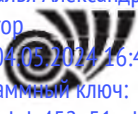
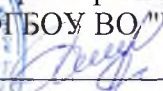


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	МИНОБРАЗОВАНИЯ И НАУКИ РОССИИ Федеральное государственное бюджетное образовательное учреждение высшего образования «Челябинский государственный университет» (ФГБОУ ВО «ЧелГУ») Костанайский филиал
Рабочая программа дисциплины "Практикум. Аудирование" по направлению подготовки (специальности) 45.03.02 Лингвистика направленности (профилю) Преподавание английского и казахского языков	
стр. 1	



УТВЕРЖДАЮ
Директор Костанайского филиала
ФГБОУ ВО «ЧелГУ»
 / Нализко Н.А.
«29» февраля 2024 г.

Рабочая программа дисциплины (модуля)
Практикум. Аудирование

Направление подготовки (специальность)

45.03.02 Лингвистика

Направленность (профиль)

Преподавание английского и казахского языков

Присваиваемая квалификация (степень)

Бакалавр

Форма обучения

очная

Год набора

2024

Костанай 2024 г.

Рабочая программа дисциплины (модуля) одобрена и рекомендована кафедрой

Кафедра филологии

Протокол заседания № 06, от «13» февраля 2024 г.

Рабочая программа дисциплины (модуля) одобрена и рекомендована учебно-методическим советом Костанайского филиала ФГБОУ ВО "ЧелГУ"


Протокол заседания № 06, от «15» февраля 2024 г.

Рабочая программа дисциплины (модуля) одобрена и рекомендована ученым советом Костанайского филиала ФГБОУ ВО "ЧелГУ"

Протокол заседания № 07, от «29» февраля 2024 г.

Заведующий кафедрой  Морданова Светлана Мугтасимовна, кандидат педагогических наук, доцент

Автор (составитель)  кандидат филологических наук, доцент кафедры филологии, Гейко Наталья Романовна

Рецензент  кандидат филологических наук, и.о. ассоциированного профессора кафедры иностранной филологии НАО «Костанайский региональный университет имени Ахмет Байтұрсынұлы», Жабаета Сауле Сагинтаевна

1 ЦЕЛИ И ЗАДАЧИ ОСВОЕНИЯ ДИСЦИПЛИНЫ (МОДУЛЯ)

1.1 Цели

Развитие аудитивных навыков и совершенствование умения восприятия иностранной речи на слух.

1.2 Задачи

Развитие навыков понимания иноязычной речи на слух;

развитие навыков свободного говорения в рамках предложенной ситуации;

повышение социокультурной грамотности обучающихся;

развитие навыков группового взаимодействия.

2 МЕСТО ДИСЦИПЛИНЫ (МОДУЛЯ) В СТРУКТУРЕ ОПОП

Блок (раздел) ОПОП: К.М.ДВ.01.01.10

2.1 Требования к предварительной подготовке обучающегося:

Иностранный язык

Профессионально-ориентированный иностранный язык

2.2 Дисциплины и практики, для которых освоение данной дисциплины (модуля) необходимо как предшествующее:

Подготовка к процедуре защиты и защита выпускной квалификационной работы

Производственная практика. Преддипломная практика

Производственная практика. Педагогическая практика

Внеурочная деятельность по иностранному языку

3 КОМПЕТЕНЦИИ ОБУЧАЮЩЕГОСЯ, ФОРМИРУЕМЫЕ В РЕЗУЛЬТАТЕ ОСВОЕНИЯ ДИСЦИПЛИНЫ (МОДУЛЯ)

ОПК-3.1: Адекватно интерпретирует коммуникативные цели высказывания, полно выявляет релевантную информацию, адекватно идентифицирует принадлежность высказывания к официальному, нейтральному и неофициальному регистрам общения.

Знать:

пороговый	Знает коммуникативные цели высказывания, общие пути выявления релевантной информации, жанры речевого произведения и его принадлежность к официальному, нейтральному и неофициальному регистрам
продвинутый	Знает коммуникативные цели высказывания, разнообразные языковые средства с целью выделения релевантной информации, общие высказывания, соответствующие официальному, нейтральному и неофициальному регистрам общения
высокий	Знает алгоритм интерпретации коммуникативной цели высказывания, дифференциальную специфику языковых средств официального, нейтрального, неофициального регистров общения и пути выявления релевантной информации

Уметь:

пороговый	Умеет определять коммуникативные цели высказывания, извлекать фактуальную, концептуальную и эстетическую информацию, определять принадлежность высказывания ко официальному, нейтральному и неофициальному регистрам общения
продвинутый	Умеет идентифицировать принадлежность высказывания к официальному, нейтральному и неофициальному регистрам общения в соответствии с коммуникативной ситуацией
высокий	Умеет грамотно и эффективно строить высказывания в соответствии с коммуникативными целями и регистрами общения (официальный, нейтральный и неофициальный)

Владеть:

пороговый	Владеет способностью выражать свои мысли, адекватно используя разнообразные языковые средства с целью выделения релевантной информации
продвинутый	Владеет дискурсивными способами порождения связных текстов официального, нейтрального и неофициального регистров общения
высокий	Владеет способностью свободно выражать свои мысли в соответствии с коммуникативными целями и регистрами общения (официальный, нейтральный и неофициальный)

4 ОБЪЕМ ДИСЦИПЛИНЫ (МОДУЛЯ)

Общая трудоемкость	4 ЗЕТ
Часов по учебному плану : 144 в том числе : аудиторные занятия : 24 самостоятельная работа : 111 часов на контроль : 9	Виды контроля в семестрах: экзамены 8

5 СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

Код занятия	Наименование разделов и тем /вид занятия/	Семестр	Часов	Компетенции	Литература	Методы проведения занятий, оценочные средства
	Раздел 1. Мнения					
1.1	Шопинг. Рестораны. Любимые блюда. Необычная еда. Телевидение. Телепрограммы и фильмы. Дом. /Пр/	8	5	ОПК-3.1	Л1.1 Л1.2 Л1.3Л2.1 Л2.2 Э1 Э2	Коммуникативный, частично-поисковый методы Вопросы для устного опроса Монолог Диалог Текст для перевода Видеоролики для устного перевода
1.2	- работа с практическим материалом; - подготовка к практическому занятию; - написание эссе по теме занятия; - составление диалога; -составление глоссария по теме. /Ср/	8	25	ОПК-3.1	Л1.1 Л1.2 Л1.3Л2.1 Л2.2 Э1 Э2	Написание эссе и диалога, письменный перевод текстов, глоссарий по тексту
	Раздел 2. Места					
2.1	Города. Больницы. Офисы. Музеи. Парки. Кафе. Выходные. /Пр/	8	5	ОПК-3.1	Л1.1 Л1.2 Л1.3Л2.1 Л2.2 Э1 Э2	Коммуникативный, частично-поисковый методы Вопросы для устного опроса Монолог Диалог Текст для перевода Видеоролики для устного перевода
2.2	- работа с практическим материалом; - подготовка к практическому занятию; - написание эссе по теме занятия; - составление диалога; -составление глоссария по теме. /Ср/	8	30	ОПК-3.1	Л1.1 Л1.2 Л1.3Л2.1 Л2.2 Э1 Э2	Написание эссе и диалога, письменный перевод текстов, глоссарий по тексту
	Раздел 3. Рубежный контроль №2					
3.1	Обзор пройденного материала. Задания на аудирование /Пр/	8	2	ОПК-3.1	Л1.1 Л1.2 Л1.3Л2.1 Л2.2 Э1 Э2	Творческий метод Аудирование с полным пониманием смысла текста и пересказ содержания
	Раздел 4. Рубежный контроль №1					

Рабочая программа дисциплины "Практикум. Аудирование" по направлению подготовки (специальности) 45.03.02 Лингвистика направленности (профилю) Преподавание английского и казахского языков							стр. 5
4.1	Обзор пройденного материала. Задание на аудирование /Пр/	8	2	ОПК-3.1	Л1.1 Л1.2 Л1.3Л2.1 Л2.2 Э1 Э2	Творческий метод Аудирование с пониманием основного смысла и выполнение заданий	
Раздел 5. Информация							
5.1	Новости. Статьи. Сайты. Интернет. Сплетни и правда. /Пр/	8	5	ОПК-3.1	Л1.1 Л1.2 Л1.3Л2.1 Л2.2 Э1 Э2	Коммуникативный, частично-поисковый методы Вопросы для устного опроса Монолог Диалог Текст для перевода Видеоролики для устного перевода	
5.2	- работа с практическим материалом; - подготовка к практическому занятию; - написание эссе по теме занятия; - составление диалога; -составление глоссария по теме. /Ср/	8	28	ОПК-3.1	Л1.1 Л1.2 Л1.3Л2.1 Л2.2 Э1 Э2	Написание эссе и диалога, письменный перевод текстов, глоссарий по тексту	
Раздел 6. Путешествия							
6.1	Активный отдых. Горы. пляж. Джунгли. Леса. Реки и озера. Туристические страны. /Пр/	8	5	ОПК-3.1	Л1.1 Л1.2 Л1.3Л2.1 Л2.2 Э1 Э2	Коммуникативный, частично-поисковый методы Вопросы для устного опроса Монолог Диалог Текст для перевода Видеоролики для устного перевода	
6.2	- работа с практическим материалом; - подготовка к практическому занятию; - написание эссе по теме занятия; - составление диалога; -составление глоссария по теме. /Ср/	8	28	ОПК-3.1	Л1.1 Л1.2 Л1.3Л2.1 Л2.2 Э1 Э2	Написание эссе и диалога, письменный перевод текстов, глоссарий по тексту	

6 ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

6.1 Перечень видов оценочных средств

Текущий контроль успеваемости по дисциплине "Практикум. Аудирование" регулярно осуществляется преподавателем в процессе проведения практических занятий с помощью следующих оценочных средств: вопросы для устного опроса, эссе по теме модуля, диалог по теме модуля, видеоролики для устного перевода, перевод текста с составлением глоссария.

