Негосударственное образовательное частное учреждение дополнительного профессионального образования «Геотэк-Колледж»

УТВЕРЖДАЮ

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Дополнительная общеобразовательная общеразвивающая программа

«Практический курс английского языка для подготовки к сдаче международного экзамена TOEFL»

Программа рассчитана на взрослых слушателей от 16 лет

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Содержание

1. Пояснительная записка

1.1. Актуальность программы

Дополнительная общеразвивающая программа «Практический курс английского языка для подготовки к сдаче международного экзамена TOEFL» (далее – программа) имеет социально-педагогическую направленность и рассчитана на удовлетворение индивидуальных потребностей людей в языковом общении.

В связи с расширением международных связей во всех областях человеческой жизнедеятельности (экономической, политической, социальной, культурной) растущей тенденцией, связанной с процессами глобализации во всем мире, является спрос на обучение иностранным языкам. Актуальность программы состоит в отражении современных требований к обучению, практическому владению иностранными языками для поступления в зарубежные колледжи и университеты, трудоустройства и эмиграции.

Педагогическая целесообразность программы заключается в соответствии поставленных в ней целей и задач требованиям желающих получить необходимые навыки владения английским языком в пределах соответствующего уровня для сдачи международного экзамена TOEFL. Программа представляет собой взаимосвязанную систему процесса обучения и его обеспечения, построенную на основе аутентичного содержания.

Новизна программы состоит во введении современной тематики и лексики, употребляемой в повседневной разговорной и письменной речи в англоязычных странах; обновленных дидактических материалах с учетом возможности пользования интерактивными интернет-ресурсами; увеличенном количестве творческих заданий.

Дополнительная общеразвивающая программа «Практический курс английского языка для подготовки к сдаче международного экзамена TOEFL» составлена на основе учебников: Barron’s, TOEFL IBT; Check Your English Vocabulary for TOEFL, 4th edition; Cambridge Preparation for the TOEFL Test, 4th edition

1.2. Цель и задачи программы

Цели обучения по дополнительной общеразвивающей программе «Практический курс английского языка для подготовки к сдаче международного экзамена TOEFL» - достижение слушателями коммуникативной компетенции в пределах соответствующего уровня для успешной сдачи международного экзамена TOEFL.

Задачи программы – совершенствовать навыки аудирования, умения выделять необходимую информацию из текста; проводить работу над навыками просмотрового чтения; проводить работу над некоторыми грамматическими и лексическими явлениями; совершенствовать навыки письменного высказывания: написания эссе, описывания графиков, таблиц, рисунков.

1.3. Условия реализации программы

Данная программа предназначена для взрослой аудитории (16 лет и старше) - лиц, ранее изучавших английский язык на уровне выше среднего (Upper-Intermediate) и рассчитана на 50 академических часов.

Форма обучения – очная.

Занятия проводятся 1-5 раз в неделю по 2-3 академических часа в группах или индивидуально. При поступлении обучающиеся проходят тестирование, по итогам которого происходит их распределение по группам соответствующего уровня.

Учебный процесс строится на основе современной коммуникативной методики с использованием аудио-, видеотехники, а также компьютерной поддержки.

1.4. Ожидаемые результаты обучения

В результате освоения программы обучающиеся получат необходимые навыки аудирования с умением выделять необходимую информацию из текста; получат навыки просмотрового чтения; усовершенствуют навыки письменного высказывания для написания эссе, описания таблиц, графиков, рисунков; научатся вести диалог и расширят свои знания по грамматике, формам словообразования, получат представления о различных стилях письменной и устной речи. По окончании курса слушатели приобретут твердую основу для сдачи международного экзамена TOEFL.

2. Программа «Практический курс английского языка для подготовки к сдаче международного экзамена TOEFL»

2.1 Учебно-тематический план

№ п/п	Наименование тем программы	Всего Ак.ч.	Количество часов, в том числе		Формы контроля
			Теория Ак.ч.	Практика Ак.ч.	
1	Общение. Повседневная жизнь.	2	1	1	Контрольная работа
2	Семья и дети. Друзья. Соседи.	2	1	1	Контрольная работа
3	Работа, карьера, профподготовка.	2	1	1	Контрольная работа
4	Путешествия. Жизнь в большом городе и за городом. Миграция.	2	1	1	**Промежуточное тестирование в формате TOEFL**
5	Достопримечательности города.	2	1	1	Контрольная работа
6	Проблема окружающей среды. Люди и животные. Климат.	2	1	1	Контрольная работа
7	Медицина. Генная инженерия. Психология.	2	1	1	**Промежуточное тестирование в формате TOEFL**
8	Спорт.	2	1	1	Контрольная работа
9	Средства массовой информации.	2	1	1	Контрольная работа
10	Биологические часы организма.	2	1	1	Контрольная работа
11	Числа. Цифры. Даты. Деньги.	2	1	1	**Промежуточное тестирование в формате TOEFL**
12	Еда (полезная и вредная). Диета.	2	1	1	Контрольная работа
13	Транспорт.	2	1	1	Контрольная работа
14	Образование. Изучение английского языка.	2	1	1	Контрольная работа
15	Наука и технологии. Компьютер.	2	1	1	Контрольная работа
16	Защита животных.	2	1	1	**Промежуточное**

					тестирование в формате TOEFL
17	Архитектура.	2	1	1	Контрольная работа
18	Промышленность и сельское хозяйство	2	1	1	Контрольная работа
19	Технические изобретения.	2	1	1	**Промежуточное тестирование в формате TOEFL**
20	Проблемы безопасности.	2	1	1	Контрольная работа
21	Описание механизма и карты.	2	1	1	Контрольная работа
22	Утилизация.	2	1	1	**Промежуточное тестирование в формате TOEFL**
23	Глобальное потепление.	2	1	1	Контрольная работа
24	Музыка. Театр. Кино.	2	1	1	Контрольная работа
25	Итоговое занятие	2	1	1	**Итоговый тест в формате TOEFL**
	Итого	**50**	**25**	**25**	

2.2 Календарный учебный график программы «Практический курс английского языка для подготовки к сдаче международного экзамена TOEFL»

Режим занятий 2 раза в неделю по 2 часа

№ п/п	Наименование тем программы	Общее количество часов	Месяцы								
			1	2	3	4	5	6	7	8	
1	Общение, Повседневная жизнь	2	2								
2	Семья и дети. Друзья.	2	2								
3	Работа, карьера	2	2								
4	Путешествия. Жизнь в большом городе	2	2								
5	Достопримечательности города	2	2								
6	Проблема окружающей среды	2	2								
7	Медицина. Генная инженерия	2	2								
8	Спорт	2	2								
9	СМИ	2		2							
10	Биологические часы	2		2							
11	Числа. Цифры. Даты	2		2							
12	Еда (полезная и вредная). Диета	2		2							
13	Транспорт	2		2							
14	Образование. Изучение английского языка	2		2							
15	Наука и технологии	2		2							
16	Защита животных	2		2							
17	Архитектура	2			2						
18	Промышленность и сельское хозяйство	2			2						
19	Технические изобретения	2			2						
20	Проблемы безопасности	2			2						
21	Описание механизма и карты	2			2						
22	Утилизация	2			2						
23	Глобальное потепление	2			2						
24	Музыка. Театр. Кино.	2			2						

25	Итоговое занятие	2				2					

Итого: 50 академических часов

2.3 Содержание программы

«Практический курс английского языка для подготовки к международному экзамену TOEFL»

