

Первая часть состоит из 8 частей и включает в себя 56 вопросов.

- тексты с пропусками и вариантами ответов для их заполнения, 8 вопросов,

- тексты с пропусками без вариантов ответов, 8 вопросов,
- словообразование, 8 вопросов,
- ключевые трансформации слов, 6 вопросов,
- задание на понимание содержания текста, выбор из нескольких вариантов ответов, 6 вопросов,
- задание на понимание точки зрения автора, соотнесение с возможными вариантами, 4 вопроса,
- задание на понимание структуры текста, заполнение пропусков в тексте, 6 вопросов,
- задание на восприятие определенной информации из текста, соотнесение с возможными вариантами, 10 вопросов.

Instructions

For questions 1-8, read the text and then select the correct answer, A, B, C or D.

There is an example below:

(0) A reason B point C fact D logic

Phobias

The (0) ... of Phobia Awareness Week is to highlight the difficulties that many people face in everyday situations. It is important to (1) ... between a fear and a phobia. It's (2) ... usual for all of us to have our own peculiar fears, for example being anxious around snakes or nervous about flying. However, only a very small proportion of us actually have a phobia of these things. When these fears begin to (3) ... you embarrassment or you feel that your life is being disrupted then you would be wise to seek treatment for what could potentially be a phobia. By far the most (4) ... phobia and potentially the most disruptive is agoraphobia. The word derives from Greek and (5) ... means 'fear of the marketplace' but we apply it today to describe a distressing condition in which people (6) ... going outside because of the awful feelings of anxiety that arise. Treatment of phobias usually consists of the patient (7) ... behavioural therapy during which they gradually get used to being near the object or the situation that causes them fear. Drugs may be prescribed to treat anxiety and many people opt for alternative therapy such as acupuncture or hypnosis to help them come to (8) ... with their fear and conquer it.

Gap 1

choose/distinguish/select/pick

Gap 2

very/absolutely/quite/truly

Gap 3

cause/make/create/give

Gap 4

standard/average/normal/common

Gap 5

precisely/specifically/literally/exactly

Gap 6

dodge/avoid/miss/slip

Gap 7

undergoing/taking/experiencing/doing

Gap 8

acceptance/terms/realisation/comfort

Open Cloze

For questions 1-8, read the text below and type the word which best fits in each space. Use only one word in each space. There is an example below:

(0) is

Stress

Stress **(0)** ... often called a 21st century illness but it has always been with us if perhaps with different names. These days we regard stress **(1)** ... a necessary evil of modern living. Yet stress is not negative and without **(2)** ... we would not enjoy some of the highpoints in life **(3)** ... as the anticipation before a date or the tension leading up to an important match. All these situations produce stress but **(4)** ... you can control it and not the other way around, you will feel stimulated, not worn out. However, unlike these situations, **(5)** ... are generally positive and easier to deal with, sitting in a train that is running late, **(6)** ... stuck in a traffic jam or working to a tight deadline are much harder to manage and control and can be a significant cause of stress. Stress is now recognised as a medical problem and as a significant factor **(7)** ... causing coronary heart disease, high blood pressure and a high cholesterol count. Patients are often unwilling to admit to stress problems since they feel they are a form of social failure and it is important that symptoms **(8)** ... identified in order to avoid unnecessary suffering.

Word Formation

Read the text and then write the correct form of the word on the right. There is an example at the beginning:

(0) unusual

Turn	A	Hobby	into	a	Business
It is not (0) ... to make a hobby pay for itself				USUAL	
even if initially you had no (1) ... of turning it				INTEND	
into a business.					
For those looking to make a profit on their (2) ...,				CREATE	
these days an audience for products can range from					
the local to the truly global. Some (3) ... begin				HOBBY	
by donating a piece of work to a charitable sale					
just to see how quickly and (4) ... it sells.				PROFIT	
Local shops can be the next outlet for items,					
often the step taken by those making things like					
hand-made greetings cards for instance. And for the					
truly ambitious, websites like eBay enable the					
hobbyist to reach a (5) ... audience.				WORLD	
As with any business idea, an honest (6) ... should be				APPRAISE	
undertaken regarding the demand for the work and the					
price the customer is prepared to pay in (7)				REAL	
However, do not forget the degree of personal (8) ...				SATISFY	
as well.					

'Key' Word Transformations

For questions 1-6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

1. How can I make him understand that I don't want to see him any more?

ACROSS

How can I that I don't want to see him any more?

2. Parents predict chaos in schools unless the strike is called off.

RESULT

Parents claim it the teacher's strike goes ahead.

3. Police are warning people to check for forged notes which are currently in circulation.

LOOKOUT

Police are warning people to be forged notes which are currently in circulation.

4. It's possible that they got the wrong idea and thought the party was next week.

REACHED

They might conclusion and thought the party was next week.

