

24.01.17

04.08.08/08

Министерство образования и науки Российской Федерации  
Федеральное государственное бюджетное образовательное учреждение высшего образования  
«Московский государственный технический университет имени Н.Э. Баумана  
(национальный исследовательский университет)»  
(МГТУ им. Н.Э. Баумана)



Дополнительное образование

ДОПОЛНИТЕЛЬНАЯ ОБЩЕОБРАЗОВАТЕЛЬНАЯ, ОБЩЕРАЗВИВАЮЩАЯ  
ПРОГРАММА ДЛЯ ДЕТЕЙ И ВЗРОСЛЫХ  
«Английский язык: подготовка к экзамену TOEFL. Часть 1.»

Виды занятий	Объем занятий, час
Аудиторные занятия	57
из них:	
Лекции	-
Практические занятия	57
Самостоятельная работа	15
Итоговое мероприятие	зачет
Всего:	72

Автор(ы): доц. Лежнева Е.Б.

Регистрационный №170132л

Москва - 2017 г.

## 1. ОБЩАЯ ХАРАКТЕРИСТИКА ПРОГРАММЫ

**1.1. Программа направлена на совершенствование, систематизацию и углубление знаний выпускников общеобразовательных учебных заведений и студентов ВУЗов в области академического английского языка, необходимых для успешной сдачи экзамена на международный сертификат TOEFL iBT.**

**1.2. Цель программы – сформировать у слушателей готовность к устной и письменной коммуникации на английском языке в академической среде, развитии навыков профессионально-ориентированного общения, понимания и использования английского языка в повседневной деятельности.**

**1.3. Категория слушателей – выпускники общеобразовательных учебных заведений, студенты ВУЗов.**

**1.4. Задача программы:** формирование языковых умений в области английского языка, соответствующих уровню C1 общеевропейской системы оценки владения иностранным языком (Common European Framework scale, CEFR).

**1.5. Трудоемкость обучения:** 72 час, из них 57 часов аудиторной работы и 15 часов самостоятельной работы.

**1.6. Режим занятий:** обучение производится 1 раз в неделю по 4 академических часа.

**1.7. Форма обучения:** очная.

Обучающимся, успешно прошедшим обучение, выполнившим промежуточные контрольные мероприятия и выдержавшим предусмотренные программой итоговое мероприятие выдается сертификат установленного образца по ДООП «Английский язык: подготовка к экзамену TOEFL. Часть 1.»

## 2. ТРЕБОВАНИЯ К РЕЗУЛЬТАТАМ ОСВОЕНИЯ ПРОГРАММЫ

### 2.1. Знать:

- лексику и речевые модели английского языка (на уровне B2 по шкале CEFR);
- специальную академическую лексику по пройденным тематическим модулям используемых учебных пособий;
- на уровне C1 по шкале CEFR видовременные формы глаголов (включая страдательный залог) и их функции в предложении;
- модальные глаголы, используемые для выражения долженствования, возможности, вынужденной необходимости, обязательства, совета (рекомендации) и т.д.;
- фразовые глаголы;
- употребление неличных форм глагола
- виды придаточных предложений (условия, времени, определительные, союзные и бессоюзные и др.);
- способы построения вопросов;
- правила употребления косвенной речи и их особенности в академическом дискурсе;
- основные словообразовательные модели;
- речевые модели письменного и устного общения;
- рассматриваемые в рамках тематических модулей программы социокультурные реалии поликультурного мира

### 2.2. Уметь:

- поддерживать беседу на английском языке на личные, социально актуальные, научные и общекультурные темы на уровне B2 по шкале CEFR;
- на уровне A2 по шкале CEFR понимать, устно и письменно излагать общее содержание оригинальных текстов на английском языке на конкретные и абстрактные темы, включая узкоспециальные тексты;
- понимать грамотную, четкую речь носителей языка;
- обсуждать информацию и вырабатывать решение;

- вести полноценную беседу в нестандартных ситуациях общения, отстаивать свою позицию, аргументированно спорить и соглашаться с доводами противоположной стороны;
- уметь четко и грамматически верно выражать мысли, чтобы слушатель легко понял сказанное, оперировать простыми и сложными синтаксическими конструкциями;
- уметь писать эссе;
- выбирать модель поведения в соответствии с коммуникативной ситуацией.