№ п/п	Наименование темы	Содержание темы
1	Общение. Повседневная жизнь	Повторение системы времен в активном и пассивном залогах. Прослушивание диалогов с выделением необходимой информации. Правила написания эссе. Слова-связки.
2	Семья и дети. Друзья. Соседи. Пожилые люди	Чтение: просмотровое чтение, краткие ответы, поиск ключевых словосочетаний. Говорение: представление, монолог, интервью. Идиоматические выражения.
3	Работа, карьера, профессиональная подготовка	Формирование умения составлять текст описательного характера по теме «Личность». Аудирование: заполнение таблицы, множественный выбор в ответах на вопросы. Просмотровое чтение. Говорение: выражение мнения, аргументация.
4	Путешествия. Жизнь в большом городе и за городом. Миграция	Отработка новой лексики в процессе говорения, аргументация, предположение. Письмо: эссе «за» и «против». Работа в формате экзамена.
5	Достопримечательности города	Отработка лексики по теме в процессе аудирования. Идентифицирование тем дискуссий. Отработка восприятия детализированной информации.
6	Проблема окружающей среды. Люди и животные. Погода и климат.	Отработка лексического материала по теме. Развитие навыков академического чтения. Отработка техники просмотрового чтения. Говорение: тренировка умения выражать свое мнение.
7	Медицина. Генная инженерия. психология	Освоение лексики по теме в процессе аудирования, чтения, говорения. Множественный выбор, классификация ответов, синхронное записывание. Работа в формате экзамена.
8	Спорт	Устная и письменная практика в описании впечатлений, симпатий и предпочтений. Описание отрицательного опыта. Аудирование. Работа над произношением. Написание эссе.
9	Средства массовой информации.	Изучение форм словообразования. Активизация лексики по теме. Написание эссе. Аудирование: отработка

	Телевидение.	техники вероятностного прогнозирования, определение главного и второстепенного.
10	Биологические часы организма.	Введение лексики по теме. Развитие навыков умения систематизировать информацию. Отработка навыков написания интегрированного эссе, интегрирование частей текста. Формирование умения делать вывод.
11	Числа. Цифры. Даты. Деньги	Повторение и отработка написания цифр, чисел, телефонных номеров, дат, имен собственных. Тренировка умения распознавать числительные на слух. Практика в использовании сложно-составных существительных. Работа в формате экзамена.
12	Еда (полезная и вредная). Диета	Выполнение лексических упражнений в процессе аудирования, классификация ответов, сигнальные слова. Написание эссе. Говороение.
13	Транспорт	Отработка лексики в процессе аудирования: заполнение таблицы, сигнальные слова и словосочестания. Написание эссе.
14	Образование. Изучение английского языка	Обсуждение на темы на базе материалов для чтения и аудиозаписей. Формирование навыков выражения согласия и несогласия. Чтение: визуализация текста, анализ значения слов, перефразирование. Написание эссе.
15	Наука и технологии. Компьютер. Технические изобретения	Тренировка навыков чтения и обмена информацией на базе текстов научно-популярного характера. Прослушивание и обсуждение текстов научной и технической направленности. Презентация материала.

16	Защита животных	Отработка новой лексики в процессе аудирования, заполнение таблицы, классификация ответов. Письмо: отработка навыков аргументирования выдвинутых идей при написании эссе. Работа в формате экзамена.
17	Архитектура	Освоение новой лексики в процессе аудирования и говорения. Чтение: определение «отвлекающей» информации, озаглавливание абзацев текста.
18	Промышленность и сельское хозяйство	Отработка лексики для описания тенденций графиков, таблиц, схем. Говорение: описание и объяснение, рассуждение по теме. Аудирование: синхронное записывание числительных.
19	Технические изобретения	Отработка умения просмотрового, поискового, ознакомительного и изучающего чтения. Говорение: выражение мнения, дискуссия. Тренировка умения выражать свое мнение. Работа в формате экзамена.
20	Проблемы безопасности	Отработка новой лексики в процессе чтения, аудирования, говорения. Выполнение лексических упражнений. Синонимы, антонимы. Письмо: эссе «за» и «против».

21	Описание механизма и карты	Отработка языковых клише. Формирование умения «читать» рисунок, карту местности или здания. Письмо: описание работы механизма.
22	Утилизация	Чтение с выполнением лексических заданий по подбору синонимов из текста. Отработка новой лексики в процессе аудирования: множественный выбор. Работа в формате экзамена.
23	Глобальное потепление. Окружающая среда	Аудирование: задания по типу – yes| no| not given, разметка диаграммы. Письмо: написание эссе. Говорение: аргументация.
24	Музыка. Театр. Кино.	Выполнение лексических заданий в процессе аудирования, оформление заметок. Отработка навыков выполнения заданий по чтению, аудированию, говорению в формате TOEFL.
25	Итоговое занятие	Итоговое тестирование в формате TOEFL.

3. Формы аттестации и оценочные средства

Промежуточный контроль в форме промежуточного тестирования и контрольных работ проводится по окончании каждой темы. Промежуточный контроль служит для определения результатов изучения обучающимися части программы с момента проведения предыдущего промежуточного контроля и уровня овладения обучающимися основными видами речевой деятельности (восприятием на слух, говорением, чтением и письмом).

Итоговый контроль проводится по окончании изучения программы.

Успешным прохождением промежуточного и финального тестирования считаются не менее 65% правильно выполненных заданий.

3.1 Оценочные примеры промежуточного и итогового тестирования.

ПРОМЕЖУТОЧНЫЙ ТЕСТ

Reading Mini-test 3

Check your progress in understanding and recognizing restatements (Exercises R9-R14) by completing the following Mini-test. This Mini-test uses question types used in the Reading section of the TOEFL iBT test.

Select the correct answer.

Questions 1-5

Every year about two million people visit Mount Rushmore, where the faces of four U.S. presidents were carved in granite by the sculptor Gutzon Borglum and his son. The creation of the Rushmore monument took 14 years – from 1927 to 1941 – and nearly a million dollars. These were times when money was difficult to come by, and many people were jobless. To help him with this sculpture, Borglum hired laid-off workers from the closed-down mines in the Black Hills area of South Dakota. He taught these men to dynamite, drill, carve, and finish the granite as they were hanging in midair in his specially devised chairs, which had many safety features.

Borglum used dynamite to remove 90 percent of the 450.000 tons of rock from the mountain quickly and relatively inexpensively. His workmen became so skilled that without causing damage, they could blast to within four inches of the finished surface and grade the contours of the facial features. Borglum was so proud of the fact that no workers were killed or seriously injured during the years of blasting and carving the granite. Considering the workers regularly used dynamite and heavy equipment, this was a remarkable feat.

During the carving, many changes in the original design had to be made to keep the carved heads free of large fissures that were uncovered. However, not all the cracks could be avoided, so Borglum concocted a mixture of granite dust, white lead, and linseed oil to fill them.

Every winter, water from melting snow gets into the fissures and expands as it freezes, making the fissures bigger. Consequently, every autumn maintenance work is done to refill the cracks. To preserve this national monument for future generations, the repairers swing out in space over a 500-foot drop and fix the monument with the same mixture that Borglum used.

1. The author of the passage indicates that the men Borglum hired were
   a) trained sculptors
   b) laid-off stone carvers
   c) Black Hills volunteers
   d) unemployed miners

2. According to the passage, what achievement did Borglum pride himself on?
   a) The four presidential faces in granite that he had sculpted
   b) The removal of 90 percent of the 450,000 tons of rock quickly and at a relatively low cost

c) His safety record of no deaths or serious injuries during the years of work with heavy equipment and dynamite
d) His skillful training of the labor force that enabled blasts of dynamite to be within inches of the contour lines of the faces

3. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.
   a) Since cracks could not be avoided, Borglum tried various materials to cover them.
   b) In order to fill the unavoidable cracks, Borglum invented a mixture for filling them.
   c) A mixture was uncovered by Borglum during the changes in design needed to avoid cracks.
   d) Because cracks could not be avoided, Borglum bought a mixture of granite dust, white lead, and linseed oil.

