

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

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РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ
**ФТД.01 Подготовка к международному экзамену (International
Exam Preparation) – GMAT (2)/ IELTS (2)/ CAE (2)**

по направлению подготовки
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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) – GMAT (2)/ IELTS (2)/ CAE (2)» 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-1.2	Способность разрабатывать бизнес-план на основании потребности в ресурсах, с учетом ограничений

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 подбору персонала (рекрутер): Формирование карты поиска кандидатов	ПКс ОС-1.2	на уровне знаний: <i>GMAT:</i> <ul style="list-style-type: none"> как работать со словообразованием и понимать незнакомые слова по значению корня или префикса как применять структуры вопросов в части говорения с эффективным использованием времени, отведенному на каждый тип как применять стратегии для essays <i>IELTS:</i> <ul style="list-style-type: none"> как работать со словообразованием и понимать незнакомые слова по значению корня или префикса

		<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 • термины, связанные с тематикой изученных разделов и соответствующими ситуациями профессионально-деловой коммуникации • тестовые стратегии для работы с тестом IELTS <p>CAE:</p> <ul style="list-style-type: none"> • термины, связанные с тематикой изученных разделов и соответствующими ситуациями профессионально-деловой коммуникации • все тестовые стратегии для работы с тестом CAE
		<p>на уровне умений:</p> <p>GMAT:</p> <ul style="list-style-type: none"> • 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><i>IELTS:</i></p> <ul style="list-style-type: none"> • анализировать информацию с целью определения главной идеи и нерелевантных деталей • применять навыки тестовых стратегий (типы тестовых вопросов, работа с • мультимедийными тестами, особенности работы с текстами теста IELTS) • применять навыки структурирования первичной и вторичной информации в • тексте и применения принципов логических умозаключений • 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><i>CAE:</i></p> <ul style="list-style-type: none"> • анализировать информацию с целью определения главной идеи и нерелевантных деталей • применять навыки тестовых стратегий (типы тестовых вопросов, работа с мультимедийными тестами, особенности работы с текстами теста CAE) • применять навыки структурирования первичной и вторичной информации в тексте и применения принципов логических
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		<p>умозаключений</p> <ul style="list-style-type: none"> • 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> <p><i>GMAT:</i></p> <ul style="list-style-type: none"> • умением творчески использовать теоретические положения для решения практических профессиональных задач <p><i>IELTS:</i></p> <ul style="list-style-type: none"> • анализировать текст с целью определения словарных и контекстуальных синонимов <p><i>CAE:</i></p> <p>применения стратегий CAE</p>

2. Объем и место дисциплины в структуре ОП ВО

Объем дисциплины

Общая трудоемкость дисциплины – 3 з.е. (108 часов), из них количество академических часов, выделенных на контактную работу с преподавателем – 88, в том числе:

- Практическая подготовка – 88.

Количество академических часов, выделенных на самостоятельную работу обучающихся – 20.

Дисциплина частично реализуется с применением дистанционных образовательных

технологий (ДОТ).

Место дисциплины в структуре ОП ВО

Учебная дисциплина ФТД.01 «Подготовка к международному экзамену (International Exam Preparation) – GMAT (2) / IELTS (2) / CAE (2)» - факультативная дисциплина ОП ВО бакалавриата. Дисциплина «Подготовка к международному экзамену (International Exam Preparation) – GMAT (2) / IELTS (2) / CAE (2)» читается в 1 и 2 триместрах на 4 курсе.

Курс «Подготовка к международному экзамену (International Exam Preparation) – GMAT (2) / IELTS (2) / CAE (2)» опирается на содержание дисциплин «Иностранный язык», «Деловые коммуникации», «Методика самостоятельной работы (Personal and professional development)», «Подготовка к международному экзамену (International Exam Preparation) – GMAT (1)», «Подготовка к международному экзамену (International Exam Preparation) – IELTS (1)», «Подготовка к международному экзамену (International Exam Preparation) – CAE (1)», «Подготовка к международному экзамену (International Exam Preparation) – TOEFL», «Иностранный язык (профессиональный уровень)».

Формой промежуточной аттестации по дисциплине в соответствии с учебным планом является зачет во 2 триместре 4 курса.

Содержание дисциплины является основой для сдачи международного экзамена.

Экзамен GMAT – это общеобразовательный тест на английском языке, который разработан для определения вербальных, математических и аналитических способностей. Сдавать его необходимо тем, кто поступает в бизнес-школы западных стран или же в университеты на экономические факультеты.

Тест IELTS изначально разработан специально для тех, кто хочет учиться или работать в странах, где общение осуществляется на английском языке. Одновременно данный тест может использоваться обучаемыми для получения объективной независимой оценки своего уровня владения английским языком с целью принятия важных решений о поступлении на работу, продолжении образования за рубежом, дальнейшем повышении уровня владения языком.

Основные преимущества IELTS:

1) Универсальность.

- сертификат IELTS признается во всех странах, где необходимо знание английского языка;

- любой человек может сдать IELTS, этот экзамен подтверждает любой уровень владения английским языком;
- тест адаптирован для различных целей - для применения английского языка в научной и учебной среде (Academic module) и повседневной жизни (General Module);
- экзамен можно сдавать неограниченное количество раз.

2) Надежность.

- тест разрабатывался тремя мировыми лидерами в области изучения английского языка: IDP Australia, Cambridge ESOL, British Council и предполагает получение международного сертификата единого образца;
- материалы для теста IELTS постоянно разрабатывают ведущие тестологи и лингвисты мира;
- тест имеет 9-балльную шкалу оценки, которая проверяет владение английским языком на любом уровне
- сертификат IELTS признается 6 000 организациями в 135 странах мира.

3) Практичность.

- любой кандидат, получивший сертификат IELTS, может быть уверен в признании сертификата и рассчитывать на предпочтительное отношение со стороны работодателей при условии получения достаточных баллов, которые зафиксированы в сертификате;
- экзамен IELTS удовлетворяет сразу нескольким целям кандидата: его можно использовать для поступления в ВУЗ, при трудоустройстве и для иммиграции;
- сертификат IELTS принимают ВУЗы, работодатели, посольства всех стран, где предполагается использование английского языка.

Тест IELTS является **прагматическим** тестом. Это заключается в том, что грамматические и лексические умения кандидата должны проявляться при продуцировании и интерпретации языка в контексте. Тест также относится к категории **диагностических** тестов. Это означает, что речь идет не о сдаче или несдаче экзамена, а о выявлении уровня владения английским языком по девятибалльной шкале (0-9). Безусловно, для многих конкретных целей кандидату необходимо получить определенный балл. Как правило, для учебы в зарубежных вузах — 6,5-7,5.

Академический модуль ориентирован на лиц, планирующих учиться в ВУЗе или аспирантуре, а также заниматься интеллектуальной деятельностью в различных организациях.

Во время экзамена IELTS происходит оценивание кандидатов по всем видам речевой деятельности: аудированию (пониманию речи на слух), чтению, письму и говорению. Эти четыре вида речевой деятельности положены в основу четырех одноименных разделов экзамена. По этой причине IELTS считается «интегрированным» экзаменом. В пользу этого также говорит тот факт, что оценка умений по каждому виду речевой деятельности и соответственно разделу экзамена отражена в сертификате. В сертификате также указан средний балл по четырем разделам экзамена.

3. Содержание и структура дисциплины

Таблица 2.

GMAT

№ п/п	Наименование тем (разделов)	Объем дисциплины , час.			СР	Форма текущего контроля успеваемости**, промежуточной аттестации
		Всего	Контактная работа обучающихся с преподавателем по видам учебных занятий			
			ПЗ	КСР		
Очная форма обучения						
Тема 1	Analytical Writing	13	11		2	<ul style="list-style-type: none">- тестовые задания- устный опрос- диктант- Фронтальная устная проверка- фронтальная письменная проверка понимания (на родном языке)
Тема 2	Integrated Reasoning 1	13	11		2	<ul style="list-style-type: none">- тестовые задания- устный опрос- диктант- Фронтальная устная проверка- фронтальная письменная проверка понимания (на родном языке)

Тема 3	Quantitative part 1	13	11		2	<ul style="list-style-type: none"> - тестовые задания - устный опрос - диктант - Фронтальная устная проверка - фронтальная письменная проверка понимания (на родном языке)
Тема 4	Verbal part 1	13	11		2	<ul style="list-style-type: none"> - тестовые задания - устный опрос - диктант - Фронтальная устная проверка - фронтальная письменная проверка понимания (на родном языке)
Тема 5	Verbal part 2	14	11		3	<ul style="list-style-type: none"> - тестовые задания - устный опрос - диктант - Фронтальная устная проверка - фронтальная письменная проверка понимания (на родном языке)

Тема 6	Quantitative part 2	14	11		3	<ul style="list-style-type: none"> - тестовые задания - устный опрос - диктант - Фронтальная устная проверка - фронтальная письменная проверка понимания (на родном языке)
Тема 7	Integrated Reasoning 2	14	11		3	<ul style="list-style-type: none"> - тестовые задания - устный опрос - диктант - Фронтальная устная проверка - фронтальная письменная проверка понимания (на родном языке)
Тема 8	Verbal part 3	14	11		3	<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						Зачет
Всего	108	88		20		

IELTS

№ п/п	Наименование тем (разделов)	Объем дисциплины , час.			СР	Форма текущего контроля успеваемости **, промежуточн ой аттестации
		Всего	Контактная работа обучающихся с преподавателем по видам учебных занятий			
			ПЗ	КСР		
Очная форма обучения						
Тема 1	Writing (part 1)	13	11		2	<ul style="list-style-type: none">- тестовые задания- устный опрос- диктант- Фронтальная устная проверка- фронтальная письменная проверка понимания (на родном языке)
Тема 2	Listening (part 1)	13	11		2	<ul style="list-style-type: none">- тестовые задания- устный опрос- диктант- Фронтальная устная проверка- фронтальная письменная проверка понимания

