

**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ**

ПЕНЗЕНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

**Институт международного сотрудничества
Отдел языковой подготовки и международного тестирования**

УТВЕРЖДАЮ

Проректор по учебной работе

Механов В.Б.

(Подпись)

(Фамилия, инициалы)

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**ДОПОЛНИТЕЛЬНАЯ ОБЩЕОБРАЗОВАТЕЛЬНАЯ
(ОБЩЕРАЗВИВАЮЩАЯ) ПРОГРАММА:
языковой курс «Обучение английскому языку»
(уровень Advanced)**

Пенза, 2018

**1. Цели освоения языкового курса «Обучение английскому языку»
(уровень Advanced)**

формирование и развитие у слушателей комплекса специальных компетенций, предполагающих владение различными видами иноязычной речевой деятельности, а также лексическим и грамматическим материалом для сдачи международного экзамена по английскому языку на уровень C1.

**2. Компетенции слушателя, формируемые в результате освоения языкового курса
«Обучение английскому языку»
(уровень Advanced)**

СК-1	владеет навыками восприятия и понимания устной и письменной речи на изучаемом иностранном языке	Знать: - систему лингвистических знаний, включающих в себя знание основных фонетических, лексических, грамматических, словообразовательных явлений и закономерностей функционирования английского языка на уровне C1
		Уметь: - понимать на слух английский аудиотекст (в целом и выборочно), отражающий различные сферы общения в пределах программного материала; - читать английские аутентичные тексты, понимая их основное содержание; - продуцировать высказывания по тематике программы; - писать орфографически и пунктуационно правильно в пределах лексического минимума уровней C1.
		Владеть: - лексико-грамматическим материалом, определенным программой; - навыками восприятия и понимания устной и письменной речи на английском языке.
СК-2	способен использовать языковые средства для достижения коммуникативных целей в конкретной ситуации устного и письменного общения на изучаемом иностранном языке	Знать: - значение и возможность употребления новых лексических единиц, определенных программой на уровне C1; - значения изученных грамматических явлений.
		Уметь: - выражать коммуникативные намерения (запрос и сообщение информации, выражение мнения) на английском языке; - выражать свои мысли в письменной форме при написании писем, планов, выписывании нужной информации из текста
		Владеть: - способностью употреблять необходимый для целей коммуникации материал адекватно ситуации общения.
СК-3	способен самостоятельно	Знать:

	осуществлять переработку иноязычной информации для решения бытовых задач	- способы раскрытия значения английского слова, определения грамматической формы
		Уметь: - снимать языковые трудности, влияющие на понимание содержания текста; - пользоваться языковой и контекстуальной догадкой; - ориентироваться в учебной и научной литературе на английском языке.
		Владеть: - навыками работы с одноязычными и двуязычными словарями.

3. Структура и содержание языкового курса «Обучение английскому языку» (уровень Advanced)

3.1. Структура языкового курса

Общая трудоемкость курса составляет 72 часа.

№ п/п	Наименование тем языкового курса	Недели	Количество часов	Формы текущего контроля усвоения (по неделям)			
				активная работа на занятиях (монологические + диалогические)	письменные домашние задания	тест	Мини-проект
1	Language and Skills Unit 1	1-2	6	+			
2	Practice Test 1	2-3	8	+	+		
3	Language and Skills Unit 2	3-4	6	+	+		
4	Practice Test 2	5-6	8	+	+		
5	Language and Skills Unit 3	7-8	6	+	+		
6	Practice Test 3	9-10	8	+	+		
7	Language and Skills Unit 4	11-12	7	+			
8	Practice Test 4	13-14	8	+	+		
9	Language and Skills Unit 5	15-16	7	+	+		
10	Practice Test 5	17-18	8	+		+	
Общая трудоемкость, в часах			72	Итоговая аттестация			
				Форма	тестирование		

4. Учебно-методическое обеспечение самостоятельной работы слушателей.
Оценочные средства для текущего контроля овладения содержанием,
итоговой аттестации.

Программой предусмотрены следующие виды текущего контроля: монологические/ диалогические высказывания, выполнение тестов.

Итоговая аттестация проводится в форме итогового тестирования.