### 2.3. Владеть:

- навыками ведения повествования в соответствии с заданным жанром и темой;
- навыками связной письменной речи;
- навыками работы с визуальными и аудио источниками информации, описания сложных иллюстративных материалов, сравнения и противопоставления.
- умением решать различные коммуникативные задачи средствами английского языка.

## 3. СОДЕРЖАНИЕ ПРОГРАММЫ

### 3.1. УЧЕБНЫЙ ПЛАН

Виды занятий	Объем занятий, час
Аудиторные занятия	57 аудиторных часов
из них:	
Лекции	-
Практические занятия	57
Самостоятельная работа	15
Итоговое мероприятие - зачет	зачет
Всего:	72

### 3.2. ТЕМАТИЧЕСКИЙ УЧЕБНЫЙ ПЛАН

№ п/п	Наименование модуля (раздела, темы)	Всего часов	в т. ч. аудиторная:		Самост. работа	Форма контроля
			Лекции	Практические занятия		
1	2	3	4	5	6	7
1.	Мир природы	10	-	8	2	устный опрос
2.	Транспорт. Туризм	10	-	8	2	устный опрос
3.	Социальные проблемы и культура	10	-	8	2	устный опрос
4.	Здоровье	10	-	8	2	устный опрос
5.	Бизнес	10	-	8	2	устный опрос

6	Образование	10		8	2	устный опрос
7	Технологии и изобретения	12		9	3	устный опрос
8	Итоговое мероприятие	-	-	-	-	зачет (контрольно-диагностический тест)
<b>Итого</b>		<b>72</b>	-	<b>57</b>	<b>15</b>	
			<b>57</b>			

Срок освоения программы - 14 недель.

### 3.3. КАЛЕНДАРНЫЙ УЧЕБНЫЙ ГРАФИК

№ п/п	Наименование раздела	1-2 недели	3-4 недели	5-6 недели	7-8 недели	9-10 недели
1	Мир природы					
2	Транспорт и туризм					
3	Социальные проблемы и культура					
4	Здоровье					
5	Бизнес					
		<b>11-12 недели</b>	<b>13-14 недели</b>			
6	Образование					
7	Технологии и изобретения		зачет			

### 3.4. УЧЕБНАЯ ПРОГРАММА

№ п/п	Тема практических занятий	Содержание практических занятий, используемых образовательных технологий; перечень рекомендуемой литературы
1.1.	Мир природы	Структура, регламент и требования экзамена TOEFL. Лексика по теме занятия. Грамматика: образование вопросов. Выполнение теста 1.
1.2.	Мир природы	Раздел "Чтение": задания и стратегии успешного выполнения. Лексика по теме занятия. Словообразовательные модели. Грамматика: видо-временные формы глагола. Вспомогательные глаголы. Выполнение теста 1А. Самостоятельная работа: изучение активной лексики по теме занятия [4, раздел The Natural World]; повторение и отработка грамматических структур по теме занятия; выполнение заданий теста TOEFL iBT.
2.1.	Транспорт	Раздел "Аудирование": задания и стратегии успешного выполнения. Лексика по теме занятия. Грамматика: модальные глаголы. Выполнение теста 2.
2.2.	Туризм	Раздел "Говорение": задания и стратегии успешного выполнения. Лексика по теме занятия. Актуализация лексики.

