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

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Б1.В.ДВ.04.04 Подготовка к международному экзамену
(International Exam Preparation) – TOEFL

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

1.1 Дисциплина «Подготовка к международному экзамену (International Exam Preparation) – TOEFL» 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 | <p>на уровне знаний:</p> <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 |
|--|--|---|

| | | |
|--|--|---|
| | | <p>текстах (устных и письменных) академического характера</p> |
| | | <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.04.04 «Подготовка к международному экзамену (International Exam Preparation) – TOEFL» - дисциплина по выбору вариативной части ОП ВО бакалавриата. Дисциплина «Подготовка к международному экзамену (International Exam Preparation) – TOEFL» читается на 3 курсе.

Курс «Подготовка к международному экзамену (International Exam Preparation) –

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

Курс «Подготовка к международному экзамену (International Exam Preparation) - TOEFL» является логическим продолжением такой дисциплины, как «Иностранный язык». Актуальность курса обусловлена необходимостью подготовки студентов к сдаче экзамена, который является обязательным условием для поступления в университеты США, Канады, Австралии и других стран мира. Кроме того, сдача TOEFL необходима для участия во многих программах стажировки и работы за рубежом. Некоторые научные и профессиональные сертификационные программы также требуют от претендентов сдачи TOEFL.

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 | | |
|-----------------------------|-------------|----|----|-----|---|---|
| <i>Очная форма обучения</i> | | | | | | |
| Тема 1 | Family | 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 | Food | 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 | Environment | 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 | Intelligence | 36 | 18 | 10 | 8 | - тестовые задания - устный опрос - диктант - Фронтальная устная проверка - фронтальная письменная проверка понимания (на родном языке) |
| Тема 5 | Gender | 36 | 18 | 10 | 8 | - тестовые задания - устный опрос - диктант - Фронтальная устная проверка - фронтальная письменная проверка понимания (на родном языке) |

| | | | | | | |
|-----------|---------------|----|----|----|---|---|
| Тема 6 | Values | 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 7 | Communication | 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 | Happiness | 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. Family

Reading Focus: Vocabulary questions. Listening Focus: Signal words and prediction. Speaking Focus: Stating a preference. Writing Focus: Independent writing: Pre-writing.

Тема 2. Food

Reading Focus: Reference questions. Insert text questions. Listening Focus: Note-taking. Speaking Focus: Choosing and supporting. Writing Focus: Integrated writing. The contract essay.

Тема 3. Environment

Reading Focus: Paraphrase questions. Listening Focus: Gist content and gist purpose. Speaking Focus: Stating a student's opinion and reasons. Writing Focus: Integrated writing. The comparison essay.

Тема 4. Intelligence

Reading Focus: Factual information questions. Inference questions. Listening Focus: Detail inference. Speaking Focus: Relating reading to lecture. Writing Focus: Independent writing: the introduction. Independent writing: the conclusion.

Тема 5. Gender

Reading Focus: Negative factual information questions. Schematic framework questions. Listening Focus: Organization. Connecting Content. Speaking Focus: Summarizing and paraphrasing problem and solutions. Writing Focus: Integrated writing: contrast and citation language.

Тема 6. Values

Reading Focus: Purpose questions. Prose summary questions. Listening Focus: Attitude.

Function. Speaking Focus: Explaining and supporting. Writing Focus: Independent writing: body paragraphs.

Тема 7. Communication

Reading Focus: Review of all reading skills. Listening Focus: Review of all listening skills. Speaking Focus: Review of all speaking skills. Writing Focus: Review of all writing skills. Independent and integrated writing: editing.

Тема 8. Happiness

Reading Focus: Review of all reading skills. Listening Focus: Review of all listening skills. Speaking Focus: Review of all speaking skills. Writing Focus: Review of all writing skills. Independent and integrated writing: evaluating.

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:

Do you agree or disagree with the following statement? Television has destroyed communication among friends and family. Use specific reasons and examples to support your opinion.