4. According to the passage, today Mount Rushmore needs to be
   a) protected from air pollution
   b) polished for tourists
   c) restored during the winter
   d) repaired periodically

5. The passage discusses all of the following aspects of the creation of the Mount Rushmore carvings EXCEPT
   a) where the people who worked on Mount Rushmore came from
   b) why Borglum carved the heads of four presidents
   c) how Borglum dealt with fissures that could not be avoided
   d) when repairs to this national monument are made

Questions 6-10

Teotihuacán is the largest and most impressive urban archaeological site of ancient America, covering an area of roughly 20 square kilometers. The city was at one time thought to be the religious center of the Toltecs but is now believed to be a creation of an earlier civilization about whose origins little is known. The earliest artifacts from Teotihuacán date from over 2,000 years ago, but the period of greatest expansion dates from 200 CE to 500 CE. At its peak the city is estimated to have had a population of up to 200,000 inhabitants, with residential areas extending throughout the built-up area. Judging by regionally dispersed finds of the image of the rain god Tlaloc, of "thin orange wear' pottery and of the characteristic architectural forms, the influence of Teotihuacán was widespread. It is not clear what caused the city's decline and eventual abandonment, but the evidence points to overpopulation, a depletion of resources, and the possible sacking by adversaries.

The primary axis of the city was the Avenue of the Dead, which extends for 2.5 kilometers through the center of the urban area, starting in the north at the Moon Plaza and continuing beyond the Great Compound complexes to the south. The avenue divided Teotihuacán into two sections with apartment compounds arranged on either side, often symmetrically, suggesting a highly planned layout from the earliest phases of construction.

The vast Pyramid of the Sun, located in the middle of the central zone, is the tallest and most dominant structure of Teotihuacán, with a height of 65 meters and a base covering approximately 10 acres. At one time the edifice was surmounted by a temple. A cave located underneath the pyramid and possibly used for ritual activities hints at its religious importance. The Pyramids of the Moon and Feathered Serpent are other notable ceremonial sites nearby.

A particular feature of the architecture of many of the platforms at this site is the series of sloping apron walls, known as *taluds*, interspersed with vertical panels – *tableros* – producing a step-like appearance. Originally all such structures would have been covered with a layer of stucco and then painted, often with pictures of animals and mythological creatures.

6. According to the passage, the dispersed finds from Teotihuacán indicate that
    a) The city is over 2,000 years old
    b) The city had an estimated population of as many as 200,000 inhabitants
    c) The residential areas extended throughout the urbanized area
    d) The city greatly influenced the surroundings area

7. According to the passage, which of the following statements about the decline of Teotihuacán is known to be true?
    a) The people migrated to another city.
    b) The population of the city starved.
    c) The city was invaded by neighbors.
    d) The cause of the decline is uncertain.

8. According to the passage, the symmetrical layout around the Avenue of the Dead
    a) divided the city into two sections, one of which had apartment compounds for the living
    b) started at the Moon Plaza, continued past the Great Compound complexes, and extended as far as the center of the urban area
    c) included a primary axis of the city
    d) indicated that city layout was planned before building began

9. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.
    a) A feature of the pyramidal architecture is the many platforms that make up the steps.
    b) The sloping walls of the pyramid have occasional vertical panels, which gives the appearance of steps.
    c) The architectural features known as *taluds* and *tableros* are a particular feature of the many pyramidal platforms.

10. All of the following are mentioned as having been found in the Teotihuacán area EXCEPT
    a) market streets
    b) religious artifacts
    c) ceremonial structures
    d) residential districts

General Vocabulary

Similar meanings: Verbs 1

Look at the words and phrases in bold in the following sentences, and choose a word from the boxes that has the same or a similar meaning in the same context. Write these words after each sentence (the first one has been done for you), then use them to complete the crossword on page 56. You do not need to change any of the word forms.

Across→

allow alter answer assert assume attain baffle convey derive detect ~~direct~~ enrich exceed evolve refine relate remove resist reveal settle submit verify

2. His job is mainly to **control** the activities of everyone in the company with a view to making optimum use of the workforce. ……*direct*……..
4. We normally **suppose** that most people nowadays have a computer at home.
   …….
5. Shakespeare said that some people **achieve** greatness, while others have it thrust upon them.
   …….
6. Did you **notice** a hint of pessimism in her report?
   ……
11. He was asked to **disclose** government secrets in exchange for money. ……
12. If you want people to take you seriously, you should **state firmly** your reasons for change.
    ……
13. Antibodies help our bodies to **fight** infection. ……..
14. Several attempts were made to **improve** the system. ……
15. Computer software will continue to **develop** in response to users' needs. ……
16. They asked us to **give** our thanks and best wishes to the chairman. ……..
19. The two countries have often tried to **resolve** their differences, but to little effect.
    ……..
21. It took him some time to **tell** the story, and it was late when he eventually finished.
    …….....
23. The department was asked to **propose** some ideas for increasing student enrollment.
    ……

25. A revolutionary new scientific method may soon help to **alter** people's physical appearance without the need for surgery. …….

27. His explanation seemed to **confuse** most people. ……..

29. Would you **reply to** his question as briefly as possible. ……

32. The device is able to **confirm** whether a banknote is genuine or a forgery by analyzing the paper and print quality. …….....

33. Some plants, such as beans, **benefit** the soil in which they are planted.

…….. ……

35. The rules are designed to **eliminate** obstacles that may discourage investors. ……

Look at the words and phrases in **bold** in the following sentences and write a word that has the same or similar meaning.

1. A **rude** reply. ……abrupt……
2. A **strong and successful** economy. ……..
3. **Basic** facilities. ……..
4. A **small** charge for services. …….....
5. **Traditional** medicine. ……
6. An **inquisitive** student. ……
7. **Specialist** knowledge. …….
8. An **isolated** village. ……..
9. A **ridiculous** idea. …….
10. **Suitable** computer software. …….
11. A **valid** reason for doing something. …….
12. **Strict** economic controls. ……
13. A **calm, peaceful** sea. …….
14. A **small** margin of opportunity. ……..
15. A **secret** operation. ……..
16. An **insignificant** amount of money. …….
17. **Dangerous** chemicals. ……...
18. An exhibition of **modern** art. …….
19. **Lasting** appeal. ……
20. **Extremely unusual** circumstances. …….

21. **Very strange or unusual** behavior. …….
22. A **punctual** start to a meeting. ……..
23. **Old-fashioned** ideas. …….
24. A **potential or likely** candidate for job. ……
25. A **thorough** investigation. ……..
26. **Enough** information. ……..
27. **Slow but steady** progress. ……..
28. A **sudden, sharp** rise in prices. ……
29. A **flourishing** community. ……
30. **Difficult and detailed** instructions. ……...
31. A **creative** director. ……
32. A **powerful** drug. …….
33. **Extreme** measures to prevent or achieve something. ……...
34. A **superficial** person. ……
35. An **unpredictable** sequence of events. …….
36. **Rich** agricultural soil. ……
37. A **level** surface. ……..
38. **Very important** information (2 possible words). ……
39. A **diverse** program of events. ……
40. **Essential** raw materials (2 possible words). ……..
41. **Poisonous** gases. ……
42. **Clear and direct** comments. …….
43. **Limited** natural resources. ……..
44. **Extensive** unemployment. ……
45. A **determined** student. …….
46. **Rough** material. ……

General Vocabulary

Changes

Exercise 1

Look at these sentences and decide if the statement which follows each one is true (**T**) or false (**F**). Use the words and phrases in **bold** to help you decide.