5. It was a mistake not to write the telephone number down.

POINT

I should writing down the telephone number.

6. Apparently, they're planning on rerouting the traffic to reduce congestion.

DRAWN

Plans reroute the traffic to reduce congestion.

Instructions

You are going to read an extract from a story. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

HOME COMFORT

It was a lazy Sunday afternoon, the lull before the storm of Monday morning madness of alarm clocks, traffic jams and deadlines. The clock struck three and Rebecca's elbow still rested on the arm of the tapestry-covered sofa. With her fingertips she began caressing the rough piping that ran along its seams. Simultaneously, the toes of her left foot moved back and forth across the edges of the sheepskin rug. This action Rebecca found comforting; it reminded her of being at home as a child when she used to sit in the family sitting room, her toes playing with the fringes of another kind of rug. Her mother would snap at her to stop it, so of course she did it all the more.

Rebecca had a sudden whiff of the glue that Katy was applying to make one of her artistic creations. Her daughter was seated on a cushion right in the middle of the room, looking like an island, surrounded by a sea of cardboard cut-offs, sequins, felt-tip pens, and pristine sheets of white A4 paper that she had disobeyedly pinched from her father's study. She really should be working at the kitchen table, Rebecca thought, but I don't have the appetite for the outburst that might happen if my genius-daughter-at-work is disturbed. Every three minutes and 50 seconds Katy got up to replay Kylie Minogue's version of 'The Locomotion'.

"Why don't you listen to the CD all the way through, Katy?" her dad said, who was sprawled out on the other sofa. "You'd like the other songs as well."

"Nah, too boring."

Rebecca glanced at David and then said, "I could do with something to perk me up." Her words trailed off with a heavy sigh, and then a yawn. It was the first in a series of hints that she would like him to get up and make her a cup of tea.

On the lamp table next to the sofa, she noticed a letter that had been delivered a week ago, advertising exercises classes and a slimming club. She had kept it on the table as a reminder, or perhaps to conjure up the same kind of magical effect that people believe in when they splash out on membership to a fancy gym without going near the place more than once every two months. “Have you seen this flyer?” she said to her husband. “Just the thought of going for a workout makes me want to go and lie down.” Once more she didn’t get a response. “Who’s going to make the tea then?” was her third and most blatant attempt to get a drink before she died of thirst.

He stood up. “I suppose it’s my turn. Again.” He went off into the kitchen while Rebecca, the victor, snuggled a bit further into the sofa. Charlie, who’d been asleep on the sheepskin rug, now started up with his own brand of baby chatter. He was attempting to cover the whole repertoire of vowel sounds this afternoon, like a singer performing warm-up exercises. Then, occasionally, he jammed his fingers into his mouth to make a sound approaching an elongated ‘w’.

He lay underneath a baby gym, which consisted of a tubular frame in patriotic colours of red, white and blue and a top bar, from which dangled two clowns, one on a swing and one in a position that Rebecca thought was called a pike. (It was a long time ago that she had achieved her gold star award in the trampoline.) Once Charlie made eye contact with Rebecca, his happy babbling began to turn into a grizzle.

Does Charlie want feeding again?” Rebecca asked in the baby voice that irritated them all, herself included. She bent down to scoop her son up.

“Mum, he doesn’t want feeding again. You’ve only just fed him,” Katy said.

“I’ll try – just in case he’s hungry.” In the kitchen she warmed through the mush of potatoes and broccoli that Charlie liked and took it back through to be with Katy.

Luckily, the baby was actually ready for a feed, which meant that Rebecca not only saved face with her daughter, but showed that she had no need to feel guilty about sending her husband to make the tea. David walked back in the sitting room that very minute, her cup of Earl Grey with its delicate scent of bergamot wobbling in its saucer. In his other hand he clutched a large mug. Rebecca gave him a warning look that dared him not to put the cups down on the oak blanket box that served as their coffee table. Its surface was already scarred by two rings where hot drinks had been carelessly placed directly onto it.

“Thanks. You’re a treasure.” She settled down to feed Charlie, knowing that her tea would be the perfect temperature to drink in one go by the time he had had enough.

“Where’s Katy got to?” David said, after a few minutes. The answer came from upstairs as they heard the sound of their older child passing through the curtain in the doorway of her bedroom. It was like those beaded curtains that used to be in fashion when Rebecca was a child, but instead

of beads this one was formed from a dazzling collection of pink, purple and silver shimmering plastic squares. She couldn't remember which one of them had named it the 'jingle-jangler' but it was very apt.

1

Rebecca's mood at the start of the story is

calm and reflective.

cross and irritable.

restless and agitated.

sad and upset.

2

What action does Rebecca take with her daughter?

She reprimands Katy for making a mess on the floor.

She asks David to speak to Katy.

She appeals to Katy to play a wider range of music.