						(на родном языке)
Тема 3	Reading (part 1)	13	11		2	<ul style="list-style-type: none"> - тестовые задания - устный опрос - диктант - Фронтальная устная проверка - фронтальная письменная проверка понимания (на родном языке)
Тема 4	Speaking (part 1)	13	11		2	<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 2)	14	11		3	<ul style="list-style-type: none"> - тестовые задания - устный опрос - диктант - Фронтальная устная проверка - фронтальная письменная проверка понимания (на родном языке)
Тема 6	Listening (part 2)	14	11		3	<ul style="list-style-type: none"> - тестовые задания - устный опрос - диктант - Фронтальная устная проверка - фронтальная письменная проверка понимания (на родном языке)

Тема 7	Reading (part 2)	14	11		3	<ul style="list-style-type: none"> - тестовые задания - устный опрос - диктант - Фронтальная устная проверка - фронтальная письменная проверка понимания (на родном языке)
Тема 8	Speaking (part 2)	14	11		3	<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						Зачет
Всего		108	88		20	

САЕ

		Объем дисциплины , час.	
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№ п/п	Наименование тем (разделов)	Всего	Контактная работа обучающихся с преподавателем по видам учебных занятий		СР	Форма текущего контроля успеваемости **, промежуточной аттестации
			ПЗ	КСР		
Очная форма обучения						
Тема 1	Структура языка (Use of English)	13	11		2	<ul style="list-style-type: none">- тестовые задания- устный опрос- диктант- Фронтальная устная проверка- фронтальная письменная проверка понимания (на родном языке)
Тема 2	Listening	13	11		2	<ul style="list-style-type: none">- тестовые задания- устный опрос- диктант- Фронтальная устная проверка- фронтальная письменная проверка понимания (на родном языке)
Тема 3	Reading	13	11		2	<ul style="list-style-type: none">- тестовые задания- устный опрос- диктант- Фронтальная устная проверка

						ка - фронта льная письме нная провер ка понима ния (на родном языке)
Тема 4	Speaking	13	11		2	<ul style="list-style-type: none"> - тест овы е зада ния - устн ый опр ос - дик тант - Фро нта льн ая устн ая про верк а - фро нта льн ая пис ьме нна я про верк а пон има ния (на род ном язы ке)

Тема 5	Writing (Part 1)	14	11		3	<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	14	11		3	<ul style="list-style-type: none"> - тестовые задания - устный опрос - диктант

						<ul style="list-style-type: none"> - Фронтальная устная проверка - фронтальная письменная проверка понимания (на родном языке)
Тема 7	Лексика продвинутого уровня	14	11		3	<ul style="list-style-type: none"> - тестовые задания - устный опрос - диктант - Фронтальная устная проверка - фронтальная

						<p>льная письменная проверка понимания (на родном языке)</p>
Тема 8	Writing (Part 2)	14	11		3	<ul style="list-style-type: none"> - тестовые задания - устный опрос - диктант - Фронтальная устная проверка - фронтальная письменная проверка понимания

						ния (на род ном язы ке) - през ента ция про екто в - пор тфо лио
Промежуточная аттестация						Зачет
Всего	108	88		20		

Содержание дисциплины

GMAT

Тема 1. Analytical Writing

Написание эссе с анализом по приведенному аргументу.

Тема 2. Integrated Reasoning 1

Анализ таблиц. Анализ графика

Тема 3. Quantitative part 1

Нахождение решения задачи (Problem Solving).

Тема 4. Verbal part 1

Исправление ошибок в предложениях (Sentence Correction).

Тема 5. Verbal part 2

Критический анализ текста (Critical Reasoning).

Тема 6. Quantitative part 2

Анализ достаточности (или недостаточности) данных для решения задачи (Data Sufficiency).

Тема 7. Integrated Reasoning 2

Двухчастный анализ. Анализ информации, собранной из нескольких источников.

Тема 8. Verbal part 3

Понимание прочтенного материала (Reading Comprehension).

IELTS

Тема 1. Writing (part 1)

Graph, chart, table or diagram description.

Тема 2. Listening (part 1)

Note, form, table, sentence and flow-chart completion.

Тема 3. Reading (part 1)

Multiple choice. Matching. Short-answer. Choosing True/Falce/Not given. Choosing Yes/No/Not given.

Тема 4. Speaking (part 1)

Personal information. A prepared talk.

Тема 5. Writing (part 2)

A discursive essay.

Тема 6. Listening (part 2)

Map labelling. Diagram labelling. Matching. Multiple choice.

Тема 7. Reading (part 2)

Diagram labelling. Summary completion. Sentence completion. Note/table/flow-chart completion. Locating information.

Тема 8. Speaking (part 2)

A discussion.

CAE

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: тестовые задания (в том числе с применением дистанционных образовательных технологий (ДОТ)), устный опрос, диктант, фронтальная устная проверка, фронтальная письменная проверка понимания (на родном языке), презентация проектов, портфолио.

4.1.2. Материалы текущего контроля успеваемости

GMAT

Типовые оценочные материалы по теме 1:

The following appeared in the editorial section of a monthly business news magazine:

"Most companies would agree that as the risk of physical injury occurring on the job increases, the wages paid to employees should also increase. Hence it makes financial sense for employers to make the workplace safer: they could thus reduce their payroll expenses and save money."

Discuss how well reasoned you find this argument. In your discussion be sure to analyze the line of reasoning and the use of evidence in the argument. For example, you may need to consider what questionable assumptions underlie the thinking and what alternative explanations or counterexamples might weaken the conclusion.

You can also discuss what sort of evidence would strengthen or refute the argument, what changes in the argument would make it more logically sound, and what, if anything, would help you better evaluate its conclusion.

Типовые оценочные материалы по теме 2:

Product			Unit Sales		Dollar Sales		Price	
Brand	Type	Fragrance	Units	% Change	Dollars	% Change	Average Price	\$ Change
Magic Clean	Aerosol	Lemon	1,569,200	-4.0%	\$ 4,613,440.00	9.3%	\$ 2.94	\$ 0.36
Magic Clean	Spray	Unscented	6,673,490	-1.3%	\$ 27,494,770.00	8.4%	\$ 4.12	\$ 0.37
Ultra Shine	Aerosol	Fresh	5,010,090	3.1%	\$ 15,431,070.00	12.2%	\$ 3.08	\$ 0.25
Ultra Shine	Spray	Fresh	2,235,370	2.1%	\$ 7,019,060.00	1.7%	\$ 3.14	\$ -0.01
Ultra Shine	Powder	Lemon	8,661,260	3.3%	\$ 34,558,420.00	12.0%	\$ 3.99	\$ 0.31

The table above gives sale information for the 20 bathroom cleaners in the United States in 2010. For each product, the table describes the brand of the product, the product type, fragrance, unit sales, percent change in unit sales since 2009, total dollar sales, percent change in dollar sales since 2009, average price of each unit sold, and the dollar change in price since 2009.

Типовые оценочные материалы по теме 3:

1. A book club rented the party room of a local restaurant to meet and discuss its current novel over dinner. The total charge, including food and service, was \$867.50. If each member of the club paid at least \$42, then what is the greatest possible number of members in the club?
 - a. 19
 - b. 20
 - c. 21
 - d. 23
 - e. 25
2. A local restaurant recently renovated its dining space, purchasing new tables and chairs to use in addition to the original tables and chairs. The new tables each seat six customers, while the

original tables each seat four customers. Altogether, the restaurant now has 40 tables and is capable of seating 220 customers. How many more new tables than original tables does the restaurant have?

- a. 10
 - b. 20
 - c. 30
 - d. 34
 - e. 36
3. John spent 40 percent of his earnings last month on rent and 30 percent less than what he spent on rent, to purchase a new dishwasher. What percent of last month's earnings did John have left over?
- a. 30%
 - b. 32%
 - c. 45%
 - d. 68%
 - e. 70%

Типовые оценочные материалы по теме 4:

4. The percentage of local businesses with more than 10 employees is higher in Grandview City than in any other city in the state. However, the percentage of local businesses with 15 employees or more is higher in Lakeshore City, which is in the same state, than in any other city in the state.

If the statements above are true, then which of the following must also be true?

- a. The percentage of local businesses with more than 18 employees is higher in Lakeshore City than in any other city in the state.
- b. The state has more local businesses with more than 10 employees than any other state in the country.
- c. The number of local businesses with 15 or more employees is greater in Lakeshore City than in Grandview City.
- d. Some local businesses in Grandview City have 11 to 14 employees.

- e. The average number of employees per business is higher in Lakeshore City than in Grandview City.
5. The increase in taxes on cigarettes next month will not limit the use of addictive tobacco products to the extent that health advocates hope. Many cigarette smokers will shift their spending to cigars and chewing tobacco when the law takes effect.

Which of the following, if true, would most strongly weaken the argument above?

- a. Cigars and chewing tobacco can satisfy the nicotine cravings of most cigarette smokers.
 - b. The taste, smell, and texture of cigars and chewing tobacco are sufficiently different from those of cigarettes to deter cigarette smokers from using them.
 - c. Many health advocates themselves use tobacco products.
 - d. The government might also impose significant taxes on cigars and chewing tobacco over the course of two years.
 - e. Cigars and chewing tobacco are often more expensive than cigarettes.
6. It appears that the number of people employed by a typical American software firm decreased in the 1980s and 1990s. This trend is borne out by two studies, conducted 20 years apart. In a large 1980 sample of randomly chosen American software firms, the median size of the firms' workforce populations was 65. When those same firms were studied again in 2000, the median size was 57.

Which of the following points to the most serious logical flaw in the reasoning above?

- a. The median number of employees in American firms in many industries decreased during the 1980s and 1990s.
- b. During the 1980s and 1990s, many software firms increased the extent to which they relied on subcontractors to write code.
- c. The data in the studies refer only to companies that existed in 1980.
- d. The studies focused on the number of employees, but there are many ways of judging a firm's size, such as revenues and profits.
- e. The median number of employees is not as sound a measure of the number of employees in an industry as is the mean number of employees, which accounts for the vast size of the few large firms that dominate most industries.

Типовые оценочные материалы по теме 5:

7. A study of children's television-watching habits by the federal Department of Education found that children aged 7-10 who watched more than 25 hours of television per week performed worse in school than children of the same age who watched fewer than 25 hours of television per week. Therefore, parents of children aged 7-10 should prohibit their children from watching more than 25 hours of television per week.

Which of the following, if true, would best strengthen the argument above?