План самостоятельной работы слушателей

№ неде ли	Тема	Вид самостоятельной работы	Задание	Учебные пособия
1	Language and Skills Unit 1	подготовка к занятиям	1) Выполните фонетические и лексико-грамматические упражнения. 2) Подготовьте монологические высказывания по теме.	[1, с.7] [1, с.11]
2	Practice Test 1	подготовка к занятиям	1) Выполните фонетические и лексико-грамматические упражнения. 2) Подготовьте монологическое высказывание по теме.	[1, с.16-17] [1, с.26]
3	Language and Skills Unit 2	подготовка к занятиям	1) Выполните фонетические и лексико-грамматические упражнения. 2) Подготовьте монологическое и диалогическое высказывание по теме.	[1, с.30] [1, с.32-33]
4	Practice Test 2	подготовка к занятиям	1) Выполните фонетические и лексико-грамматические упражнения. 2) Подготовьте монологическое и диалогическое высказывание по теме.	[1, с.40-41] [1, с.50-51]
5	Language and Skills Unit 3	подготовка к занятиям	1) Выполните фонетические и лексико-грамматические упражнения. 2) Подготовьте монологическое и диалогическое высказывание по теме. 3) Подготовьтесь к контрольному тестированию.	[1, с.56-57] [1, с.59] [1, с.54]

6	Practice Test 3	подготовка к занятиям	1) Выполните фонетические и лексико-грамматические упражнения. 2) Подготовьте монологическое и диалогическое высказывание по теме.	[1, с.64-65] [1, с.74-75]
7	Language and Skills Unit 4	подготовка к занятиям	1) Выполните фонетические и лексико-грамматические упражнения. 2) Подготовьте монологическое и диалогическое высказывание по теме.	[1, с.79-80] [1, с.82-83]
8	Practice Test 4	подготовка к занятиям подготовка к контрольному тесту	1) Выполните фонетические и лексико-грамматические упражнения. 2) Подготовьте монологическое и диалогическое высказывание по теме.	[1, с.88-89] [1, с.98-99]
9	Language and Skills Unit 5		1) Выполните фонетические и лексико-грамматические упражнения. 2) Подготовьте монологическое и диалогическое высказывание по теме.	[1, с.111-112] [1, с.119-120]
10	Practice Test 5		1) Выполните фонетические и лексико-грамматические упражнения. 2) Подготовьте монологическое и диалогическое высказывание по теме. 3) Подготовьтесь к контрольному тесту.	[1, с.124-125] [1, с.130-131] [1, с.127-129]

**Номера учебных пособий приводятся из пункта 6 «Учебно-методическое и информационное обеспечение»*

5. Материалы для проведения текущего, итогового контроля знаний

№ п/п	Вид контроля	Контролируемые темы программы	Компетенции, компоненты которых контролируются
	Итоговое тестирование	Темы 1-8	СК-1, СК-2, СК-3

Количество набранных баллов	Уровень сформированности компетенций СК1-СК3
75-65	высокий
50-64	средний
30-49	низкий

<i>Количество баллов, максимальное</i>	<i>раздел</i>
25	<i>Reading</i>
25	<i>Writing</i>
25	<i>Listening</i>

Please check the table below for the total time given to complete the written test at this level and score points available for each section. Please use the accompanying audio files for sections 1-3. Answer keys and transcripts are provided at the back of this document.

Sections	Skills	Score points	Level A1	Level 1	Level 2	Level 3	Level 4	Level 5
1	Listening	10	1 hour 15 mins	1 hour 35 mins	1 hour 35 mins	2 hours	2 hours 30 mins	2 hours 55 mins
2	Listening and Writing	10						
3	Listening	10						
4	Reading	5						
5	Reading	5						
6	Reading	8						
7	Reading	7						
8	Writing	10						

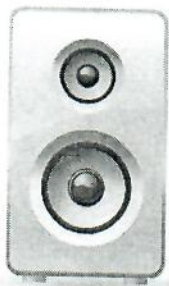
9	Writing	10							
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The written test is scored out of **75 points** in total at all levels. Please see the *Guide to PTE General* at this level for further information.

Please note: The design of the practice tests is not identical to actual PTE General tests.

SECTION 1

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You will have 10 seconds to read each question and the corresponding options. Then listen to the recording. After the recording you will have 10 seconds to choose the correct option.