Рубежный контроль проводится с целью определения степени сформированности отдельных компетенций обучающихся по завершению освоения очередного раздела (темы) курса в форме аудирования с пониманием основного смысла и выполнением задания, аудированием с пониманием полного смысла и пересказом содержания.

Промежуточная аттестация проводится по завершению периода обучения семестра с целью определения степени достижения запланированных результатов обучения по дисциплине за семестр и проводится в форме экзамена

(комплексная письменная работа).

6.2 Типовые контрольные задания и иные материалы для текущей и рубежной аттестации

Текущий контроль проводится регулярно на занятиях с целью получения оперативной информации об усвоении учебного материала и диагностики сформированности компетенций.

Задания для текущего контроля

Типовые вопросы для устного опроса:

Тема Мнения

1. Have you ever been abroad?
2. Where have you been?
3. Are you planning on going anywhere for your next vacation?
4. Are you afraid of going abroad alone?
5. Could you live in another country for the rest of your life?
6. Describe the most interesting person you met on one of your travels.
7. What was your best trip.
8. What was your worst trip.
9. Did your class in high school go on a trip together?
10. Do you have a driver's license?
11. Do you like to travel with children? Why or why not?
12. Do you like to travel with your mother? Why or why not?
13. Do you prefer summer vacations or winter vacations?
14. Do you prefer to travel alone or in a group? Why?
15. Do you prefer to travel by train, bus, plane or ship?
16. Do you prefer traveling by car or by plane?
17. Have you ever been in a difficult situation while traveling?
18. Have you ever been on an airplane?
19. How often do you eat out?
20. Where do you usually go when you eat out?

Тема Места

1. What holidays have disappeared in your country?
2. What is your parent's favorite holiday?
3. What new holiday are needed in your country?
4. What holiday should be abolished?
5. What are some of your fondest memories of Thanksgiving?
6. What kind of traditional food do you eat for Thanksgiving?
7. Where is the best place to be for the holidays?
8. Do you think holidays are important? Why?
9. What kinds of thing do you like to do on the holidays?
10. Do you ever feel blue during the holidays? What do you do about it?
11. Do you think pets need holidays? What kinds of holidays would we have for pets?
12. What games do you play during your holidays?
13. How many holidays do you have in your country?
14. What special foods are associated with your favorite holiday?
15. What special clothing/customs are associated with your favorite holiday?
16. What is your favorite holiday memory? Tell us about it.
17. Who is your favorite holiday character (e.g. Santa Claus)? Why?
18. What are three holidays that you like to spend with your family?
19. What is your worst holiday memory? Tell us about it.
20. If you had a long holiday, what will you do with it?

Тема Информация

1. How do you commute to your school or your place of work?
2. How far do you travel and how long does it take you?
3. How do you travel? Is it expensive? Is it tiring?
4. What are some of the reasons why people commute?
5. Would you rather work in a nearer place?
6. If you work far from your house, why have you chosen to commute a long way to work?
7. Would you ever travel between countries or states in order to keep a better job? Why or why not?

8. In your viewpoint, what are the advantages and disadvantages of commuting?
9. If you didn't have any relatives or wife/husband, would you travel abroad for work? Why or why not?
10. Would you like to live abroad? Why or why not?
11. If you moved to another country, what things would you miss about where you live now? Which ones would you be glad to get away from?
12. Are there certain professions which require commuting?
13. Would you give up your job if you had to commute frequently?
14. Would you accept a job that requires commuting two hours a day one way?
15. Do you feel bad after you have an argument?
16. What are some reason why people argue?
17. What does your family argue about?
18. How do you avoid arguments?
19. Do you think it is best to argue or just walk away? Shy?
20. Do you get along with argumentative people?

Тема Путешествия

1. Do you have a driver's license?
2. Do you like to travel with children? Why or why not?
3. Do you like to travel with your mother? Why or why not?
4. Do you prefer summer vacations or winter vacations?
5. Do you prefer to travel alone or in a group? Why?
6. Do you prefer to travel by train, bus, plane or ship?
7. Do you prefer traveling by car or by plane?
8. Have you ever been in a difficult situation while traveling?
9. Where did you spend your last vacation? Your summer vacation? Your Christmas vacation?
10. Where will you go on your next vacation?
11. Would you like to take a cruise? Where to? With who?
12. Do you prefer traveling on a hovercraft or a ferry?
13. Would you prefer to stay at a hotel/motel or camp while on vacation?
14. Would you rather visit another country or travel within your own country?
15. Would you rather go to a place where there are a lot of people or to a place where there are few people?
16. Do you find more fulfillment from your leisure activities including vacations than from your job?
17. Do you think the type of vacation one takes reflects one's social status?
18. Are you afraid of going abroad alone?
19. Could you live in another country for the rest of your life?
20. Describe the most interesting person you met on one of your travels.

Примерные темы для эссе:

1. Opinions
2. My favorite place
3. Books and Internet
4. The travel of my dream

Примерные темы для диалогов:

1. Tourism in your country and abroad
2. News and gossips
3. Places I'm going to visit
4. What do you think of...?

Тексты для перевода:

Текст 1.

St Anthony's Church, the site of one of the deadliest Easter Sunday bombings in Sri Lanka, is renowned as a place of worship open to all faiths, but the attacks have shut its doors for now. For the first time in its 175-year history, people are being turned away. The road to the shrine in Colombo's Kochchikade district is a familiar one to many, who - regardless of their religion - would regularly come here to seek blessings. Despite being a predominantly Roman Catholic church, its patron has acquired a reputation for being a "miracle worker". No request, no matter how large, small or strangely specific, is left unanswered by St Anthony, people say. On Monday, however, a day after the bomb blast ripped through its entrance, things are very different. The attack here was one of eight across the country which killed 310 people and injured many more. Police are fanned out near the turn-off to the church, marked by its distinctive large statue of St Anthony, mounted on a

pedestal. The perimeter of the church itself has been cordoned off with yellow tape and is being guarded by armed security officers.

Despite this, a sizeable crowd is still gathered outside, veering as close to the perimeter as they dare, most just staring at the large white building. From a distance it looks untouched, but look harder and hints of the carnage that took place inside become more visible.

Текст 2.

Thousands of emperor penguin chicks drowned when the sea-ice on which they were being raised was destroyed in severe weather.

The catastrophe occurred in 2016 in Antarctica's Weddell Sea.

Scientists say the colony at the edge of the Brunt Ice Shelf has collapsed with adult birds showing no sign of trying to re-establish the population.

And it would probably be pointless for them to try as a giant iceberg is about to disrupt the site.

The dramatic loss of the young emperor birds is reported by a team from the British Antarctic Survey (BAS).

Drs Peter Fretwell and Phil Trathan noticed the disappearance of the so-called Halley Bay colony in satellite pictures.

It is possible even from 800km up to spot the animals' excrement, or guano, on the white ice and then to estimate the likely size of any gathering.

But the Brunt population, which had sustained an average of 14,000 to 25,000 breeding pairs for several decades (5-9% of the global population), essentially disappeared overnight.

Текст 7.

МОСКВА, 11 мая — РИА Новости. Никакой "капитуляции" самопровозглашенных Донецкой и Луганской народных республик быть не может, заявил полпред России на переговорах контактной группы в Минске Борис Грызлов.

По словам Грызлова, последующие события подтвердили, что у жителей Донбасса были все основания для такого решения.

"Киевская "партия войны" не оставила жителям Донецка и Луганска иного выбора, кроме самостоятельности и самозащиты. Все, что получал Донбасс от официального Киева, — это агрессия и блокада. Все, что слышал Донбасс от официального Киева, — это угрозы и требования сдаться. Естественно, никакой капитуляции Донецка и Луганска не будет и быть не может. Не для этого жители ДНР и ЛНР защитили свое право на жизнь, на достойное будущее, на родной язык и нестертую историческую память", — подчеркнул постпред.

Он также напомнил, что необходимость предоставления территориям Донецкой и Луганской областей особого статуса закреплена в международных документах: в Минских соглашениях, решениях "нормандской четверки", резолюции Совета Безопасности ООН.

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Сегодня в ДНР отмечают День республики. В этот день в 2014 году в Донецкой области состоялся референдум о самоопределении региона, организованный сторонниками федерализации. Такой же референдум прошел и в соседней самопровозглашенной Луганской народной республике.

Видеоролики для устного перевода:

1. Россия настаивает на переговорах с Западом по проблеме лагеря "Рукбан" в Сирии -

<https://www.youtube.com/watch?v=Mq2F0OTHYj0&list=PLlHjKKyQ4OaTWvw6msx3Kr9X00qsqsSm6&index=14>

2. На Украине официально опубликовали результаты президентских выборов -

https://www.youtube.com/watch?v=gNRXqnPq_fA&list=PLlHjKKyQ4OaSLC6tLdplgGguAyTHEtLd0&index=32

3. Trump will meet Putin for the first time on the sidelines of G20 - <https://www.youtube.com/watch?v=ncLrG10V3KA&list=PLS3XGZxi7cBVTzEE4Sim9UuNKnUJU9Vkh&index=6>

4. UK arms sales to Saudi Arabia ruled lawful - <https://www.youtube.com/watch?v=Vl7MW8cAMN0&list=PLS3XGZxi7cBVTzEE4Sim9UuNKnUuN9Vkh&index=21>

Рубежный контроль №1

1. Прослушайте текст, выполните задания к тексту.

The man who cut off my hair

by Richard Marsh

My name is Judith Lee and I am a teacher. I teach people who are deaf and dumb, and I teach them by lip-reading. When people say a word, they all move their lips the same way, so if you watch them carefully, you know what they are saying. My father was one of the first people to teach lip-reading. My mother was deaf, but she could lip-read, so lip-reading has always been part of my life. And because I have always been able to do it, I was able to play a part in the adventure I am going to tell you about...

I was thirteen years old when it happened. My mother and father were visiting another country, and I was staying in a small village, in a cottage which we owned. Mrs Dickson, our servant, was staying there with me.

I was returning home by train one day, after a visit to some friends. There were two people sitting opposite me, a man

and a woman. The woman got out at a station not far from my home. Then a man got in and sat beside the one who was already there. They seemed to know each other.

