Автономная некоммерческая организация дополнительного образования

«ИТЭК Школа иностранных языков»

УТВЕРЖДАЮ

Директор АНО ДО «ИТЭК Школа иностранных языков»

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«01» сентября 2020 г.

ДОПОЛНИТЕЛЬНАЯ

ОБЩЕОБРАЗОВАТЕЛЬНАЯ ОБЩЕРАЗВИВАЮЩАЯ ПРОГРАММА

СОЦИАЛЬНО-ГУМАНИТАРНОЙ НАПРАВЛЕННОСТИ

«Подготовка к экзамену TOEFL»

Срок реализации программы: 48 академ.часа

Возраст обучающихся: от 15 лет

Автор-составитель программы

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Москва, 2020 г.

Учебный план АНО ДО «ИТЭК Школа иностранных языков» на 2020-2021 г.

1. Подготовка к экзамену TOEFL

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **№** | **Наименование образовательной программы** | **Всего академических часов** | **Лекции** | **Практические занятия** | **Форма контроля** |
| **1** | Подготовка к экзамену TOEFL | 48 | - | 48 | Тест |

**1. Пояснительная записка**

* 1. **Нормативно-правовая основа программы**

Дополнительная образовательная общеразвивающая программа «Подготовка к экзамену TOEFL» (далее – программа) составлена на основе следующих нормативных правовых документов:

− Федеральный закон от 29.12.2012 №273-ФЗ «Об образовании в Российской Федерации»;

− Приказ Министерства образования и науки Российской Федерации от  9 ноября 2018 г. N 196 «Об утверждении Порядка организации и осуществления образовательной деятельности по дополнительным общеобразовательным программам».

* 1. **Актуальность и новизна программы**

Актуальность программы: сдача международного экзамена TOEFL – это способ продемонстрировать навыки владения английским языком и открыть двери к международным возможностям. Система является международной, результаты проверки признают многие университеты и организации Канады, США. Экзамен состоит из четырех блоков. Каждое задание направлено на оценивание навыков. TOEFL проверяет четыре навыка — чтение, письмо, аудирование и разговорную речь (Reading, Writing, Listening и Speaking), а темы вопросов максимально приближены к тем, с которыми люди сталкиваются в реальной жизни и работе за рубежом. Результаты экзамена оцениваются в баллах и варьируются по шкале от 0 до 120 баллов. Структура экзамена уникальна, он содержит тестовые задания достаточно высокого уровня сложности. В связи с этим кандидатам требуется специальная программа с целью усвоения порядка тестирования, ознакомления со структурой экзамена и стратегией, которой надо придерживаться, чтобы успешно написать все тесты, а также прохождения необходимой практической подготовки

**1.3 Направленность программы, ее цель и задачи**

Дополнительная общеобразовательная общеразвивающая программа «Подготовка к экзамену TOEFL» имеет социально-гуманитарную направленность. Программа использует методический принцип направленного открытия к обучению, который позволяет учащимся сначала оценить имеющиеся у них знания, а затем, при помощи хорошо структурированных образцов и концептуальных вопросов, открыть и сформулировать правило самостоятельно. Весь новый языковой материал затем неоднократно повторяется и отрабатывается.

Цель программы – развитие коммуникативной компетенции и экзаменационных умений обучающихся, а также развитие универсальных учебных действий.

Основные задачи программы:

совершенствовать лингвистические умения;

расширить знания о мире;

развить умения четко выполнять поставленную коммуникативную задачу;

освоить стратегии выполнения заданий во всех видах речевой деятельности;

освоить стратегии выполнения экзаменационных заданий;

расширить словарный запас по предлагаемым актуальным темам;

расширить диапазон грамматических форм на уровне восприятия и воспроизведения;

совершенствовать умения использовать необходимый регистр общения (официальный, нейтральный, неофициальный);

развить умения укладываться в лимит времени и выполнять инструкции при выполнении экзаменационных заданий;

развить умения мобилизовать все личностные ресурсы для успешного прохождения тестирования.