Put a cross in the box next to the correct answer, as in the example.

Example. What is this an extract from?

A ☐ an announcement

B ☒ an advertisement

C ☐ a message

1. What is the speaker describing?

A ☐ how to study

B ☐ research results

C ☐ improving sleep

2. What is the speaker giving?

A ☐ convincing evidence about benefits of employing apprentices

B ☐ praise for a method of helping young unemployed people

C ☐ advice on how to make a regular profit by hiring cheaper staff

3. What is the speaker doing?

- A ☐ hinting emotional intelligence can't be taught properly
- B ☐ criticising the teaching methods of some business schools
- C ☐ underlining the need for teaching morality in business

4. What abilities made Napoleon a great leader according to the speaker?

- A ☐ He was a master planner while keeping his goals in mind.
- B ☐ He had common sense combined with intelligence.
- C ☐ He could hold several options in mind to prevent disasters.

5. What is the speaker implying?

- A ☐ The fashion industry is facing a lot of problems.
- B ☐ Departments in the fashion industry are listened to.
- C ☐ Government wants to support the fashion industry.

6. Why does the speaker use the expression 'flirt with'?

- A ☐ The collection uses ethnic African prints for the first time.
- B ☐ The designs incorporate some aspects of African patterns.
- C ☐ The style reflects narrow interpretations of African fabrics.



H 3 5 1 6 4 A 0 2 1 8

7. What is the speaker's opinion?

- A ☐ New models of leadership need to be considered.
 - B ☐ Case studies only featured well-known individuals.
 - C ☐ Business schools are becoming old fashioned.
-

8. What does the man think about leadership skills?

- A ☐ not age dependant
 - B ☐ learnt at an early age
 - C ☐ always obvious
-

9. What is the speaker doing?

- A ☐ describing the workings of the brain
 - B ☐ giving advice on problem solving techniques
 - C ☐ persuading students to read differently
-

10. Who are the speakers?

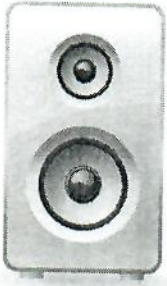
- A ☐ teacher trainers
- B ☐ university students
- C ☐ business colleagues

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(10 marks)

SECTION 2

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You will hear a recording about design education. Listen to the whole recording once. Then you will hear the recording again with pauses for you to write down what you hear.

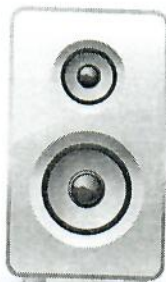
Make sure you spell the words correctly.

11.

(10 marks)

SECTION 3

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You will hear a broadcast about Charles Worth. First, read the notes below, then listen and complete the notes with information from the broadcast. You will hear the recording twice.

Example. Worth started his professional life in drapery shops.

- 12 His wife worked as a
- 13 Customers liked the style of his wife's
- 14 His partners considered dressmaking as
- 15 He was the first to put on
- 16 He turned dressmaking into

SECTION 3 CONTINUED

Leave
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You will hear an interview. First, read the notes below then listen and complete the notes with information from the interview. You will hear the recording twice.

Example. Tom works as a trainer in developing leaders.

- 17 Tom has practical experience and has studied the of business as well.
- 18 Tom spends a fixed amount annually on
- 19 Tom says change comes from the person wanting to change.
- 20 You can find more of Tom's advice on leadership in his
- 21 The advice given here is to pass problems to a level.

(10 marks)

That is the end of the listening section of the test. Now go on to the other sections of the test.

SECTION 4

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Read each text and put a cross (X) by the missing word or phrase, as in the example.

Example.

The value of older books is determined by many of the same criteria as modern books – condition, content, and edition. Many people think that just because a book is old, it is valuable, but a book has no collectible value by

- A ☒ age alone
- B ☐ normal standards
- C ☐ today's collectors

22.

We are seeking to appoint a qualified and experienced lecturer to course lead the Diploma in Photography. The successful candidate will be forward thinking with and a desire to inspire learners wishing to pursue a career within the creative arts sector. Experience of course leading is desirable.

- A ☐ an extensive fine arts background
- B ☐ professional photographic expertise
- C ☐ proven leadership skills in education

23.