Some people believe that the best way of learning about life is by listening to the advice of family and friends. Other people believe that the best way of learning about life is through personal experience. Compare the advantages of these two different ways of learning about life. Which do you think is preferable? Use specific examples to support your preference.

Some people think that the family is the most important influence on young adults. Other people think that friends are the most important influence on young adults. Which view do you agree with? Use examples to support your position.

Типовые оценочные материалы по теме 2:

Plants can provide food, shelter, clothing, or medicine. What is one kind of plant that is important to you or the people in your country? Use specific reasons and details to explain your choice.

Nowadays, food has become easier to prepare. Has this change improved the way people live? Use specific reasons and examples to support your answer.

Some people prefer to eat at food stands or restaurants. Other people prefer to prepare and eat food at home. Which do you prefer? Use specific reasons and examples to support your answer.

Типовые оценочные материалы по теме 3:

A company is going to give some money either to support the arts or to protect the environment. Which do you think the company should choose? Use specific reasons and examples to support your answer.

Типовые оценочные материалы по теме 4:

In your opinion, what is the most important characteristic (for example, honesty, intelligence, a sense of humor) that a person can have to be successful in life? Use specific reasons and examples from your experience to explain your answer. When you write your answer, you are not limited to the examples listed in the prompt.

Типовые оценочные материалы по теме 5:

In general, people are living longer now. Discuss the causes of this phenomenon. Use specific reasons and details to develop your essay.

Nowadays, food has become easier to prepare. Has this change improved the way people live? Use specific reasons and examples to support your answer.

Типовые оценочные материалы по теме 6:

Learning about the past has no value for those of us living in the present. Do you agree or disagree? Use specific reasons and examples to support your answer.

It is generally agreed that society benefits from the work of its members. Compare the contributions of artists to society with the contributions of scientists to society. Which type of contribution do you think is valued more by your society? Give specific reasons to support your answer.

Типовые оценочные материалы по теме 7:

Do you agree or disagree with the following statement? Television has destroyed communication among friends and family. Use specific reasons and examples to support your opinion.

Do you agree or disagree with the following statement? Face-to-face communication is better than other types of communication, such as letters, e-mail, or telephone calls. Use specific reasons and details to support your answer.

Типовые оценочные материалы по теме 8:

Do you agree or disagree with the following statement? People should sometimes do things that they do not enjoy doing. Use specific reasons and examples to support your answer.

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 устной и письменной частей экзамена TOEFL).

4.2.3. Типовые оценочные средства

1) Reading Section

This section measures your ability to understand academic passages in English. You can skip

questions and go back to them later as long as there is time remaining.

Now begin the Reading section.

Reading Practice Set 1: Passage and Questions

Directions: Read the passage. Then answer the questions. Give yourself 20 minutes to complete this practice set.

Agriculture, Iron, and the Bantu People

Paragraph 1

There is evidence of agriculture in Africa prior to 3000 B.C. It may have developed independently, but many scholars believe that the spread of agriculture and iron throughout Africa linked it to the major centers of the Near East and Mediterranean world. The drying up of what is now the Sahara desert had pushed many peoples to the south into sub-Saharan Africa. These peoples settled at first in scattered hunting-and-gathering bands, although in some places near lakes and rivers, people who fished, with a more secure food supply, lived in larger population concentrations. Agriculture seems to have reached these people from the Near East, since the first domesticated crops were millets and sorghums whose origins are not African but West Asian. Once the idea of planting diffused, Africans began to develop their own crops, such as certain varieties of rice, and they demonstrated a continued receptiveness to new imports. The proposed areas of the domestication of African crops lie in a band that extends from Ethiopia across southern Sudan to West Africa. Subsequently, other crops, such as bananas, were introduced from Southeast Asia.