**1.4 Требования к категории слушателей**

Содержание программы ориентировано на следующую целевую аудиторию: российские граждане в возрасте от 15 лет, владеющие английском языком на уровне выше среднего.

Требования к минимальному уровню образования: к освоению программы допускаются лица без предъявления требований к уровню образования.

**1.5 Общая характеристика программы**

Объем программы – 48 академических часа.

Программа состоит из 4 модулей. 1 модуль рассчитан на 12 академических часов. Каждый модуль состоит из 6 тем.

Программа рассчитана на 3 месяца обучения.

Форма обучения – очная.

Освоение программного материала данного уровня предполагает подготовку обучающихся к сдаче экзамена TOEFL.

Занятия по данной образовательной программе проводятся по группам или индивидуально. Группы формируются из обучающихся разного возраста. Состав группы обучающихся – постоянный.

Продолжительность 1 академического часа – 45 минут. Общее количество часов в неделю – 4 академических часа. Занятия проводятся 2 раза в неделю по 2 академических часа.

**1.6 Планируемые результаты обучения**

К ожидаемым результатам реализации программы относятся:

знание формата экзамена;

умение выполнять типовые задания по каждому из 4 разделов экзамена;

умение действовать в установленных форматом экзамена временных рамках;

умение свободно ориентироваться в характерной для экзамена лексике.

2. Учебно-тематический план общеобразовательной общеразвивающей программы

«Подготовка к экзамену TOEFL»

Учебно-тематический план

**Модуль 1. Чтение**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| № | Наименование разделов, дисциплин и тем | Всего  час. | В том числе | | | Форма контроля |
| Лекции | Выезд.  занятия, стажировка и др. | Практич.  Семинар.  занятия |
| 1. | **Модуль 1. Чтение**  Занятие 1.  Введение: Тип задания № 1(Vocabulary Questions). | 2 | - | - | 2 | - |
| 2. | **Модуль 1. Чтение**  Занятие 2. Тип задания № 2 (Reference Questions) | 2 | - | - | 2 | - |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 3. | **Модуль 1. Чтение**  Занятие 3. Тип задания № 3 (Purpose Questions) | 2 | - | - | 2 |  |
| 4. | **Модуль 1. Чтение**  Занятие 4. Тип задания № 4 и 5 (Inference Question; Reading Negative Factual Information) | 2 | - | - | 2 | - |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 5. | **Модуль 1. Чтение**  Занятие 5. Тип задания № 6 (Reading Sentence Insertion Question) | | 2 | | - | | - | | 2 | |  | |
| 6. | **Модуль 1. Чтение**  Занятие 6. Промежуточный контроль. Тест по модулю «Чтение». | | 2 | | - | | - | | 2 | | Тест | |
|  | **Итого:** |  | |  | |  | | 12 | |  | |

**Модуль 2. Аудирование**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| № | Наименование разделов, дисциплин и тем | Всего  час. | В том числе | | | Форма контроля |
| Лекции | Выезд.  занятия, стажировка и др. | Практич.  Семинар.  занятия |
| 1. | **Модуль 2. Аудирование**  Занятие 1.  Введение: Тип задания № 1(Attitude Questions) | 2 | - | - | 2 | - |
| 2. | **Модуль 2. Аудирование**  Занятие 2. Тип задания  № 2: полное понимание текста | 2 | - | - | 2 | - |
| 3 | **Модуль 2. Аудирование**  Занятие 3. Тип задания № 3 (Function Questions) | 2 | - | - | 2 | - |
| 4 | **Модуль 2. Аудирование**  Занятие 4. Тип задания № 4 (Gist-Content Questions) | 2 | - | - | 2 | - |
| 5 | **Модуль 2. Аудирование**  Занятие 5. Тип задания № 5 (Listening Connection-Content Questions) | 2 |  |  | 2 | - |
| 6 | **Модуль 2. Аудирование**  Занятие 6. Промежуточный контроль. Тест по модулю «Аудирование» | 2 |  |  | 2 | Тест |
|  | **Итого:** |  |  |  | 12 |  |