Assume that your references will be followed up, so don't..... Don't feel anxious about what referees will say about your potential - employers are interested in facts, rather than how you will perform in the future. References are information on how you have been in the past.

- A ☐ count on the take up
- B ☐ use all your referees
- C ☐ try to fake it

24.

When Greenery, the ethical clothing website, sashayed on to the stock market last year, it was going to turn the industry on its head with the promise of guilt-free fashion. But the company's ambition to become a green.....came to an abrupt end last week.

- A ☐ online fashion empire
- B ☐ national chain of stores
- C ☐ market of the future

25.

I enjoyed reading your excellent article. I was interested in your reference to the expectation of perfection.....aren't characteristics of effective leaders. On the contrary, the antics of the people who hold them have contributed significantly to the crisis in confidence in business leadership you've written about.

- A ☐ ability to accept failures
- B ☐ delusions of infallibility
- C ☐ holding on to successes

26.

"We few, we happy few, we band of brothers; for he today that sheds his blood with me, shall be my brother..." says Shakespeare's Henry V, inspiring his men into battle. But is this goose-pimple-inducing speech a for motivating your staff? Many might smirk at the suggestion.

- A ☐ theoretical option
- B ☐ valid interaction
- C ☐ plausible basis

(5 marks)

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SECTION 5

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Read the passage and complete the sentences or answer the questions below. Put a cross (X) in the box next to the correct answer, as in the example.

The cult of leadership

In the modern corporation we have seen the creation of a narcissistic cadre of senior executives who knew no right but their own perception and brooked no criticism or check on their ambition. How did we come to this? The answer lies in the increasing focus on leadership in organisations as the 20th century progressed. With that came a perception that leadership is somehow a bigger and better version of management; something strategic and somehow more critical than just managing people. Attending a leadership programme has far more kudos than attending one on management.

Yet leadership is not management. Fight your way through all the nonsense and one thing comes through: power is not the issue. The issue is how those with power exercise it and what we as citizens perceive as the outcomes of the use of that power. Those of us who believe that the creation of wealth and the use of it to better humanity in a sustainable way should be the foundation on which the exercise of power should be built are looking for leadership we can trust.

With this lies a need to move away from the model of leadership which calls for a leader who is infallible. There is too much uncertainty for perfection to have a chance. It is now time to accept imperfection; to expect less of one person and more of a team; in other words to reposition the leadership model in the realities of the new world.

To judge those of whom we have expectations, we must understand and appreciate the difference between values and value. Values define us as individuals. They shape our actions and reactions. They drive our view of the world and the solutions we choose to deal with the problems we face. Value and its creation is the bulwark of a free-market economy.

If the crash of 2008 has taught us anything, it is not that the market system is wrong. It has reminded us that unregulated and unconstrained markets are more likely to be distorted and ultimately become destructive. But the market is our only hope of surviving and thriving, so value creation has to sit alongside values adherence to create real and sustainable value. For that we have to look to leaders.

Example. The title suggests that leaders

- A ☐ were effective managers.
- B ☐ required special training.
- C ☒ became too powerful.

27. According to the writer, the perceived importance of leadership is evident

- A ☐ because managers became more tactical.
- B ☐ through the prestige attached to the label.
- C ☐ in that there were improved training courses.

28. According to the writer, leadership is about

- A ☐ using power positively.
- B ☐ struggling through stupidity.
- C ☐ building on people's trust.

29. A modern model of leadership accepts that

- A ☐ the modern world is a very different place.
- B ☐ a team inevitably makes fewer mistakes.
- C ☐ one individual doesn't have all the answers.

30. Which one of the following best describes the difference between value and values?

- A ☐ Values are part of our personality and value is the market price.
- B ☐ Values are how we are judged and value determines wealth.
- C ☐ Values are personal principles and value is monetary worth.

31. The writer's conclusion is

- A ☐ free markets always have a negative effect.
- B ☐ leaders need to balance value and values.
- C ☐ we need sustainable free markets.

(5 marks)

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SECTION 6

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Read the newspaper article below and answer the questions.

In our 'wear it once, throw it away' society, buying haute couture might be seen by the super-rich as an investment, akin with buying great art. It remains completely unaccountable to cost, but its target audience hardly needs to reach for the price tag.