They talked quietly for some minutes, and it was impossible to hear what they said. But I only had to look at their faces. I was reading a magazine and looked up to see the first man say something which surprised me.

'...Myrtle Cottage. It's got a large myrtle tree in the front garden.'

The other man said something in a low voice, but his face was turned away from me. The first man replied, and I read his lips again. 'His name is Colegate, and he uses it as a summer cottage. He's got some of the best old silver in England.'

The other man shook his head and turned so I could see his face. I saw him say: 'Old silver is no better than new. You can only melt it.'

The first man's face became red. 'Only melt it! Don't be stupid! I can sell old silver at good prices. And that silver in Myrtle Cottage must be worth more than a thousand pounds. There's a silver salt-cellar worth at least a hundred.'

The other man looked at me while I was watching his friend speak. He had fair hair and blue eyes. 'That child is watching us,' he whispered. 'Be careful.'

The look in those blue eyes began to frighten me.

The first man said, 'Let her watch, she can't hear us.'

I was alone with them, and I was quite small. So I looked back at my magazine instead of watching the rest of their conversation. I knew Myrtle Cottage because it was not very far from our own cottage. And I knew Mr Colegate, and about his old silver. I knew the silver salt-cellar the two men spoke about, and wondered why they were interested in it. I was very young. I did not think: 'These two men who speak in whispers may not be honest.'

They both got out at the station before our village.

After tea that evening, I went for a walk without telling Mrs Dickson. My walk took me past Myrtle Cottage. It was small, and there were no other houses near it. I knew that Mr Colegate was away, but when I went into the garden, I saw that the front-room window was open. I looked inside. What I saw surprised me very much.

In the room was the first man from the train. All of Mr Colegate's silver was on the table in front of him, and he was holding the silver salt-cellar. I did not know what to think. What was he doing there? What should I do? I was still trying to decide when a hand went round my throat.

'If you make a sound, I'll kill you,' said a man's voice in my ear. 'Believe me, I will!'

It was the other man, and he recognised me.

'It's the girl from the train!' he said.

The first man came to the window. 'What's happening?' he asked. 'Who's that child you're holding?'

The other man pushed my face forwards. 'Can't you see? I knew she was listening!'

'She couldn't hear us on the train,' said the first man. 'Nobody could hear our whispers. Give her to me.'

I was passed through the window, and now it was his hands that went round my throat. 'Who are you?' he wanted to know. 'If you scream, I'll pull your head right off you!'

I did not move or speak.

'Cut her throat,' said the other man, and took a long, terrible-looking knife with a silver handle from the table.

'Wait,' said his friend. He took a piece of rope from his bag. Then they pushed me into a chair and tied the rope around my arms and legs. They also tied something across my mouth to stop me speaking.

The man with blue eyes moved towards me with the knife. I was sure he was going to cut my throat. But he took my long hair in one hand, and with that terrible knife he cut all of it from my head!

I was more angry than I thought possible. I wanted to take that knife and push it into him! My long hair was more valuable to me than almost anything. Not because of my own love of it, but because my mother loved it. It pleased her so much, and she often told me how beautiful it was. And now this man had robbed me of it in the most terrible way. At that moment, I wanted to kill him.

He hit me across the face with my own hair. 'It didn't take me long to cut it off,' he said, 'but I'll cut your throat quicker if you try to move.'

The man with blue eyes let my hair fall all over me. Then the two of them began to put Mr Colegate's silver into two large bags. That was when I realized they were stealing it, and there was nothing I could do.

The man with blue eyes moved towards the window, carrying one of the bags. The first man put a hand on his arm, and I watched him whisper, 'Do you remember the plan?'

The man with blue eyes put his mouth close to the other man's ear. I watched his lips as he said, 'Cotterill, Cloakroom, Victoria Station, Brighton Railway.'

I knew the words were important and promised myself that I would not forget them.

He got out of the window and his bag was passed to him. He turned towards me and said, 'Sorry I can't take a piece of your hair. Perhaps I'll come back for some later.' Then he went, and anger burned inside me.

His friend did not look at me. He took his bag and went out through the door. I don't know what happened to him afterwards. I was left alone, all through that night.

I was not afraid, but the rope hurt my arms and legs. I repeated the words, 'Cotterill, Cloakroom, Victoria Station Brighton Railway.' I was sure they were important.

I did not sleep that night. Day came, and I wondered what Mrs Dickson was doing. Was she looking for me? I had some friends who lived three or four miles away. Sometimes I stayed the night with them, without telling anyone at home. Did Mrs Dickson think I was with them?

I do not know what time it was when I heard the sound of feet outside. The day seemed almost over. I watched the open window, and suddenly a face appeared.

It was Mr Colegate.

'Judith!' he said. 'Judith Lee!'

He was not a young man, but he climbed in through that window as quickly as a boy. He took a knife from his pocket and cut the rope around my arms and legs, then he uncovered my mouth and at last I could speak.

'Cotterill, Cloakroom, Victoria Station, Brighton Railway,' I said. Then I fell into Mr Colegate's arms.

I knew no more until I woke up in bed with Mrs Dickson standing beside me. With her were Dr Scott, Mr Colegate, Pierce the village policeman, and another man. I discovered later that he was a detective.

I saw that I was in a room in Myrtle Cottage, and sat up in bed — and remembered everything.

'He cut off my hair with the long knife!' I said.

My head felt strange. I asked for a mirror, then became angry again when I saw the blue-eyed man's work. Before anyone could stop me, I jumped out of bed.

'Cotterill, Cloakroom, Victoria Station, Brighton Railway,' I said. 'Where are my clothes?'

At first they thought I was crazy. But then I told them my story. 'Cotterill, Cloakroom, Victoria Station, Brighton Railway,' I said again. 'That's where I'm going to catch the man who cut off my hair. And if we don't go quickly, we may be too late.'

Mr Colegate agreed. He wanted to get his silver back as much as I wanted to find the man who cut my hair. So we went up to London on the first train that we could catch — Mr Colegate, the detective, and an almost hairless child.

We got to Victoria Station and went to the cloakroom.

'Is there a parcel here in the name of Cotterill?' Asked the detective.

'One in the name of Cotterill was taken only half a minute ago,' the cloakroom man replied. 'Didn't you see him walking off with it?' He looked along the station. 'There he is! Someone's going to speak to him.'

I saw a man carrying a parcel, and I saw the man who was going to speak to him. 'It's the man who cut my hair!' I shouted, and ran towards him as fast as I could go. He looked round and saw me, and quickly realized who I was. He whispered to the man with the parcel before running away.

I saw clearly what he said. 'Bantock, 13 Harwood Street, near Oxford Street.' Those were the words. And then he turned and ran away. Mr Colegate and the detective were close behind me. The man with the parcel saw us, and at once he dropped the parcel and ran off.

We did not catch him, or the man who cut my hair. The station was full of people coming off a train, which made it easy for both men to escape. But we got the parcel. It was not big enough to contain Mr Colegate's silver, we realized that. But it did contain a much bigger surprise.

Jewels!

A London detective was sent for. He looked at the jewels and said, 'These are the Duchess of Datchet's jewels. The police all over Europe are looking for them.'

The man from the cloakroom was with us. 'That parcel has been with us for nearly a month,' he said. 'The person who took it out paid for twenty-seven days.'

'I wish I could catch him,' said the London detective. 'I have a word or two that I want to say to him.'

'I think I know where you can find him,' I said. 'Bantock, 13 Harwood Street, near Oxford Street.'

'Who is Bantock?' the detective asked.

'I don't know,' I said. 'But I saw the man who cut off my hair whisper those words before he ran away.'

'You saw him whisper them?' The London detective looked at the others. 'What does she mean? Young lady, you were fifteen metres away. How could you hear him whisper?'

'I didn't say I heard him whisper,' I replied. 'I said I saw him. I don't need to hear to know what a person is saying.'

'Judith is an excellent lip-reader,' said Mr Colegate. He explained, but the others found it hard to believe.

'So what did you see him whisper?' asked the detective.

'I'll tell you if I can come with you,' I said.

The detective laughed. He seemed to think that I was amusing, but I don't know why. He did not understand how angry I was about my hair. 'All right,' he said. 'You can come. Now, tell me what you saw him whisper.'

So I told him again and he wrote it down.

'I know Harwood Street, but I don't know Mr Bantock,' he said. 'First I'll send a message for some help, then we'll go and visit Mr Bantock — if there is a Mr Bantock.'

The four of us went in a taxi — the two detectives, Mr Colegate and I. After a while, the taxi stopped on the corner of a street.

'This is Harwood Street,' said the London detective. 'We can walk the rest of the way. We don't want to stop outside the door. They may guess who we are.'

It was a street full of shops. The shop at number 13 sold jewels and other less valuable things. The name 'Bantock' was over the top of the window.

As we reached the shop, a taxi stopped outside it and five men got out. The London detective recognized them and did not look pleased. 'Now our visit won't be a surprise,' he said. 'Come on, let's go in quickly.'

And we went in, the detective first and me behind him. There were two young men standing close together at the other side of the shop. When they saw us, I saw one whisper, 'They're detectives! Ring the alarm bell!'

'He's going to ring the alarm bell!' I shouted.

The men from the other taxi were also detectives.

They came in quickly and held each of the two young men.

There was a door at the end of the shop which the London detective opened. 'Stairs,' he said. 'We'll go up. You men

wait here until you're wanted.'

I followed him up the stairs. At the top were two more doors. I could hear voices coming from behind one of them. The London detective went towards it. He opened the door and went in, and I was close behind him. There were several men in there, but I was only interested in one. He was standing on the other side of a table.

'That's the man who cut off my hair!' I cried.

He seemed at first like a man who had seen a ghost, but then he said, 'I wish I had cut your throat!'

The police caught all the thieves. They were wanted all over the world for other robberies. Mr Colegate got his silver back. Mr Bantock, who owned the shop, was someone who bought and sold stolen jewels. He and all the other men in that room were sent to prison.

It took many years for my hair to grow long again, and it never grew as long as before. Each time I looked into a mirror, some of my anger returned.