**Модуль 3. Письмо**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | **Модуль 3. Письмо**  Занятие 1. Введение.  8 типов вопросов на независимое эссе. | 2 | - | - | 2 | - |
| 2 | **Модуль 3. Письмо**  Занятие 2.  Эссе: Вводные параграфы | 2 | - | - | 2 | - |
| 3 | **Модуль 3. Письмо**  Эссе: Тело эссе и заключительный параграф | 2 |  |  | 2 | - |
| 4 | **Модуль 3. Письмо**  Введение: Интегрированное эссе. Примеры. | 2 |  |  | 2 | - |
| 5 | **Модуль 3. Письмо**  Интегрированное эссе. | 2 |  |  | 2 | - |
| 6 | **Модуль 3. Письмо**  Занятие 6. Промежуточный тест по модулю «Письмо» | 2 |  |  | 2 | Тест |
|  | **Итого:** |  |  |  | 12 |  |

**Модуль 4. Говорение**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | **Модуль 4. Говорение**  Занятие 1.Введение: Как выразить мнение, отношение к чему-либо | 2 | - | - | 2 | - |
| 2 | **Модуль 4. Говорение**  Занятие 2. Задание 1 | 2 | - | - | 2 | - |
| 3 | **Модуль 4. Говорение**  Занятие 3. Задание 2 | 2 |  |  | 2 | - |
| 4 | **Модуль 4. Говорение**  Занятие 4. Задание 3 | 2 |  |  | 2 | - |
| 5 | **Модуль 4. Говорение**  Занятие 5. Задание 4 | 2 |  |  | 2 | - |
| 6 | Занятие 6. Пробный экзамен по части «Говорение» и разбор ошибок | 2 |  |  | 2 | Тест |
|  | **Итого:** |  |  |  | 12 |  |

2.1 Содержание учебного плана общеобразовательной общеразвиваюшей программы «Подготовка к экзамену TOEFL»

**Модуль 1. Чтение**

Занятие 1. Введение: Тип задания № 1(Attitude Questions)

Занятие 2. Тип задания № 2: полное понимание текста

Занятие 3. Тип задания № 3 (Purpose Questions)

Занятие 4. Тип задания № 4 и 5 (Inference Question; Reading Negative Factual Information)

Занятие 5. Тип задания № 6 (Reading Sentence Insertion Question)

Занятие 6. Промежуточный контроль. Тест по модулю «Чтение»

**Модуль 2. Аудирование**

Занятие 1. Введение: Тип задания № 1(Attitude Questions)

Занятие 2. Тип задания № 2: полное понимание текста

Занятие 3. Тип задания № 3 (Function Questions)

Занятие 4. Тип задания № 4 (Gist-Content Questions)

Занятие 5. Тип задания № 5 (Listening Connection-Content Questions)

Занятие 6. Промежуточный контроль. Тест по секции «Аудирование»

**Модуль 3. Письмо**

Занятие 1. Введение. 8 типов вопросов на независимое эссе.

Зaнятие 2. Эссе: Вводные параграфы

Занятие 3. Эссе: Тело эссе и заключительный параграф

Занятие 4. Введение: Интегрированное эссе. Примеры.

Занятие 5. Интегрированное эссе.

Занятие 6. Промежуточный контроль. Задания из секции «Письмо»

**Модуль 4. Говорение**

Занятие 1.Введение: Как выразить мнение, отношение к чему-либо

Занятие 2. Задание 1

Занятие 3. Задание 2

Занятие 4. Задание 3

Занятие 5. Задание 4

Занятие 6. Пробный экзамен по части «Говорение» и разбор ошибок

1. **Формы итогового и промежуточного контроля**

**Промежуточный контроль** по дополнительной общеобразовательной программе социально-гуманитарной направленности «Подготовка к экзамену TOEFL» проводится в виде письменного или устного теста после завершения каждого модуля (Приложение 1, Приложение 2, Приложение 3, Приложение 4). Данный тест проводится с целью проверки усвоения учебного материала на необходимом уровне в соответствии с целями учебной программы. Промежуточный контроль проводится действующим преподавателем группы. Результат промежуточного тестирования – это балл от 0 до 120, согласно критериям оценивания на официальном экзамене.