She does nothing in order to avoid a fuss.

3

What is Rebecca's attitude to the letter lying on the table?

The adverb's claims are misleading.

She hopes it will prompt her to take up exercise.

It makes her feel more motivated.

She thinks the slimming club is good value for money.

4

When David first leaves the sitting room, Rebecca is

relieved that her baby is awake.

surprised to hear her baby chattering.

guilty that she's being lazy.

glad to have got her own way.

5

Rebecca is worried when her husband brings in the drinks because

he might trip over Katy's equipment.

he doesn't like the smell of her tea.

tea is dripping from the saucer.

he might damage an item of furniture.

6

The curtain referred to in Katy's bedroom

is identical in design to one from a previous generation.

makes a tinkling sound.

is made up of unusual colours.

keeps out the light at night.

Instructions

You are going to read four reviews of a book about architecture. For questions **1– 4**, choose from the reviews **A – D**. The reviews may be chosen more than once.

The Architecture of Happiness

Four reviewers comment on philosopher Alain De Botton's book called *The Architecture of Happiness*.

A

Alain de Botton is a brave and highly intelligent writer who writes about complex subjects, clarifying the arcane for the layman. Now, with typical self-assurance, he has turned to the subject of architecture. The essential theme of his book is how architecture influences mood and behaviour. It is not about the specifically architectural characteristics of space and design, but much more about the emotions that architecture inspires in the users of buildings. Yet architects do not normally talk nowadays very much about emotion and beauty. They talk about design and function. De Botton's message, then, is fairly simple but worthwhile precisely because it is simple, readable and timely. His commendable aim is to encourage architects, and society more generally, to pay more attention to the psychological consequences of design in architecture: architecture should be treated as something that affects all our lives, our happiness and well-being.

B

Alain de Botton raises important, previously unasked, questions concerning the quest for beauty in architecture, or its rejection or denial. Yet one is left with the feeling that he needed the help and support of earlier authors on the subject to walk him across the daunting threshold of architecture itself. And he is given to making extraordinary claims: 'Architecture is perplexing ... in how inconsistent is its capacity to generate the happiness on which its claim to our attention is founded.' If architecture's capacity to generate happiness is inconsistent, this might be because happiness has rarely been something architects think about. De Botton never once discusses the importance of such dull, yet determining, matters as finance or planning laws, much less inventions such as the lift or reinforced concrete. He appears to believe that architects are still masters of their art, when increasingly they are cogs in a global machine for building in which beauty, and how de Botton feels about it, are increasingly beside the point.

C

In *The Architecture of Happiness*, Alain de Botton has a great time making bold and amusing judgements about architecture, with lavish and imaginative references, but anyone in search of privileged insights into the substance of building design should be warned that he is not looking at drain schedules or pipe runs. He worries away, as many architects do, at how inert material things can convey meaning and alter consciousness. Although he is a rigorous thinker, most of de Botton's revelations, such as the contradictions in Le Corbusier's theory and practice, are not particularly new. However, this is an engaging and intelligent book on architecture and something everyone, professionals within the field in particular, should read.

D

Do we want our buildings merely to shelter us, or do we also want them to speak to us? Can the right sort of architecture even improve our character? Music mirrors the dynamics of our emotional lives. Mightn't architecture work the same way? De Botton thinks so, and in *The Architecture of Happiness* he makes the most of this theme on his jolly trip through the world of architecture. De Botton certainly writes with conviction and, while focusing on happiness can be a lovely way to make sense of architectural beauty, it probably won't be of much help in resolving conflicts of taste.

(Source: CAE Handbook. Reproduced with permission from Cambridge English)

Which reviewer:

1

has a different opinion from the others on the confidence with which de Botton discusses architecture?

Reviewer A

Reviewer B

Reviewer C

Reviewer D

2

shares reviewer A's opinion whether architects should take note of de Botton's ideas?

Reviewer A

Reviewer B

Reviewer C

Reviewer D

3

expresses a similar view to reviewer B regarding the extent to which architects share de Botton's concerns?

Reviewer A

Reviewer B

Reviewer C

Reviewer D

4

has a different view to reviewer C on the originality of some of de Botton's ideas?

Reviewer A

Reviewer B

Reviewer C

Reviewer D

Instructions

You are going to read an extract from a book on networking and public speaking skills. Six paragraphs have been removed from the extract. Choose from the paragraphs A-G the one which fits each gap (1-6). There is one extra paragraph which you do not need to use.

TALKING TO PLANTS AND APPROACHING GROUPS

In this book extract from "...and death came third!" Andy Lopata and Peter Roper show nervous business people how to network with panache.

At networking events, I will often look to start a conversation with people who are on their own. It is much easier than breaking into a group conversation and the chances are they won't tell you to leave them alone and go away. Very few people go to networking events for solitude.