		Грамматика: виды придаточных предложений. Whatever, whenever. Выполнение теста 2. Самостоятельная работа: изучение активной лексики по теме занятия [4, разделы Transportation, Tourism]; повторение и отработка грамматических структур по теме занятия; выполнение заданий теста TOEFL iBT.
3.1.	Социальные проблемы	Раздел “Письмо”: Independent Writing Task, задания и стратегии успешного выполнения. Лексика: коллокации по теме занятия. Грамматика: неисчисляемые существительные. Множественное число имен существительных. Выполнение теста 3.
3.2.	Культура	Раздел “Письмо”: Integrated Writing Task, задания и стратегии успешного выполнения. Лексика по теме занятия. Грамматика: употребление прилагательных в качестве существительных. Выполнение теста 3. Самостоятельная работа: изучение активной лексики по теме занятия [4, разделы Social issues, Culture]; повторение и отработка грамматических структур по теме занятия; выполнение заданий теста TOEFL iBT.
4.1.	Здоровье	Лексика по теме занятия. Грамматика: неличные формы глагола, used to; be/ get used to... Выполнение теста 4.
4.2.	Здоровье	Актуализация лексики по теме занятия. Грамматика: неличные формы глагола и конструкции с ними. Выполнение теста 4. Самостоятельная работа: изучение активной лексики по теме занятия [4, раздел Health]; повторение и отработка грамматических структур по теме занятия; выполнение заданий теста TOEFL iBT.
5.1.	Бизнес	Лексика по теме занятия. Грамматика: типы условных предложений. Выполнение теста 5.
5.2.	Бизнес	Актуализация лексики по теме занятия. Грамматика: структуры после wish. Would rather; had better. Выполнение теста 5. Самостоятельная работа: изучение активной лексики по теме занятия [4, раздел Business]; повторение и отработка грамматических структур по теме занятия; выполнение заданий теста TOEFL iBT.
6.1.	Образование	Лексика по теме занятия. Грамматика: all, every. So/ such...that... So. The...the...+ comparatives. Выполнение теста 6.
6.2.	Образование	Актуализация лексики по теме занятия. Грамматика: основные словообразовательные модели. Выполнение теста 6. Самостоятельная работа: изучение активной лексики по теме занятия [4, раздел Education]; повторение и отработка грамматических структур по теме занятия; выполнение заданий теста TOEFL iBT.
7.1.	Технологии и изобретения	Обобщение стратегий успешного выполнения заданий разделов экзамена TOEFL iBT. Лексика: средства логических связей.

		Самостоятельная работа: изучение активной лексики по теме занятия [4, разделы Technology, Inventions]; повторение и отработка грамматических структур по теме занятия; выполнение заданий теста TOEFL iBT.
8	Итоговое мероприятие.	Контрольно-диагностическое тестирование, направленное на определение сформированности четырёх языковых навыков: говорения, аудирования, чтения, письма.
<b>Рекомендуемая литература:</b>		
<b>Основная:</b>		1. Gear, J., Gear, R. Cambridge Preparation for the TOEFL Test. – Cambridge University Press, 2011. 2. The Official Guide to the TOEFL iBT by Educational Testing Service. – 2006. 3. Propell Workshop for the TOEFL iBT Test. – Propell, 2012. 4. Loughheed, L. Essential words for IELTS. – Barron's Educational Series, 2011. 5. <a href="http://www.testden.com/challenge/freetoeft.asp">http://www.testden.com/challenge/freetoeft.asp</a>

#### 4. ФОРМЫ АТТЕСТАЦИИ И ОЦЕНОЧНЫЕ МАТЕРИАЛЫ

##### Промежуточная и итоговая форма контроля

Промежуточный контроль определяет уровень усвоения слушателем изученного учебного и практического материала.

Более 75% правильных ответов – оценка «зачтено»;

Менее 75% правильных ответов – оценка «не зачет».

Итоговое мероприятие проводится в форме зачета и определяет уровень усвоения слушателем изученного учебного и практического материала по всей программе.

Более 75% правильных ответов – оценка «зачтено»;

Менее 75% правильных ответов – оценка «не зачет».

##### Пример задания итогового мероприятия:

1. Комплексный тест формата TOEFL iBT.

##### I. Read the following passage:

The railroad was not the first institution to impose regularity on society, or to draw attention to the importance of precise timekeeping. For as long as merchants have set out their wares at Line daybreak and communal festivities have been celebrated, people have been in rough agreement with their neighbors as to the time of day. The value of this tradition is today more apparent than ever. Were it not for public acceptance of a single yardstick of time, social life would be unbearably chaotic: the massive daily transfers of goods, services, and information would proceed in fits and starts; the very fabric of modern society would begin to unravel.

##### 1. What is the main idea of the passage?

A. In modern society we must make more time for our neighbors.

B. The traditions of society are timeless.

C. An accepted way of measuring time is essential for the smooth functioning of society.

D. Society judges people by the times at which they conduct certain activities.

##### 2. In line 6, the phrase "this tradition" refers to

A. the practice of starting the business day at dawn

B. friendly relations between neighbors

- C. the railroad's reliance on time schedules
- D. people's agreement on the measurement of time