The population of the country has trebled in the last 25 years.

*There has been a **dramatic increase** in the number of people living in the country.* **T/F**

1. Unemployment has dropped by about 2% every year for the last six years.
   *There has been a **steady decrease** in the number of people out of work.* **T/F**
2. In the last six months the government has improved the national road system.
   *There has been a **deterioration** in the national road system.* **T/F**
3. The number of exam passes achieved by the school's pupils has risen by almost 50%.
   *There has been a **decline** in the number of exam passes.* **T/F**
4. American travelers abroad have discovered that they can buy more foreign currency with their dollar.
   *There has been a **weakening** of the dollar.* **T/F**
5. It is now much easier to visit the country than it was a few years ago.
   *There has been a **tightening up** of border controls.* **T/F**
6. We're increasing our stocks of coal before the winter begins.
   *We're **running down** our stocks of coal.* **T/F**
7. Food prices have gone up by about 4% every year since 2004.
   *There has been a **constant rise** in the price of food since 2004.* **T/F**
8. The pass rate for the exam was 3% lower this year than it was last year.
   *There has been a **sharp fall** in the pass rate.* **T/F**
9. The Southern Alliance is going to reduce the number of conventional weapons in their armed forces.
   *The Southern Alliance is going to **build up** the number of conventional weapons in their armed forces.* **T/F**
10. Deflation has affected industries around the country.
    *There has been a **growth** in industrial activity.* **T/F**
11. The rules regarding smoking in public places are much stricter now than they were before.
    *There has been a **relaxation** of the rules regarding smoking in public places.* **T/F**

12. Last year, 12% of the population worked in industry and 10% worked in agriculture. This year, 14% of the population work in industry and 8% work in agriculture.

    *There has been a **narrowing of the gap** between those working in different sectors of economy.* **T/F**

13. Some management roles in the company will not exist this time next year.

    *Some management roles are going to be **phased out**.* **T/F**

14. These days, more people shop at large supermarkets than in small local stores.

    *There has been an **upward trend** in the number of people shopping in small local stores.* **T/F**

15. Her English is clearly better now than it was when she first arrived.

    *There has been **marked progress** in her English*. **T/F**

16. People live in better houses, drive nicer cars, and eat better-quality food than they did 20 years ago.

    *There has been a **general improvement** in the standard of living in the last 20 years.* **T/F**

17. Our company has opened several new offices in the last five years.

    *Our company has witnessed **considerable expansion** in the last five years.* **T/F**

18. The government will spend less on the healthcare services next year.

    *There are going to be **cuts** in healthcare spending next year.* **T/F**

19. Americans nowadays want to see more of the world.

    *Americans nowadays want to **narrow** the horizons.* **T/F**

ИТОГОВЫЙ ТЕСТ

Questions 1-12

Two atomic clocks

The nucleus of a radioactive atom disintegrates spontaneously and forms an atom of a different element while emitting radiation in the process. The original atom is called the parent isotope* and its stable product is called the daughter or progeny isotope. For example, rubidium-87 decays by emitting an electron from its nucleus to form a stable daughter called strontium-87. Because the rate of nuclear decay is constant regardless of temperature and pressure conditions, radioactive decay provides a dependable way of keeping time. Radioactive isotopes alter from one type of atom to another at a fixed rate from the moment they are created anywhere in the universe. Since we can calculate the decay rate and also count the number of newly formed progeny atoms and the remaining parent atoms, we can use the ratio as a kind of clock to measure the age of minerals and other materials.

The rate at which a radioactive element decays is known as the half-life of the element. This is the time necessary for one-half of the original number of radioactive atoms in a sample to decay into a daughter product. After two half-lives, the number of atoms remaining after the first half-life will have decayed by half again. Thus, the number of remaining parent atom is reduced geometrically over time. With some elements, the half-life is very long. Rubidium-87, for example, has a half-life that has been estimated at nearly 48.8 billion years, much longer than the current estimated age of the universe. With other elements, this period can be as short as a few days or even minutes. If we know the half-life of a decaying element, it is possible to calculate the ratio of parent to stable progeny that will remain after any given period of time.

Geologists use a sensitive instrument called a mass spectrometer to detect tiny quantities of the isotopes of the parent and progeny atoms. By measuring the ratio of these, they can calculate the age of the rock in which the rubidium originally crystallized. Because the number of progeny is growing as the parent is decaying and this is occurring at a constant rate, after one-half life the ratio is one parent to one progeny. After two half-lives the ratio is 1 to 3.

Rubidium-87 has often been used to date rocks since it is a widespread element. Various elements including rubidium are incorporated into minerals as they crystallize from magma or metamorphic rock. During this process the rubidium is separated from any strontium progeny that existed before the rock formed and so we know that the measurable alteration from parent to progeny can be dated from this point. As the radioactive decay of rubidium -87 begins, new progeny atoms of strontium-87 start to accumulate in the rock. In the dating of rocks using these elements, it is important that the rock sample has not been altered subsequent to its formation by other geologic processes or contamination of any kind. Rocks as old as 4.6 billion years can be dated with some degree of reliability using this method.

Another radioactive element useful for dating is carbon -14, which decays into nitrogen-14. With a half-life of 5,730 years, carbon-14 decays much more rapidly than rubidium-87 and so is useful for measuring the ages of objects from the recent historical and geologic past, such as

fossils, bones, wood, and other organic materials. Whereas rubidium-87 is incorporated into rocks during their formation, carbon-14, which is an essential element of the cells of organisms, becomes incorporated into living tissues as organisms grow. The ratio of carbon-14 to stable carbon isotopes in the organism is the same as it is in the atmosphere. When a living organism dies, no more carbon dioxide is absorbed and so no new carbon isotopes are added. The daughter nitrogen-14 isotope, existing in gaseous form, leaks out of the dead organism, and thus, we cannot use it to compare the ratio of original to daughter as is done with rubidium-87 and its daughter. However, as the amount of carbon-14 in the dead organism becomes less over time, we can compare the proportion of this isotope remaining with the proportion that is in the atmosphere and from this calculate the approximate number of years since the organism has died. Dating dead organic material by this method is moderately reliable in samples up to about 50,000 years old, but beyond that the accuracy becomes unreliable.

*__Isotope__: one of the different forms of an atomic element

*__magma:__ material that is in liquid form and which cools on the Earth's surface to form rock

1. The word "alter" in the passage is closest in meaning to

A. adapt B. change C. revise D. vary	The nucleus of a radioactive atom disintegrates spontaneously and forms an atom of a different element while emitting radiation in the process. The original atom is called the parent isotope* and its stable product is called the daughter or progeny isotope. For example, rubidium-87 decays by emitting an electron from its nucleus to form a stable daughter called strontium-87. Because the rate of nuclear decay is constant regardless of temperature and pressure conditions, radioactive decay provides a dependable way of keeping time. Radioactive isotopes **alter** from one type of atom to another at a fixed rate from the moment they are created anywhere in the universe. Since we can calculate the decay rate and also count the number of newly formed progeny atoms and the remaining parent atoms, we can use the ratio as a kind of clock to measure the age of minerals and other materials.