1

When approaching these people you are already at an advantage because they will both respect your courage (which they have probably lacked) and be grateful that you've taken the time and effort to relieve them from their anxiety. They are probably just as nervous as everyone else, and they'll be delighted to get into a conversation with you. You've rescued them from walking around, avoiding interrupting other people for fear of rejection.

2

Having spoken to them, try not to leave them on their own again because you'll just return them to the same state as you found them. Move on with them and introduce them to someone else.

3

If someone is talking and you interrupt, or ask if you can join them, people will stop listening to the person who's talking, and invite you into their group. That's great for you but not so nice for the person who is talking. Stand just on the edge of the group and wait for the appropriate time.

4

Alternatively, it may be that they're talking about something in which you have an interest, in which case, when there's an appropriate pause, you can just say, "Excuse me, I heard you mention so-and-so. Can I ask you a question? Are you involved in that? And you're in the conversation. Or it may just be that you have a pause, and you ask "May I join you?" But it's always best to wait for the right pause in the conversation.

5

While the guidelines above are important, you need to be aware of the body language of people talking to each other and networking events. Whether in couples or groups, people will always send very clear signals about approachability by the way they are standing.

6

Reading this body language may mean that you are better advised approaching two people rather than a group.

A. The one thing I try to avoid is approaching two people who are in discussion. If you see two people talking together, they may be building a rapport and interruption may break that. Alternatively, they may be discussing business.

B. The easiest way to approach a group is to catch the eye of one of the participants and smile. Usually they should invite you to join them at the appropriate juncture.

C. The other advantage of this is that your companion, in introducing you, may well talk about how you've helped them, how great you are at what you do or praise you in another way that you would not have been able to do. This will awaken a greater interest in you from the new contact than may otherwise have been possible.

D. You can often find these people around a bar or buffet table (they've probably read the advice above!) or by the walls. Nervous people on their own seldom stand in the middle of a room unless they are milling around trying to pluck up the courage to approach someone. Often they will be admiring the art on the walls or the flora in the room, which gives you a nice topic with which to start a conversation.

E. When you do approach them, take care not to dive in aggressively but be empathetic to their nervous state. Ask them if they mind if you join them before introducing yourself, rather than running up asking "So, what do you do then?"

F. If you see a group of people talking, approach the group, but don't butt in. Remember, as Susan Roane says in *How to Work a Room*, "There is a difference between including yourself in other people's conversations and intruding on them."

G. If their body language is 'closed', and they are facing each other, you should avoid interrupting them. If they are more 'open' and they are standing at an angle that leaves room for another party in the conversation, you are likely to be more welcome.

Instructions

You are going to read an article containing reviews of recently-published books. For questions 1-10, choose from reviews (A-F). The reviews may be chosen more than once.

In which review are the following mentioned?

1) A story in which someone is unaware of the impact of their action.

Choose from here: A B C D E F

2) A description of the opening scene.

Choose from here: A B C D E F

3) An author who exemplifies source material with their own analysis.

Choose from

here: A B C D E F

4) A humorous comparison with a real-life situation.

Choose from here: A B C D E F

5) A character who finds out the truth about a situation.

Choose from here:

A B C D E F

6) A hint that the author's future writing career will be positive.

Choose from here: A B C D E F

7) A book that would be appreciated by people without much previous knowledge of the subject.

Choose from here: A B C D E F

8) A book which has already won critical acclaim.

Choose from here: A B C D E F

9) A book which includes too much factual detail.

Choose from here: A B C D E F

10) A mention of the profession of the author.

Choose from here: A B C D E F

Book Corner

A round-up of the latest fiction and non-fiction from Beth Young.

A Reading a new novelist is a bit like asking a stranger out on a date. You never quite know if this is the start of a beautiful relationship. You check the blurbs, the publicity photograph, and flick through the book to look for the two essentials: entertainment and substance. Beginner's Greek by James Collins is certainly big on the latter, weighing in at 400-plus pages. And the quotes on the back cover have the effect of a bunch of friends saying to you, 'Go on, you'll get on brilliantly'. Early indications are that this blind date could lead to a deeper relationship.

Beginner's Greek is described by The New York Times as a "great big sunny lemon chiffon pie of a novel" about romantic love amongst the American middle classes. It is indeed delicious.

B In Manil Suri's second outing *The Age of Shiva* we have a broad-sweeping, epic novel with an unforgettable heroine so wilful yet flawed that it calls to mind that other famous leading lady, Scarlett O'Hara in *Gone With the Wind*. The story begins at a firework party in Delhi where Meera falls disastrously in love. We follow her journey to Bombay, marriage and obsessive motherhood, with occasional flashbacks to a childhood that was marred by political turmoil. Mathematics professor, Suri, captures the fluidity of the role of women with a beautiful kind of precision.