**II. Read the following passage:**

**Meteorite Impact and Dinosaur Extinction** There is increasing evidence that the impacts of meteorites have had important effects on Earth, particularly in the field of biological evolution. Such impacts continue to pose a natural hazard to life on Earth. Twice in the twentieth century, large meteorite objects are known to have collided with Earth. If an impact is large enough, it can disturb the environment of the entire Earth and cause an ecological catastrophe. The best-documented such impact took place 65 million years ago at the end of the Cretaceous period of geological history. This break in Earth's history is marked by a mass extinction, when as many as half the species on the planet became extinct. While there are a dozen or more mass extinctions in the geological record, the Cretaceous mass extinction has always intrigued paleontologists because it marks the end of the age of the dinosaurs. For tens of millions of years, those great creatures had flourished. Then, suddenly, they disappeared. The body that impacted Earth at the end of the Cretaceous period was a meteorite with a mass of more than a trillion tons and a diameter of at least 10 kilometers. Scientists first identified this impact in 1980 from the worldwide layer of sediment deposited from the dust cloud that enveloped the planet after the impact. This sediment layer is enriched in the rare metal iridium and other elements that are relatively abundant in a meteorite but very rare in the crust of Earth. Even diluted by the terrestrial material excavated from the crater, this component of meteorites is easily identified. By 1990 geologists had located the impact site itself in the Yucatán region of Mexico. The crater, now deeply buried in sediment, was originally about 200 kilometers in diameter. This impact released an enormous amount of energy, excavating a crater about twice as large as the lunar crater Tycho. The explosion lifted about 100 trillion tons of dust into the atmosphere, as can be determined by measuring the thickness of the sediment layer formed when this dust settled to the surface. Such a quantity of material would have blocked the sunlight completely from reaching the surface, plunging Earth into a period of cold and darkness that lasted at least several months. The explosion is also calculated to have produced vast quantities of nitric acid and melted rock that sprayed out over much of Earth, starting widespread fires that must have consumed most terrestrial forests and grassland. Presumably, those environmental disasters could have been responsible for the mass extinction, including the death of the dinosaurs. Several other mass extinctions in the geological record have been tentatively identified with large impacts, but none is so dramatic as the Cretaceous event. But even without such specific documentation, it is clear that impacts of this size do occur and that their results can be catastrophic. What is a catastrophe for one group of living things, however, may create opportunities for another group. Following each mass extinction, there is a sudden evolutionary burst as new species develop to fill the ecological niches opened by the event. Impacts by meteorites represent one mechanism that could cause global catastrophes and seriously influence the evolution of life all over the planet. According to some estimates, the majority of all extinctions of species may be due to such impacts. Such a perspective fundamentally changes our view of biological evolution. The standard criterion for the survival of a species is its success in competing with other species and adapting to slowly changing environments. Yet an equally important criterion is the ability of a species to survive random global ecological catastrophes due to impacts. Earth is a target in a cosmic shooting gallery, subject to random violent events that were unsuspected a few decades ago. In 1991 the United States Congress asked NASA to investigate the hazard posed today by large impacts on Earth. The group conducting the study concluded from a detailed analysis that impacts from meteorites can indeed be hazardous. Although there is always some risk that a large impact could occur, careful study shows that this risk is quite small.

**1. The word «pose» on line 2 is closest in meaning to**

- a. claim
- b. model
- c. assume
- d. present

**2. In paragraph 2, why does the author include the information that dinosaurs had flourished for tens of millions of years and then suddenly disappeared?**

- a. To support the claim that the mass extinction at the end of the Cretaceous is the best-documented of the dozen or so mass extinctions in the geological record
- b. To explain why as many as half of the species on Earth at the time are believed to have become extinct at the end of the Cretaceous
- c. To explain why paleontologists have always been intrigued by the mass extinction at the end of the Cretaceous
- d. To provide evidence that an impact can be large enough to disturb the environment of the entire planet and cause an ecological disaster

**3. Which of the following can be inferred from paragraph 3 about the location of the meteorite impact in Mexico?**

- a. The location of the impact site in Mexico was kept secret by geologists from 1980 to 1990.
- b. It was a well-known fact that the impact had occurred in the Yucatán region.
- c. Geologists knew that there had been an impact before they knew where it had occurred.
- d. The Yucatán region was chosen by geologists as the most probable impact site because of its climate.

**4. According to paragraph 3, how did scientists determine that a large meteorite had impacted Earth?**

- a. They discovered a large crater in the Yucatán region of Mexico.
- b. They found a unique layer of sediment worldwide.
- c. They were alerted by archaeologists who had been excavating in the Yucatán region.
- d. They located a meteorite with a mass of over a trillion tons.