But the man who cut my hair was stupid. Before he cut it, the rope hurt me badly and I wasn't interested in what he and his friend were doing or saying. But after he cut it, I was very angry indeed, and so I watched every move which they — and their lips! — made!

1. What is your opinion about the story?
2. Can you describe the main characters of the story?
3. Did the ending of the story surprised you? Why/Why not?

Рубежный контроль №2.

1. Прослушайте текст, выполните пересказ.

The Railway Crossing
by Freeman Wills Crofts

Dunstan Thwaite looked at the railway crossing and decided that it was time for John Dunn to die. It was a very suitable place for a murder. There were trees all around, and they hid the trains which came so fast along the railway line. The nearest house was Thwaite's own, and this was also hidden by the trees. People and traffic did not use the crossing very often, and the big gates were kept locked. There was a small gate used by passengers going to the station, but at night it was always quiet.

Thwaite was a worried man. He had to use sleeping powders to help him sleep. But after tonight, things were going to be different. The time had come to stop the blackmail. The time had come for John Dunn to die.

It all began five years earlier...

Thwaite worked in the offices of a large company, and his only money was the money that the company paid him. It was not much, but it was enough. Then he met the beautiful Miss Hilda Lorraine and asked her to marry him.

She came from an important family who were supposed to be very rich, but in fact they had less money than Thwaite had thought. He learned that he would have to pay for the wedding himself. And he did not have enough money for the expensive kind of wedding that Miss Lorraine wanted. So Thwaite stole a thousand pounds, by changing the figures in the company's book. He planned to put the money back after he was married, but someone discovered that it was missing. Thwaite kept quiet. Another man was thought to be the thief, and he lost his job. Thwaite still said nothing.

But John Dunn worked in the same office. He worked closely with Thwaite and guessed Thwaite's crime. He searched through the company's books until he found what he was looking for. Then he went to Thwaite.

'Sorry to have ask you, Mr Thwaite,' He said. I need a hundred pounds... for my son. He's in a bit of trouble , you see...'

'But you don't have a son,' said Thwaite.

And then Thwaite knew that he was being blackmailed.

He paid Dunn one hundred pounds, and Dunn said nothing more for a year. During that time, Thwaite got married.

Then the day came when Dunn asked him for more money.

'Two hundred and fifty pounds,' he said to Thwaite.

'I can't pay—' began Thwaite.

But he did. Either he paid or he went to prison.

It went on for five years, and each time Dunn wanted more money. Thwaite found it difficult to live on the money that he was left with. His wife liked expensive things. An expensive house, an expensive car, visit to expensive restaurants. She also discovered that some of money her husband was paid each year seemed to disappear. He tried to lie about it, but he knew that she thought he was paying to keep another woman.

Oh, how he hated John Dunn! Something must happen!

And then he remembered the railway crossing.

It was not a new idea. Weeks before, he had thought about what could happen there. The idea came when the doctor gave him some powders to help him sleep. He thought about giving Dunn enough of them to kill him, but then he got a better idea. Although he was afraid, Thwaite slowly realized that murder was the only answer to his problem.

Then Dunn asked for more money.

'Five hundred pounds, Mr Thwaite,' Dunn told him.

'Five hundred!' said Thwaite. 'Why not ask for the moon? You'll get neither one nor the other.'

'Five hundred,' repeated Dunn, calmly.

It was then that Thwaite decided to murder the other man. He pretended to think about the money for a moment, then he said, 'Come to my house tomorrow night and we'll talk.' He remembered his wife was going to be away in London all night. 'And bring those papers from the office which you want me to look at.'

'All right,' said Dunn.

The following evening, Thwaite put two hundred pounds in his pocket. Then he put half of his sleeping powders into a whisky bottle. There was only enough whisky for two glasses, but there was an unopened bottle next to it. Next he put a hammer into one pocket of his overcoat, and a torch into the other pocket. The coat was outside the door of his study. Lastly, he moved the hands on his watch and on the study clock forward by ten minutes. Those extra ten minutes would give him his alibi.

Thwaite knew that he must be extra careful.

He knew that people at the office thought there was some secret between him and Dunn. A secret that Thwaite didn't want anyone to know.

'If Dunn is killed,' he thought, 'they'll wonder if it was really an accident, or if I murdered him.'

But if his plan went well, the police would believe that he hadn't left the house.

Thwaite sat down to wait for John Dunn. He thought about what he was going to do. Murder! He could almost see his hand holding the hammer above Dunn; could hear the awful sound of it crashing down on to the man's head. He could see Dunn's dead body! Dead all except the eyes, which looked at Thwaite... followed him everywhere he went...

He tried to calm himself. He remembered why he was doing this. When Dunn was dead, his problems were over.

Half an hour later, Dunn arrived. Jane opened the door. Jane was the servant who lived in the house with Thwaite and his wife. She brought Dunn into the study.

Thwaite smiled in a friendly way. 'Oh, good. You've brought those papers for me to see, Dunn. Thank you.'

After Jane left, the two men looked at each other.

'Give me the papers,' Thwaite said. 'I'll look at them now that you've brought them.'

Fifteen minutes later, he gave the papers back to Dunn and sat back in his chair.

'Now, about that other matter.' He got up. 'But why not have a drink first?'

'No, thank you,' said Dunn. He looked afraid.

'What are you afraid of?' said Thwaite. He gave Dunn the opened whisky bottle and two glasses. 'We can both drink the same whisky, if you like. Here, you do it.'

After a moment, Dunn put whisky into each glass, then he waited until Thwaite drank before he drank his own. Thwaite watched him. How long before the other man began to feel sleepy? Thwaite needed all of one sleeping powder to make him sleep, but Dunn did not usually take them.

'Listen, Dunn,' said Thwaite, 'I haven't got five hundred pounds, but I can give you this.' He took the money from his pocket and put it on the table. Dunn counted it. 'Two hundred?' he said, with a laugh. 'Are you trying to funny?'

'I'm not saying it will be the last,' said Thwaite. 'Take it now and be pleased that you've got it.'

Dunn shook his head. 'Five hundred, Mr. Thwaite.'

'I've told you, I can't do it,' said Thwaite. 'And I won't do it. You can tell everyone what I did – I don't care any more. It's been five years, and I've done a lot of good work for the company during that time. I saved them a lot more than a thousand pounds. I'll go and live in another country and give myself a new name.'

'And your wife?' said Dunn.

'My wife will leave the country first,' Thwaite told him. 'She'll wait for me to come out of prison. It won't be more than two or three years. So you can take the two hundred pounds, or you can do your worst!'

The powder in the whisky was beginning to make Dunn sleepy. He looked stupidly at Thwaite, and Thwaite began to worry. Had he given the other man too much? He looked at the clock. There was not much time left.

'Will you take it, or leave it?' asked Thwaite.

'Five hundred,' said Dunn, in a heavy voice. 'I want five hundred.'

'You can go and do your worst,' said Thwaite.

Dunn held out a shaking hand. 'Come on, pay me.'

Thwaite began to worry again. 'Are you feeling all right, Dunn? Have some more whisky.' He opened the other bottle and put some whisky in Dunn's glass. Dunn drank it, and it seemed to make him feel better.

'That was strange,' he said. 'I didn't feel very well, but I feel a little better now.'

'If you're going to catch your train, you must go,' said Thwaite. 'Tell me tomorrow what you finally decide to do. Take the two hundred with you.'

Dunn thought for a moment, then picked up the money. He looked at his watch, then looked at the study clock. 'Your clock is wrong,' he said. 'I have ten more minutes.'

'Wrong?' said Thwaite. He looked at his own watch. 'It's your watch that's wrong. Look at mine.'

Dunn looked and seemed unable to understand it. He stood up... and almost fell back again. Thwaite hid a smile. This was how he wanted Dunn to be. 'You're not feeling well,' he said. 'I'll take you to the station. Wait until I get my coat.'

Now that the time was here, Thwaite felt cool and calm. He put on his coat, feeling the hammer in the pocket, then went back into the study.

'We'll go out this way,' he said.

There was a side door from the study into the garden. Thwaite closed it silently and it locked automatically behind him. It was his plan to return that way, go in quietly again, and then to change the clock and his watch back to the right time.

Then he would shout 'Goodnight', and close the front door very loudly, pretending that somebody had left just then. Next, he would call Jane and ask for some coffee, making sure that she saw the clock. Then, if the police asked her later, Jane could say that Thwaite did not leave the house and that Dunn went to catch his train at the right time.

It was a dry night, but very dark. A train carrying freight went slowly by. Thwaite smiled to himself. There were plenty of freight trains at that time of the night. He needed one of them to hide his crime for him. He planned to hit Dunn on the head with the hammer, then put his body on the railway line. A freight train would do the rest.

Slowly, the two men walked on, Thwaite holding Dunn's arm. A light wind moved among the trees. Thwaite gently pushed the half-asleep Dunn forwards. He put his hand into his pocket for the hammer... And stopped. His keys! They were still inside the house, and he could not get back in without them! He would have to ring the front door bell. His alibi was destroyed! It was a bad mistake. Everything was wrong now. He couldn't go on with the murder.

'Most murders make mistake,' thought Thwaite, trying to claim himself. 'I've been the same.' But he was shaking with fear as he thought about the mistake. Suddenly, he could not walk another step with Dunn.

'Goodnight,' he said to the other man.

And before they reached the crossing, he turned and walked back to the house.

For ten minutes, Thwaite walked up and down outside until he began to feel calm again. Then he rang the bell.

'Thank you, Jane,' he said. 'I went to see Mr Dunn over the crossing, and I forgot my keys.'

He went to bed a happier man. He was not a murderer.

When he was eating his breakfast the next morning, he decided what to do. 'I'll tell them at the office that I stole the thousand pounds,' he said to himself. 'I'll take my punishment, and then I can have some peace again.'

It suddenly seemed so easy. Until Jane came in.

'Have you heard the news, sir?' she said. 'Mr. Dunn was killed by a train on the crossing last night. A man who was working on the railway line found him this morning.'

Thwaite slowly went white. Jane was looking at him strangely. What was she thinking? What story did he tell her the night before? He couldn't remember!