C Devotees of playwright David Mamet, whose screen work includes *Wag The Dog* and the award-winning *Glengarry Glen Ross* may be less than enamoured of Ira Nadel's new biography, *David Mamet: A Life in the Theatre*. It may seem churlish to question the minutia of incidents that abound in this comprehensive tome, but whilst Nadel is clearly striving for accuracy one feels there ought to have been more sifting, more mining for the gold amongst the biographical trivia. In addition, Nadel's tone is somewhat dry and academic and seems at odds with the brilliance of David Mamet's own writing. That said, the book offers a sound introduction to the life and career of the man hailed as one of America's most outstanding writers.

D *Can any Mother help me?* is the true story of a desperately lonely mother who, in 1935, appealed to other women through the letters page of a women's magazine. Writing under a pseudonym, the woman known as Ubique (meaning 'everywhere') little realised that she would be the trigger for the launch of a new and private magazine that would last for the next fifty years. The Cooperative Correspondence Club was formed to offer comfort and support to wives, often well-educated women, who craved stimulation beyond the drudgery of family life. Jenna Bailey has done a superb job of organising and editing this compendium, adding her own insightful commentary.

E Subtitled, *The Life and Times of Henry Howard, Earl of Surrey*, Jessie Child's debut historical biography, *Henry VIII's Last Victim*, was the worthy winner of last year's Elizabeth Longford Prize. Henry Howard's victim status is owing to the fact that he was the final person to be executed by King Henry VIII, a mere nine days before the king himself expired. Although killed ostensibly for treason, the Earl of Surrey's only real crime it seems was leading an unsuccessful army campaign in France. Only 29, he was also a distinguished poet with a fine literary voice, a persona which refutes his reputation as the spoilt son of the Duke of Norfolk.

F This is the 25th outing for T. Keneally but he's lost none of his writing powers. *The Widow and Her Hero* takes real life events during the Second World War as its inspiration and builds a tale of love and intrigue. Grace looks back on her life to recall her courtship with the hero of the

title, the handsome Captain Leo Waterhouse. Leo is tragically killed whilst on a secret mission but it is many years before Grace discovers the facts about his death. Keneally made fans galore when Schindler's Ark was published and later made into the award-winning Steven Spielberg film, Schindler's List. The Widow and Her Hero will bring him even more fans.

2. Письмо (1 час 30 минут)

Вторая часть включает в себя 2 письменных задания по 220-260 слов каждое:

- обязательное написание эссе;
- на выбор одно задание из трех (типы письменных работ: письмо или email, отчет, отзыв или предложение).

Задание, основанное на предварительно прочитанном тексте, в 2015 году упраздняется.

Оценка за это задание составляет 20% от общей оценки за экзамен.

Данный этап экзамена направлен на проверку навыков выполнения разных типов письменных работ. Задание оценивается в зависимости от качества выполнения поставленной задачи, восприятия текста, манеры изложения, организации материала и связности текста, грамматической правильности и содержания текста.

Which subjects may no longer be taught at secondary school?

Music

'Most students who are interested in music take lessons out of school.'

Geography

'Why do we need to know the names of rivers and mountains around the world?'

History

'It's all about the past. At schools, we need to be focussing on the future.'

Art

'Art lessons allow kids to explore their creativity.'

Write an essay discussing TWO of the subjects mentioned above. You should explain why you think these subjects **should continue to be taught** at secondary schools, **giving reasons** to support your answer.

3. Аудирование (приблизительно 40 минут)

Четвертая часть включает в себя 30 вопросов и состоит из 4 частей:

- Несколько коротких диалогов, выбор из двух вариантов ответов, 6 вопросов,
- Монолог (приблизительно 3 минуты), закончить предложение, 8 вопросов,
- Разговор нескольких участников (приблизительно 4 минуты), соотнесение с возможными вариантами, 6 вопросов;
- 5 коротких монологов (приблизительно 30 секунд каждый), выбор из восьми возможных ответов, 10 вопросов.

In this part, you will hear short extracts from exchanges between interacting speakers with two multiple-choice questions on each extract.

You hear two people talking about World Cup Football.

1

What do the two people agree about?

They believe the standard of the football is good.

They think it is a good opportunity to socialise.

They agree that it gives a sense of global unity.

2

What, in the man's opinion, is the best thing about this year's tournament?

It takes place in a similar time zone.

His team are expected to do well.

The tournament coincides with his time off from work.

5. Разговорная речь (15 минут)

Данный этап делится на 4 части:

- интервью (2 минуты);

Q: Tell me about where you come from.

Q: Do you enjoy studying English?

Q: Do you have any hobbies or interests?

Q: Why are you preparing for the CAE exam?