**Итоговый контроль** проводится в виде письменного теста и устного собеседования в конце обучения. Учащийся должен уметь демонстрировать навыки и знания в чтении, восприятия на слух, в  устной и письменной речи. Итоговое тестирование состоит из четырех частей и соответствует формату официального экзамена. Результат итогового тестирования – это балл от 0 до 120, согласно критериям оценивания на официальном экзамене.

1. Методическое обеспечение дополнительной общеобразовательной программы «Подготовка к экзамену IELTS»

УМК: Cracking the TOEFL iBT (the Princeton Review), Building Grammar Skills for TOEFL iBT.s

1. Список литературы
2. Cracking the TOEFL iBT (the Princeton Review), Student’s Book
3. Cracking the TOEFL iBT (the Princeton Review), Teacher’s Book
4. Cracking the TOEFL iBT (the Princeton Review), Audio CD
5. Building Grammar Skills for TOEFL iBT.s

**Приложение 1**

**Промежуточный контроль по дополнительной общеобразовательной программе социально-гуманитарной направленности**

**«Подготовка к экзамену TOEFL. Модуль Аудирование»**

1**. Why does the man go to see the professor?**

(A) To hand in a late assignment

(B) To find out about jobs in the department

(C) To discuss Dean Adams’ current research

(D) To volunteer to help organize an event

2. **How did the man learn about Dean Adams’ retirement?**

(A) He read about it in an e-mail message.

(B) It was posted on a bulletin board.

(C) He heard other students discussing it.

(D) Dean Adams announced it in her class.

3**. Why does the professor refuse the man’s offer to help with a party? [Choose 2 answers.]**

(A) Two people are already working on it.

(B) She prefers that he spend his time on another project.

(C) The party does not require much preparation.

(D) Dean Adams is not permanently leaving the department.

**4. Why does the professor talk about speciation?**

(A) To describe the main focus of the work she needs help with

(B) To tell the man about a new research area in ethnology

(C) To explain what Dean Adams chose to work on in Indonesia

(D) To demonstrate how varied Dean Adams’ research has been

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**5 Why does the professor say this:**