Superior fabrics, dyes and trimmings go hand-in-hand with exquisite workmanship to realise a designer's dream. A whole team of people will work on one garment, cutting, sewing and hand stitching details. Haute couture's offering of distinction in design and technique remains a compelling force, one even more potent when in many areas of the industry, quality has atrophied.

The notoriety and prestige of haute couture fashion is actually part of a carefully executed business strategy. They have the unique ability to generate tremendous publicity for a design house - and that almost always leads to higher sales in the designer's ready-to-wear collections, which can often include simplified, more affordable versions of couture pieces. The more outrageous the piece, the more likely the front page newspaper splash. The luxury kudos also filters down to their cheaper products like cosmetics or perfume, which are then sold to the masses, bringing in enormous piles of lovely cash.

Example. Why don't customers of haute couture 'reach for the price tag'?
They're super-rich.

32. What has declined in other clothing manufacturers?

33. Why do design houses deliberately foster notoriety and prestige?

34. What aspect of haute couture fashion generates publicity?

35. What attracts customers to other designer products?

SECTION 6 CONTINUED

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Read the article below and answer the questions.

A major research report on what we call 'everyday innovation' - how organisations can support their employees to be more innovative - has just been published. The bookshelves groan under the weight of management literature on leading and managing organisations, books that purport to condense insights on leadership from the most successful businesses, but which sometimes amount to little more than collections of anecdotes. We'd be the first to acknowledge that talking about 'harnessing the creativity of employees' can sound a little nauseating and induce scepticism in some quarters. The day-to-day of operations, just keeping things going and getting things done, often need to take precedence over abstract-sounding concepts like 'flat organisations' and 'employee empowerment'. And the fact is that innovation increasingly represents the bottom-line, and how to structure and lead organisations to maximise innovation is real business.

Example. What do the large number of management books claim?
to condense insights on leadership

36. Why does the writer find many management books disappointing?

37. What example is given of jargon which arouses negative reactions?

38. What aspect of leadership usually overrides business theory?

39. What should leaders concentrate their efforts on?

(8 marks)

SECTION 7

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Read the article and complete the notes. Write no more than three words in each gap from the article.

In a recently conducted qualitative research in the south east of England, the aim was to examine the nature of young people's relationship with money. One of the most powerful findings of this study was that many participants stated explicitly that if they had possessed the skills necessary to manage their personal finances earlier in life, it would have encouraged them to aspire to greater educational goals.

Building a financially capable population is therefore an issue of considerable importance for economies across the world. For example, research in an Australian context was undertaken that produced some striking findings. The researchers conducted a 20-point financial literacy test with 5,000 16-65 year olds, and modelled the effects of a modest improvement amongst those whose scores were in the bottom 10% over a ten-year period. It estimated that on average, annual incomes for this group increased by AUS\$3,204, and the likelihood of unemployment would be reduced by 0.16 percentage points. A number of significant but unquantifiable benefits have also been identified, such as the increases in productivity which would come from reducing workers' stress about their financial circumstances.

Despite the prospective benefits of improving standards of financial capability, however, we have found that there are certain shortcomings in the provision of appropriate educational programmes for young people in a British context, from which important policy lessons can potentially be learned. The research carried out in the southeast revealed that none of the participants interviewed had received specific training on personal money management. Rather, their experiences of learning about money in school had primarily been channelled through a business lens. Some also directly associated financial capability with mathematics, suggesting for instance that "I was bad at maths so I am bad with money". All those spoken to expressed a desire to learn about personal money management in a more comprehensive and exclusive way. Care needs to be taken to ensure that personal money management in particular is treated as a topic in its own right, rather than subsumed in wider frameworks such as business education or practical mathematics.

Example. UK research demonstrated that higher financial capability equals higher educational goals.

40. Educating the population in money matters is good for the individual and for

41. The Australian researchers compiled questions on

42. The Australian study showed that improved financial knowledge leads to improved

43. Greater efficiency and fewer worries are aspects that are in
terms of research procedure.

44. Teaching about money matters in the UK is given through lessons in

45. Some young people linked lack of ability in managing money with lack of ability in

46. The UK study demonstrated that money management is best taught as a separate

(7 marks)

SECTION 8

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Use the information in Section 7 to help you write your answer.