- карточка с индивидуальным заданием (4 минуты);

Candidate A is passed a set of pictures and has to speak about the pictures without interruption, either from the examiner or their partner. When Candidate A has finished the examiner asks Candidate B to answer a brief question about the pictures. The roles are then reversed: Candidate B is given a different set of pictures and speaks for 1 minute followed by Candidate A, who answers a brief question about the pictures.

Example Task

At this stage of the interview the examiner will say something on the lines of:

Q: In this part of the exam I'm going to give each of you three photographs and I'd like you to talk about them on your own for about a minute and also to answer a question briefly about your partner's photographs.

*Q: Here are your pictures (Candidate A). They show people in different educational settings. I'd like you to talk about two of these photos and **compare the settings** and say **how the students may be feeling in each one**.*

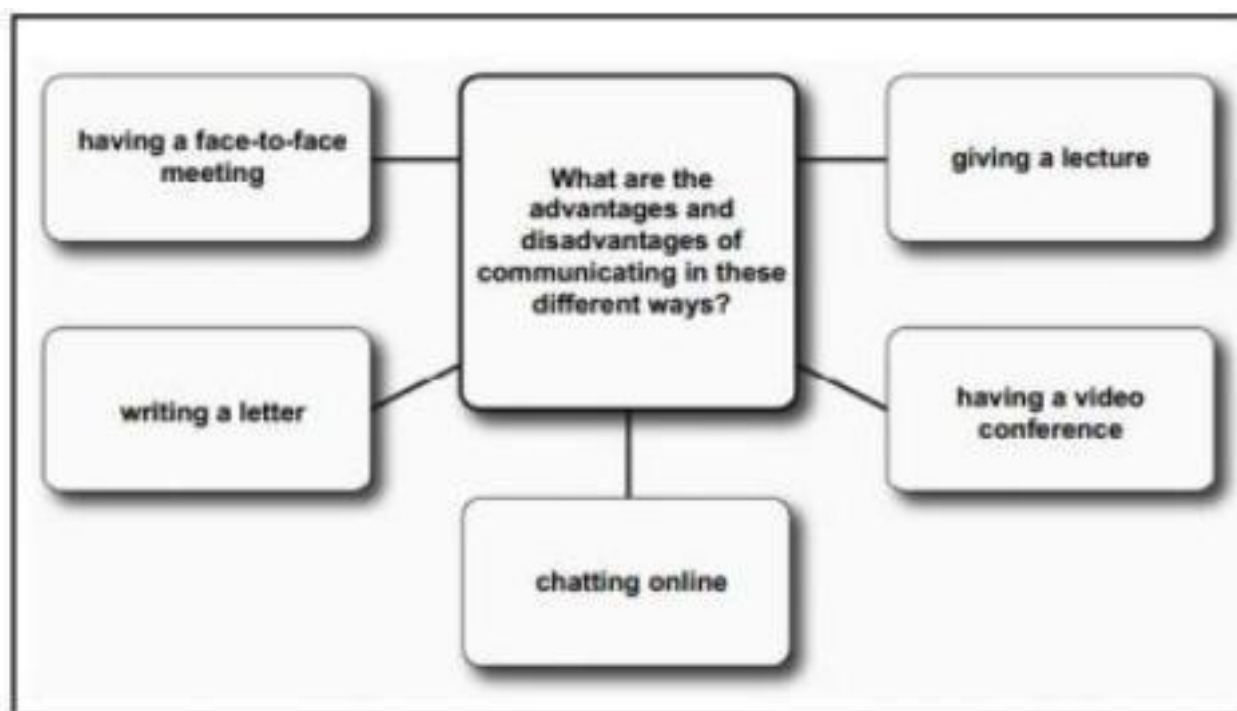
Q: *All right?*



Notice there are TWO instructions here: first to 'compare and contrast' the photographs and also to speculate on how the students 'may be feeling'. In Part 2 candidates are required to show they can do more than simply describe and will need to show the ability to speculate or hypothesize on a particular topic or scene.

- совместное задание (4 минуты);

The examiner will ask you and your partner to talk about another set of visual prompts together.



- обсуждение (5 минут).

The examiner will join the discussion and ask candidates questions related to the visuals used in Part 3.

Example Questions

Q: Do any of these jobs have a special status in your country?

Q: Which jobs do you think offer the greatest personal satisfaction?

Q: Do any of these jobs appeal to you?

4.3. Методические материалы

Процедура оценивания промежуточной аттестации включает в себя:

- письменная часть экзамена САЕ,
- устная часть экзамена САЕ.

Промежуточная аттестация состоит из написания письменной части экзамена САЕ, на которую студенту отводится 4 часа, и устной части экзамена САЕ в парах, на которую дается около 15 минут.

Результаты проведения промежуточной аттестации объявляются через 2 дня после ее проведения.