2. The rate of nuclear decay in rubidium-87

A. is always the same B. changes over time C. depends on temperature D. depends on temperature and pressure	[Refer to the full passage]

3. The word "This" in the passage refers to

A. element B. half-life C. rate D. time	The rate at which a radioactive element decays is known as the half-life of the element. **This** is the time necessary for one-half of the original number of radioactive atoms in a sample to decay into a daughter product. After two half-lives, the number of atoms remaining after the first half-life will have decayed by half again. Thus, the number of remaining parent atom is reduced geometrically over time. With some elements, the half-life is very long. Rubidium-87, for example, has a half-life that has been estimated at nearly 48.8 billion years, much longer than the current estimated age of the universe. With other elements, this period can be as short as a few days or even minutes. If we know the half-life of a decaying element, it is possible to calculate the ratio of parent to stable progeny that will remain after any given period of time.

4. The half-life of an element

A. is a reliable way of measuring sample size B. is a measure of decay rate in radioactive elements C. is considered an unreliable way of calculating age D. is approximately half the age of the atoms it contains	[Refer to the full passage]

5. What can be inferred about the reliability of using radioactive atoms to calculate ages of rock samples?

A. The reliability increases over time. B. The reliability decreases with older samples.	

C. The reliability of the parent atom is greater than the progeny. D. The reliability of the progeny atom is greater than the parent.	[Refer to the full passage]

6. According to the passage, from what point can we measure the ages of rocks?

A. From the point at which rubidium-87 became part of the rock structure B. From the point at which strontium-87 started to decay C. From the point at which the rocks rubidium-87 and strontium-87 joined D. From the point at which later contamination entered the rock samples	[Refer to the full passage]

7. The word "essential" in the passage is closest in meaning to

A. redundant B. stable C. dependable D. vital	Another radioactive element useful for dating is carbon -14, which decays into nitrogen-14. With a half-life of 5,730 years, carbon-14 decays much more rapidly than rubidium-87 and so is useful for measuring the ages of objects from the recent historical and geologic past, such as fossils, bones, wood, and other organic materials. Whereas rubidium-87 is incorporated into rocks during their formation, carbon-14, which is an **essential** element of the cells of organisms, becomes incorporated into living tissues as organisms grow. The ratio of carbon-14 to stable carbon isotopes in the organism is the same as it is in the atmosphere. When a living organism dies, no more carbon dioxide is absorbed and so no new carbon isotopes are added. The daughter nitrogen-14 isotope, existing in gaseous form, leaks out of the dead organism, and thus, we cannot use it to compare the ratio of original to daughter as is done with rubidium-87 and its daughter. However, as the amount of carbon-14 in the dead organism becomes less over time, we can compare the proportion of this isotope

	remaining with the proportion that is in the atmosphere and from this calculate the approximate number of years since the organism has died. Dating dead organic material by this method is moderately reliable in samples up to about 50,000 years old, but beyond that the accuracy becomes unreliable.

8. According to paragraph 5, what happens to an organism after it dies?

A. It tends to deteriorate rapidly. B. The various carbon isotopes decay. C. The supply of carbon-14 is no longer replenished. D. The stable carbon isotopes deteriorate. Paragraph 5 is marked with an arrow >	>Another radioactive element useful for dating is carbon - 14, which decays into nitrogen-14. With a half-life of 5,730 years, carbon-14 decays much more rapidly than rubidium-87 and so is useful for measuring the ages of objects from the recent historical and geologic past, such as fossils, bones, wood, and other organic materials. Whereas rubidium-87 is incorporated into rocks during their formation, carbon-14, which is an essential element of the cells of organisms, becomes incorporated into living tissues as organisms grow. The ratio of carbon-14 to stable carbon isotopes in the organism is the same as it is in the atmosphere. When a living organism dies, no more carbon dioxide is absorbed and so no new carbon isotopes are added. The daughter nitrogen-14 isotope, existing in gaseous form, leaks out of the dead organism, and thus, we cannot use it to compare the ratio of original to daughter as is done with rubidium-87 and its daughter. However, as the amount of carbon-14 in the dead organism becomes less over time, we can compare the proportion of this isotope remaining with the proportion that is in the atmosphere and from this calculate the approximate number of years since the organism has died. Dating dead organic material by this method is moderately reliable in samples up to about 50,000 years old, but beyond that the accuracy becomes unreliable.

9. According to paragraph 5, why can't scientists compare the ratio of carbon-14 to nitrogen-14?

A. The amount of nitrogen-14 is not predictable. B. The ratio of these two elements doesn't change. C. Nitrogen-14 has an unpredictable decay rate. D. Carbon-14 tends to evaporate too quickly.	>Another radioactive element useful for dating is carbon -14, which decays into nitrogen-14. With a half-life of 5,730 years, carbon-14 decays much more rapidly than rubidium-87 and so is useful for measuring the ages of objects from the recent historical and geologic past, such as fossils, bones, wood, and other organic materials. Whereas rubidium-87 is incorporated into rocks during their formation, carbon-14, which is an essential element of the cells of organisms, becomes incorporated into living tissues as organisms grow. The ratio of carbon-14 to stable carbon isotopes in the organism is the same as it is in the atmosphere. When a living organism dies, no more carbon dioxide is absorbed and so no new carbon isotopes are added. The daughter nitrogen-14 isotope, existing in gaseous form, leaks out of the dead organism, and thus, we cannot use it to compare the ratio of original to daughter as is done with rubidium-87 and its daughter. However, as the amount of carbon-14 in the dead organism becomes less over time, we can compare the proportion of this isotope remaining with the proportion that is in the atmosphere and from this calculate the approximate number of years since the organism has died. Dating dead organic material by this method is moderately reliable in samples up to about 50,000 years old, but beyond that the accuracy becomes unreliable.

10. According to paragraph 5, the amount of carbon-14 in an organism

A. replaces other carbon isotopes after an organism dies B. tends to be the same as the other carbon isotopes C. increases rapidly when an organism dies D. deteriorates from the moment of death Paragraph 5 is marked with an arrow >	>Another radioactive element useful for dating is carbon -14, which decays into nitrogen-14. With a half-life of 5,730 years, carbon-14 decays much more rapidly than rubidium-87 and so is useful for measuring the ages of objects from the recent historical and geologic past, such as fossils, bones, wood, and other organic materials. Whereas rubidium-87 is incorporated into rocks during their formation, carbon-14, which is an essential element of the cells of organisms, becomes incorporated into living tissues as organisms grow. The ratio of carbon-14 to stable carbon isotopes in the organism is the same as it is in the atmosphere. When a living organism dies, no more carbon dioxide is absorbed and so no new carbon isotopes are added. The daughter nitrogen-14 isotope, existing in gaseous form, leaks out of the dead organism, and thus, we cannot use it to compare the ratio of original to daughter as is done with rubidium-87 and its daughter. However, as the amount of carbon-14 in the dead organism becomes less over time, we can compare the proportion of this isotope remaining with the proportion that is in the atmosphere and from this calculate the approximate number of years since the organism has died. Dating dead organic material by this method is moderately reliable in samples up to about 50,000 years old, but beyond that the accuracy becomes unreliable.