**Female Professor I hesitate to mention it, but I don’t suppose this is something you would...**

(A) To express doubt about the man’s qualifications for the project

(B) To ask the man if he would be willing to work on the project

(C) To ask the man to recommend someone for the project

(D) To apologize for not being able to offer the project to the man

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**Приложение 2**

**Промежуточный контроль по дополнительной общеобразовательной программе социально-гуманитарной направленности**

**«Подготовка к экзамену TOEFL. Модуль Чтение»**

There is evidence of agriculture in Africa prior to 3000 B.C. It may have developed independently, but many scholars believe that the spread of agriculture and iron throughout Africa linked it to the major centers of the Near East and Mediterranean world. The drying up of what is now the Sahara desert had pushed many peoples to the south into sub-Saharan Africa. These peoples settled at first in scattered hunting-and-gathering bands, although in some places near lakes and rivers, people who fished, with a more secure food supply, lived in larger population concentrations. Agriculture seems to have reached these people from the Near East, since the first domesticated crops were millets and sorghums whose origins are not African but West Asian. Once the idea of planting diffused, Africans began to develop their own crops, such as certain varieties of rice, and they demonstrated a continued receptiveness to new imports. The proposed areas of the domestication of African crops lie in a band that extends from Ethiopia across southern Sudan to West Africa. Subsequently, other crops, such as bananas, were introduced from Southeast Asia. 2. Livestock also came from outside Africa. Cattle were introduced from Asia, as probably were domestic sheep and goats. Horses were apparently introduced by the Hyksos invaders of Egypt (1780–1560 B.C.) and then spread across the Sudan to West Africa. Rock paintings in the Sahara indicate that horses and chariots were used to traverse the desert and that by 300– 200 B.C., there were trade routes across the Sahara. Horses were adopted by peoples of the West African savannah, and later their powerful cavalry forces allowed them to carve out large empires. Finally, the camel was introduced around the first century A.D. This was an important innovation, because the camel’s ability to thrive in harsh desert conditions and to carry large loads cheaply made it an effective and efficient means of transportation. The camel transformed the desert from a barrier into a still difficult, but more accessible, route of trade and communication. 3. Iron came from West Asia, although its routes of diffusion were somewhat different than those of agriculture. Most of Africa presents a curious case in which societies moved directly from a technology of stone to iron without passing through the intermediate stage of copper or bronze metallurgy, although some early copper-working sites have been found in West Africa. Knowledge of iron making penetrated into the forests and savannahs of West Africa at roughly the same time that iron making was reaching Europe. Evidence of iron making has been found in Nigeria, Ghana, and Mali. 4. This technological shift caused profound changes in the complexity of African societies. Iron represented power. In West Africa the blacksmith who made tools and weapons had an Copyright © 2019 by Educational Testing Service. All rights reserved. ETS, the ETS logo, TOEFL and TOEFL iBT are registered trademarks of Educational Testing Service (ETS) in the United States and other countries. IN ENGLISH WITH CONFIDENCE is a trademark of ETS. important place in society, often with special religious powers and functions. Iron hoes, which made the land more productive, and iron weapons, which made the warrior more powerful, had symbolic meaning in a number of West African societies. Those who knew the secrets of making iron gained ritual and sometimes political power. 5. Unlike in the Americas, where metallurgy was a very late and limited development, Africans had iron from a relatively early date, developing ingenious furnaces to produce the high heat needed for production and to control the amount of air that reached the carbon and iron ore necessary for making iron. Much of Africa moved right into the Iron Age, taking the basic technology and adapting it to local conditions and resources. 6. The diffusion of agriculture and later of iron was accompanied by a great movement of people who may have carried these innovations. These people probably originated in eastern Nigeria. Their migration may have been set in motion by an increase in population caused by a movement of peoples fleeing the desiccation, or drying up, of the Sahara. They spoke a language, proto-Bantu (“bantu” means “the people”), which is the parent tongue of a large number of Bantu languages still spoken throughout sub-Saharan Africa. Why and how these people spread out into central and southern Africa remains a mystery, but archaeologists believe that their iron weapons allowed them to conquer their hunting-gathering opponents, who still used stone implements. Still, the process is uncertain, and peaceful migration—or simply rapid demographic growth—may have also caused the Bantu explosion.

Directions: Now answer the questions.

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

(A) African lakes and rivers already provided enough food for people to survive without agriculture.

(B) The earliest examples of cultivated plants discovered in Africa are native to Asia.

(C) Africa’s native plants are very difficult to domesticate.

(D) African communities were not large enough to support agriculture.

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

(A) The climate was becoming milder, allowing for a greater variety of crops to be grown.

(B) Although periods of drying forced people south, they returned once their food supply was secure.

(C) Population growth along rivers and lakes was dramatically decreasing the availability of fish.

(D) A region that had once supported many people was becoming a desert where few could survive.

3. According to paragraph 2, camels were important because they

(A) were the first domesticated animal to be introduced to Africa

(B) allowed the people of the West African savannahs to carve out large empires

(C) helped African peoples defend themselves against Egyptian invaders

(D) made it cheaper and easier to cross the Sahara

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

(A) fascinating

(B) far-reaching

(C) necessary

(D) temporary

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

(A) military

(B) physical

(C) ceremonial

(D) permanent

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

(A) Access to metal tools and weapons created greater social equality.

(B) Metal weapons increased the power of warriors.

(C) Iron tools helped increase the food supply.

(D) Technical knowledge gave religious power to its holders.

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

(A) While American iron makers developed the latest furnaces, African iron makers continued using earlier techniques.

(B) Africans produced iron much earlier than Americans, inventing technologically sophisticated heating systems.

(C) Iron making developed earlier in Africa than in the Americas because of the ready availability of carbon and iron ore.

(D) Both Africa and the Americas developed the capacity for making iron early, but African metallurgy developed at a slower rate.