5. Методические указания для обучающихся по освоению дисциплины

Методические указания, позволяющие обучающимся организовать процесс освоения дисциплины, приведены в «Рекомендациях ФЭСН по освоению дисциплин»,

утвержденных ученым советом факультета экономических и социальных наук, протокол №11/02-05-11/15 от «19» мая 2015 г.

Самостоятельная работа проводится с целью углубления и расширения знаний по дисциплине и предусматривает следующие виды внеаудиторной работы студентов:

- работа с рекомендованной справочной литературой на иностранном языке и с Интернет-источниками с целью усвоения теоретического материала дисциплины;
- подготовка к практическим занятиям;
- подготовка к промежуточным тестам;
- подготовка к устной части.

Для расширения знаний по дисциплине рекомендуется использовать Интернет-ресурсы.

В основе курса лежат следующие методические принципы:

- коммуникативной направленности;
- взаимосвязанного обучения всем видам речевой деятельности;
- научности
- оптимального сочетания рецептивных и продуктивных видов речевой деятельности;
- функциональности;
- сознательности;
- систематичности;
- доступности;
- наглядности;
- прочности усвоения языкового и речевого материала.

Освоение программы проходит через выполнение коммуникативных заданий, нацеленных на достижение конкретного результата. Каждый раздел содержит задания в экзаменационном формате, что позволит учащимся адаптироваться к экзаменационным требованиям. При выполнении заданий очень важно обращать внимание на соблюдение лимита времени. Еще одним важным моментом является соблюдение норм орфографии, поскольку на экзамене требуется не только дать правильный ответ, но и оформить его по правилам орфографии.

Данный курс нацелен на комплексное развитие универсальных учебных действий, которые помогут учащимся не только при сдаче экзамена CAE, но и при прохождении любых видов аттестации по английскому языку, а также в успешном освоении предметной области и смежных дисциплин.

Владение языком на уровне Advanced предполагает ощущение связи между языком и культурой, в которой он существует, владение понятием языкового стиля, живой интерес к чтению оригинальной литературы, использование языка творческим образом, как в предсказуемой, так и в непредвиденной ситуации.

Наличие сертификата CAE говорит о том, что его обладатель способен:

понимать большие и лингвистически трудные тексты, видеть заложенный в них скрытый смысл;

общаться на любые темы без затруднений, легко импровизируя в разговоре;

свободно применять языковые навыки в деловом, учебном или академическом контекстах.

Сертификат Cambridge English: Advanced, будучи одним из самых «востребованных» международных сертификатов, признается зарубежными университетами и международными организациями. Ежегодно 48 000 кандидатов из более чем 67 стран мира сдают этот экзамен для поступления на программы бакалавриата и магистратуры, участия в международных программах и трудоустройства за рубежом. Вот далеко неполный список международных компаний, признающих сертификат Cambridge English: Advanced как свидетельство высокого уровня владения английским: Microsoft, BMW, DHL International, Electronic Data Systems (EDS), ISAF International Sailing Federation, IBM, KPMG, Intel и др.

6. Учебная литература и ресурсы информационно-телекоммуникационной сети "Интернет", включая перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине

6.1. Основная литература.

1. Felicity O'Dell & Annie Broadhead. Objective Advanced. 4th sediton. 2017.
2. Cambridge English Advanced 1 for revised exam from 2017.
3. Authentic Examination Papers from Cambridge English Language Assessment. 2017.
4. Felicity O'Dell & Michael Black. Advanced Trainer. 2nd edition. 2017.

6.2. Дополнительная литература.

1. Martin Hewings & Simon Haines. Grammar and Vocabulary for Advanced. 2015.
2. Debra Powell. Common mistakes at CAE.....and How to Avoid Them. 2015.
3. Peter May. Compact Advanced. 2015.
4. Guy Brook-Hart & Simon Haines. Complete Advanced. 2nd Edition. 2015.

6.3. Учебно-методическое обеспечение самостоятельной работы.

Не предусмотрено.

6.4. Нормативные правовые документы.

Не предусмотрены.

6.5. Интернет-ресурсы.

1. www.cambridgeenglish.org
2. www.examenenglish.com
3. www.flo-joe.co.uk
4. www.esl-lounge.com
5. www.caeexamtips.com
6. www.english-online.org.uk
7. www.andrewbetsiselt.gr

6.6. Иные источники.

Мультимедийные CD-ROMы:

1. Longman Dictionary Of Contemporary English CD-ROM - Updated Edition Pearson Education 2009
2. Longman Business English Dictionary CD-ROM Pearson Education, Longman 2012

7. Материально-техническая база, информационные технологии, программное обеспечение и информационные справочные системы

Для практических занятий необходим компьютерный проектор, учебная платформа дистанционных образовательных технологий (ДОТ) для рассылки материалов и сбора результатов самостоятельной подготовки студентов, также материально-техническое обеспечение учебных аудиторий (наглядными материалами, экраном, мультимедийным проектором с ноутбуками (ПК) для презентации учебного материала, выходом в сеть Интернет, лицензионными продуктами Microsoft Office (Excel, Word, PowerPoint)) в зависимости от типа занятий: семинарского и лекционного типов, групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации. Для самостоятельной работы обучающимся необходим доступ в читальные залы библиотеки и/или помещение, оснащенное компьютерной техникой с возможностью подключения к сети «Интернет», доступ в электронную информационно-образовательную среду организации и ЭБС.