11. Look at the four brackets [] that indicate where the following sentence could be added to the passage.

Both the unstable carbon-14 and stable carbon isotopes are taken in from the carbon dioxide present in the atmosphere. Where would the sentence best fit? Choose the letter of the square that shows where the sentence should be added.	Another radioactive element useful for dating is carbon -14, which decays into nitrogen-14. [**A**] With a half-life of 5,730 years, carbon-14 decays much more rapidly than rubidium-87 and so is useful for measuring the ages of objects from the recent historical and geologic past, such as fossils, bones, wood, and other organic materials. Whereas rubidium-87 is incorporated into rocks during their formation, carbon-14, which is an **essential** element of the cells of organisms, becomes incorporated into living tissues as organisms grow. [**B**] The ratio of carbon-14 to stable carbon isotopes in the organism is the same as it is in the atmosphere. [**C**] When a living organism dies, no more carbon dioxide is absorbed and so no new carbon isotopes are added. [**D**] The daughter nitrogen-14 isotope, existing in gaseous form, leaks out of the dead organism, and thus, we cannot use it to compare the ratio of original to daughter as is done with rubidium-87 and its daughter. However, as the amount of carbon-14 in the dead organism becomes less over time, we can compare the proportion of this isotope remaining with the proportion that is in the atmosphere and from this calculate the approximate number of years since the organism has died. Dating dead organic material by this method is moderately reliable in samples up to about 50,000 years old, but beyond that the accuracy becomes unreliable.

12. **Directions:** Select the appropriate phrases from the answer choices and match the dating technique to which they relate. TWO of the answer choices will NOT be used.

    This question is worth 4 points.

    Write the letters of the answer choices in the spaces where they belong. Refer to the full passage.

Answer Choices	Rubidium-87
Can be used for dating artifacts made of bones or wood	
Destroys progeny isotopes	
Essential to living organisms	
Has a half-life of billions of years	
Incorporated into minerals when they crystallized	**Carbon-14**
Progeny cannot be used for dating	
Unreliable for dating samples	
Used for dating dead trees	
Used for dating rocks	

TOEFL Listening

Questions 1-6

Listen to part of a lecture in a biology class and get ready to answer the questions. You may use your notes to help you answer.

1. What is the lecture mainly about?
    A. How the tide affects the estuarine environment
    B. How the adaptations of estuarine organisms developed
    C. How the salinity of water is associated with maintaining the right balance
    D. How organisms have adapted to differing concentrations of water and salt
2. Listen again to part of the lecture. Then answer the question. What does the professor imply when he says this:
    A. The students probably know the term already.
    B. The students should have kept better notes.
    C. The term is not relevant to the lecture.
    D. The term is in their class notes.

3. What two adaptations are mentioned that allow crabs to survive in the estuary environment? *Choose **2** answers.*

    A. Their hard shells keep out water and salt.
    B. Their gills and skin adjust to changes rapidly.
    C. They can burrow into the soft mud.
    D. Their internal organs regulate salt intake.

4. Listen again to part of the lecture. Then answer the question. Why does the professor says this:

    A. To test the students' understanding of osmoregulators
    B. To find out if the students understand how blue crabs breed
    C. To show a discrepancy in the behavioral pattern of the crab
    D. To give the students an opportunity to ask questions

5. Indicate whether each word or phrase below describes a physiological adaptation or behavioral adaptation. Check the correct box for each statement.

	Physiological	**Behavioral**
A. migrating		
B. osmoregulating		
C. dropping leaves		
D. burrowing into mud		

6. The adaptations of which estuarine creature are NOT discussed in the lecture?

    A. fish
    B. birds
    C. plants
    D. invertebrates

Questions 7-11

Listen to a conversation between a student and a professor. Now get ready to answer the questions. You may use your notes to help you answer.

7. Why does the student go to see the professor?

    A. To discuss degree requirements
    B. To get advice about changing degrees

C. To ask about American Sign Language

D. To inform the professor of changes in his degree program

8. Listen again to part of the conversation. Then answer the question. What can be inferred about the professor?

A. She does not understand why the student has come to her office.

B. She expects the student to have a background in linguistics.

C. She advises students getting degrees in linguistics.

D. She is not sure why students want to switch majors.

9. Why does the student want to change degree programs?

A. He wants to study languages in Peru.

B. He's worried about financing his studies.

C. He enjoyed his English teaching experiences.

D. He likes helping people with speech disorders.

10. Listen again to part of the conversation. Then answer the question. Why does the professor say this?

A. To avoid giving the student false hopes

B. To influence the student's choice of languages

C. To suggest that the student may have false information

D. To point out to the student the reasons to be cautious

11. What can be inferred about the student?

A. He may not be able to finance a change in degree programs.

B. He does not intend to take a heavier course load to graduate on schedule.

C. He has highlighted all the prerequisites for upper-level courses.

D. He wants to look at all the options for other language courses.

Questions 12-17

Listen to a discussion in an educational class. Now get ready to answer the questions. You may use your notes to help you answer.

12. What is the discussion mainly about?

A. The kinds of questions that encourage thought processes

B. The factors that discourage students from asking questions

C. The personality traits of a particular professor in the faculty

D. The way classroom size affects students' abilities to form questions

13. Why does the professor say this?

    A. He is expecting the students to consider an answer to his questions
    B. He is preparing the students for the discussion that he wants them to take up
    C. He is giving an example of the kinds of questions teachers ask students
    D. He is telling the students the kinds of questions students should ask themselves

14. Listen again to part of the discussion. Then answer the question. What can be inferred about the students?

    A. They both question the professor's classification of the pressure of feeling stupid
    B. The woman doesn't agree with the man that class size is an aspect of appearing stupid
    C. The man is convinced that it is better to ask questions in a small class
    D. They have different reasons for considering class size as a negative pressure

15. Why does Lisa mention Professor Clarkson?

    E. To make fun of his course
    F. To give an example of time pressure
    G. To praise his style of answering questions
    H. To encourage the others to take his course

16. In the discussion, the professor elicits different reasons why students don't ask questions. Indicate whether each of the following is one of the discussed fears.

    Check the correct box for each statement

	Yes	**No**
A. Fear of asking too many questions		
B. Fear of being considered stupid		
C. Fear of being the victim of a joke		
D. Fear of making a mistake		
E. Fear of wasting a professor's time		

17. Listen again to part of the discussion. Then answer the question. Why does the professor say this?

    A. To change the group discussion assignment to a different topic
    B. To challenge the students to reconsider the pressures they have mentioned
    C. To inform the students that they have not done a good job of listing the pressures

D. To indicate to the students that they are not limited to the pressures written on the board

Questions 18-23

Listen to a lecture in a history of ideas class. Now get ready to answer the questions. You may use your notes to help you answer.

18. What is the lecture mainly about?

A. A theory about criminal personality development
B. A system for evaluating personality theory
C. A method of psychological analysis
D. A comparison of early psychological theories

19. What points does the professor make about Gall's phrenological theory? **Choose 2 answers**

A. Abilities were evenly distributed in the brain
B. Each part of the brain was used for a different ability
C. The shape of the skull corresponded to brain shape
D. The shape of the brain was less important than the size

20. Listen again to part of the lecture. Then answer the question. Why does the professor say this?

A. To express her disagreement with the students' opinions
B. To agree that many people might think this theory is strange
C. To test the students' understanding of the concepts
D. To remind the students of a previous unusual idea

21. According to the professor, how did phrenologists approach evidence?

A. They carefully examined evidence that did not fit with their theory
B. They were not interested in seeking confirmation of their claims
C. They only accepted the evidence that seemed to fit their claims
D. They looked for evidence that they knew was false

22. What does the professor imply about phrenology?

A. It was once more highly thought of than today
B. It was mainly a waste of research time
C. It was never more than a minority interest
D. It was usually on the receiving end of satirical humor

23. According to the professor, which of the following modern beliefs was contributed to by phrenology?

    A. Certain organs within the brain are responsible for certain kinds of behavior
    B. The power of the brain is related to the size and shape of the organ
    C. The shape of the skull is determined by the shape of the brain
    D. Certain abilities are related to specific areas of the brain

Questions 24-29

Listen to a discussion in an astronomy class. Now get ready to answer the questions. You may use your notes to help you answer.