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

(A) superior weapons

(B) better hunting skills

(C) peaceful migration

(D) increased population

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9. In the paragraph below, there is a missing sentence. Look at the paragraph and indicate (A, B, C and D) where the following sentence could be added to the passage. These people had a significant linguistic impact on the continent as well.

Where would the sentence best fit?

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

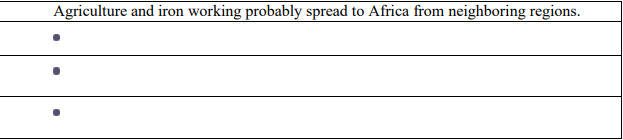
(A) Option A

(B) Option B

(C) Option C

(D) Option D

10. Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by choosing the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth 2 points. Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice, or you can copy the sentence.



Answer Choices

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

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

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

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

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

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

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**Приложение 3**

**Промежуточный контроль по дополнительной общеобразовательной программе социально-гуманитарной направленности**

**«Подготовка к экзамену TOEFL. Модуль Говорение»**

Task 1

Online or Classroom

State whether you agree or disagree with the following statement.

Then explain your reasons, using specific details in your explanation.

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

Preparation Time: 15 seconds

Record Time: 45 seconds

Task 2

Narrator: Read the article from a university newspaper. You will have 50 seconds to read the article. Begin reading now.

Reading Time: 50 seconds

University to Prohibit Bicycles on Campus Beginning next semester, the University will not allow the use of bicycles on campus. The campus sidewalks are intended for pedestrians and receive heavy pedestrian traffic. Several minor accidents have resulted from people on bicycles colliding with people walking, and although no one has been seriously hurt, University officials feel that bicycles pose a safety risk. Furthermore, the prohibition of bicycles will not be a problem for students, since the university currently operates a convenient alternative: the free campus bus system, which runs between all campus buildings.

Narrator: Now listen to a conversation between two students.

Male Student: Hey, Sue, did you see this article?

Female Student: Yeah, I did. I don’t think that’s a very good idea.

Male Student: Really? You don’t think it’s a safety hazard, like they said?

Female Student: No—at least not during the day. I’m pretty sure both of those accidents happened at night, when it’s harder to see cyclists. They didn’t say that in the article.

Male Student: Oh, that does make a difference.

Female Student: Sure it does. Maybe at night, with low visibility, there’s a safety hazard. But I don’t think there’s any danger in the daytime...which is when most people need to move around and get to classes.

Male Student: Yeah, that makes sense.

Female Student: Besides, it’s such a big campus, if they do this, it’s going to be really hard to get around.

Male Student: Well, we can always take the bus I guess.

Female Student: But the buses only run once an hour.

Male Student: That’s true. They’re not very convenient.

Female Student: No, not at all. If people have to take the bus, we’ll end up sitting around waiting for the next one all the time. And we’re all too busy to waste our time doing that.

**The woman expresses her opinion of the proposed policy change. State her opinion, and explain the reasons she gives for holding that opinion**.

If this were an actual test question, you would have 30 seconds to prepare your response and 60 seconds to record your response.

**Task 3**

Narrator: Now read the passage from a psychology textbook. You have 45 seconds to read the passage. Begin reading now.

Reading Time: 45 seconds

**Behavior Modification**

Individuals often modify their behavior based on what they have learned about the possible consequences of their actions. When an individual learns through experience that a certain behavior results in pleasant consequences, that behavior is likely to be repeated. An unpleasant consequence, on the other hand, discourages further repetition of the behavior. While behavior modification can be observed in experiments, it also occurs frequently in everyday settings, when individuals change their behavior based on what they have learned about the consequences of that behavior.

Narrator: Now listen to part of a lecture on the topic in a psychology class.