- a. A separate study, by a renowned graduate school of education, found that when parents prohibited their children from watching any television, the children's reading scores increased rapidly and significantly and stayed high indefinitely.
- b. Children who watched more than 25 hours of television per week also performed worse on measures of physical fitness than children who watched fewer than 25 hours per week.
- c. The television shows that children aged 7-10 are most likely to watch are saturated with advertisements for products, such as toys and candy, or little educational value.
- d. The Department of Education study gave appropriate weight to children of backgrounds representative of children nationwide.
- e. Children who develop a habit of extensive television watching are more likely than others to maintain that habit as an adult.

Типовые оценочные материалы по теме 6:

8. One used-car salesperson receives a commission of \$200 plus 4 percent of \$1,000 less than the car's final sale price. Another car salesperson earns a straight commission of 6 percent of the car's final sale price. What is the final sale price of a car if both salespeople would earn the same commission for selling it?
- a. \$5,000
 - b. \$6,000
 - c. \$8,000
 - d. \$10,000
 - e. \$12,000
9. George's drawer has 10 loose black socks, 15 loose blue socks, and 8 loose white socks. If George takes socks out of the drawer at random, how many would he need to take out to be sure that the removed socks include at least one matching pair?

- a. 3
- b. 4
- c. 9
- d. 15
- e. 31

10. The number x of cars sold each week varies with the price y in dollars according to the equation $x = 800,000 - 50y$. What would be the total weekly revenue, in dollars, from the sale of cars priced at \$15,000?

- a. 50,000
- b. 750,000
- c. 850,000
- d. 7,500,000
- e. 750,000,000

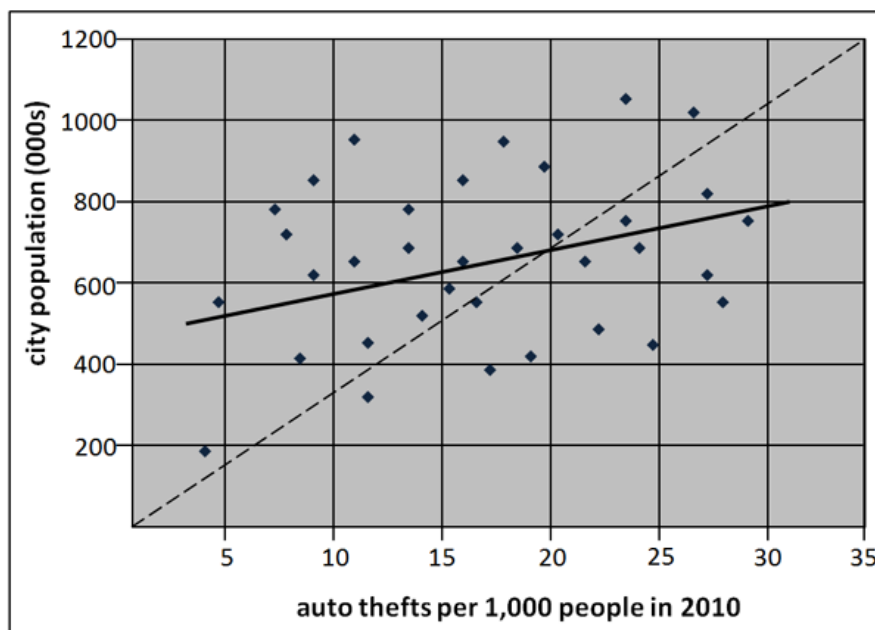
11. A container holding 12 ounces of a solution that is 1 part alcohol to 2 parts water is added to a container holding 8 ounces of a solution that is 1 part alcohol to 3 parts water. What is the ratio of alcohol to water in the resulting solution?

- a. 2 : 5
- b. 3 : 7
- c. 3 : 5
- d. 4 : 7
- e. 7 : 3

12. If a and b are odd integers (нечетные целые числа), which of the following must be an even integer (четное целое число)?

- a. $a(b - 2)$
- b. $ab + 4$
- c. $(a + 2)(b - 4)$
- d. $3a + 5b$
- e. $a(a + b)$

Типовые оценочные материалы по теме 7:



The graph at the left is a scatter plot with 35 points, each representing the population of a city and the number of auto thefts in that city, per person, per year. All 35 measurements were made in the year 2010, counting the number of auto thefts during the year and the number of residents in each city as of January 1, 2010. The dashed line runs through points (0,0) and (35,1200).

Use the drop-down menus to fill in the blanks in each of the following statements based on the information given by the graph.

The number of cities that had at least 20 auto thefts per 1,000 is closest to of the total cities measured

Every city with a population of no more than 600,000 had no more than auto thefts per 1,000 people.

There is a relationship between a city's population and its number of auto thefts per 1,000 people.

Типовые оценочные материалы по теме 8:

13. Cable Television Executive: **Our service and reliability have increased dramatically over the past year.** Our customer service line is receiving 30 percent fewer reports of interrupted service, and the number of subscribers cancelling their accounts is barely half of what it was last year.

Cable Television Customer: That doesn't mean your service and reliability have improved. **It's possible that customers don't bother to call your customer service line to report problems because they never get any assistance when they do.** And the drop-off in the

number of canceled accounts could reflect the fact that nearly all of your dissatisfied customers have already canceled their accounts.

In the argument above, the two portions in boldface play which of the following roles?

- n. The first is evidence designed to lead to a conclusion; the second offers further evidence in support of that conclusion.
 - o. The first is evidence designed to lead to a conclusion; the second offers evidence to cast doubt on that conclusion.
 - p. The first is a conclusion; the second offers evidence in support of that conclusion.
 - q. The first is a conclusion; the second offers evidence designed to cast doubt on that conclusion.
 - r. The first is a conclusion; the second is an alternative conclusion based on the same evidence.
- 19.** During the last 18 years, the number of people who live or work in the Dry river Valley, which is prone to flash flooding, has continually increased, as has traffic on local roads and bridges. However, the number of people caught in flash floods has decreased, even though the annual number of floods has increased slightly.

Which of the following, if true, best explains the decrease described above?

- a. Flash floods are more likely to happen in the first hour of a rainstorm than afterward.
 - b. Flash floods killed some people in the Dry River Valley in every one of the last 18 years.
 - c. Better meteorological technology, combined with a better understanding of the conditions conducive to flash flooding, has increasingly improved local authorities' ability to predict when and where flash floods will occur.
 - d. Many people work in the Dry river Valley but live elsewhere.
 - e. A law that went into effect 18 years ago mandated that all new homes built in the valley be built on raised foundations, making those homes much less susceptible to flood damage.
- 20.** Colleges in Tycho City have failed to prepare their students for the business world. A recent study revealed that the majority of college graduates in Tycho City could not write a simple business letter.

Which of the following, if true, would provide additional evidence in support of the claim above?

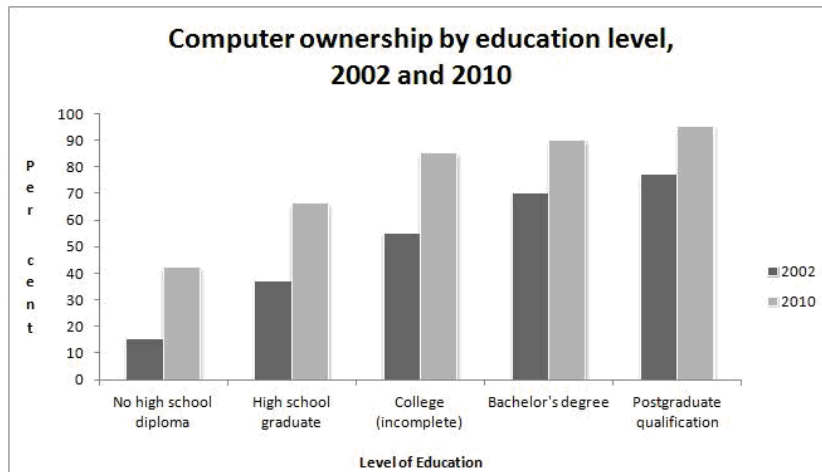
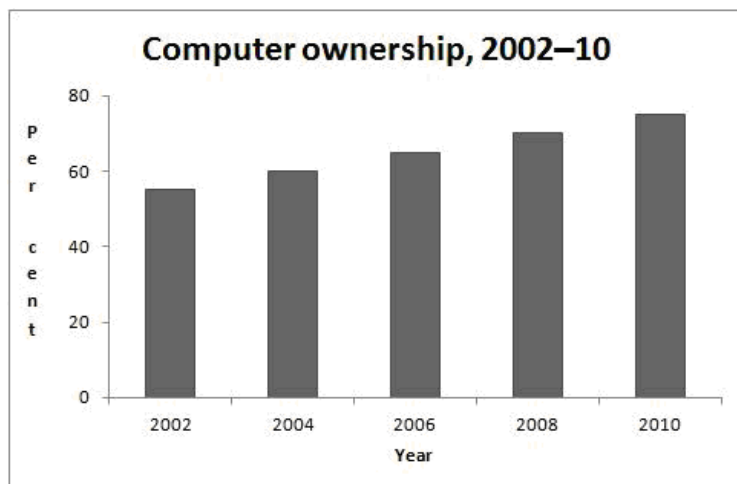
- a. A majority of students attending colleges in Tycho City are business majors.
- b. The State College in neighboring Twyla Township has recently improved its business program by adding courses in business writing.

- c. Most Tycho City college graduates move outside the Tycho City area after they graduate.
- d. Most Tycho City college students live in on-campus dormitories.
- e. The majority of college graduates living in Tycho City received their college degrees from institutions located in Tycho City.

IELTS

Типовые оценочные материалы по теме 1:

Take a look at the graphics and complete the task below.



Task 1

The graphs above give information about computer ownership as a percentage of the population between 2002 and 2010, and by level of education for the years 2002 and 2010.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Типовые оценочные материалы по теме 2:

Questions 1-5

Example question	Answer
Destination?	Harbour City

Complete the notes below.

Write no more than two words and/or a number for each answer.

Questions: transport from Bayswater
1. Express train leaves at (1)
2. Nearest station is (2)
3. Number 706 bus goes to (3)
4. Number (4) bus goes to station
5. Earlier bus leaves at (5)

Questions 6–10

Complete the table below.

Write no more than one word and/or a number for each answer.