**5. Look at the four letters (A, B, C, and D) that indicate where the following sentence could be added to the passage in paragraph 6. This is the criterion emphasized by Darwin’s theory of evolution by natural selection. Where would the sentence best fit? Impacts by meteorites represent one mechanism that could cause global catastrophes and seriously influence the evolution of life all over the planet.**

- (A) According to some estimates, the majority of all extinctions of species may be due to such impacts.
- (B) Such a perspective fundamentally changes our view of biological evolution.
- (C) The standard criterion for the survival of a species is its success in competing with other species and adapting to slowly changing environments.
- (D) Yet an equally important criterion is the ability of a species to survive random global ecological catastrophes due to impacts.

Choose the place where the sentence fits best.

- a. Option A
- b. Option B
- c. Option C
- d. Option D

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

Write your answer choices in the spaces where they belong. You can write in the number of the answer choice or the whole sentence.

Scientists have linked the mass extinction at the end of the Cretaceous with a meteorite impact on Earth.

...  
...  
...

Answer choices

- (1) Scientists had believed for centuries that meteorite activity influenced evolution on Earth.
- (2) The site of the large meteorite impact at the end of the Cretaceous period was identified in 1990.
- (3) There have also been large meteorite impacts on the surface of the Moon, leaving craters like Tycho.



- (4) An iridium-enriched sediment layer and a large impact crater in the Yucatán provide evidence that a large meteorite struck Earth about 65 million years ago.
- (5) Large meteorite impacts, such as one at the end of the Cretaceous period, can seriously affect climate, ecological niches, plants, and animals.
- (6) Meteorite impacts can be advantageous for some species, which thrive, and disastrous for other species, which become extinct.

### Reading Section

This section measures your ability to understand academic passages in English. You can skip questions and go back to them later as long as there is time remaining.

Now begin the Reading section.

Set 1

Reading Practice Set 1: Passage and Questions Directions: Read the passage. Then answer the questions.

#### Agriculture, iron, and the Bantu People

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

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 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. The word “diffused” in the passage is closest in meaning to (A) emerged (B) was understood (C) spread (D) developed
2. according to paragraph 1, why do researchers doubt that agriculture developed independently in africa? (A) African lakes and rivers already provided enough food for people to survive without agriculture. (B) The earliest examples of cultivated plants discovered in Africa are native to Asia. (C) Africa’s native plants are very difficult to domesticate. (D) African communities were not large enough to support agriculture.
3. In paragraph 1, what does the author imply about changes in the african environment during this time period? (A) The climate was becoming milder, allowing for a greater variety of crops to be grown. (B) Although periods of drying forced people south, they returned once their food supply was secure. (C) Population growth along rivers and lakes was dramatically decreasing the availability of fish. (D) A region that had once supported many people was becoming a desert where few could survive.

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. according to paragraph 2, which of the following were subjects of rock paintings in the Sahara?  
(A) Horses and chariots (B) Sheep and goats (C) Hyksos invaders from Egypt (D) Camels and cattle
5. What function does paragraph 3 serve in the organization of the passage as a whole?
  - . (A) It contrasts the development of iron technology in West Asia and West Africa.
  - . (B) It discusses a non-agricultural contribution to Africa from Asia.
  - . (C) It introduces evidence that a knowledge of copper working reached Africa and Europe at the same time.
  - . (D) It compares the rates at which iron technology developed in different parts of Africa.
6. The word “profound” in the passage is closest in meaning to
  - . (A) fascinating
  - . (B) far-reaching
  - . (C) necessary
  - . (D) temporary
7. The word “ritual” in the passage is closest in meaning to
  - . (A) military
  - . (B) physical

- . (C) ceremonial
  - . (D) permanent
8. 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.
10. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.
- . (A) While American iron makers developed the latest furnaces, African iron makers continued using earlier techniques.
  - . (B) Africans produced iron much earlier than Americans, inventing technologically sophisticated heating systems.
  - . (C) Iron making developed earlier in Africa than in the Americas because of the ready availability of carbon and iron ore.
  - . (D) Both Africa and the Americas developed the capacity for making iron early, but African metallurgy developed at a slower rate.
11. The word “fleeing” in the passage is closest in meaning to (A) afraid of (B) displaced by (C) running away from (D) responding to
12. Paragraph 6 mentions all of the following as possible causes of the “Bantu explosion” eXCePT (A) superior weapons (B) better hunting skills (C) peaceful migration (D) increased population
13. In paragraph 6 of the passage, there is a missing sentence. The paragraph is repeated below and shows four letters (a, B, C, and D) that indicate where the following sentence could be added. These people had a significant linguistic impact on the continent as well. Where would the sentence best fit? The diffusion of agriculture and later of iron was accompanied by a great movement of people who may have carried these innovations. These people probably originated in eastern Nigeria. (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
14. *Directions:* an introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THRee answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. *This question is worth 2 points.* 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.