Male Student: This happens all the time with kids, in schools. Say there’s a little boy or girl who’s just starting school. Well, they’re not really used to the rules about proper behavior for a classroom, so at the beginning, they might, I don’t know, interrupt the teacher, walk around the classroom when they’re supposed to be sitting down. You know, just misbehaving in general. OK, but what happens? Well, the teacher gets angry with them when they act this way. They might get punished--they have to sit at their desks when everyone else is allowed to go outside and play. And they certainly don’t like that. Soon they’ll learn that this kind of behavior gets them in trouble. They’ll also learn that when they raise their hand to talk to the teacher and sit quietly and pay attention during class... they’re rewarded. The teacher tells them she’s proud of them, and maybe puts little happy-face stickers on their homework. Now that their behavior gets a good reaction from the teacher, the kids learn to always act this way in class... and not behave the way they used to.

**Using the example from the lecture, explain what behavior modification is and how it works. If this were an actual test question, you would have 30 seconds to prepare your response and 60 seconds to record your response.**

**Task 4**

Narrator: Listen to part of a lecture in a business class.

Female Professor: If a consumer has to choose between two products, what determines the choice? Assume that someone, a purchaser, is choosing between two products that cost the same. OK? If people have a choice between two identically priced products, which one will they choose? They choose the one they think is of higher quality, of course. But what does it mean for a product to be a high-quality product? Well, business analysts usually speak of two major factors of quality—one factor is reliability, and the other is what we call features. So, reliability. What’s reliability? Well, a product is reliable if it works the way we expect it to work, if it can go a reasonable amount of time without needing repairs. If a product, a car for example, doesn’t work the way it should and needs repairs too soon, we say it’s [stress on the first syllable] unreliable. So, product reliability means, basically, the absence of defects or problems that you weren’t expecting. [pause] It used to be that when people thought about product quality, they thought mainly about reliability. Today it’s different. People do still care about reliability, don’t get me wrong. It’s just that manufacturing standards are so now so high that, take cars for example, today, today’s cars all very reliable. So reliability is important, but it’s not gonna be the deciding factor. So, if reliability isn’t the deciding factor any more, what is? Features—all those extras, the things a product has that aren’t really necessary but that make it easier to use or that make it cool: for example, new cars today are loaded with features like electric windows, sun roofs, air conditioning, stereos, and so forth. When people are comparing products today, they look at features—because reliability’s pretty much equal cross the board. And that’s why manufacturers include so many features in their products.

**Using points and examples from the lecture, explain the two major factors of product quality and how their role in consumer decision making has changed. If this were an actual test question, you would have 20 seconds to prepare your response and 60 seconds to record your response.**

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**Приложение 4**

**Промежуточный контроль по дополнительной общеобразовательной программе социально-гуманитарной направленности**

**«Подготовка к экзамену TOEFL. Модуль Письмо»**

**Task 1**

The Chevalier

Toward the end of his life, the Chevalier de Seingalt (1725−1798) wrote a long memoir recounting his life and adventures. The Chevalier was a somewhat controversial figure, but since he met many famous people, including kings and writers, his memoir has become a valuable historical source about European society in the eighteenth century. However, some critics have raised doubts about the accuracy of the memoir. They claim that the Chevalier distorted or invented many events in the memoir to make his life seem more exciting and glamorous than it really was. For example, in his memoir the Chevalier claims that while living in Switzerland, he was very wealthy, and it is known that he spent a great deal of money there on parties and gambling. However, evidence has recently surfaced that the Chevalier borrowed considerable sums of money from a Swiss merchant. Critics thus argue that if the Chevalier had really been very rich, he would not have needed to borrow money. Critics are also skeptical about the accuracy of the conversations that the Chevalier records in the memoir between himself and the famous writer Voltaire. No one doubts that the Chevalier and Voltaire met and conversed. However, critics complain that the memoir cannot possibly capture these conversations accurately, because it was written many years after the conversations occurred. Critics point out that it is impossible to remember exact phrases from extended conversations held many years earlier. Critics have also questioned the memoir’s account of the Chevalier’s escape from a notorious prison in Venice, Italy. He claims to have escaped the Venetian prison by using a piece of metal to make a hole in the ceiling and climbing through the roof. Critics claim that while such a daring escape makes for enjoyable reading, it is more likely that the Chevalier’s jailers were bribed to free him. They point out that the Chevalier had a number of politically well-connected friends in Venice who could have offered a bribe.