Paragraph 2

Livestock also came from outside Africa. Cattle were introduced from Asia, as probably were domestic sheep and goats. Horses were apparently introduced by the Hyksos invaders of Egypt (1780 to 1560 B.C.) and then spread across the Sudan to West Africa. Rock paintings in the Sahara indicate that horses and chariots were used to traverse the desert and that by 300 to 200 B.C., there were trade routes across the Sahara. Horses were adopted by peoples of the West African savannah, and later their powerful cavalry forces allowed them to carve out large empires. Finally, the camel was introduced around the first century A.D. This was an important innovation, because the camel's ability to thrive in harsh desert conditions and to carry large loads cheaply made it an effective and efficient means of transportation. The camel transformed the desert from a barrier into a still difficult, but more accessible, route of trade and communication.

Paragraph 3

Iron came from West Asia, although its routes of diffusion were somewhat different than those of agriculture. Most of Africa presents a curious case in which societies moved directly from a technology of stone to iron without passing through the intermediate stage of copper or bronze metallurgy, although some early copper-working sites have been found in West Africa. Knowledge of iron making penetrated into the forests and savannahs of West Africa at roughly the same time that iron making was reaching Europe. Evidence of iron making has been found in Nigeria, Ghana, and Mali.

Paragraph 4

This technological shift caused profound changes in the complexity of African societies. Iron represented power. In West Africa the blacksmith who made tools and weapons had an important place in society, often with special religious powers and functions. Iron hoes, which made the land more productive, and iron weapons, which made the warrior more powerful, had symbolic meaning in a number of West African societies. Those who knew the secrets of making iron gained ritual and sometimes political power.

Paragraph 5

Unlike in the Americas, where metallurgy was a very late and limited development, Africans had iron from a relatively early date, developing ingenious furnaces to produce the high heat needed for production and to control the amount of air that reached the carbon and iron ore necessary for making iron. Much of Africa moved right into the Iron Age, taking the basic technology and

adapting it to local conditions and resources.

Paragraph 6.

The diffusion of agriculture and later of iron was accompanied by a great movement of people who may have carried these innovations. These people probably originated in eastern Nigeria. Their migration may have been set in motion by an increase in population caused by a movement of peoples fleeing the desiccation, or drying up, of the Sahara. They spoke a language, proto-Bantu (“bantu” means “the people”), which is the parent tongue of a large number of Bantu languages still spoken throughout sub-Saharan Africa. Why and how these people spread out into central and southern Africa remains a mystery, but archaeologists believe that their iron weapons allowed them to conquer their hunting-gathering opponents, who still used stone implements. Still, the process is uncertain, and peaceful migration — or simply rapid demographic growth — may have also caused the Bantu explosion.

Directions: Now answer the questions.

Question 1.

The word “diffused” in the passage is closest in meaning to

- A. emerged
- B. was understood
- C. spread
- D. developed

Question 2.

According to paragraph 1, why do researchers doubt that agriculture developed independently in Africa?

- A. African lakes and rivers already provided enough food for people to survive without agriculture.
- B. The earliest examples of cultivated plants discovered in Africa are native to Asia.
- C. Africa’s native plants are very difficult to domesticate.
- D. African communities were not large enough to support agriculture.

Question 3.

In paragraph 1, what does the author imply about changes in the African environment during this time period?

- A. The climate was becoming milder, allowing for a greater variety of crops to be grown.
- B. Although periods of drying forced people south, they returned once their food supply was secure.
- C. Population growth along rivers and lakes was dramatically decreasing the availability of fish.
- D. A region that had once supported many people was becoming a desert where few could survive.

Question 4.

According to paragraph 2, camels were important because they

- A. were the first domesticated animal to be introduced to Africa
- B. allowed the people of the West African savannahs to carve out large empires
- C. helped African peoples defend themselves against Egyptian invaders
- D. made it cheaper and easier to cross the Sahara

Question 5.

According to paragraph 2, which of the following were subjects of rock paintings in the Sahara?