'Dunn killed!' he said. 'How terrible, Jane! I'll go down.' The body was in a small railway building, near the line. There was a policeman outside.

'A sad accident, Mr Thwaite,' the policeman said. 'You knew the man, didn't you, sir?'

'He worked in my office,' replied Thwaite. 'He was with me last night, discussing business. I suppose this happened on his way home. It's terrible!'

'It's very sad, sir,' said the policeman. 'But accidents will happen.'

'I know that,' said Thwaite. 'But I wish he hadn't drunk so much of my whisky. I was going to walk with him to the station.'

The policeman looked closely at Thwaite. 'And did you, sir?' 'No,' said Thwaite. 'The cold night air seemed to make him feel better. I turned back before the crossing.'

The policeman said no more, but later that day two more policemen came to the office. 'Have they talked to Jane?' wondered Thwaite. Again he told them, 'I left Dunn before we reached the railway crossing.' They wrote down what he said to them, then went away.

Next day, they came back.

There were things that Thwaite could not explain to them. Why did the whisky bottle contain what was left of a sleeping powder? Why was the study clock wrong by ten minutes? (At dinner-time earlier on the same evening, Jane had noticed that it was right.) And why was a hammer found in his overcoat pocket?

Then the police found papers in Dunn's house. The hand-writing on them was Dunn's. It told the story of Thwaite and the thousand pounds, and it told how Thwaite was a thief. The police then discovered that money taken from Thwaite's bank account over the last five years always appeared a few days later in Dunn's bank book. Lastly, the time of death was known to be 10.30 pm because Dunn's blood was found on that time. It was also seven minutes before Jane opened the front door to let Thwaite back in...

At first, Thwaite had no answers to all their questions.

Finally, on his last morning, he told them the true story.

Then he went to his death bravely.

1. Прослушайте текст, выполните задания по тексту.

A Municipal Report

by O. Henry

It was raining as I got off the train in Nashville, Tennessee — a slow, gray rain. I was tired so I went straight to my hotel. A big, heavy man was walking up and down in the hotel lobby. Something about the way he moved made me think of a hungry dog looking for a bone. He had a big, fat, red face and a sleepy expression in his eyes. He introduced himself as Wentworth Caswell — Major Wentworth Caswell — from «a fine southern family». Caswell pulled me into the hotel's barroom and yelled for a waiter. We ordered drinks. While we drank, he talked continually about himself, his family, his wife and her family. He said his wife was rich. He showed me a handful of silver coins that he pulled from his coat

pocket.

By this time, I had decided that I wanted no more of him. I said good night.

I went up to my room and looked out the window. It was ten o'clock but the town was silent. «A nice quiet place,» I said to myself as I got ready for bed. Just an ordinary, sleepy southern town.»

I was born in the south myself. But I live in New York now. I write for a large magazine. My boss had asked me to go to Nashville. The magazine had received some stories and poems from a writer in Nashville, named Azalea Adair. The editor liked her work very much. The publisher asked me to get her to sign an agreement to write only for his magazine.

I left the hotel at nine o'clock the next morning to find Miss Adair. It was still raining. As soon as I stepped outside I met Uncle Caesar. He was a big, old black man with fuzzy gray hair.

Uncle Caesar was wearing the strangest coat I had ever seen. It must have been a military officer's coat. It was very long and when it was new it had been gray. But now rain, sun and age had made it a rainbow of colors. Only one of the buttons was left. It was yellow and as big as a fifty cent coin.

Uncle Caesar stood near a horse and carriage. He opened the carriage door and said softly, «Step right in, sir. I'll take you anywhere in the city.»

«I want to go to eight-sixty-one Jasmine Street,» I said, and I started to climb into the carriage. But the old man stopped me. «Why do you want to go there, sir?»

«What business is it of yours?» I said angrily. Uncle Caesar relaxed and smiled. «Nothing, sir. But it's a lonely part of town. Just step in and I'll take you there right away.»

Eight-sixty-one Jasmine Street had been a fine house once, but now it was old and dying. I got out of the carriage.

«That will be two dollars, sir,» Uncle Caesar said. I gave him two one-dollar bills. As I handed them to him, I noticed that one had been torn in half and fixed with a piece of blue paper. Also, the upper right hand corner was missing.

Azalea Adair herself opened the door when I knocked. She was about fifty years old. Her white hair was pulled back from her small, tired face. She wore a pale yellow dress. It was old, but very clean.

Azalea Adair led me into her living room. A damaged table, three chairs and an old red sofa were in the center of the floor.

Azalea Adair and I sat down at the table and began to talk. I told her about the magazine's offer and she told me about herself. She was from an old southern family. Her father had been a judge.

Azalea Adair told me she had never traveled or even attended school. Her parents taught her at home with private teachers. We finished our meeting. I promised to return with the agreement the next day, and rose to leave.

At that moment, someone knocked at the back door. Azalea Adair whispered a soft apology and went to answer the caller. She came back a minute later with bright eyes and pink cheeks. She looked ten years younger. «You must have a cup of tea before you go,» she said. She shook a little bell on the table, and a small black girl about twelve years old ran into the room.

Azalea Adair opened a tiny old purse and took out a dollar bill. It had been fixed with a piece of blue paper and the upper right hand corner was missing. It was the dollar I had given to Uncle Caesar. «Go to Mister Baker's store, Impy,» she said, «and get me twenty-five cents' worth of tea and ten cents' worth of sugar cakes. And please hurry.»

The child ran out of the room. We heard the back door close. Then the girl screamed. Her cry mixed with a man's angry voice. Azalea Adair stood up. Her face showed no emotion as she left the room. I heard the man's rough voice and her gentle one. Then a door slammed and she came back into the room.

«I am sorry, but I won't be able to offer you any tea after all,» she said. «It seems that Mister Baker has no more tea.

Perhaps he will find some for our visit tomorrow.»

We said good-bye. I went back to my hotel.

Just before dinner, Major Wentworth Caswell found me. It was impossible to avoid him. He insisted on buying me a drink and pulled two one-dollar bills from his pocket. Again I saw a torn dollar fixed with blue paper, with a corner missing. It was the one I gave Uncle Caesar. How strange, I thought. I wondered how Caswell got it.

Uncle Caesar was waiting outside the hotel the next afternoon. He took me to Miss Adair's house and agreed to wait there until we had finished our business.

Azalea Adair did not look well. I explained the agreement to her. She signed it. Then, as she started to rise from the table, Azalea Adair fainted and fell to the floor. I picked her up and carried her to the old red sofa. I ran to the door and yelled to Uncle Caesar for help. He ran down the street. Five minutes later, he was back with a doctor.

The doctor examined Miss Adair and turned to the old black driver. «Uncle Caesar,» he said, «run to my house and ask my wife for some milk and some eggs. Hurry!»

Then the doctor turned to me. «She does not get enough to eat,» he said. «She has many friends who want to help her, but she is proud. Misses Caswell will accept help only from that old black man. He was once her family's slave.»

«Misses Caswell,» I said in surprise. «I thought she was Azalea Adair.»

«She was,» the doctor answered, «until she married Wentworth Caswell twenty years ago. But he's a hopeless drunk who takes even the small amount of money that Uncle Caesar gives her.»

After the doctor left I heard Caesar's voice in the other room. «Did he take all the money I gave you yesterday, Miss Azalea?» «Yes, Caesar,» I heard her answer softly. «He took both dollars.»

I went into the room and gave Azalea Adair fifty dollars. I told her it was from the magazine. Then Uncle Caesar drove me back to the hotel.

A few hours later, I went out for a walk before dinner. A crowd of people were talking excitedly in front of a store. I pushed my way into the store. Major Caswell was lying on the floor. He was dead.

Someone had found his body on the street. He had been killed in a fight. In fact, his hands were still closed into tight fists. But as I stood near his body, Caswell's right hand opened. Something fell from it and rolled near my feet. I put my foot on it, then picked it up and put it in my pocket.

People said they believed a thief had killed him. They said Caswell had been showing everyone that he had fifty dollars. But when he was found, he had no money on him.

I left Nashville the next morning. As the train crossed a river I took out of my pocket the object that had dropped from Caswell's dead hand. I threw it into the river below.

It was a button. A yellow button... the one from Uncle Caesar's coat.

1. How can you describe the main characters of the story?
2. What is your opinion about the story?
3. Who was the killer of Caesar?

1. Прослушайте текст, выполните пересказ текста.

The Legend of Sleepy Hollow by Washington Irving

The valley known as Sleepy Hollow hides from the world in the high hills of New York state. There are many stories told about the quiet valley. But the story that people believe most is about a man who rides a horse at night. The story says the man died many years ago during the American revolutionary war. His head was shot off. Every night he rises from his burial place, jumps on his horse and rides through the valley looking for his lost head.

Near Sleepy Hollow is a village called Tarry Town. It was settled many years ago by people from Holland. The village had a small school. And one teacher, named Ichabod Crane. Ichabod Crane was a good name for him, because he looked like a tall bird, a crane. He was tall and thin like a crane. His shoulders were small, joined two long arms. His head was small, too, and flat on top. He had big ears, large glassy green eyes and a long nose.

Ichabod did not make much money as a teacher. And although he was tall and thin, he ate like a fat man. To help him pay for his food he earned extra money teaching young people to sing. Every Sunday after church Ichabod taught singing.

Among the ladies Ichabod taught was one Katrina Van Tassel. She was the only daughter of a rich Dutch farmer. She was a girl in bloom, much like a round red, rosy apple. Ichabod had a soft and foolish heart for the ladies, and soon found himself interested in Miss Van Tassel.

Ichabod's eyes opened wide when he saw the riches of Katrina's farm: the miles of apple trees and wheat fields, and hundreds of fat farm animals. He saw himself as master of the Van Tassel farm with Katrina as his wife.

But there were many problems blocking the road to Katrina's heart. One was a strong young man named Brom Van Brunt. Brom was a hero to all the young ladies. His shoulders were big. His back was wide. And his hair was short and curly. He always won the horse races in Tarry Town and earned many prizes. Brom was never seen without a horse. Sometimes late at night Brom and his friends would rush through town shouting loudly from the backs of their horses. Tired old ladies would awaken from their sleep and say: «Why, there goes Brom Van Brunt leading his wild group again!»