Transport	Cash fare	Card fare
Bus	(6) \$	\$1.50
Train (peak)	\$10	\$10
Train (off-peak) – before 5pm or after (7) pm)	\$10	(8) \$

(9) ferry	\$4.50	\$3.55
Tourist ferry ((10))	\$35	—
Tourist ferry (whole day)	\$65	—

Типовые оценочные материалы по теме 3:

Read the following text and answer questions 1-8.

Emergency procedures

Revised July 2011

This applies to all persons on the school campus

In cases of emergency (e.g. fire), find the nearest teacher who will:

send a messenger at full speed to the Office or inform the Office via phone ext. 99.

Procedure for evacuation

1. Warning of an emergency evacuation will be marked by a number of short bell rings. (In the event of a power failure, this may be a hand-held bell or siren.)
2. All class work will cease immediately.
3. Students will leave their bags, books and other possessions where they are.
4. Teachers will take the class rolls.
5. Classes will vacate the premises using the nearest staircase. If these stairs are inaccessible, use the nearest alternative staircase. Do not use the lifts. Do not run.
6. Each class, under the teacher's supervision, will move in a brisk, orderly fashion to the paved quadrangle area adjacent to the car park.
7. All support staff will do the same.
8. The Marshalling Supervisor, Ms Randall, will be wearing a red cap and she will be waiting there with the master timetable and staff list in her possession.
9. Students assemble in the quad with their teacher at the time of evacuation. The teacher will do a head count and check the roll.

10. Each teacher sends a student to the Supervisor to report whether all students have been accounted for. After checking, students will sit down (in the event of rain or wet pavement they may remain standing).
11. The Supervisor will inform the Office when all staff and students have been accounted for.
12. All students, teaching staff and support personnel remain in the evacuation area until the All Clear signal is given.
13. The All Clear will be a long bell ring or three blasts on the siren.
14. Students will return to class in an orderly manner under teacher guidance.
15. In the event of an emergency occurring during lunch or breaks, students are to assemble in their home-room groups in the quad and await their home-room teacher.

Questions 1-8

Complete the sentences below.

Choose no more than three words from the text for each answer.

Questions

1) In an emergency, a teacher will either phone the office or

2) The signal for evacuation will normally be several

3) If possible, students should leave the building by the

4) They then walk quickly to the

5) will join the teachers and students in the quad.

6) Each class teacher will count up his or her students and mark

7) After the , everyone may return to class.

8) If there is an emergency at lunchtime, students gather in the quad in and wait for their teacher.

Questions 9-14

Read the text below and answer questions 9–14.

Community Education

Short Courses: Business

Business Basics

Gain foundation knowledge for employment in an accounts position with bookkeeping and business basics through to intermediate level; suitable for anyone requiring knowledge from the ground up.

Code B/ED011

16th or 24th April 9am–4pm

Cost \$420

Bookkeeping

This course will provide students with a comprehensive understanding of bookkeeping and a great deal of hands-on experience.

Code B/ED020

19th April 9am–2.30pm (one session only so advance bookings essential)

Cost \$250

New Enterprise Module

Understand company structures, tax rates, deductions, employer obligations, profit and loss statements, GST and budgeting for tax.

Code B/ED030

15th or 27th May 6pm–9pm

Cost \$105

Social Networking – the Latest Marketing Tool

This broad overview gives you the opportunity to analyse what web technologies are available and how they can benefit your organisation.

Code B/ED033

1st or 8th or 15th June 6pm–9pm

Cost \$95

Communication

Take the fear out of talking to large gatherings of people. Gain the public-speaking experience that will empower you with better communication skills and confidence.

Code B/ED401

12th or 13th or 14th July 6pm–9pm

Cost \$90

Questions 9-14

Do the following statements agree with the information given in the text?

Answer True, False or Not given to questions 9–14.

True	if the statement agrees with the information
False	if the statement contradicts the information
Not given	if there is no information on this

Questions

9) Business Basics is appropriate for beginners.

10) Bookkeeping has no practical component.

11) Bookkeeping is intended for advanced students only.

12) The New Enterprise Module can help your business become more profitable.

13) Social Networking focuses on a specific website to help your business succeed.

14) The Communication class involves speaking in front of an audience.

Типовые оценочные материалы по теме 4:

Part 1 Introduction and interview

[This part of the test begins with the examiner introducing himself or herself and checking the candidate's identification. It then continues as an interview.]

Let's talk about your home town or village.

- What kind of place is it?
- What's the most interesting part of your town/village?
- What kind of jobs do the people in your town/village do?
- Would you say it's a good place to live? (Why?)

Let's move on to talk about accommodation.

- Tell me about the kind of accommodation you live in?
- How long have you lived there?
- What do you like about living there?
- What sort of accommodation would you most like to live in?

Типовые оценочные материалы по теме 5:

Task 2

A person's worth nowadays seems to be judged according to social status and material possessions. Old-fashioned values, such as honour, kindness and trust, no longer seem important.

To what extent do you agree or disagree with this opinion?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Типовые оценочные материалы по теме 6:

Questions 11–14

Which counsellor should you see?

Write the correct letter, A, B or C, next to questions 11–14.

A	Louise Bagshaw
B	Tony Denby
C	Naomi Flynn

Questions
11) if it is your first time seeing a counsellor
12) if you are unable to see a counsellor during normal office hours
13) if you do not have an appointment
14) if your concerns are related to anxiety

Questions 15-20

Complete the table below.

Write no more than two words for each answer.

Workshop	Contact	Target group
Adjusting	what you need to succeed academically	(15) students
Getting Organised	use time effectively, find (16) between study and leisure	all students
Communicating	talking with staff, communicating across cultures	all students, especially (17)
Anxiety	(18), breathing techniques, meditation, etc.	students about to sit exams

(19)	staying on track for long periods	(20) students only
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Типовые оценочные материалы по теме 7:

Questions 15-21

Read the text below and answer questions 15-21.

Beneficial work practices for the keyboard operator

A) Sensible work practices are an important factor in the prevention of muscular fatigue; discomfort or pain in the arms, neck, hands or back; or eye strain which can be associated with constant or regular work at a keyboard and visual display unit (VDU).

B) It is vital that the employer pays attention to the physical setting such as workplace design, the office environment, and placement of monitors as well as the organisation of the work and individual work habits. Operators must be able to recognise work-related health problems and be given the opportunity to participate in the management of these. Operators should take note of and follow the preventive measures outlined below.

C) The typist must be comfortably accommodated in a chair that is adjustable for height with a back rest that is also easily adjustable both for angle and height. The back rest and sitting ledge (with a curved edge) should preferably be cloth-covered to avoid excessive perspiration.

D) When the keyboard operator is working from a paper file or manuscript, it should be at the same distance from the eyes as the screen. The most convenient position can be found by using some sort of holder. Individual arrangement will vary according to whether the operator spends more time looking at the VDU or the paper – whichever the eyes are focused on for the majority of time should be put directly in front of the operator.

E) While keying, it is advisable to have frequent but short pauses of around thirty to sixty seconds to proofread. When doing this, relax your hands. After you have been keying for sixty minutes, you should have a ten minute change of activity. During this spell it is important that you do not remain seated but stand up or walk around. This period could be profitably used to do filing or collect and deliver documents.

F) Generally, the best position for a VDU is at right angles to the window. If this is not possible then glare from the window can be controlled by blinds, curtains or movable screens. Keep the face of the VDU vertical to avoid glare from overhead lighting.

G) Unsatisfactory work practices or working conditions may result in aches or pain. Symptoms should be reported to your supervisor early on so that the cause of the trouble can be corrected and the operator should seek medical attention.

Questions 15–21

The text above has seven sections, A–G.

Choose the correct heading for each section from the list of headings below.

Select the correct number, i–x for questions 15–21.

List of headings	
i	How can reflection problems be avoided?
ii	How long should I work without a break?
iii	What if I experience any problems?
iv	When is the best time to do filing chores?
v	What makes a good seat?
vi	What are the common health problems?
vii	What is the best kind of lighting to have?
viii	What are the roles of management and workers?
ix	Why does a VDU create eye fatigue?
x	Where should I place the documents?

Questions
15) Section A
16) Section B
17) Section C

18) Section D

19) Section E

20) Section F

21) Section G

Questions 22–28

Read the text below and answer questions 22–28.

Workplace dismissals

Before the dismissal

If an employer wants to dismiss an employee, there is a process to be followed. Instances of minor misconduct and poor performance must first be addressed through some preliminary steps.

Firstly, you should be given an improvement note. This will explain the problem, outline any necessary changes and offer some assistance in correcting the situation. Then, if your employer does not think your performance has improved, you may be given a written warning. The last step is called a final written warning which will inform you that you will be dismissed unless there are improvements in performance. If there is no improvement, your employer can begin the dismissal procedure.

The dismissal procedure begins with a letter from the employer setting out the charges made against the employee. The employee will be invited to a meeting to discuss these accusations. If the employee denies the charges, he is given the opportunity to appear at a formal appeal hearing in front of a different manager. After this, a decision is made as to whether the employee will be let go or not.

Dismissals

Of the various types of dismissal, a fair dismissal is the best kind if an employer wants an employee out of the workplace. A fair dismissal is legally and contractually strong and it means all the necessary procedures have been correctly followed. In cases where an employee's misconduct has been very serious, however, an employer may not have to follow all of these procedures. If the employer can prove that the employee's behaviour was illegal, dangerous or severely wrong, the employee can be dismissed immediately: a procedure known as summary dismissal.

Sometimes a dismissal is not considered to have taken place fairly. One of these types is wrongful dismissal and involves a breach of contract by the employer. This could involve

dismissing an employee without notice or without following proper disciplinary and dismissal procedures. Another type, unfair dismissal, is when an employee is sacked without good cause.

There is another kind of dismissal, known as constructive dismissal, which is slightly peculiar because the employee is not actually openly dismissed by the employer. In this case the employee is forced into resigning by an employer who tries to make significant changes to the original contract. This could mean an employee might have to work night shifts after originally signing on for day work, or he could be made to work in dangerous conditions.

Questions 22 and 23

Complete the sentences below.

Choose no more than three words from the text for each answer.