- A. Horses and chariots
- B. Sheep and goats
- C. Hyksos invaders from Egypt
- D. Camels and cattle

Question 6.

What function does paragraph 3 serve in the organization of the passage as a whole?

- A. It contrasts the development of iron technology in West Asia and West Africa.
- B. It discusses a non-agricultural contribution to Africa from Asia.

- C. It introduces evidence that a knowledge of copper working reached Africa and Europe at the same time.
- D. It compares the rates at which iron technology developed in different parts of Africa.

Question 7.

The word “profound” in the passage is closest in meaning to

- A. fascinating
- B. far-reaching
- C. necessary
- D. temporary

Question 8.

The word “ritual” in the passage is closest in meaning to

- A. military
- B. physical
- C. ceremonial
- D. permanent

Question 9.

According to paragraph 4, all of the following were social effects of the new metal technology in Africa EXCEPT:

- A. Access to metal tools and weapons created greater social equality.
- B. Metal weapons increased the power of warriors.
- C. Iron tools helped increase the food supply.
- D. Technical knowledge gave religious power to its holders.

Question 10.

Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.

- A. While American iron makers developed the latest furnaces, African iron makers continued using earlier techniques.
- B. Africans produced iron much earlier than Americans, inventing technologically sophisticated heating systems.
- C. Iron making developed earlier in Africa than in the Americas because of the ready availability of carbon and iron ore.
- D. Both Africa and the Americas developed the capacity for making iron early, but African metallurgy developed at a slower rate.

Question 11.

The word “fleeing” in the passage is closest in meaning to

- A. afraid of
- B. displaced by
- C. running away from
- D. responding to

Question 12.

Paragraph 6 mentions all of the following as possible causes of the “Bantu explosion” EXCEPT

- A. superior weapons
- B. better hunting skills
- C. peaceful migration
- D. increased population

Question 13.

In paragraph 6 of the passage, there is a missing sentence. The paragraph is repeated below and shows four letters (A, B, C, and D) that indicate where the following sentence could be added.

These people had a significant linguistic impact on the continent as well.

Where would the sentence best fit?

The diffusion of agriculture and later of iron was accompanied by a great movement of people

who may have carried these innovations. These people probably originated in eastern Nigeria. Option (A) Their migration may have been set in motion by an increase in population caused by a movement of peoples fleeing the desiccation, or drying up, of the Sahara. Option (B) They spoke a language, proto-Bantu (“bantu” means “the people”), which is the parent tongue of a large number of Bantu languages still spoken throughout sub-Saharan Africa. Why and how these people spread out into central and southern Africa remains a mystery, but archaeologists believe that their iron weapons allowed them to conquer their hunting-gathering opponents, who still used stone implements. Option (C) Still, the process is uncertain, and peaceful migration — or simply rapid demographic growth — may have also caused the Bantu explosion. Option (D)

A. Option A

B. Option B

C. Option C

D. Option D

Question 14.

Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth 2 points.

The introductory sentence is:

Agriculture and iron working probably spread to Africa from neighboring regions.

Answer Choices:

A. Once Africans developed their own native crops, they no longer borrowed from other regions.

B. The harshness of the African climate meant that agriculture could not develop until after the introduction of iron tools.

C. The use of livestock improved transportation and trade and allowed for new forms of political control.

D. As the Sahara expanded, the camel gained in importance, eventually coming to have religious significance.

E. The spread of iron working had far-reaching effects on social, economic, and political organization in Africa.

F. Today’s Bantu-speaking peoples are descended from a technologically advanced people who spread throughout Africa.

2) Listening Section

This section measures your ability to understand conversations and lectures in English.

Audio portions of the Listening section are provided. You will be referred to the appropriate audio track listing for the relevant content.

These audio files are available at <http://www.ets.org/toefl/quickprep>

Listen to each recording only one time.