Narrator: Now listen to part of a lecture on the topic you just read about.

Female Professor: No memoir can possibly be correct in every detail, but still, the Chevalier’s memoir is pretty accurate overall and is, by and large, a reliable historical source. Let’s look at the accuracy of the three episodes mentioned in the reading. First, the loan from the merchant: Well, that doesn’t mean that the Chevalier was poor. Let me explain. We know that in Switzerland, the Chevalier spent huge amounts of money on parties and on gambling. And he had wealth, but it was the kind of property you have to sell first to get money. So, it usually took a few days to convert his assets into actual money. So, when he ran out of cash, he had to borrow some while he was waiting for his money to arrive—but that’s not being poor! Second, the conversations with Voltaire: The Chevalier states in his memoir that each night, immediately after conversing with Voltaire, he wrote down everything he could remember about that particular night’s conversation. Evidently, the Chevalier kept his notes of these conversations for many years and referred to them when writing the memoir. Witnesses who lived with the Chevalier in his later life confirm that he regularly consulted notes and journals when composing the memoir. Third, the Chevalier’s escape from the prison in Venice: Other prisoners in that prison had even more powerful friends than he did, and none of them were ever able to bribe their way to freedom, so bribery hardly seems likely in his case. The best evidence, though, comes from some old Venetian government documents.

They indicate that soon after the Chevalier escaped from the prison, the ceiling of his old prison room had to be repaired. Why would they need to repair a ceiling unless he had escaped exactly as he said he did? Toward the end of his life, the Chevalier de Seingalt (1725−1798) wrote a long memoir recounting his life and adventures. The Chevalier was a somewhat controversial figure, but since he met many famous people, including kings and writers, his memoir has become a valuable historical source about European society in the eighteenth century. However, some critics have raised doubts about the accuracy of the memoir. They claim that the Chevalier distorted or invented many events in the memoir to make his life seem more exciting and glamorous than it really was. For example, in his memoir the Chevalier claims that while living in Switzerland, he was very wealthy, and it is known that he spent a great deal of money there on parties and gambling. However, evidence has recently surfaced that the Chevalier borrowed considerable sums of money from a Swiss merchant. Critics thus argue that if the Chevalier had really been very rich, he would not have needed to borrow money. Critics are also skeptical about the accuracy of the conversations that the Chevalier records in the memoir between himself and the famous writer Voltaire. No one doubts that the Chevalier and Voltaire met and conversed. However, critics complain that the memoir cannot possibly capture these conversations accurately, because it was written many years after the conversations occurred. Critics point out that it is impossible to remember exact phrases from extended conversations held many years earlier. Critics have also questioned the memoir’s account of the Chevalier’s escape from a notorious prison in Venice, Italy. He claims to have escaped the Venetian prison by using a piece of metal to make a hole in the ceiling and climbing through the roof. Critics claim that while such a daring escape makes for enjoyable reading, it is more likely that the Chevalier’s jailers were bribed to free him. They point out that the Chevalier had a number of politically well-connected friends in Venice who could have offered a bribe.

**Directions: Read the question below. You have 20 minutes to plan, write and revise your essay. Typically, an effective response will contain a minimum of 150-225 words. Summarize the points made in the lecture, being sure to explain how they respond to the specific points made in the reading passage.**

**Task 2**

Facts vs Concepts and Ideas

**Directions:** Read the question below. You have 30 minutes to plan, write and revise your essay. Typically an effective response will contain a minimum of 300 words.

**Directions:** Do you agree or disagree with the following statement? It is more important for students to understand ideas and concepts than it is for them to learn facts. Use specific reasons and examples to support your answer.

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**Приложение 5**

**Итоговый контроль по дополнительной общеобразовательной программе**

**социально-гуманитарной направленности**

**«Подготовка к экзамену TOEFL»**

Итоговый контроль по дополнительной общеобразовательной программе социально-гуманитарной направленности «Подготовка к экзамену TOEFL» осуществляется с применением ДО. Итоговый контроль представляет собой тестирование на сервере Организации.