24. What is the discussion mainly about?

    A. The differences between conditions on Mars and conditions on Earth
    B. The possibility of radically transforming the conditions on Mars
    C. The necessity of human migration in the search for new resources
    D. The ethical problems arising from the human settlement of Mars

25. Why does the professor say this?

    A. To express doubt about the possibility of terraforming
    B. To criticize the science community for wasting resources
    C. To indicate that terraforming would be a technologically amazing feat
    D. To encourage students to think clearly about the need of terraforming

26. Why does the professor mention the migration of Europeans to the Americas?

    A. To emphasize that people like to explore new regions
    B. To give an example of the fact that population pressures cause migrations
    C. To provide background information on the need to terraform Mars
    D. To argue that the settlement of the Americas was a valuable use of resources

27. According to the professor, why is Mars the planet that scientists want to terraform? **Choose 2 answers**

    A. It is nearer to Earth than other planets
    B. Its atmospheric conditions are rather similar to those on Earth
    C. The other planets are unsuitable for several reasons
    D. Mars contains water and its surface is solid

28. Listen again to part of the discussion. Then answer the question. Why does the professor say this?
    A. He wants to focus on the technological considerations of terraforming
    B. He thinks the ethical considerations are not relevant to classroom discussion
    C. He thinks the students know his opinion about the right way to use Earth's resources
    D. He wants the students to make up their own minds about the ethics of terraforming
29. Which of the following is NOT mentioned as a method of terraforming Mars?
    A. Crashing ammonia-rich asteroids onto the planet's surface
    B. Introducing oxygen-releasing plants from Earth
    C. Heating the surface with sunlight reflected from orbiting mirrors
    D. Building greenhouse gas producing factories on the Martian surface

Questions 30-34

Listen to part of a conversation between a student and a research coordinator. Now get ready to answer the questions. You may use your notes to help you answer.

30. Why has the student gone to see the research coordinator?
    A. To investigate food disorders
    B. To find out where he Pharmacology Lab is
    C. To participate in an experiment
    D. To volunteer for making weekly breakfasts
31. Why does the research coordinator ask the student personal questions?
    A. To make sure the student fits all the requirements
    B. To test if the student has read the announcement correctly
    C. To see if the student understands the experiment
    D. To help the student decide whether she wants to participate
32. Listen again to part of the conversation. Then answer the question. Why does the student say this?
    A. Because she gets ill frequently
    B. Because she can only know about her current health
    C. Because she intends to stay well for the week
    D. Because her bout with flu is over
33. Which of the following topics does the research coordinator NOT ask the student about?
    A. Her susceptibility to allergies

B. Her use of medications
C. Her preferences for snacks
D. Her current health situation

34. What example does the research coordinator give of the breakfast that will be provided?
A. Pickled onions or grasshoppers
B. Candy bars or potato chips
C. Yogurt or nuts
D. Eggs or cereal

TOEFL Speaking

1. Please listen carefully.

A good teacher should have some special qualities. What qualities do you think are necessary for a good teacher to have and why? Include details and examples in your explanation.
Preparation time: 15 seconds
Response time: 45 seconds
You may begin to prepare your response after the beep. Please begin speaking after the beep.

2. Please listen carefully.
Some people believe that people who play video games are learning important life skills. Others believe that video game players are wasting their time. Which view do you agree with and why? Include details and examples in your explanation.

Preparation time: 15 seconds
Response time: 45 seconds
You may begin to prepare your response after the beep. Please begin speaking after the beep.

3. Please listen carefully.
The University of the Rockies newspaper has published a letter to the editor concerning a university policy. Read the letter about the hiring of temporary instructors. You will have 45 seconds to read the letter. Begin reading now.

PAUSE (for 45 seconds)

Reading time: 45 seconds

Letter to the Editor

Most students are unaware of the employment conditions of our instructors. In fact, an ever increasing percentage of our teachers have adjunct contracts. This means that they are only hired for a semester at a time, are underpaid, and receive no benefits. Although universities make great savings by following a policy of using temporary instructors, students do not benefit from these savings in the form of lower tuition fees. Considering how our university is exploiting teachers, we as students should be asking in what ways our education is suffering from this situation.

Now listen to two students as they the issue brought up in the letter. Now get ready to answer the question.

The man expresses his opinion on the issue of temporary instructors. State his opinion and explain the reasons he gives for that opinion.

Preparation time: 30 seconds

Response time: 60 seconds

You may begin to prepare your response after the beep. Please begin speaking after the beep.

4. Please listen carefully.

   Read the passage about imprinting in baby birds. You have 45 seconds to read the passage.

   Begin reading now.

   PAUSE (for 45 seconds)

Reading time: 45 seconds

Imprinting

Animal psychologists have long known that young geese and ducks instinctively follow their mother, but only if they have the opportunity to do so at an early point in their lives. If these goslings or ducklings are separated from their mothers during this sensitive period, they will not develop an attachment to her.

Konrad Lorenz, the scientist who developed our knowledge of this phenomenon, used the term *imprinting* to identify the process in which this bond is formed. Lorenz noted that imprinting appears immediately after hatching and that the period during which it can develop lasts for at most a couple of days. Moreover, Lorenz argued that imprinting was irreversible and that a hatchling will imprint on its mother, or, remarkably, on any suitable moving object if the mother is not available.

Now listen to part of a lecture on this topic in an ecology class and get ready t answer the questions.

The professor explains the notion of imprinting in young geese and ducks. Explain how this behavior develops and how it might be important for the birds' survival.

Preparation time: 30 seconds

Response time: 60 seconds

You may begin to prepare your response after the beep. Please begin speaking after the beep.

TOEFL Speaking

INTEGRATED TASK

Directions: You have three minutes to read and take notes from the reading passage. Next, listen to the related lecture and take notes. Then write your response.

Dowsing

Dowsing is the millennia-old practice of finding hidden things. The most well-known activity of dowsing involves the use of a device such as a forked stick to locate underground water. To this end, the dowser walks slowly back and forth over an area of ground holding the dowsing tool out in front with both hands. It is said that the dowser, by concentrating carefully, is somehow able to feel the energy of the flowing underground streams vibrating through the rod at certain frequencies, and thus is able to tell precisely where to dig or drill to find water. Sometimes the dowsing tool will twist and jerk or suddenly point downward. Some dowsers hold two L-shaped rods, one in each hand. In this case, when he or she walks over an area of underlying water, the rods cross over indicating the place where digging should commence.

In recent years dowsing has gained in popularity not only as a method for finding underground water but also for trying to uncover other objects including buried treasure, oil, or even dead bodies. A recent application has been the search for what some consider harmful energy fields in an attempt to avoid them. Even large businesses and official organizations pay dowsers for their detection skills. Although no one is completely sure how dowsing works, the testimonials of satisfied customers bear witness to the success of this ancient art.

Now listen to a professor's response to the reading passage.

Directions: You have **20 minutes** to plan and write your response. Your response will be judged based on the quality of your writing and on how well your response presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will be 150 to 225 words.

Question: Summarize the points made in the lecture you just heard, explaining how they cast doubt on the points made in the reading.

(Reading passage reappears during writing time. Refer to the full passage on the previous page.)

Writing Based on Knowledge and Experience

Directions: For this task, you will write an essay in response to a question that asks you to state, explain, and support your opinion on an issue. You will have 30 minutes to plan, write, and revise your essay.