47. As a response to the web article on educating people on financial matters, write a reply for a blog. Write about 120 -150 words and include the following:

- how you have learnt to manage money
- how you would improve education on money matters
- ideas about what you would include in a money management course

You may refer to ideas from the article, but write in your own words.

Write your answer here. Do not write outside the box.

A large rectangular box with horizontal lines, intended for writing the answer to question 47.

(10 marks)

SECTION 9

Leave
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Choose **one** of the topics below and write your answer in 200 – 250 words.

48. A) You see the following statistics showing what consumers think about ethical fashion. Write an article for your college website to explain ethical buying and encourage students to think about these issues when buying clothes.

Criteria for fashion to be 'ethical'	% saying 'very important'
No sweat shops/child labour	70%
Fair price to producers	55%
No damage to environment	45%

Or

48. B) The following is quoted in an online political discussion. Write a contribution to the discussion giving your views on the quotation in terms of your own country.

"Galbraith said that all of the great leaders have had one characteristic in common: it was the willingness to confront unequivocally the major anxiety of their people in their time. This, and not much else, is the essence of leadership."

Write your answer here. Do not write outside the box.

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(10 marks)

ANSWER KEY

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Section 1

Example: B

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

Section 2

11. The seismic shift many say is coming /— from a product-oriented world economy / to a service-led global one /— will require multi-disciplined flexibility. / Many argue that / those with some form of design education / have a significant edge as leaders of businesses. / If collaboration and teamwork /are the new core competencies / of the work space, /design education fits that bill.

Section 3

Example: drapery

12. model
13. dresses
14. low class
15. fashion shows
16. an art

Section 3Continued

Example: trainer

- 17. theories/theory
- 18. personal development
- 19. inside
- 20. book
- 21. lower

Leave
blank

Section 4

Example: A

- 22. B
- 23. C
- 24. A
- 25. B
- 26. C

Section 5

Example: C

- 27. B
- 28. A
- 29. C
- 30. C
- 31. B

Section 6

Example: They're super-rich.

- 32. quality
- 33. It generates tremendous publicity.
- 34. outrageous pieces/clothes
- 35. luxury/luxury kudos

Section 6 Continued

Example: to condense insights on leadership

- 36. They are just collections of anecdotes.
- 37. harnessing the creativity of employees
- 38. day-to-day operations/keeping things going
- 39. innovation

Section 7

Example: educational goals

- 40. economies
- 41. financial literacy
- 42. (annual) incomes
- 43. unquantifiable
- 44. business
- 45. mathematics
- 46. topic

Section 8

47. Sample answer:

I was interested in your article about educating young people in managing money. I don't recall any lessons in school about personal money management so I guess I've had to learn it through experience.

I agree that it would be a good idea to have a dedicated subject on the curriculum. The evidence in the two studies mentioned suggests that improving levels of financial capability can generate substantial benefits for both individuals and also, crucially, the state.

Now, with the availability of credit cards, online banking and suchlike, young people would certainly benefit not only from lessons in personal money management, but also from being given some lessons in finance to understand how the tax system works, interest rates and so on.

I feel strongly that pupils should also consider whether material possessions really make them happy. In this materialistic world we need to value things that really matter. (149 words)

Section 9

48 A. Sample answer:

When you buy a new pair of jeans, do you ever think where they come from or who made them or are you only interested in the price? Do you ever ask whether the people who make these cheap clothes get paid properly? It's high time we all paid a bit more attention to how all those cheap clothes are made and whether they are made ethically.

In a recent survey, what consumers believe the most significant factor for an item to be considered 'ethical' is that no sweatshops or child labour were involved in the production, with 70% of consumers saying this was very important. 'A fair price paid to the producer' and 'no environmental damage caused' were the second and third most important factors respectively.

What would you say if you were asked what was most important? Do you agree with these results or are they issues that never cross your mind? If you spend just a few moments thinking about it, I'm sure you would really begin to care about ethical buying. You probably think that you can't change anything and decide that there's not much you can do. Let me make a suggestion. When you buy something new to wear, ask questions like "Where was it made?" or "What was the maker paid?". If the sales staff don't know the answers, write to the producers. Even asking these questions will have an impact on the companies producing cheap clothes. Be brave. Take action. (247 words)

48 B. Sample answer:

The follow-on from Galbraith's belief that great leaders deal with the major anxieties of people is that such leaders need to be in touch with people, not isolated from the population or surrounded by flattery. By addressing people's anxieties, a leader shows that he or she is in touch with ordinary people and this applies to leaders of countries or leaders in business.