Учебная аудитория для проведения занятий лекционного типа и промежуточной аттестации.

Оборудование:

Рабочие места студентов: парты, стулья;

Рабочее место преподавателя: стол, стул;

Доска для рисования маркерами;

Мультимедийный проектор.

Учебная аудитория для проведения практических занятий.

Оборудование:

Рабочие места студентов: столы, стулья;

Рабочее место преподавателя: стол, стул;

Доска для рисования маркерами,

Доска интерактивная;

Мультимедийный проектор;

Персональные компьютеры: Core i7 / 8Gb / 2000Gb -15 шт.

Программное обеспечение:

Microsoft Windows 10 Corporate 1909 (контракт с продавцом АО «Ланит» от 18.10.2019 №117/08-19);

Microsoft Office 2019 (контракт с продавцом АО «Ланит» от 18.10.2019 №117/08-19);

Google Chrome 76.0.3809.100 (свободная лицензия);

Консультант (контракт с продавцом ЗАО «КонсультантПлюс» от 18.06.2009 № б/н).

Библиотека (абонемент, читальный и компьютерный залы)

Учебная аудитория для самостоятельной работы студента.

Оборудование:

Рабочие места студентов: столы, стулья; Персональные компьютеры.

Программное обеспечение: Microsoft Windows 10 Corporate 1909 (контракт с продавцом АО «Ланит» от 18.10.2019 №117/08-19);

Microsoft Office 2019 (контракт с продавцом АО «Ланит» от 18.10.2019 №117/08-19);

Google Chrome 76.0.3809.100 (свободная лицензия);

Deductor Academic 5.3.0.88 (свободная лицензия);

Microsoft Project Professional 2019 (контракт с продавцом АО «Ланит» от 18.10.2019 №117/08-19).

Project Expert 7 Tutorial (60 уч. мест, сеть) (контракт с продавцом SoftLine от 14.11.2013 №Tr060872);

Vmware Horizon Client 4.3.0.4209 (свободная лицензия);

CA AllFusion R7.2 (контракт с продавцом ООО «Интерфейс ПРОФ» от 27.10.2008 №227/07-08-ИОП, бессрочный);

Oracle VM VirtualBox 6.0.10 (свободная лицензия);

ArgoUML 0.34 (свободная лицензия);

ARIS Express 2.4d (свободная лицензия);

Stata/SE Educational Network Edition Renewal (Stata) (контракт с продавцом АО «СОФТЛАЙН ТРЕЙД» от 25.06.2019 №373100037619000000);

PostgreSQL Database 10.9-2 (свободная лицензия);

EViews Academic Base License+ Unlimited Lab License (Eviews) (контракт с продавцом АО «Ланит» от 18.10.2019 №117/08-19); Weka 3.8.3 (свободная лицензия);

Консультант (контракт с продавцом ЗАО «КонсультантПлюс» от 18.06.2009 № б/н).

Базы данных, информационно-справочные и поисковые системы

1. www.biblio-online.ru –Электронно-библиотечная система [ЭБС] Юрайт;
2. <http://www.iprbookshop.ru> – Электронно-библиотечная система [ЭБС] «Iprbooks»
3. <https://e.lanbook.com> - Электронно-библиотечная система [ЭБС] «Лань».
4. <http://elibrary.ru/> - Научная электронная библиотека Elibrary.ru.
5. <https://new.znaniy.com> Электронно-библиотечная система [ЭБС] «Znaniy.com».

6. <https://dlib.eastview.com> – Информационный сервис «East View».
7. <https://www.jstor.org> - Jstor. Полные тексты научных журналов и книг зарубежных издательств.
8. <https://elibrary.worldbank.org> - Электронная библиотека Всемирного Банка.
9. <https://link.springer.com> - Полнотекстовые политематические базы академических журналов и книг издательства Springer.
10. <https://ebookcentral.proquest.com> - Ebook Central. Полные тексты книг зарубежных научных издательств.
11. <https://www.oxfordhandbooks.com> - Доступ к полным текстам справочников Handbooks издательства Oxford по предметным областям: экономика и финансы, право, бизнес и управление.
12. <https://journals.sagepub.com> - Полнотекстовая база научных журналов академического издательства Sage.
13. Справочно-правовая система «Консультант».
14. Электронный периодический справочник «Гарант»