Questions

22 If an employee receives a , this means he will lose his job if his work does not get better.

23 If an employee does not accept the reasons for his dismissal, a can be arranged.

Questions 24–28

Look at the following descriptions (Questions 24–28) and the list of terms in the box below.

Match each description with the correct term A–E.

Choose the appropriate letter A–E for questions 24–28.

Questions

24) An employee is asked to leave work straight away because he has done something really bad.

25) An employee is pressured to leave his job unless he accepts conditions that are very different from those agreed to in the beginning.

26) An employer gets rid of an employee without keeping to conditions in the contract.

27) The reason for an employee's dismissal is not considered good enough.

28) The reasons for an employee's dismissal are acceptable by law and the terms of the employment contract.

A	Fair dismissal
B	Summary dismissal
C	Unfair dismissal
D	Wrongful dismissal
E	Constructive dismissal

Типовые оценочные материалы по теме 8:

Part 2 – Individual long turn

Describe something you own which is very important to you. You should say:

where you got it from how long you have had it what you use it for
and explain why it is important to you.

Rounding off questions

- Is it valuable in terms of money?
- Would it be easy to replace?

Part 3 – Two-way discussion

Let's consider first of all how people's values have changed.

- What kind of things give status to people in your country?
- Have things changed since your parents' time? Finally, let's talk about the role of advertising.
- Do you think advertising influences what people buy?

CAE

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.

- [play](#)
- [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.***

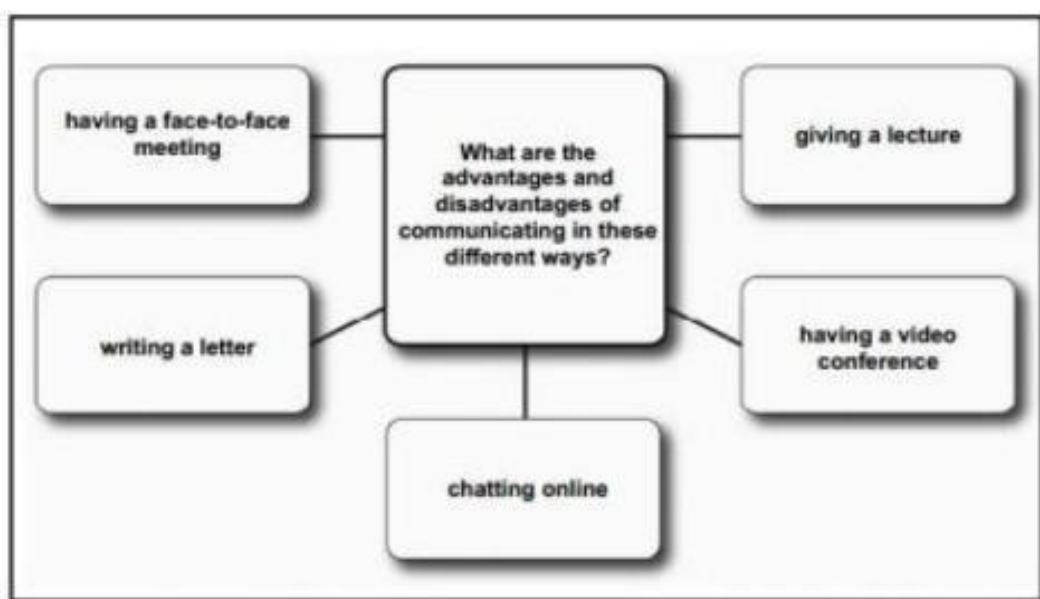
Q: *All right?*



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. Лексика продвинутого уровня

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-	ПКс ОС-1.2	Способность разрабатывать бизнес-план на основании

	план по созданию единицы малого или среднего бизнеса		потребности в ресурсах, с учетом ограничений
--	--	--	---

Этап освоения компетенции	Показатель оценивания	Критерий оценивания
ПКс ОС-1.2	<ul style="list-style-type: none"> • Определяет маркетинговую информационную систему организации • Определяет типы информации • Определяет источники получения информации • Демонстрирует навыки применения маркетинговой информационной системы <p>Формирует стратегию развития организации на конкретных примерах</p>	<p>1. <i>Продемонстрирована способность сформировать маркетинговую информационную систему с учетом типов информации и ее источников</i></p> <p>2. <i>Определена и обоснована стратегия развития организации на конкретном примере</i></p>

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

Промежуточная аттестация проводится в форме: зачета (в форме письменной и устной (при наличии) частей экзаменов GMAT, IELTS или CAE)

4.2.3. Типовые оценочные средства GMAT

1. GMAT Verbal section:

Это речевая часть экзамена. Экзаменуемым зададут 41 вопрос, на каждый из которых необходимо успеть дать устный ответ в течение 75 минут. Задания, с которыми могут быть включены в вербальную секцию:

Sentence Correction (Необходимо выбрать часть предложения, которая согласно контексту является наиболее подходящей.)

The only way for growers to salvage frozen citrus is to process them quickly into juice concentrate before they rot when warmer weather returns.

- (A) To process them quickly into juice concentrate before they rot when warmer weather returns.
- (B) If they are quickly processed into juice concentrate before warmer weather returns to rot them.
- (C) For them to be processed quickly into juice concentrate before the fruit rots when warmer weather returns.
- (D) If the fruit is quickly processed into juice concentrate before they rot when warmer weather returns.
- (E) To have it quickly processed into juice concentrate before warmer weather returns and rots the fruit.

Здесь лучшим ответом является "Е".

Reading Comprehension (Экзаменатор предоставит несколько текстов, длиной от 350 до 300 слов, а также комплект вопросов, на которые нужно дать ответы.)

Passage: In an attempt to improve the overall performance of clerical workers, many companies have introduced computerized performance monitoring and control systems (CPMCS) that record and report a worker's computer-driven activities. However, at least one study has shown that such monitoring may not be having the desired effect. In the study, researchers asked monitored clerical workers and their supervisors how assessments of productivity affected supervisors' ratings of workers' performance. In contrast to unmonitored workers doing the same work, who without exception identified the most important element in their jobs as customer service, the monitored workers and their supervisors all responded that productivity was the critical factor in assigning ratings. This finding suggested that there should have been a strong correlation between a monitored worker's productivity and the overall rating the worker received. However, measures of the relationship between overall rating and individual elements of performance clearly supported the conclusion that supervisors gave considerable weight to criteria such as attendance, accuracy, and indications of customer satisfaction. It is possible that productivity may be a "hygiene factor"; that is, if it is too low, it will hurt the overall rating. But the evidence suggests that beyond the point at which productivity becomes "good enough", higher productivity per se is unlikely to improve a rating.

Questions:

1. According to the passage, before the final results of the study were known, which of the following seemed likely?
 - (A) That workers with the highest productivity would also be the most accurate.
 - (B) That workers who initially achieved high productivity ratings would continue to do so consistently

- (C) That the highest performance ratings would be achieved by workers with the highest productivity
- (D) That the most productive workers would be those whose supervisors claimed to value productivity
- (E) That supervisors who claimed to value productivity would place equal value on customer satisfaction.

2. The primary purpose of the passage is to

- (A) Explain the need for the introduction of an innovative strategy
- (B) Discuss a study of the use of a particular method
- (C) Recommend a course of action
- (D) Resolve a difference of opinion
- (E) Suggest an alternative approach

В первом вопросе правильный ответ C, во втором - B.

Critical Reasoning (Экзаменатор выдвигает какой-либо фактический аргумент. Задача состоит в том, чтобы определить в этом аргументе допущения, которые позволяют построить соответствующие логические связи и выводы.)

The average life expectancy for the United States population as a whole is 73.9 years, but children born in Hawaii will live an average of 77 years, and those born in Louisiana, 71.7 years. If a newlywed couple from Louisiana were to begin their family in Hawaii, therefore, their children would be expected to live longer than would be the case if the family remained in Louisiana.

Question: Which of the following, if true, would most seriously weaken the conclusion drawn in the passage?

- (A) Insurance company statisticians do not believe that moving to Hawaii will significantly lengthen the average Louisianian's life.
- (B) The governor of Louisiana has falsely alleged that statistics for his state are inaccurate.
- (C) The longevity ascribed to Hawaii's current population is attributable mostly to genetically determined factors.
- (D) Thirty percent of all Louisianians can expect to live longer than 77 years.
- (E) Most of the Hawaiian Islands have levels of air pollution well below the national average for the United States.

Правильный ответ - C.

2. GMAT Math (Quantitative) - математический модуль:

- **Data Sufficiency** (Эта часть оценивает умение анализировать полноту информации, содержащейся в тексте задания).

Calvin has a total of 64 compact discs and cassettes. How many compact discs does he have?

(1) If he buys 10 more cassettes, he will have 58 cassettes.

(2) He has three times as many cassettes as compact discs.

Выберите правильный ответ.

A - if statement (1) BY ITSELF is sufficient to answer the question, but statement (2) by itself is not.

B - if statement (2) BY ITSELF is sufficient to answer the question, but statement (1) by itself is not.

C - if statements (1) and (2) TAKEN TOGETHER are sufficient to answer the question, even though NEITHER statement BY ITSELF is sufficient.

D - if EITHER statement BY ITSELF is sufficient to answer the question.

E - if statements (1) and (2) TAKEN TOGETHER are NOT sufficient to answer the question, requiring more data pertaining to the problem.

(Верный ответ - D)

A shopper bought a tie and a belt during a sale. Which item did he buy at the greater dollar discount?

(1) He bought the tie at a 20 percent discount.

(2) He bought the belt at a 25 percent discount.

A, B, C, D, E - аналогичны предыдущему примеру.

(Верный ответ - E).

- **Problem Solving** (Задания в этой части требуют быстрого решения задач путем выбора правильных ответов из предлагаемых вариантов.).

Cheese, bologna, and peanut butter sandwiches were made for a picnic in a ratio of 5 to 7 to 8. If a total of 120 sandwiches were made, how many bologna sandwiches were made?

A - 15, B - 30, C - 38, D - 42, E - 48.

(Правильный ответ - D).

If Mario was 32 years old 8 years ago, how old was he X years ago?

(A) $X - 40$, (B) $X - 24$, (C) $40 - X$, (D) $24 - X$, (E) $24 + X$.

(Правильный ответ - C).