Written transcripts of the audio portions are located in Appendix B. If you do not have access to the audio portions, but do have access to people with good English pronunciation, ask them to read the transcripts aloud to you. Listening to the transcripts is better practice than reading them to yourself. You may take notes while you listen, and you may use your notes to help you answer the questions. Listen to or read each transcript only one time.

Next, answer the questions. The questions typically ask about the main idea and supporting details. Some questions ask about a speaker’s purpose or attitude. Answer the questions based on what is stated or implied by the speakers. Answer each question before moving on. Do not return to previous questions.

Give yourself 10 minutes to answer all the questions in the Listening section. Do not count the time it takes to listen to or read the conversation and lectures.

Now begin the Listening section.

Listening Practice Set 1: Conversation and Questions (Questions 15 through 19).

Directions: Listen to Track 1 and then answer the questions.

Question 15.

Why does the man go to see the registrar?

- A. To find out why he is not on the list of graduating students
- B. To explain why he has not fulfilled his graduation requirements
- C. To find out the exact requirements for graduation
- D. To submit a document required for graduation

Question 16.

According to the registrar, what step is currently taken to ensure that students fulfill their graduation requirements?

- A. Academic records are regularly checked by the registrar's office.
- B. Students meet with a department chairperson to plan their course work.
- C. Students receive letters listing the courses that they still need to take.
- D. Warning letters are sent to students who have fallen behind in their course work.

Question 17.

Why does the man mention his classmates?

- A. To explain how he obtained information about field research
- B. To point out that many students like to do field research
- C. To show that it is difficult to get intermediate-level credits
- D. To emphasize his motivation to do field research in two of his courses

Question 18.

Why does the registrar tell the man to contact his chairperson immediately?

- A. A deadline has already passed.
- B. The man has a limited time to resolve his problem.
- C. The man first needs to find out if the chairperson will help him.
- D. Issuing a new grade may take longer than expected.

Question 19.

Listen to track 2. Listen again to part of the conversation. Then answer the question.

- A. She is uncertain about the reliability of the computer.
- B. She will approve the man's form despite her doubts about it.
- C. She needs more information about the man's credits.
- D. She needs to call someone to help her fix computer errors.

Listening Practice Set 2: Lecture and Questions (Questions 20 through 25).

Directions: Listen to Track 3 and then answer the questions.

Question 20

What is the main purpose of the lecture?

- A. To compare active habitat selection with passive habitat selection
- B. To show that most habitat preferences in animals are learned
- C. To compare the habitat requirements of several bird species
- D. To examine the consequences of habitat selection by animals

Question 21

What element of the plover's habitat in California was threatened?

- A. The availability of food
- B. The availability of water
- C. The safety of nests from human activity
- D. The protection of nests from predatory birds

Question 22

What does the professor illustrate with the example of the blue warbler?

- A. The relationship between human activity and habitat loss
- B. The relationship between habitat and reproductive success
- C. The advantages of habitats with low vegetation density
- D. The reproductive advantage that young warblers have over older warblers

Question 23

Why does the professor mention the population density of blackcaps in two different habitats?

- A. To explain the similar reproductive rates in the two habitats
- B. To explain the relation between a species' population density and its nesting behavior
- C. To illustrate the advantages of a preferred habitat over a secondary habitat
- D. To illustrate the possible impact of making a poor habitat selection

Question 24

According to the professor, why did some blackcaps choose a secondary habitat?

- A. They were following a moving food supply.
- B. Their preferred habitat was taken over by another bird species.
- C. Their nesting sites were disturbed by human activity.
- D. Their preferred habitat became too competitive.

Question 25

Listen to Track 4. What can be inferred about the professor when she says this:

- A. She realizes that she just contradicted a statement she made earlier.
- B. She is about to discuss another aspect of the topic.
- C. She thinks the answer to her question is obvious.
- D. She wants students to recall a case that she has already discussed.

Listening Practice Set 3: Lecture and Questions (Questions 26 through 31).

Directions: Listen to Track 5 and then answer the questions.

Question 26.