It's true that leaders are expected to deal with people's concerns and anxieties, but often that may mean taking unpopular decisions, but if people can see how the decisions can help them, they will be more happily led. There are lots of examples of leaders who have followed their own path without concerning themselves with the issues that worry their citizens and such leaders range from the corrupt to the ineffective.

In my own country I feel that people are worried about the most basic things: their homes, their families, jobs and what is going to happen when they get old. Some do worry about the bigger issues like global warming and solutions to world disputes, but mainly they focus on themselves and their families. If leaders can get the basics right then they should be considered as great leaders. (203 words)

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TRANSCRIPTS

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This is the Pearson Test of English General Level 4. This test takes 2 hours and 30 minutes.

Section 1

You will have 10 seconds to read each question and the corresponding options. Then listen to the recording. After the recording you will have 10 seconds to choose the correct option. Put a cross in the box next to the correct answer, as in the example.

Example: Listen to the man speaking. What is this an extract from?

M: Be one of the few, the proud, the Marines.

The correct answer is B

1. Listen to the man speaking. What is he describing?

An hour's nap in the afternoon can boost a person's brain power and improve their memory, according to a study showing that short periods of sleep during the day can make it easier to function mentally.

2. Listen to the newsreader. What is the speaker giving?

F: GV last week announced work placements for 3,000 youngsters. It has calculated an annual net profit of more than £1,300 per apprentice when compared to non-apprentice recruitment for the same positions. In addition, it has found that its apprentices generate a rate of productivity that is 7.5% higher than non-apprentices.

3. Listen to the woman speaking. What is she doing?

F: Is emotional intelligence, with its fuzzy concepts and hard-to-measure outcomes, something that can be taught? Plenty of business schools claim they are already doing this, through modules on ethics and corporate social responsibility, but I need to emphasise it is not a question of knowledge, but of consistently practising new habits until your neural pathways change.

4. Listen to the man speaking. What abilities made Napoleon a great leader according to the speaker?

M: Napoleon would deal with three or four possibilities at the same time and endeavour to conjure up every eventuality - preferably the worst. This foresight generally enabled him to be ready for any setback. Perhaps the most astonishing characteristic of his intellect was the combination of idealism and realism which enabled him to face the most exalted visions at the same time as the most insignificant realities.

5. Listen to the woman speaking. What is she implying?

F: We have made contact with industry representatives to gauge the issues affecting the different elements of the fashion industry and to ascertain what the sector wants from government.

6. Listen to the woman speaking. Why does she use the expression 'flirt with'?

F: Our new collection is called patterns and prints. This is a fusion of western and ethnic fabrics to create shirts that are accessible and stylish. Our past collections have focused more on western fabrics, but we decided to flirt with African fabrics in creating this collection, so it has the western simplicity with an ethnic fringe.

7. Listen to the man speaking. What is his opinion?

M: Business schools have traditionally concentrated on the "heroic" model of leadership, using case studies featuring high-profile, individualist leaders. We need to have a whole new debate about leadership. I hope business schools will start to open themselves up more to new approaches.

8. Listen to the conversation. What does the man think about leadership skills?

M: So a new headteacher. Good appointment then. You must be pleased.

F: Hope so, though she's pretty young.

M: They've either got it or they haven't.

9. Listen to the woman speaking. What is she doing?

F: Feed your brain with different experiences. Go on a journey you wouldn't usually make; read an article from a different subject discipline or a magazine you wouldn't usually read; undertake an activity that you feel isn't 'you'. When the brain is working hard on a problem, it can be very good at drawing parallels in an apparently unconnected experience.

10. Listen to the conversation. Who are the speakers?

M: I thought I'd written a really good assignment this time. I did so much reading for it. My tutor's feedback was 'not enough argument.' I'm not sure what he means.

F: If it's any help I try arguing with myself. I draw up a list of reasons supporting my conclusion and those that undermine it. Then I mull it all over to see whether they're convincing.

Section 2

11. You will hear a recording about design education. Listen to the whole recording once. Then you will hear the recording again with pauses for you to write down what you hear. Make sure you spell the words correctly.