Such was the enemy Ichabod had to defeat for Katrina's heart.

Stronger and wiser men would not have tried. But Ichabod had a plan. He could not fight his enemy in the open. So he did it silently and secretly. He made many visits to Katrina's farm and made her think he was helping her to sing better.

Time passed, and the town people thought Ichabod was winning. Brom's horse was never seen at Katrina's house on Sunday nights anymore.

One day in autumn Ichabod was asked to come to a big party at the Van Tassel home. He dressed in his best clothes. A farmer loaned him an old horse for the long trip to the party.

The house was filled with farmers and their wives, red-faced daughters and clean, washed sons. The tables were filled with different things to eat. Wine filled many glasses.

Brom Van Brunt rode to the party on his fastest horse called Daredevil. All the young ladies smiled happily when they saw him. Soon music filled the rooms and everyone began to dance and sing.

Ichabod was happy dancing with Katrina as Brom looked at them with a jealous heart. The night passed. The music stopped, and the young people sat together to tell stories about the revolutionary war.

Soon stories about Sleepy Hollow were told. The most feared story was about the rider looking for his lost head. One farmer told how he raced the headless man on a horse. The farmer ran his horse faster and faster. The horseman followed over bush and stone until they came to the end of the valley. There the headless horseman suddenly stopped. Gone were his clothes and his skin. All that was left was a man with white bones shining in the moonlight.

The stories ended and time came to leave the party. Ichabod seemed very happy until he said goodnight to Katrina. Was she ending their romance? He left feeling very sad. Had Katrina been seeing Ichabod just to make Brom Van Brunt jealous so he would marry her?

Well, Ichabod began his long ride home on the hills that surround Tarry Town. He had never felt so lonely in his life. He began to whistle as he came close to the tree where a man had been killed years ago by rebels.

He thought he saw something white move in the tree. But no, it was only the moonlight shining and moving on the tree. Then he heard a noise. His body shook. He kicked his horse faster. The old horse tried to run, but almost fell in the river,

instead. Ichabod hit the horse again. The horse ran fast and then suddenly stopped, almost throwing Ichabod forward to the ground.

There, in the dark woods on the side of the river where the bushes grow low, stood an ugly thing. Big and black. It did not move, but seemed ready to jump like a giant monster.

Ichabod's hair stood straight up. It was too late to run, and in his fear, he did the only thing he could. His shaking voice broke the silent valley.

«Who are you?» The thing did not answer. Ichabod asked again. Still no answer. Ichabod's old horse began to move forward. The black thing began to move along the side of Ichabod's horse in the dark. Ichabod made his horse run faster. The black thing moved with them. Side by side they moved, slowly at first. And not a word was said.

Ichabod felt his heart sink. Up a hill they moved above the shadow of the trees. For a moment the moon shown down and to Ichabod's horror he saw it was a horse. And it had a rider. But the rider's head was not on his body. It was in front of the rider, resting on the horse.

Ichabod kicked and hit his old horse with all his power. Away they rushed through bushes and trees across the valley of Sleepy Hollow. Up ahead was the old church bridge where the headless horseman stops and returns to his burial place. «If only I can get there first, I am safe,» thought Ichabod. He kicked his horse again. The horse jumped on to the bridge and raced over it like the sound of thunder. Ichabod looked back to see if the headless man had stopped. He saw the man pick up his head and throw it with a powerful force. The head hit Ichabod in the face and knocked him off his horse to the dirt below.

They found Ichabod's horse the next day peacefully eating grass. They could not find Ichabod.

They walked all across the valley. They saw the foot marks of Ichabod's horse as it had raced through the valley. They even found Ichabod's old hat in the dust near the bridge. But they did not find Ichabod. The only other thing they found was lying near Ichabod's hat.

It was the broken pieces of a round orange pumpkin.

The town people talked about Ichabod for many weeks. They remembered the frightening stories of the valley. And finally they came to believe that the headless horseman had carried Ichabod away.

Much later an old farmer returned from a visit to New York City. He said he was sure he saw Ichabod there. He thought Ichabod silently left Sleepy Hollow because he had lost Katrina.

As for Katrina, her mother and father gave her a big wedding when she married Brom Van Brunt. Many people who went to the wedding saw that Brom smiled whenever Ichabod's name was spoken. And they wondered why he laughed out loud when anyone talked about the broken orange pumpkin found lying near Ichabod's old dusty hat.

Полностью оценочные материалы и оценочные средства для проведения текущего и рубежного контролей успеваемости представлены в ФОС по дисциплине.

6.3 Типовые контрольные вопросы и задания для промежуточной аттестации

Промежуточная аттестация проводится по завершению периода обучения семестра с целью определения степени достижения запланированных результатов обучения по дисциплине (модулю) и проводится в форме экзамена. Оценочные средства для промежуточной аттестации представлены комплексной письменной работой. Пример комплексной письменной работы:

1. Прослушайте текст. Определите: главную идею, охарактеризуйте героев. Выскажите свое мнение о проблеме.

The Nightingale and the Rose
by Oscar Wilde

'She said that she would dance with me if I brought her red roses,' cried the young Student; 'but in all my garden there is no red rose.'

From her nest in the holm-oak tree the Nightingale heard him, and she looked out through the leaves, and wondered. 'No red rose in all my garden!' he cried, and his beautiful eyes filled with tears. 'Ah, on what little things does happiness depend! I have read all that the wise men have written, and all the secrets of philosophy are mine, yet for want of a red rose is my life made wretched.'

'Here at last is a true lover,' said the Nightingale. 'Night after night have I sung of him, though I knew him not: night after night have I told his story to the stars, and now I see him. His hair is dark as the hyacinth-blossom, and his lips are red as the rose of his desire; but passion has made his lace like pale Ivory, and sorrow has set her seal upon his brow.'

'The Prince gives a ball to-morrow night,' murmured the young Student, 'and my love will be of the company. If I bring her a red rose she will dance with me till dawn. If I bring her a red rose, I shall hold her in my arms, and she will lean her head upon my shoulder, and her hand will be clasped in mine. But there is no red rose in my garden, so I shall sit lonely, and she will pass me by. She will have no heed of me, and my heart will break.'

'Here indeed is the true lover,' said the Nightingale. 'What I sing of he suffers: what is joy to me, to him is pain. Surely Love is a wonderful thing. It is more precious than emeralds, and dearer than fine opals. Pearls and pomegranates cannot buy it, nor is it set forth in the market-place. It may not be purchased of the merchants, 'or can it be weighed out in the balance for gold.'

'The musicians will sit in their gallery,' said the young Student, 'and play upon their stringed instruments, and my love will dance to the sound of the harp and the violin. She will dance so lightly that her feet will not touch the floor, and the courtiers in their gay dresses will throng round her. But with me she will not dance, for I have no red rose to give her;'

and he flung himself down on the grass, and buried his face in his hands, and wept.
'Why is he weeping?' asked a little Green Lizard, as he ran past him with his tail in the air.
'Why, indeed?' said a Butterfly, who was fluttering about after a sunbeam.
'Why, indeed?' whispered a Daisy to his neighbour, in a soft, low voice.
'He is weeping for a red rose,' said the Nightingale.
'For a red rose!' they cried; 'how very ridiculous!' and the little Lizard, who was something of a cynic, laughed outright.
But the Nightingale understood the secret of the Student's sorrow, and she sat silent in the oak-tree, and thought about the mystery of Love.
Suddenly she spread her brown wings for flight, and soared into the air. She passed through the grove like a shadow, and like a shadow she sailed across the garden.
In the centre of the grass-plot was standing a beautiful Rose-tree, and when she saw it, she flew over to it, and lit upon a spray.
'Give me a red rose,' she cried, 'and I will sing you my sweetest song.'
But the Tree shook its head.
'My roses are white,' it answered; 'as white as the foam of the sea, and whiter than the snow upon the mountain. But go to my brother who grows round the old sun-dial, and perhaps he will give you what you want.'
So the Nightingale flew over to the Rose-tree that was growing round the old sun-dial.
'Give me a red rose,' she cried, 'and I will sing you my sweetest song.'
But the Tree shook its head.
'My roses are yellow,' it answered; 'as yellow as the hair of the mermaid who sits upon an amber throne, and yellower than the daffodil that blooms in the meadow before the mower comes with his scythe. But go to my brother who grows beneath the Student's window, and perhaps he will give you what you want.'
So the Nightingale flew over to the Rose-tree that was growing beneath the Student's window.
'Give me a red rose,' she cried, 'and I will sing you my sweetest song.'
But the Tree shook its head.
'My roses are red,' it answered, 'as red as the feet of the dove, and redder than the great fans of coral that wave and wave in the ocean-cavern. But the winter has chilled my veins, and the frost has nipped my buds, and the storm has broken my branches, and I shall have no roses at all this year.'
'One red rose is all I want,' cried the Nightingale, 'only one red rose! Is there no way by which I can get it?'
'There is a way,' answered the Tree; 'but it is so terrible that I dare not tell it to you.'
'Tell it to me,' said the Nightingale, 'I am not afraid.'
'If you want a red rose,' said the Tree, 'you must build it out of music by moonlight, and stain it with your own heart's-blood. You must sing to me with your breast against a thorn. All night long you must sing to me, and the thorn must pierce your heart, and your life-blood must flow into my veins, and become mine.'
'Death is a great price to pay for a red rose,' cried the Nightingale, 'and Life is very dear to all. It is pleasant to sit in the green wood, and to watch the Sun in his chariot of gold, and the Moon in her chariot of pearl. Sweet is the scent of the hawthorn, and sweet are the bluebells that hide in the valley, and the heather that blows on the hill. Yet Love is better than Life, and what is the heart of a bird compared to the heart of a man?'
So she spread her brown wings for flight, and soared into the air. She swept over the garden like a shadow, and like a shadow she sailed through the grove.
The young Student was still lying on the grass, where she had left him, and the tears were not yet dry in his beautiful eyes.
'Be happy,' cried the Nightingale, 'be happy; you shall have your red rose. I will build it out of music by moonlight, and stain it with my own heart's-blood. All that I ask of you in return is that you will be a true lover, for Love is wiser than Philosophy, though she is wise, and mightier than Power, though he is mighty. Flame-coloured are his wings, and coloured like flame is his body. His lips are sweet as honey, and his breath is like frankincense.'
The Student looked up from the grass, and listened, but he could not understand what the Nightingale was saying to him, for he only knew the things that are written down in books.
But the Oak-tree understood, and felt sad, for he was very fond of the little Nightingale who had built her nest in his branches.
'Sing me one last song,' he whispered; 'I shall feel very lonely when you are gone.'
So the Nightingale sang to the Oak-tree, and her voice was like water bubbling from a silver jar.
When she had finished her song the Student got lip, and pulled a note-book and a lead-pencil out of his pocket.
'She has form,' he said to himself, as he walked away through the grove - 'that cannot be denied to her; but has she got feeling? I am afraid not. In fact, she is like most artists; she is all style, without any sincerity. She would not sacrifice herself for others. She thinks merely of music, and everybody knows that the arts are selfish. Still, it must be admitted that she has some beautiful notes in her voice. What a pity it is that they do not mean anything, or do any practical good.' And he went into his room, and lay down on his little pallet-bed, and began to think of his love; and, after a time, he fell asleep.
And when the Moon shone in the heavens the Nightingale flew to the Rose-tree, and set her breast against the thorn.
All night long she sang with her breast against the thorn, and the cold crystal Moon leaned down and listened. All night long she sang, and the thorn went deeper and deeper into her breast, and her life-blood ebbed away from her.
She sang first of the birth of love in the heart of a boy and a girl. And on the topmost spray of the Rose-tree there