What is the lecture mainly about?

- A. Political events that led to the invention of eyeglasses
- B. A comparison of attitudes toward vision correction in Europe and China
- C. The relationship between the printing press and literacy
- D. An overview of vision correction over time

Question 27.

According to the professor, what was an advantage of using clear glass instead of quartz to make reading stones?

- A. Clear glass was easier to find than quartz.
- B. Clear glass was easier to cut to the appropriate size.
- C. Clear glass magnified the letters more than quartz did.
- D. Clear glass was less expensive than quartz.

Question 28.

What does the professor imply about the invention of eyeglasses?

- A. Its historical records are more detailed than those of other inventions.
- B. It had little impact on social attitudes toward vision correction.
- C. Its occurrence in different places at approximately the same time is not unusual.
- D. It contributed to a substantial increase in the number of literate people.

Question 29.

Which sentence best describes eyeglasses before the invention of the printing press?

- A. They were available to everyone.
- B. They were a symbol of wealth and wisdom.
- C. They could not correct vision accurately.
- D. They could be bought only from traveling peddlers.

Question 30.

Indicate the events in the order that they happened.

Answer Choices:

- A. Inexpensive eyeglasses became available.
- B. The first eyeglasses were made.
- C. The number of people interested in reading increased.
- D. The printing press was invented.

Question 31.

Listen to track 6. Listen again to part of the lecture. Then answer the question.

- A. She is impressed by the solution.
- B. The solution she describes is obvious.
- C. The solution was not a common practice.
- D. The solution was not particularly expensive.

3. Speaking Section

This section measures your ability to speak about a variety of topics.

Audio portions of the Speaking section are provided. You will be referred to the appropriate audio track listing for the relevant content.

These audio files are available <http://www.ets.org/toefl/quickprep>

Listen to each recording only one time.

Written transcripts of the audio portions of Speaking Practice Set 2 and Speaking Practice Set 3 are located in Appendix B. If you do not have access to the audio portions, but do have access to people with good English pronunciation, ask them to read the transcripts aloud to you. Listening to the transcripts is better practice than reading them to yourself. You may take notes while you listen, and you may use your notes to help you answer the questions. Listen to or read each transcript only one time.

For Speaking Practice Set 1, you will speak about a familiar topic. Your response is scored on your ability to speak clearly and coherently about the topic.

For Speaking Practice Set 2, you will first read a short text and then listen to or read a transcript of a conversation on the same topic. You will then be asked a question about both. You will need to combine appropriate information from the text and the conversation to provide a complete answer to the question. Your response is scored on your ability to speak clearly and coherently, and on your ability to accurately convey information about the text and the conversation.

For Speaking Practice Set 3, you will listen to or read part of a lecture. You will then be asked a question about it. Your response is scored on your ability to speak clearly and coherently and on your ability to accurately convey information from the lecture.

You may take notes, and you may use your notes to help you prepare your responses. For each question, you will be given a short time to prepare your response. When the preparation time is up, record yourself answering the question as completely as possible.

Now begin the Speaking section.

Speaking Practice Set 1: Question (Question 32)

Question 32.

Directions: You will now be asked to give your opinion about a familiar topic. Give yourself 15 seconds to prepare your response. Then record yourself speaking for 45 seconds.

Listen to Track 7.

State whether you agree or disagree with the following statement. Then explain your reasons, using specific details in your explanation.

Learning through online courses is more effective than learning in the traditional classroom setting.

Preparation Time: 15 seconds

Response Time: 45 seconds

Speaking Practice Set 2: Passage, Conversation, and Question (Question 33)

Directions: You will now read a short passage and listen to a talk on the same topic. You will then be asked a question about them. After you hear the question, give yourself 30 seconds to prepare your response. Then record yourself speaking for 60 seconds.

Listen to Track 8.