M: The seismic shift many say is coming /— from a product-oriented world economy / to a service-led global one /— will require multi-disciplined flexibility. / Many argue that / those with some form of design education / have a significant edge as leaders of businesses. / If collaboration and teamwork / are the new core competencies / of the work space, / design education fits that bill.

Section 3

12. – 16. You will hear a broadcast about Charles Worth. First, read the notes below, then listen and complete the notes with information from the broadcast. You will hear the recording twice.

Charles Worth, widely considered the father of Haute Couture, was an English-born fashion designer of the 19th century. He worked at several prosperous London drapery shops before moving to Paris in 1846, where he was hired by two well-known Parisian drapers. While working in their shop, he married one of the firm's models, who would model shawls and bonnets for prospective customers. Worth made his wife's dresses and customers started to ask for copies.

Worth, by now a junior partner in the firm, urged his partners to expand into dressmaking, but they hesitated to risk their reputation in a business as low-class as dressmaking. Worth found a wealthy backer and opened a dressmaking establishment in 1858. Worth was soon patronized by the French royalty, and after that by many titled, rich, and otherwise notable women who all became Worth devotees.

Worth gave his customers luxurious materials and meticulous fit. Rather than let the customer dictate the design, as had previously been dressmaking practice, four times a year he displayed model dresses at fashion shows. His patronesses would pick a model, which would then be sewn in fabrics of their choice and tailored to their figure. He completely revolutionized the business of dressmaking and he was the first of the couturiers, so dressmaking became considered an art, rather than the work of mere artisans.

Now listen again

Section 3 Continued

17. – 21. You will hear an interview. First, read the notes below then listen and complete the notes with information from the interview. You will hear the recording twice.

F: Could you describe what you do and how you earn your living Tom?

M: Well I've been a trainer for over 35 years and I'm really hooked into developing leadership skills especially in today's challenging times.

F: How did you become an expert on all this?

M: I've worked my way up right from the lowliest selling job. I've read hundreds of academic business books about the theory of how companies work and each year invest 10% of my income on personal development. As an executive, manager and business owner, I have managed employees in companies that range in sales from 10 million to over 1 billion dollars a year.

F: What can you do for a manager who wants you to change things for them?

M: I say I can't do anything. If you want to motivate your staff you have to look in the mirror. That's where the change has to come from, inside. Having said that, I can give proven techniques.

F: What are some of your best tips for being a good leader?

M: Buy my book. No really, there are too many to list here. Maybe top of the list would be drive decision-making further down the ladder. Let people at a lower level, those close to the issues and problems, make the decisions about what to do and how to solve them.

Now listen again

Leave
blank

That is the end of the listening section of the test. Now go on to the other sections of the test.

6. Учебно-методическое и информационное обеспечение

1. Baxter S., Ellis M. Pearson Test of English General. Skills Booster Level 4. Student's Book. - Pearson Education Limited, 2011. - 144p.
2. Baxter S., Ellis M. Pearson Test of English General. Skills Booster Level 4. Teacher's Book. - Pearson Education Limited, 2011. - 160p.
3. www.pearsonpte.com/ PTE General
4. www.iTests.com

7. Материально-техническое обеспечение

Комплект учебной мебели: парты, стол преподавательский, стулья.
Мультимедийная система: проектор, интерактивная доска/экран, ПК или ноутбук.
Персональные компьютеры с доступом к сети Интернет и ЭИОС ПГУ.


Настоящая программа составлена в соответствии с приказом Минобрнауки России от 29 августа 2013 г. № 1008 «Об утверждении порядка организации и осуществления образовательной деятельности по дополнительным общеобразовательным программам»


Программу составила Разумова М.В., старший преподаватель кафедры «Иностранные языки и методика преподавания иностранных языков»

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Программа одобрена на заседании кафедры «Иностранные языки и методика преподавания иностранных языков»

Протокол № 1
Зав. кафедрой «Иностранные языки
и методика преподавания иностранных языков»

от « 30 » августа 2018 года
 Алёшина Е.Ю.

Начальник отдела языковой подготовки и международного тестирования
 Разуваева Т.А.

« 3 » сентября 2018 года

Сведения о дополнениях и изменениях, внесенных в программу

[illegible]