Typically, an effective essay will contain a minimum of 300 words. Your essay will be judged on the quality of your writing. This includes the development of your ideas, the organization of your essay, and the quality and accuracy of the language you use to express your ideas.

On the day of the test, you will be required to type your response into a computer. Therefore, if you are taking this test in the book, practice typing your response on a computer.

INDEPENDENT WRITING TASK

Directions: Read the question below. You have 30 minutes to plan, write, and revise your essay.

Typically, an effective response contains a minimum of 300 words.

Question: Do you agree or disagree with the following statement?

There is nothing that an uneducated person can teach an educated person.

Use specific reasons and examples to support your opinion.

4. Организационно-педагогические условия реализации программы

4.1. Материально – техническое обеспечение

В ходе реализации программы используются учебные аудитории, которые оснащены мультимедийным комплексом (ноутбук, проектор, экран), магнитофон.

Каждый обучающийся обеспечен доступом к библиотечным фондам.

4.2. Кадровое обеспечение

К реализации программы привлекаются высококвалифицированные специалисты, имеющие опыт работы по дополнительным общеобразовательным программам в соответствии с тарифно-квалификационными характеристиками по должностям работников образовательного учреждения.

4.3. Методическое и дидактическое обеспечение образовательного процесса

Образовательные технологии. В соответствии с целями и задачами программы процесс обучения английскому языку предполагает сочетание аудиторной и внеаудиторной работы обучающегося, что способствует развитию творческой активности, как при овладении, так и практическом использовании полученных знаний в процессе коммуникации.

Процесс обучения английскому языку предполагает сочетание объяснительно-иллюстративных методов (визуальных и слуховых) и методов проблемного обучения (ролевые игры, создание проблемных ситуаций, предполагающих решение конкретных коммуникативных задач, подготовка, написание и презентация сообщений, докладов и т.п.). Таким образом, в ходе обучения *коммуникативный подход* становится частью *деятельностного подхода*.

Для обеспечения эффективности учебного процесса, помимо педагогических принципов обучения, широко используется *технология обучения взрослых* иностранному языку, включающая *андрагогические принципы* обучения: приоритет самостоятельного и осознанного обучения, опора на опыт (языковой, предметный, деловой) обучающегося, совместная деятельность учащихся (реализация задачного подхода) и индивидуализация обучения, актуализация результатов обучения, системность обучения, контекстность обучения, развитие образовательных потребностей обучаемого.

Для эффективной самостоятельной работы обучающегося используются интерактивные программы, которые позволяют сочетать различные подходы к организации обучения в группе учащихся. Использование новых технологий в сочетании с традиционными ТСО повышает мотивацию обучающихся, активизирует их потенциальные интеллектуальные возможности.

Методические рекомендации преподавателю. Лингвистический аспект включает преподавание грамматического и лексического минимума, обусловленного тематическим планом данной программы. Преподавание грамматики осуществляется комплексно с лексикой в коммуникативном аспекте и ведется от смысла к форме. Базовые знания в области грамматики закладываются путем изучения морфологии, синтаксиса и словообразования через модели и текст. Большое внимание уделяется грамматическим и лексическим трансформациям как способам выражения определенного коммуникативного задания.

Постоянно проводится работа по закреплению и активизации моделей и форм, требующих заучивания.

Систематическое изучение лексики подчинено основной задаче — развитию навыков устной и письменной речи и перевода.

Отбор лексического материала проводится на основе учебных текстов и конкретных тем, изучаемых в рамках указанных выше коммуникативных сфер. В основе обучения английскому языку как иностранному лежат рабочие учебные планы, в которых определяются практические задачи, указываются учебные темы и общие виды работы, определяются формы контроля (итогового и промежуточного), объем часов и календарные сроки.

Лингвострановедческий аспект присутствует на всех этапах обучения. В процессе овладения языком обучающийся усваивают необходимый минимум фоновых знаний о стране изучаемого языка (география; основные вехи истории; общественный строй; центральные органы власти; политические партии; внутренняя и внешняя политика; важнейшие общественные организации; праздники, обычаи и традиции; видные исторические личности; выдающиеся представители науки и культуры). Это достигается путем изучения материалов прессы, публицистических и художественных текстов, кинофильмов, радио- и телепередач, произведений искусства страны изучаемого языка, с помощью лингвострановедческих комментариев к текстам учебных пособий, книгам по домашнему чтению, а также толкования безэквивалентной лексики.

Коммуникативные сферы обучения

Под коммуникативной сферой обучения понимается искусственно созданная ситуация общения, имитирующая соответствующую коммуникативную сферу в условиях иноязычного окружения или создающая предпосылки межличностного общения в условиях аудиторных знаний.

Основными коммуникативными сферами в процессе обучения иностранному языку являются: 1) учебно-профессиональная, 2) социально-культурная, 3) общественно-политическая, 4) профессиональная.

Обучение в учебно-профессиональной сфере предлагает предъявление обучающемуся языкового материала (печатного, звучащего), связанного с повседневной жизнью, учебой и профессией обучающегося, а также материала общеобразовательного, политологического и страноведческого характера о странах изучаемого языка. Обучение в этой сфере включает чтение и аудирование предъявляемого языкового материала, выступление с сообщением и ведение беседы на общеобразовательную, страноведческую и политологическую тему, написание изложений, сочинений, резюме по материалам общеобразовательной, страноведческой и бытовой тематики, ответы на контрольной работе.

Обучение в социально-культурной сфере предполагает предъявление обучающемуся художественных и публицистических произведений, газетных и журнальных статей по социальным проблемам и по вопросам культурной жизни в родной стране и в стране изучаемого языка, художественных и документальных кинофильмов, радио- и телепередач. Обучение в этой сфере включает чтение публицистических произведений, газет и журналов, прослушивание радиопередач и фонозаписей, просмотр кинофильмов и телепередач, общение и выступления с докладами, участие в дискуссии на социально-культурные темы, написание рефератов, сочинений и аннотаций.

Обучение в общественно-политической сфере предполагает предъявление обучающемуся материалов общественно-политической тематики: газетных и журнальных статей, книг и монографий (и / или извлечений из них) по вопросам внешней и внутренней политики родной страны и страны изучаемого языка, выступлений видных общественных и государственных деятелей, материалов работ обучающихся. Обучение в этой сфере включает чтение и/ или прослушивание перечисленных материалов, общение на общественно-политические темы, в том числе выступление с сообщением, участие в дискуссии, в

конференции, перевод (устный и письменный), реферирование и аннотирование материалов общественно-политической тематики.

Обучение в профессиональной сфере предполагает предъявление обучающемуся специальных материалов, отражающих специфику профессиональной работы: газетных и журнальных статей узкой специализации, научной литературы на изучаемом языке. Обучение в профессиональной сфере включает чтение и прослушивание специальных материалов, выполнение перевода (в том числе реферативного) предъявленного материала, реферирование и аннотирование специальных материалов, ведение записи при выполнении перевода.

Методические указания обучающимся. Для успешного освоения программы предусмотрена систематическая (регулярная) работа по выполнению домашних заданий – прослушивание аудиозаписей текстов и диалогов, отработка навыков правильного чтения и разговора в паузальной форме (диалогов) вслед за диктором; выполнением всех письменных заданий, согласований текстов.

4.4. Учебно-методическое и информационное обеспечение программы

Barron’s, TOEFL IBT;

Check Your English Vocabulary for TOEFL, 4th edition;

Cambridge Preparation for the TOEFL Test, 4th edition;

English Vocabulary in Use, Upper-intermediate, Cambridge University Press;

Advanced Grammar in Use, Cambridge University Press;

Magazines, newspapers

Photocopiable materials