3. GMAT AWA (Analytical Writing Assessment). - Написание аналитического эссе. Задание состоит из двух частей, на выполнение которых экзаменуемым предоставляется всего один час. Темы обеих частей тесно связаны с бизнесом и экономикой. Первый сегмент задания - Analysis of an Argument (анализ аргумента). Экзаменатор выдвигает какой-либо аргумент, факт. Необходимо проанализировать и критически рассмотреть это высказывание, обнаружить его сильные и слабые стороны. Затем письменно прокомментировать этот аргумент и опираясь на обнаруженные ошибки

или неточности, некорректные или «размытые» причинно-следственные связи, выдвинуть контраргумент, либо, в случае, если вы согласны с высказыванием, подкрепить его дополнительными фактами и выводами, сжато описав, как вы пришли к своим умозаключениям. В качестве второй части задания, предлагается фрагмент какого-либо текста (часто используются газетные статьи), который нужно внимательно прочесть, а затем емко и лаконично прокомментировать в письменной форме, приведя серьезную аргументацию в пользу высказанной вами позиции;

1. In some countries, television and radio programs are carefully censored for offensive language and behavior. In other countries, there is little or no censorship.

In your view, to what extent should government or any other group be able to censor television or radio programs? Explain, giving relevant reasons and/or examples to support your position.

2. There is only one definition of success - to be able to spend your life in your own way.

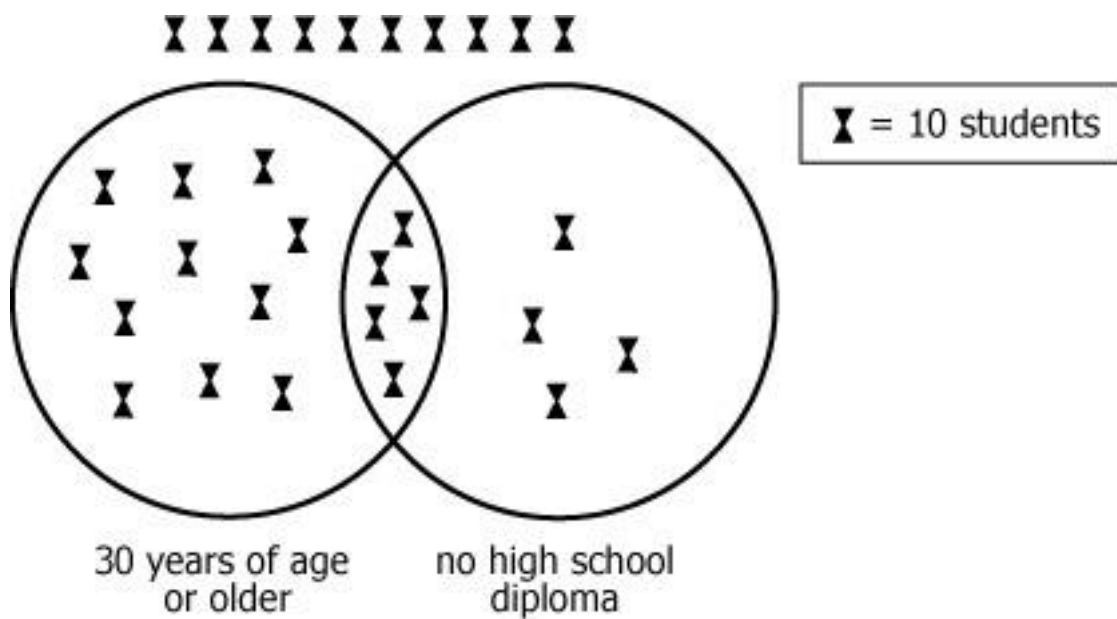
To what extent do you agree or disagree with this definition of success? Support your position by using reasons and examples from your reading, your own experience, or your observation of others.

3. People often give the following advice: "Be yourself. Follow your instincts and behave in a way that feels natural."

Do you think that, in general, this is good advice? Why or why not? Develop your point of view by giving reasons and/or examples from your own experience, observations, or reading.

4. **GMAT IR (Integrated Reasoning).** В ходе этого модуля экзаменуемым необходимо решить 12 заданий. На выполнение модуля предоставляется 30 минут. В процессе прохождения этой секции, выявляются наличие стратегического мышления, предпринимательских навыков, умения принимать оптимальные решения, анализировать статистические данные, планировать свою деятельность. При прохождении данной секции такие виды заданий могут быть представлены:

- Анализ графиков;
- Анализ таблиц;
- Анализ текстовой информации с опорой на несколько источников;
- Двухчастный анализ;



IELTS

1. Аудирование

Refer to the pictograph of a survey of students at Central Community College. Each symbol represents 10 students in a sample of 300.

Use the drop-down menus to complete each statement according to the information presented in the diagram.

If one student is selected at random from the 300 surveyed, the chance that the student will be under 30 or a high school graduate or both is .

If one student is selected at random from the 300 surveyed, the chance that the student will be both under 30 and a high school graduate is .

- ✓ Select...
- 1 out of 6
- 1 out of 3
- 2 out of 3
- 5 out of 6

SECTION 1 Questions 1 – 8

Complete the form below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

PACKHAM'S SHIPPING AGENCY – customer quotation form

Example

Country of destination: **Kenya**.....

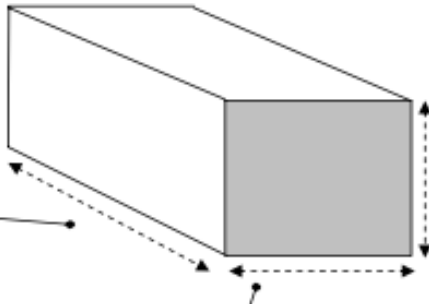
Name: **Jacob 1**

Address to be collected from: **2** **College, Downlands Rd**

Town: **Bristol**

Postcode: **3**

Size of container:



Length: **1.5m**

Width: **4**

Height: **5**

Contents: **clothes**

6

7

Total estimated value: **8 £**.....

SECTION 1 - Questions 9 and 10

Choose the correct letter, A, B or C.

9 Type of insurance chosen

A Economy

B Standard

C Premium

10 Customer wants goods delivered to

A port

B home

C depot

SECTION 2 - Questions 11 – 16

Answer the questions below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

What TWO factors can make social contact in a foreign country difficult?

- 11
- 12
-

Which types of community group does the speaker give examples of?

- theatre
- 13
- 14
-

In which TWO places can information about community activities be found?

- 15
- 16

Questions 17 – 20

Complete the table below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

Day	Time	Event	Venue	Ticket price
Monday and Tuesday	7.30 p.m.	'The Magic Flute' (opera by Mozart)	17	from £8.00
Wednesday	8.00 p.m.	18 '.....' (Canadian film)	Cinema 2	19
Saturday and Sunday	11 a.m. to 10 p.m.	20 '.....' (art exhibition)	Gallery 1	free

SECTION 3 - Questions 21 - 25

What does Jack tell his tutor about each of the following course options?

A He'll definitely do it.

B He may or may not do it. C He won't do it.

Write the correct letter, A, B or C next to questions 21- 25. You may choose any letter more than once.

21 Media Studies

22 Women and Power

23 Culture and Society

24 Identity and Popular Culture

25 Introduction to Cultural Theory

SECTION 3 - Questions 27 – 30

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

Studying with the Open University demanded a great deal of 27

Studying and working at the same time improved Rachel's 28 skills.

It was helpful that the course was structured in 29 She enjoyed meeting other students at 30

2. Чтение

Introducing dung1 beetles into a pasture is a simple process: approximately 1,500 beetles are released, a handful at a time, into fresh cow pats2 in the cow pasture. The beetles immediately disappear beneath the pats digging and tunnelling and, if they successfully adapt to their new environment, soon become a permanent, self-sustaining part of the local ecology. In time they multiply and within three or four years the benefits to the pasture are obvious.

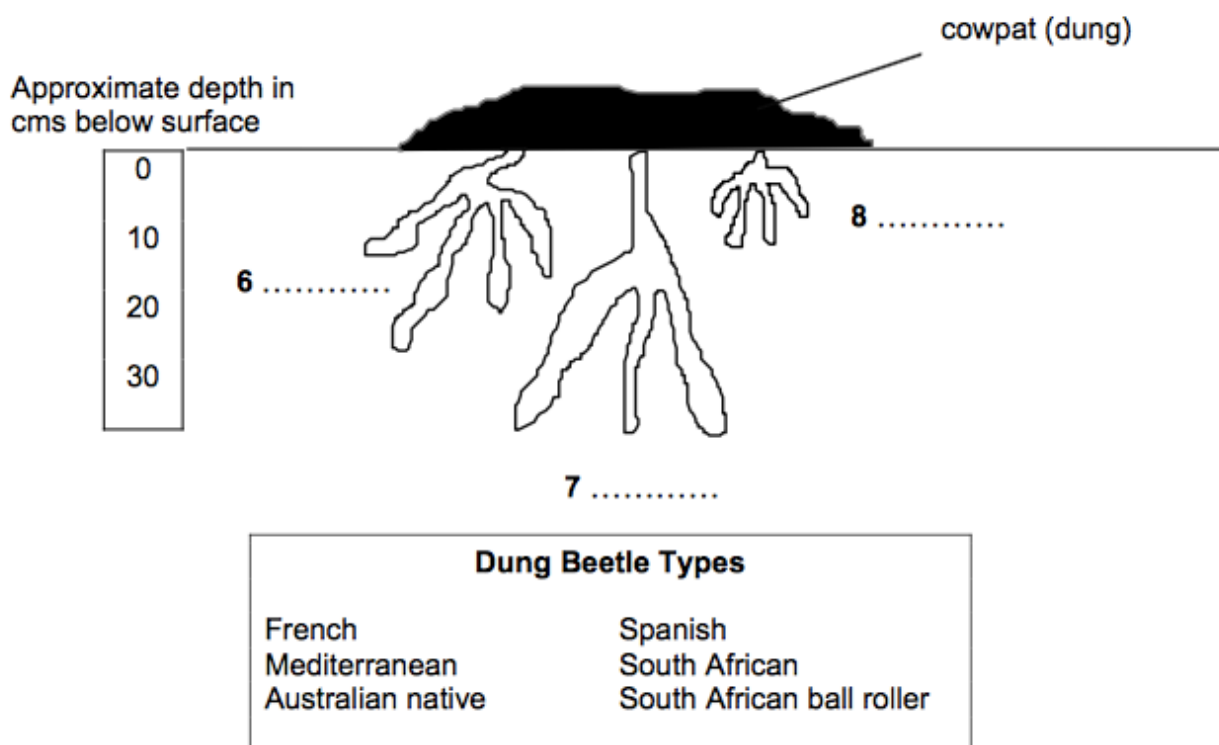
Dung beetles work from the inside of the pat so they are sheltered from predators such as birds and foxes. Most species burrow into the soil and bury dung in tunnels directly underneath the pats, which are hollowed out from within. Some large species originating from France excavate tunnels to a depth of approximately 30 cm below the dung pat. These beetles make sausage-shaped brood chambers along the tunnels. The shallowest tunnels belong to a much smaller Spanish species that buries dung in chambers that hang like fruit from the branches of a pear tree. South African beetles dig narrow tunnels of approximately 20 cm below the surface of the pat. Some surface-dwelling beetles, including a South African species, cut perfectly-shaped balls from the pat, which are rolled away and attached to the bases of plants.