### Listening Section

This section measures your ability to understand conversations and lectures in English. Audio portions of the Listening section are provided wherever you see the headphones icon:

These audio files are available:

- in the PDF version of *Quick Prep Volume 3* (click the headphones icon)
- on the Quick Prep Web site at <http://www.ets.org/toefl/quickprep>. Listen to each recording only one time. Written transcripts of the audio portions are located in Appendix You may take notes while you listen, and you may use your notes to help you answer the questions. Listen to or read each transcript only one time. Next, answer the questions. The questions typically ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude. Answer the questions based on what is stated or implied by the speakers. Answer each question before moving on. Do not return to previous questions. Give yourself 10 minutes to answer all the questions in the Listening section. Do not count the time it takes to listen to or read the conversation and lectures. Now begin the Listening section.



Set 1 Listening Practice Set 1: Conversation and Questions. Directions:

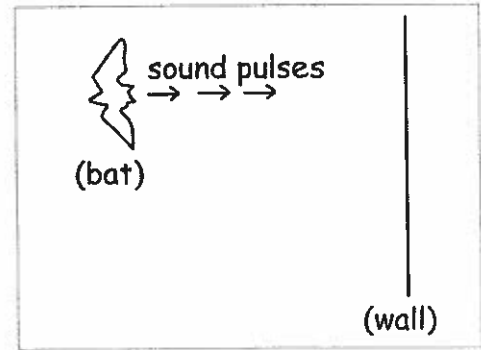
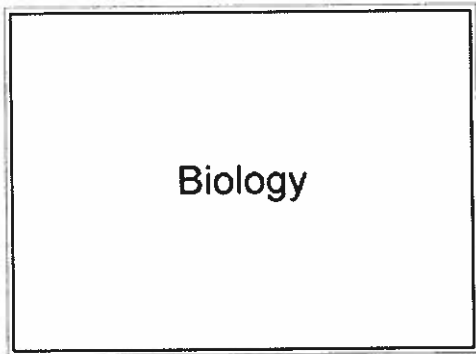
Listen to track 1

Directions: Now answer the questions.

15. Why does the man go to see the registrar? (A) To find out why he is not on the list of graduating students (B) To explain why he has not fulfilled his graduation requirements (C) To find out the exact requirements for graduation (D) To submit a document required for graduation
16. according to the registrar, what step is currently taken to ensure that students fulfill their graduation requirements? (A) Academic records are regularly checked by the registrar's office. (B) Students meet with a department chairperson to plan their course work. (C) Students receive letters listing the courses that they still need to take. (D) Warning letters are sent to students who have fallen behind in their course work.
17. Why does the man mention his classmates? (A) To explain how he obtained information about field research (B) To point out that many students like to do field research (C) To show that it is difficult to get intermediate-level credits (D) To emphasize his motivation to do field research in two of his courses
18. Why does the registrar tell the man to contact his chairperson immediately? (A) A deadline has already passed. (B) The man has a limited time to resolve his problem. (C) The man first needs to find out if the chairperson will help him. (D) Issuing a new grade may take longer than expected.
19. Listen to Track 2. (A) She is uncertain about the reliability of the computer. (B) She will approve the man's form despite her doubts about it. (C) She needs more information about the man's credits. (D) She needs to call someone to help her fix computer errors.

Listening Practice Set 2 : Lecture and Questions

Directions: Listen to Track 3.



Directions: Now answer the questions.

20. What is the lecture mainly about? (A) How animals emit ultrasonic pulses (B) How bats use acoustical signals (C) A comparison of echolocation and radar (D) Variations among bats in the use of ultrasound
21. Why does the professor decide NOT to add more information to the diagram on the board? (A) She wants students to complete the diagram themselves as an assignment. (B) She needs to look up some information in order to complete the diagram accurately. (C) The additional information is not relevant to the topic that she wants to discuss next. (D) Students already have the additional information in their textbook.
22. according to the professor, what are two ways in which a moth might react when it detects the presence of a bat? *Choose 2 answers.* [A] The moth might stop beating its wings. [B] The moth might emit high-frequency sounds. [C] The moth might leave the area. [D] The moth might change its color to match its surroundings.
23. What surprising information did a recent experiment reveal about lesser spear-nosed bats? (A) They filter out echoes from some types of trees. (B) They can analyze echoes from stationary objects with complex surfaces. (C) They cannot analyze “jagged” echoes. (D) They cannot analyze echoes from certain types of small moving objects.
24. according to the professor, why does a pine tree produce a “smooth” echo? (A) Because it has a smooth trunk (B) Because it has large branches spaced at regular intervals (C) Because it has many small, densely packed needles (D) Because it remains stationary in all types of weather