Reading Time: 50 seconds

Music Coming to Cafeterias

Mary Dixon, Director of the Student Life Committee, announced yesterday that beginning next semester, university cafeterias will broadcast classical music during mealtimes. "Music will

foster a more relaxed atmosphere,” said Dixon. “Students’ lives are hectic, and mealtimes provide important opportunities to take a break and catch up with friends before moving on to the next class or assignment.” Added Dixon, “We’re also hoping that, if we provide the music, students will unplug their personal music devices — their walkmans and mp3 players or whatever — and will spend more time talking to each other. When students have their headphones on, they’re not connecting with each other.”

Listen to Track 9 and then answer the question.

Question 33.

The man expresses his opinion of the university’s plan. State his opinion and explain the reasons he gives for holding that opinion.

Preparation Time: 30 seconds

Response Time: 60 seconds

Speaking Practice Set 3: Lecture and Question (Question 34)

Directions: You will now listen to part of a lecture. You will then be asked a question about it. After you hear the question, give yourself 20 seconds to prepare your response. Then record yourself speaking for 60 seconds.

Listen to Track 10 and then answer the question.

Question 34

Using points and examples from the lecture, explain the two major factors of product quality and how their role in consumer decision making has changed.

Preparation Time: 20 seconds

Response Time: 60 seconds

4. Writing Section

This section measures your ability to use writing to communicate in an academic environment.

The audio portion of the Writing section is provided. You will be referred to the appropriate audio track listing for the relevant content.

These audio files are available <http://www.ets.org/toefl/quickprep>

Listen to the recording only one time.

A written transcript of the audio portion is located in Appendix B. If you do not have access to the audio portion, but do have access to a person with good English pronunciation, ask the person to read the transcript aloud to you. Listening to the transcript is better practice than reading it to yourself. You may take notes while you listen, and you may use your notes to help you answer the question. Listen to or read the transcript only one time.

For Writing Practice Set 1, you will read a passage and listen to or read a lecture. Then you will respond to a question that asks you about the relationship between the reading passage and the lecture. Try to answer as completely as possible using information from the reading passage and the lecture. The question does not ask you to express your personal opinion. You may consult the reading passage again when it is time for you to write.

Typically, an effective response will be 150 to 225 words. Your response is judged on the quality of your writing and on the completeness and accuracy of the content.

Now begin the Writing section.

Writing Practice Set 1: Passage, Lecture, and Question (Question 35)

Directions: Give yourself 3 minutes to read the passage.

Reading Time: 3 minutes

Paragraph 1

Toward the end of his life, the Chevalier de Seingalt (1725 to 1798) wrote a long memoir recounting his life and adventures. The Chevalier was a somewhat controversial figure, but since he met many famous people, including kings and writers, his memoir has become a valuable historical source about European society in the eighteenth century. However, some critics have raised doubts about the accuracy of the memoir. They claim that the Chevalier distorted or invented many events in the memoir to make his life seem more exciting and glamorous than it really was.

Paragraph 2

For example, in his memoir the Chevalier claims that while living in Switzerland, he was very wealthy, and it is known that he spent a great deal of money there on parties and gambling. However, evidence has recently surfaced that the Chevalier borrowed considerable sums of money from a Swiss merchant. Critics thus argue that if the Chevalier had really been very rich, he would not have needed to borrow money.

Paragraph 3

Critics are also skeptical about the accuracy of the conversations that the Chevalier records in the memoir between himself and the famous writer Voltaire. No one doubts that the Chevalier and Voltaire met and conversed. However, critics complain that the memoir cannot possibly capture these conversations accurately, because it was written many years after the conversations occurred. Critics point out that it is impossible to remember exact phrases from extended conversations held many years earlier.

Paragraph 4

Critics have also questioned the memoir's account of the Chevalier's escape from a notorious prison in Venice, Italy. He claims to have escaped the Venetian prison by using a piece of metal to make a hole in the ceiling and climbing through the roof. Critics claim that while such a daring escape makes for enjoyable reading, it is more likely that the Chevalier's jailers were bribed to free him. They point out that the Chevalier had a number of politically well-connected friends in Venice who could have offered a bribe.