blossomed a marvellous rose, petal following petal, as song followed song. Yale was it, at first, as the mist that hangs over the river - pale as the feet of the morning, and silver as the wings of the dawn. As the shadow of a rose in a mirror of silver, as the shadow of a rose in a water-pool, so was the rose that blossomed on the topmost spray of the Tree. But the Tree cried to the Nightingale to press closer against the thorn. 'Press closer, little Nightingale,' cried the Tree, 'or the Day will come before the rose is finished.'

So the Nightingale pressed closer against the thorn, and louder and louder grew her song, for she sang of the birth of passion in the soul of a man and a maid.

And a delicate flush of pink came into the leaves of the rose, like the flush in the face of the bridegroom when he kisses the lips of the bride. But the thorn had not yet reached her heart, so the rose's heart remained white, for only a Nightingale's heart's-blood can crimson the heart of a rose.

And the Tree cried to the Nightingale to press closer against the thorn. 'Press closer, little Nightingale,' cried the Tree, 'or the Day will come before the rose is finished.'

So the Nightingale pressed closer against the thorn, and the thorn touched her heart, and a fierce pang of pain shot through her. Bitter, bitter was the pain, and wilder and wilder grew her song, for she sang of the Love that is perfected by Death, of the Love that dies not in the tomb.

And the marvellous rose became crimson, like the rose of the eastern sky. Crimson was the girdle of petals, and crimson as a ruby was the heart.

But the Nightingale's voice grew fainter, and her little wings began to beat, and a film came over her eyes. Fainter and fainter grew her song, and she felt something choking her in her throat.

Then she gave one last burst of music. The white Moon heard it, and she forgot the dawn, and lingered on in the sky.

The red rose heard it, and it trembled all over with ecstasy, and opened its petals to the cold morning air. Echo bore it to her purple cavern in the hills, and woke the sleeping shepherds from their dreams. It floated through the reeds of the river, and they carried its message to the sea.

'Look, look!' cried the Tree, 'the rose is finished now;' but the Nightingale made no answer, for she was lying dead in the long grass, with the thorn in her heart.

And at noon the Student opened his window and looked out.

'Why, what a wonderful piece of luck! he cried; 'here is a red rose! I have never seen any rose like it in all my life. It is so beautiful that I am sure it has a long Latin name;' and he leaned down and plucked it.

Then he put on his hat, and ran up to the Professor's house with the rose in his hand.

The daughter of the Professor was sitting in the doorway winding blue silk on a reel, and her little dog was lying at her feet.

'You said that you would dance with me if I brought you a red rose,' cried the Student. Here is the reddest rose in all the world. You will wear it to-night next your heart, and as we dance together it will tell you how I love you.'

But the girl frowned.

'I am afraid it will not go with my dress,' she answered; 'and, besides, the Chamberlain's nephew has sent me some real jewels, and everybody knows that jewels cost far more than flowers.'

'Well, upon my word, you are very ungrateful,' said the Student angrily; and he threw the rose into the street, where it fell into the gutter, and a cart-wheel went over it.

'Ungrateful!' said the girl. 'I tell you what, you are very rude; and, after all, who are you? Only a Student. Why, I don't believe you have even got silver buckles to your shoes as the Chamberlain's nephew has;' and she got up from her chair and went into the house.

'What a silly thing Love is,' said the Student as he walked away. 'It is not half as useful as Logic, for it does not prove anything, and it is always telling one of things that are not going to happen, and making one believe things that are not true. In fact, it is quite unpractical, and, as in this age to be practical is everything, I shall go back to Philosophy and study Metaphysics.'

So he returned to his room and pulled out a great dusty book, and began to read.

2. Выполните реферативный перевод прослушанного текста.

3. Практическое задание.

1. Describe the following characters: the Student, the Nightingale, the Oak-tree, the girl.

2. Translate the following passages:

a) «Suddenly she spread her brown wings for flight, and soared into the air. She passed through the grove like a shadow, and like a shadow she sailed across the garden».

b) «"Be happy," cried the Nightingale, "be happy; you shall have your red rose. I will build it out of music by moonlight, and stain it with my own heart's-blood. All that I ask of you in return is that you will be a true lover, for Love is wiser than Philosophy, though she is wise, and mightier than Power, though he is mighty».

c) «"Ungrateful!" said the girl. "I tell you what, you are very rude; and, after all, who are you? Only a Student. Why, I don't believe you have even got silver buckles to your shoes as the Chamberlain's nephew has"; and she got up from her chair and went into the house».

d) «"What a silly thing Love is," said the Student as he walked away. "It is not half as useful as Logic, for it does not prove anything, and it is always telling one of things that are not going to happen, and making one believe things that are not true. In fact, it is quite unpractical, and, as in this age to be practical is everything, I shall go back to Philosophy and

study Metaphysics"»).

6.4 Критерии оценивания

Критерии оценивания экзамена:

Отлично - Цель аудирования достигнута полностью. Обучающийся верно отвечает на все поставленные вопросы и выполняет все задания по тексту. Демонстрирует хорошие навыки определения типа текста и основной темы; верно выделяет при повторном слушании ключевые слова/реалии; умеет составлять план в форме заголовков к смысловым кускам. Умеет верно передать основное содержание на родном /иностранном языке; перечислить основные факты в той последовательности, в которой они даны в тексте. Выполняет реферативный перевод без ошибок или с одной-двумя незначительными ошибками, верно передает последовательность событий.

Практическое задание выполнено полностью с одной-двумя незначительными ошибками.

Хорошо - Цель аудирования достигнута, но не в полном объеме. Обучающийся верно отвечает на вопросы общего характера, допуская 1-2 ошибки при ответе на вопросы, касающиеся отдельных деталей /фактов.

Демонстрирует навыки определения типа текста и основной темы, но допускает 1-2 ошибки в умении отделять главное от второстепенного. Аудиоматериал понимается обучающимся верно, но есть затруднения при делении текста на смысловые куски. Выполняет реферативный перевод с небольшим количеством ошибок, верно передает последовательность событий, но упускает некоторые важные факты. Практическое задание выполнено полностью, но с несколькими грамматическими и смысловыми ошибками.

Удовлетворительно - Цель аудирования достигнута частично. Смысл аудиотекста понят в ограниченном объеме, социокультурные знания мало использованы в соответствии с ситуацией. Демонстрирует несформированность навыков определения типа текста и основной темы, допускает 3 ошибки при составлении плана. Аудиоматериал понят частично, обучающийся испытывает трудности в определении основного содержания и передаче его на иностранном языке. Реферативный перевод выполнен не в полном объеме, упущены важные факты и события, последовательность событий передана неверно. Практическое задание выполнено не полностью, с грамматическими и смысловыми ошибками.

Неудовлетворительно - Задание не выполнено. Цель аудирования не достигнута. Тема и содержание не поняты. Не может оценить текст с точки зрения его значимости и информативности. Информация на слух почти не воспринимается. Реферативный перевод не выполнен. Практическое задание не выполнено.

Критерии оценивания аудирования текста:

Отлично - Цель аудирования достигнута полностью. Обучающийся верно соотносит заголовки/ иллюстрации с содержанием текста, отвечает на все поставленные вопросы и выполняет все задания. Демонстрирует хорошие навыки определения типа текста и основной темы; верно выделяет при повторном слушании ключевые слова/реалии; умеет составлять план в форме заголовков к смысловым кускам. Умеет верно передать основное содержание на родном /иностранном языке; перечислить основные факты в той последовательности, в которой они даны в тексте.

Хорошо - Цель аудирования достигнута, но не в полном объеме. Обучающийся верно отвечает на вопросы общего характера, допуская 1-2 ошибки при ответе на вопросы, касающиеся отдельных деталей /фактов.

Демонстрирует навыки определения типа текста и основной темы, но допускает 1-2 ошибки в умении отделять главное от второстепенного. Аудиоматериал понимается обучающимся верно, но есть затруднения при делении текста на смысловые куски и озаглавливание их.

Удовлетворительно - Цель аудирования достигнута частично. Смысл аудиотекста понят в ограниченном объеме, социокультурные знания мало использованы в соответствии с ситуацией. Демонстрирует несформированность навыков определения типа текста и основной темы, допускает 3 ошибки при составлении плана. Аудиоматериал понят частично, обучающийся испытывает трудности в определении основного содержания и передаче его на иностранном языке.