25. Listen to Track 4.

- (A) To answer a question that Carol asked (B) To correct a statement that Carol made (C) To praise Carol for an example that she gave (D) To give an example of a principle that Carol stated

### Listening Practice Set 3: Lecture and Questions

Directions: Listen to Track 5.

Directions: Now answer the questions.

26. What is the lecture mainly about?

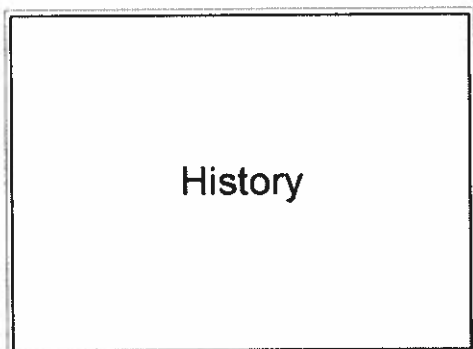
- (A) Political events that led to the invention of eyeglasses (B) A comparison of attitudes toward vision correction in Europe and China (C) The relationship between the printing press and literacy (D) An overview of vision correction over time

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

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

28. What does the professor imply about the invention of eyeglasses?

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



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

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

30. Put the events in the order that they happened.

1. 2. 3. 4.

31. Listen to Track 6.

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

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

answer Choices



### Speaking Section

This section measures your ability to speak about a variety of topics. Audio portions of the Speaking section are provided wherever you see the headphones icon:

These audio files are available:

- in the PDF version of *Quick Prep Volume 3* (click the headphones icon)
- on the Quick Prep Web site at <http://www.ets.org/toefl/quickprep>. Listen to each recording only one time. Written transcripts of the audio portions of Speaking Practice Set 2 and Speaking Practice Set 3 are located in Appendix. You may take notes while you listen, and you may use your notes to help you answer the questions. Listen to or read each transcript only one time. For Speaking Practice Set 1, you will speak about a familiar topic. Your response is scored on your ability to speak clearly and coherently about the topic. For Speaking Practice Set 2, you will first read a short text and then listen to or read a transcript of a conversation on the same topic. You will then be asked a question about both. You will need to combine appropriate information from the text and the conversation to provide a complete answer to the question. Your response is scored on your ability to speak clearly and coherently, and on your ability to accurately convey information about the text and the conversation. For Speaking Practice Set 3, you will listen to or read part of a lecture. You will then be asked a question

about it. Your response is scored on your ability to speak clearly and coherently and on your ability to accurately convey information from the lecture. You may take notes, and you may use your notes to help you prepare your responses. For each question, you will be given a short time to prepare your response. When the preparation time is up, record yourself answering the question as completely as possible.



Now begin the Speaking section.

Speaking Practice Set 1: Question 32. Directions: You will now be asked to give your opinion about a familiar topic. Give yourself 15 seconds to prepare your response. Then record yourself speaking for 45 seconds.

Listen to Track 7.

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

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

PrePARAtion tiMe: 15 seconds resPonse tiMe: 45 seconds



Speaking Practice Set 2: Passage, Conversation, and Question Directions: You will now read a short passage and listen to a talk on the same topic. You will then be asked a question about them. After you hear the question, give yourself 30 seconds to prepare your response. Then record yourself speaking for 60 seconds.

Listen to Track 8. reading time: 50 seconds

### **Music coming to cafeterias**

Mary Dixon, Director of the Student Life Committee, announced yesterday that beginning next semester, university cafeterias will broadcast classical music during mealtimes. “Music will foster a more relaxed atmosphere,” said Dixon. “Students’ lives are hectic, and mealtimes provide important opportunities to take a break and catch up with friends before moving on to the next class or assignment.” Added Dixon, “We’re also hoping that, if we provide the music, students will unplug their personal music devices—their Walkmans™ and MP3 players or whatever—and will spend more time talking to each other. When students have their headphones on, they’re not connecting with each other.”