Directions: Listen to Track 11 and then listen to the question.

Directions: You have 20 minutes to plan and indicate your response. Your response will be judged on the basis of the quality of your writing and on how well your response presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will be one hundred fifty to two hundred twenty five words.

Response Time: 20 minutes

Question 35.

Summarize the points made in the lecture. Be sure to explain how they respond to the specific points made in the reading passage.

4.3. Методические материалы

Процедура оценивания промежуточной аттестации включает в себя:

- письменная часть экзамена TOEFL,
- устная часть экзамена TOEFL.

Промежуточная аттестация состоит из написания письменной части экзамена TOEFL, на которую студенту отводится 4 часа, и устной части экзамена TOEFL 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.

Структура программы отражает основные дидактические принципы обучения: от простого к сложному, последовательность, повторяемость, контроль; и ведет к достижению конечной цели обучения - выработке у студентов навыков и умений необходимых для сдачи экзамена TOEFL iBT. Работа над произносительной стороной речи осуществляется в тесной связи с работой над лексикой и грамматикой. Формирование речевых грамматических навыков следует проводить поэтапно с учетом условий функционирования грамматических структур в речи: ознакомление и первичное закрепление, тренировка, применение. В процессе формирования грамматических навыков следует опираться на интерактивные и коммуникативные формы обучения, что способствует ускоренному формированию практических навыков. Необходимо сочетать фронтальную, индивидуальную, парную и групповую формы работы с тем, чтобы каждый студент был вовлечен в различные виды языковой деятельности. Тематика курса отражает определенные вопросы коммуникативной сферы, в которой будущие специалисты будут выполнять свои профессиональные задачи путем реализации навыков и умений, приобретенных в процессе обучения. В процессе обучения цели совершенствования языковой компетенции сочетаются с задачами совершенствования личностных качеств студентов. Материалы, составляющие учебные пособия, подобраны таким образом, что они способствуют развитию мыслительных способностей студентов, формированию у них навыков самообразования. Для обеспечения высокого уровня овладения изучаемым материалом и закрепления его на практике используются интерактивные методы обучения. В основу построения данного курса положена коммуникативно-ситуативно-тематическая организация учебного материала, что предполагает максимальное включение студентов в естественный процесс взаимодействия. Интерактивные методы способствуют повышению мотивации студентов, создают возможности для

самовыражения, овладения изучаемым материалом на практике и ведут к повышению уровня компетентности в профессиональной сфере.

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. Cambridge Preparation for the TOEFL Test (Book & CD-ROM)
2. Cambridge Preparation for the TOEFL test
3. The Official Guide to the New TOEFL iBT with CD-ROM
4. BARRONS How to Prepare for the TOEFL-iBT with CD-ROM
5. Kaplan TOEFL iBT Premier 2016-2017 with 4 Practice Tests: Book + CD + Online + Mobile (Kaplan Test Prep)
6. Cracking the TOEFL IBT with Audio CD, 2018 Edition

а. Дополнительная литература.

1. Barron's TOEFL iBT Internet-Based Test 2015 14th Edition with CD-ROM

б. Учебно-методическое обеспечение самостоятельной работы.

Не предусмотрено.

с. Нормативные правовые документы.

Не предусмотрены.

d. Интернет-ресурсы.

1. www.MyGrammarLab.com.- интерактивный грамматический тренинг с автоматической проверкой и анализом ошибок
2. <http://www.macmillandictionary.com/> - интерактивный лексико-грамматический словарь в реальном режиме времени
3. <http://www.onestopenglish.com/> - электронный ресурс для самостоятельных занятий английским языком
4. www.bbc.com
5. www.economist.com
6. www.macmillanenglish.com
7. www.longman.com
8. <http://www.ets.org/toefl>
9. www.howitworks.com

e. 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»