For maximum dung burial in spring, summer and autumn, farmers require a variety of species with overlapping periods of activity. In the cooler environments of the state of Victoria, the large French species (2.5 cms long), is matched with smaller (half this size), temperate-climate Spanish species. The former are slow to recover from the winter cold and produce only one or two generations of offspring from late spring until autumn. The latter, which multiply rapidly in early spring, produce two to five generations annually. The South African ball-rolling species, being a sub-tropical

Questions 6 – 8

Label the tunnels on the diagram below using words from the box.

Write your answers in boxes 6-8 on your answer sheet.



beetle, prefers the climate of northern and coastal New South Wales where it commonly works with the South African tunneling species. In warmer climates, many species are active for longer periods of the year.

Glossary

1. dung: the droppings or excreta of animals
2. cow pats: droppings of cows

A There are now over 700 million motor vehicles in the world - and the number is rising by more than 40 million each year. The average distance driven by car users is growing too - from 8km a day per person in western Europe in 1965 to 25 km a day in 1995. This dependence on motor vehicles has given rise to major problems, including environmental pollution, depletion of oil resources, traffic congestion and safety.

B While emissions from new cars are far less harmful than they used to be, city streets and motorways are becoming more crowded than ever, often with older trucks, buses and taxis which emit excessive levels of smoke and fumes. This concentration of vehicles makes air quality in urban areas unpleasant and sometimes dangerous to breathe. Even Moscow has joined the list of

capitals afflicted by congestion and traffic fumes. In Mexico City, vehicle pollution is a major health hazard.

C Until a hundred years ago, most journeys were in the 20km range, the distance conveniently accessible by horse. Heavy freight could only be carried by water or rail. Invention of the motor vehicle brought personal mobility to the masses and made rapid freight delivery possible over a much wider area. In the United Kingdom, about 90 per cent of inland freight is carried by road. The world cannot revert to the horse-drawn wagon. Can it avoid being locked into congested and polluting ways of transporting people and goods?

D In Europe most cities are still designed for the old modes of transport. Adaptation to the motor car has involved adding ring roads, one-way systems and parking lots. In the United States, more land is assigned to car use than to housing. Urban sprawl means that life without a car is next to impossible. Mass use of motor vehicles has also killed or injured millions of people. Other social effects have been blamed on the car such as alienation and aggressive human behaviour.

E A 1993 study by the European Federation for Transport and Environment found that car transport is seven times as costly as rail travel in terms of the external social costs it entails - congestion, accidents, pollution, loss of cropland and natural habitats, depletion of oil resources, and so on. Yet cars easily surpass trains or buses as a flexible and convenient mode of personal transport. It is unrealistic to expect people to give up private cars in favour of mass transit.

F Technical solutions can reduce the pollution problem and increase the fuelled efficiency of engines. But fuel consumption and exhaust emissions depend on which cars are preferred by customers and how they are driven. Many people buy larger cars than they need for daily purposes or waste fuel by driving aggressively. Besides, global car use is increasing at a faster rate than the improvement in emissions and fuel efficiency which technology is now making possible.

G Some argue that the only long-term solution is to design cities and neighbourhoods so that car journeys are not necessary - all essential services being located within walking distance or easily accessible by public transport. Not only would this save energy and cut carbon dioxide emissions, it would also enhance the quality of community life, putting the emphasis on people instead of cars. Good local government is already bringing this about in some places. But few democratic communities are blessed with the vision – and the capital – to make such profound changes in modern lifestyles.

H A more likely scenario seems to be a combination of mass transit systems for travel into and around cities, with small 'low emission' cars for urban use and larger hybrid or lean burn cars for use elsewhere. Electronically tolled highways might be used to ensure that drivers pay charges geared to actual road use. Better integration of transport systems is also highly desirable - and

made more feasible by modern computers. But these are solutions for countries which can afford them. In most developing countries, old cars and old technologies continue to predominate

Questions 14 – 19

Sample Passage 7 has eight paragraphs labelled A-H.

Which paragraphs contains the following information?

Write the correct letter A-H in boxes 14-19 on your answer sheet.

NB You may use any letter more than once.

14 a comparison of past and present transportation methods

15 how driving habits contribute to road problems

16 the relative merits of cars and public transport

17 the writer's prediction on future solutions

18 the increasing use of motor vehicles

19 the impact of the car on city development

Discovered in the early 1800s and named 'nicotianine', the oily essence now called nicotine is the main active ingredient of tobacco. Nicotine, however, is only a small component of cigarette smoke, which contains more than 4,700 chemical compounds, including 43 cancer-causing substances. In recent times, scientific research has been providing evidence that years of cigarette smoking vastly increases the risk of developing fatal medical conditions.

In addition to being responsible for more than 85 per cent of lung cancers, smoking is associated with cancers of, amongst others, the mouth, stomach and kidneys, and is thought to cause about 14 per cent of leukemia and cervical cancers. In 1990, smoking caused more than 84,000 deaths, mainly resulting from such problems as pneumonia, bronchitis and influenza. Smoking, it is believed, is responsible for 30 per cent of all deaths from cancer and clearly represents the most important preventable cause of cancer in countries like the United States today.

Passive smoking, the breathing in of the side-stream smoke from the burning of tobacco between puffs or of the smoke exhaled by a smoker, also causes a serious health risk. A report published in 1992 by the US Environmental Protection Agency (EPA) emphasized the health dangers, especially from side-stream smoke. This type of smoke contains more smaller particles and is therefore more likely to be deposited deep in the lungs. On the basis of this report, the EPA has classified environmental tobacco smoke in the highest risk category for causing cancer.

As an illustration of the health risks, in the case of a married couple where one partner is a smoker and one a non-smoker, the latter is believed to have a 30 per cent higher risk of death from heart disease because of passive smoking. The risk of lung cancer also increases over the years of exposure and the figure jumps to 80 per cent if the spouse has been smoking four packs a day for

20 years. It has been calculated that 17 per cent of cases of lung cancer can be attributed to high levels of exposure to second-hand tobacco smoke during childhood and adolescence.

A more recent study by researchers at the University of California at San Francisco (UCSF) has shown that second-hand cigarette smoke does more harm to non-smokers than to smokers. Leaving aside the philosophical question of whether anyone should have to breathe someone else's cigarette smoke, the report suggests that the smoke experienced by many people in their daily lives is enough to produce substantial adverse effects on a person's heart and lungs.

Academic Reading sample task – Identifying writer's views/claims

The report, published in the Journal of the American Medical Association (AMA), was based on the researchers' own earlier research but also includes a review of studies over the past few years. The American Medical Association represents about half of all US doctors and is a strong opponent of smoking. The study suggests that people who smoke cigarettes are continually damaging their cardiovascular system, which adapts in order to compensate for the effects of smoking. It further states that people who do not smoke do not have the benefit of their system adapting to the smoke inhalation. Consequently, the effects of passive smoking are far greater on non-smokers than on smokers.

This report emphasizes that cancer is not caused by a single element in cigarette smoke; harmful effects to health are caused by many components. Carbon monoxide, for example, competes with oxygen in red blood cells and interferes with the blood's ability to deliver life-giving oxygen to the heart. Nicotine and other toxins in cigarette smoke activate small blood cells called platelets, which increases the likelihood of blood clots, thereby affecting blood circulation throughout the body.

The researchers criticize the practice of some scientific consultants who work with the tobacco industry for assuming that cigarette smoke has the same impact on smokers as it does on non-smokers. They argue that those scientists are underestimating the damage done by passive smoking and, in support of their recent findings, cite some previous research which points to passive smoking as the cause for between 30,000 and 60,000 deaths from heart attacks each year in the United States. This means that passive smoking is the third most preventable cause of death after active smoking and alcohol-related diseases

The study argues that the type of action needed against passive smoking should be similar to that being taken against illegal drugs and AIDS (SIDA). The UCSF researchers maintain that the simplest and most cost-effective action is to establish smoke-free work places, schools and public places.

Questions 4 – 7

Do the following statements reflect the claims of the writer in the reading passage?

In boxes 4-7 on your answer sheet write

YES if the statement reflects the claims of the writer

NO if the statement contradicts the claims of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

4 Thirty per cent of deaths in the United States are caused by smoking-related diseases.

5 If one partner in a marriage smokes, the other is likely to take up smoking.

6 Teenagers whose parents smoke are at risk of getting lung cancer at some time during their lives.

7 Opponents of smoking financed the UCSF study.

3. Письмо

4. ACADEMIC WRITING TASK 2

You should spend about 40 minutes on this task. Write about the following topic: The first car appeared on British roads in 1888. By the year 2000 there may be as many as 29 million vehicles

on British roads/Alternative forms of transport should be encouraged and international laws introduced to control car ownership and use.