Listen to Track 9.



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

Preparation time: 30 seconds response time: 60 seconds

Speaking Practice Set 3: Lecture and Question Directions: You will now listen to part of a lecture. You will then be asked a question about it. After you hear the question, give yourself 20 seconds to prepare your response. Then record yourself speaking for 60 seconds.

Listen to Track 10.

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

Preparation time: 20 seconds response time: 60 seconds



### Writing Section

This section measures your ability to use writing to communicate in an academic environment. The audio portion of the Writing section is provided where you see the headphones icon:

These audio files are available:

- in the PDF version of *Quick Prep Volume 3* (click the headphones icon)
- on the Quick Prep Web site at <http://www.ets.org/toefl/quickprep>. Listen to the recording only one time. A written transcript of the audio portion is located in Appendix. You may take notes while you listen, and you may use your notes to help you answer the question. Listen to or read the transcript only one time. For Writing Practice Set 1, you will read a passage and listen to or read a lecture. Then you will respond to a question that asks you about the relationship between the reading passage and the lecture. Try to answer as completely as possible using information from the reading passage and the lecture. The question does not ask you to express your personal opinion. You may consult the reading passage again when it is time for you to write. Typically, an effective response will be 150 to 225 words. Your response is judged on the quality of your writing and on the completeness and accuracy of the content. Now begin the Writing section.



### Writing Practice Set 1: Passage, Lecture, and Question

Directions: Give yourself 3 minutes to read the passage. reading time: 3 minutes

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: Listen to Track 11.

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

response time: 20 minutes

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

## 5. ОРГАНИЗАЦИОННО-ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ РЕАЛИЗАЦИИ ПРОГРАММЫ

### 5.1. МАТЕРИАЛЬНО-ТЕХНИЧЕСКИЕ УСЛОВИЯ РЕАЛИЗАЦИИ ПРОГРАММЫ

При проведении занятий и защите итоговой работы используются: мультимедийный проектор, персональный компьютер, микрофон, наушники, динамики, веб-камера, экран, лазерная указка.

### 5.2. КВАЛИФИКАЦИЯ ПРЕПОДАВАТЕЛЕЙ, УЧАСТВУЮЩИХ В РЕАЛИЗАЦИИ ПРОГРАММЫ

№ п/п	Фамилия, имя, отчество	Образование	Должность, ученая степень, звание. Стаж работы в данной или аналогичной должности, лет
1	Лежнева Екатерина Борисовна	1.Высшее педагогическое и лингвистическое: ТГПУ им. Л.Н. Толстого, ф-т иностранных языков;	Доцент каф. Л-2, кандидат филологических наук (стаж 15 лет).

Авторы программы: Лежнева Е.Б.



СОГЛАСОВАНО:

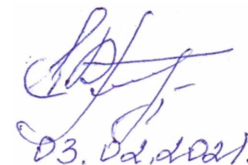
Начальник УМО ИСОТ  
МГТУ им. Н.Э. Баумана



## ЛИСТ РЕГИСТРАЦИИ ИЗМЕНЕНИЙ И ДОПОЛНЕНИЙ

Номер изменения 1, 03.02.2021, стр. 6	
<b>БЫЛО</b> Рекомендуемая литература. Основная 1. Gear, J., Gear, R. Cambridge Preparation for the TOEFL Test. — Cambridge University Press, 2011. 2. The Official Guide to the TOEFL iBT by Educational Testing Service. — 2006. 3. Propell Workshop for the TOEFL iBT Test. — Propell, 2012. 4. Lougheed, L. Essential words for IELTS. — Barron's Educational Series, 2011. 5. <a href="http://www.testden.comichallenge/freetoefl.asp">http://www.testden.comichallenge/freetoefl.asp</a>	<b>СТАЛО</b> Рекомендуемая литература. Основная 1. Gear, J., Gear, R. Cambridge Preparation for the TOEFL Test. — Cambridge University Press, 2011. 2. The Official Guide to the TOEFL iBT by Educational Testing Service. — 2009. 3. Propell Workshop for the TOEFL iBT Test. — Propell, 2018. 4. Lougheed, L. Essential words for IELTS. — Barron's Educational Series, 2011. 5. <a href="http://www.testden.comichallenge/freetoefl.asp">http://www.testden.comichallenge/freetoefl.asp</a>

Доц. Лежнева Е.Б.



03.02.2021.