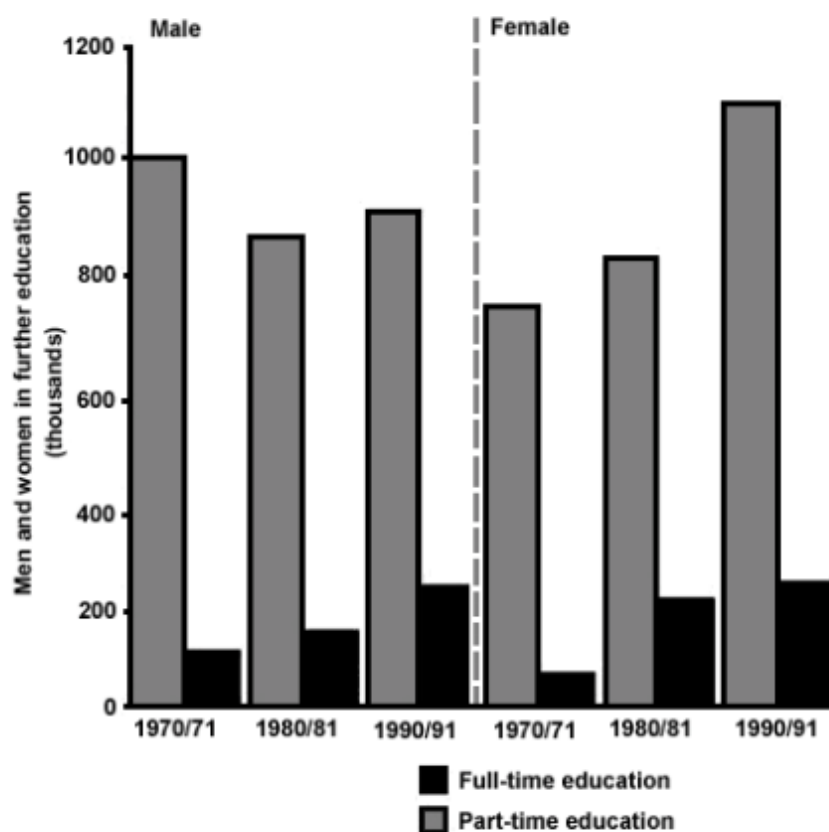
WRITING TASK 1

You should spend about 20 minutes on this task.

The chart below shows the number of men and women in further education in Britain in three periods and whether they were studying full-time or part-time.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



To what extent do you agree or disagree?

Give reasons for your answer and include any relevant examples from your knowledge or experience.

Write at least 250 words.

5. Говорение

Part 1 Introduction and interview

[This part of the test begins with the examiner introducing himself or herself and checking the candidate's identification. It then continues as an interview.]

Let's talk about your home town or village.

- What kind of place is it?
- What's the most interesting part of your town/village?
- What kind of jobs do the people in your town/village do?
- Would you say it's a good place to live? (Why?)

Let's move on to talk about accommodation.

- Tell me about the kind of accommodation you live in?
- How long have you lived there?
- What do you like about living there?
- What sort of accommodation would you most like to live in?

Part 2 – Individual long turn

Describe something you own which is very important to you. You should say:

where you got it from how long you have had it what you use it for
and explain why it is important to you.

Rounding off questions

- Is it valuable in terms of money?
- Would it be easy to replace?

Part 3 – Two-way discussion

Let's consider first of all how people's values have changed.

- What kind of things give status to people in your country?
- Have things changed since your parents' time? Finally, let's talk about the role of advertising.
- Do you think advertising influences what people buy?

CAE

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 wornout. 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
even if initially you had no **(1)** ... of turning it
into a business.

USUAL

INTEND

For those looking to make a profit on their **(2)** ...,
these days an audience for products can range from
the local to the truly global. Some **(3)** ... begin

CREATE

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
undertaken regarding the demand for the work and the
price the customer is prepared to pay in (7)

APPRAISE

However, do not forget the degree of personal (8) ...
as well.

REAL

SATISFY

'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 disobediently 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**.*

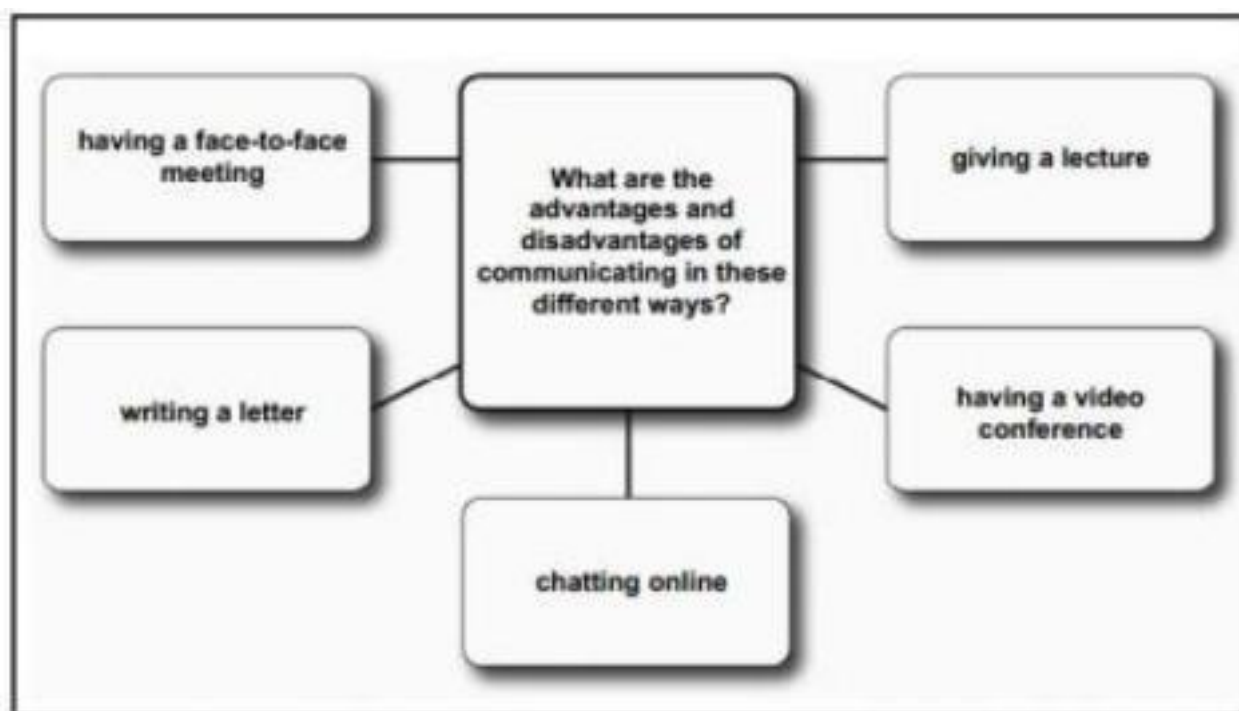
Q: All right?



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 международного экзамена,
- устная часть международного экзамена (при наличии).

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

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.

GMAT

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.

Для расширения знаний по дисциплине рекомендуется использовать Интернет-реусурсы.

В основе курса лежат следующие методические принципы:

-
- взаимосвязанного обучения всем видам речевой деятельности;
 - научности
 - функциональности;
 - сознательности;
 - систематичности;
 - доступности;
 - наглядности;
 - прочности усвоения материала.

Освоение программы проходит через выполнение 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.

IELTS

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 IELTS, но и при прохождении любых видов аттестации по английскому языку, а также в успешном освоении предметной области и смежных дисциплин.

Формирование личностных навыков происходит по линии профессионального самоопределения и личностного развития. Осуществляется также волевая саморегуляция, что поможет учащимся в дальнейшем справляться с самыми сложными учебными и жизненными проблемами.

Формирование регулятивных учебных действий осуществляется через умение ставить перед собой цель, добиваться ее осуществления, оценивать результаты и в случае необходимости корректировать учебную деятельность.

Формирование познавательных навыков происходит через систему заданий во всех видах речевой деятельности. Учащиеся совершенствуют умения выполнять логические

операции, связанные с анализом и синтезом, сравнением и противопоставлением, выдвижением гипотез и аргументацией, приведением примеров, обобщением, оценкой возможности и вероятности фактов и событий.

Формирование коммуникативных навыков осуществляется через систему заданий по построению кратких и развернутых монологических и диалогических высказываний. Учащиеся развивают умения устанавливать, поддерживать и размыкать речевой контакт, вежливо переспрашивать, уточнять информацию, запрашивать и предлагать информацию, выражать оценку и собственное мнение. Учащиеся также овладевают умениями организовывать дискурс посредством обеспечения логической связи между его частями.

Особое внимание при освоении программы уделяется выполнению экзаменационных заданий в требуемом формате. Особенно это касается письменных заданий, при выполнении которых нужно уложиться в определенный объем и должным образом структурировать письменный дискурс.

Грамматика в предлагаемом курсе вводится функционально. Грамматические структуры усваиваются в речевом контексте.

САЕ

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.

GMAT

1. Kaplan, GMAT 2017 Strategies, Practice and Review.
2. M.Bryon, How to Pass the GMAT.
3. Barron's GMAT Study Guide.
4. Manhattan GMAT Complete Strategy Guide.
5. The Princeton Review. Cracking the GMAT.

IELTS

1. The Official Cambridge Guide to IELTS Student's Book with Answers (+ DVD-ROM), 2017.
2. The Official Cambridge Guide to IELTS. Student's Book with Answers with DVD-ROM, 2017.

CAE

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.

IELTS

1. B. Obee, M. Spratt. Mission IELTS 1.Student's Book. Express Publishing, 2015.
2. B. Obee, M. Spratt. Mission IELTS 1. Workbook. Express Publishing, 2015.
3. J Milton. IELTS Practice Tests 1. Express Publishing, 2001.

CAE

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.

GMAT

1. www.majortests.com/gmat/
2. www.platinumgmata.com/gmat-practice-test/
3. www.mba.com/...gmata-exam/prepare...gmata-ex
4. <https://www.youtube.com/watch?v=C5IeQmcbI9I>
5. <https://gmata.magoosh.com>

IELTS

1. www.AIPPG
2. www.DCIelts.com
3. www.GoodLuckielts.com
4. www.ielts-blog.com
5. www.ieltsessentials.com
6. www.ielts.org/
7. www.Simon-ielts.com
8. www.UsingEnglish.com

CAE

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.

IELTS

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

CAE

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.znanium.com> Электронно-библиотечная система [ЭБС] «Znanium.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»