Неудовлетворительно - Задание не выполнено. Цель аудирования не достигнута. Тема и содержание не поняты. Не может оценить текст с точки зрения его значимости и информативности. Информация на слух почти не воспринимается.

Критерии оценивания заданий по прослушанному тексту:

Отлично - Задание выполнено полностью, отсутствуют грамматические, орфографические и лексические ошибки, либо есть одна-две незначительные ошибки.

Хорошо - Задание выполнено полностью, присутствуют грамматические, орфографические и лексические ошибки.

Удовлетворительно - Задание выполнено не полностью либо даны не полные ответы, присутствует большое количество грамматических, орфографических и лексических ошибок.

Неудовлетворительно - Задание не выполнено либо полностью искажен смысл задания.

Критерии оценивания заданий по пересказу текста:

Отлично - Пересказ содержит все ключевые моменты, переданные в нужной последовательности, отсутствуют грамматические, лексические и фонетические ошибки.

Хорошо - Пересказ содержит все ключевые моменты, переданные в нужной последовательности, с небольшими опущениями некоторой информации, присутствуют малое количество грамматических, лексических и

фонетических ошибок.

Удовлетворительно - В пересказе опущены некоторые ключевые моменты, не соблюдается последовательность, присутствуют грамматические, лексические и фонетические ошибки.

Неудовлетворительно - В пересказе опущены практически все ключевые моменты, не соблюдается последовательность, присутствует большое количество грамматических, лексических и фонетических ошибок.

Критерии оценивания ответов на вопросы по устному опросу:

Отлично - На вопросы даны развернутые ответы, содержание последовательно, отсутствуют грамматические и лексические ошибки либо присутствуют одна-две незначительные ошибки.

Хорошо - На вопросы даны развернутые ответы, содержание последовательно, присутствуют три-четыре грамматические или лексические ошибки.

Удовлетворительно - На вопросы даны неполные ответы, содержание непоследовательно, присутствуют грамматические и лексические ошибки в большом количестве.

Неудовлетворительно - На вопросы даны неполные ответы либо не даны ответы, содержание непоследовательно, большое количество грамматических и лексических ошибок.

Критерии оценивания перевода текстов:

Отлично - Перевод полный, без пропусков и произвольных сокращений текста оригинала, не содержит фактических ошибок. Терминология использована правильно и единообразно.

Перевод отвечает системно-языковым нормам и стилю языка перевода. Адекватно переданы культурные и функциональные параметры исходного текста. Допускаются некоторые погрешности в форме предъявления перевода.

Хорошо - Перевод полный, без пропусков и произвольных сокращений текста оригинала, допускается одна фактическая ошибка, при условии отсутствия потерь информации и стилистических погрешностей на других фрагментах текста. Имеются несущественные погрешности в использовании терминологии. Перевод в достаточной степени отвечает системно-языковым нормам и стилю языка перевода. Культурные и функциональные параметры исходного текста в основном адекватно переданы. Коммуникативное задание реализовано, но недостаточно оптимально. Допускаются некоторые нарушения в форме предъявления перевода.

Удовлетворительно - Перевод содержит фактические ошибки. Низкая коммуникативность и плохая «читабельность» текста затрудняют его понимание рецептором. При переводе терминологического аппарата не соблюден принцип единообразия. В переводе нарушены системно-языковые нормы и стиль языка перевода. Неадекватно решены проблемы реализации коммуникативного задания. Имеются нарушения в форме предъявления перевода.

Неудовлетворительно - Перевод содержит много фактических ошибок. Нарушена полнота перевода, его эквивалентность и адекватность. В переводе грубо нарушены системно-языковые нормы и стиль языка перевода. Коммуникативное задание не выполнено. Грубые нарушения в форме предъявления перевода.

Критерии оценивания устного перевода видеороликов для аудирования:

Отлично - Цель аудирования достигнута полностью. Обучающийся верно соотносит заголовки/ иллюстрации с содержанием текста, отвечает на все поставленные вопросы и выполняет все задания. Демонстрирует хорошие навыки определения типа текста и основной темы; верно выделяет при повторном слушании ключевые слова/реалии; умеет составлять план в форме заголовков к смысловым кускам. Умеет верно передать основное содержание на родном /иностранном языке; перечислить основные факты в той последовательности, в которой они даны в тексте.

Хорошо - Цель аудирования достигнута, но не в полном объеме. Обучающийся верно отвечает на вопросы общего характера, допуская 1-2 ошибки при ответе на вопросы, касающиеся отдельных деталей /фактов.

Демонстрирует навыки определения типа текста и основной темы, но допускает 1-2 ошибки в умении отделять главное от второстепенного. Аудиоматериал понимается обучающимся верно, но есть затруднения при делении текста на смысловые куски и озаглавливание их.

Удовлетворительно - Цель аудирования достигнута частично. Смысл аудиотекста понят в ограниченном объеме, социокультурные знания мало использованы в соответствии с ситуацией.

Демонстрирует несформированность навыков определения типа текста и основной темы, допускает 3 ошибки при составлении плана. Аудиоматериал понят частично, обучающийся испытывает трудности в определении основного содержания и передаче его на иностранном языке.

Неудовлетворительно - Задание не выполнено. Цель аудирования не достигнута. Тема и содержание не поняты.

Не может оценить текст с точки зрения его значимости и информативности.

Информация на слух почти не воспринимается.

При подведении итогов учитываются результаты текущего контроля и рубежной аттестации. Полученные за текущий контроль и рубежную аттестацию баллы суммируются с баллами, полученными за каждый этап при прохождении промежуточной аттестации:

0-49 баллов - неудовлетворительно (2) - (0-49%)

50-69 баллов - удовлетворительно (3) - (50-74%)

70-90 баллов - хорошо (4) - (75-89%)

Рабочая программа дисциплины "Практикум. Аудирование" по направлению подготовки (специальности) 45.03.02 Лингвистика направленности (профилю) Преподавание английского и казахского языков	стр. 21
91-100 баллов - отлично (5) - (90-100%)	

7 УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

7.1 Рекомендуемая литература

7.1.1 Основная литература

	Авторы, составители	Заглавие	Издательство, год	Ресурс
Л1.1	Гацура Н. И., Воскресенская Е. Г., Фазмутдинова Р. Р.	В споре рождается истина: учебное пособие (https://biblioclub.ru/index.php?page=book&id=614046)	Омск: Омский государственный университет им. Ф.М. Достоевского (ОмГУ), 2020	ЭБС
Л1.2	Минаева Л. В., Луканина М. В., Варченко В. В.	Английский язык. Навыки устной речи (I am all Ears!) + аудиоматериалы: учебное пособие для вузов (https://urait.ru/bcode/514649)	Москва: Юрайт, 2023	ЭБС
Л1.3	Барановская Т. А., Захарова А. В., Поспелова Т. Б., Суворова Ю. А.	Английский язык для академических целей. English for Academic Purposes: учебное пособие для вузов (https://urait.ru/bcode/535332)	Москва: Юрайт, 2024	ЭБС

7.1.2 Дополнительная литература

	Авторы, составители	Заглавие	Издательство, год	Ресурс
Л2.1	Архипова Л. В., Немцова Н. М.	Аудирование монологической речи: учебно-методический комплекс (https://biblioclub.ru/index.php?page=book&id=498882)	Тамбов: Тамбовский государственный технический университет (ТГТУ), 2017	ЭБС
Л2.2	Минаева Л. В., Луканина М. В., Варченко В. В.	Английский язык. Навыки устной речи (I am all Ears!): учебное пособие для вузов (https://urait.ru/bcode/539270)	Москва: Юрайт, 2024	ЭБС

7.2 Перечень информационных технологий

7.2.1 Лицензионное и свободно распространяемое программное обеспечение

Операционная система Microsoft Windows 7 PRO CIS and GE OEM Software (Сертификат подлинности (COA) наклеен на корпус ПК).

Пакет прикладных программ «Microsoft Office Professional Plus 2013 Russian Academic OLP License» (Лицензия № 62650104 от 08.11.2013 срок действия – бессрочно).

Антивирусное ПО «Kaspersky Endpoint Security for Educational Renewal Licens» Лицензия № 3440-231106-040959-980-854 с 07.11.2023 по 20.11.2024. Программа ЭВМ «Среда электронного обучения 3KL», договор № 1166.8 от 19.01.2024 до 07.02.2025 г.

Операционная система «Microsoft Windows 10 PRO FOR OEM SOFTWARE» (Сертификат подлинности (COA) наклеен на корпус ПК. Срок действия лицензии привязан к сроку жизни ПК).

Пакет прикладных программ «Визуальная студия тестирования» (Договор № 4270 от 01.07.2017. Бессрочно).

Программное обеспечение для управления лингафонным кабинетом «Rinel-Lingo» (Сертификат №1025 от 29.04.2019. Бессрочно).

Перечень свободно распространяемого программного обеспечения:

Fresh Memory - Запоминание с помощью повторения

SimpleDict - Электронный словарь

WordTrain - Изучение иностранных слов

Jalingo - Приложение-словарь

7.2.2 Современные профессиональные базы данных, информационно-справочные системы и электронные библиотечные системы

- Translation Forum Russia [Электронный ресурс]: сайт. – URL: <http://tconference.ru/>

- Союз переводчиков России [Электронный ресурс]: официальный сайт Союза переводчиков России / СПР. – Москва, б. г. – URL: <http://www.translators-union.ru/>

- МУЛЬТИТРАН [Электронный ресурс]: электронный словарь: сайт. – URL: <http://www.multitran.ru/>

<p>Рабочая программа дисциплины "Практикум. Аудирование" по направлению подготовки (специальности) 45.03.02 Лингвистика направленности (профилю) Преподавание английского и казахского языков</p>	<p>стр. 22</p>
<p>Национальная лига переводчиков [Электронный ресурс]: сайт. – URL: www.russian-translators.ru/ - Encyclopedia Britannica [Электронный ресурс]: сайт. – URL: www.britannica.com</p>	
<p>- Oxford University Press [Электронный ресурс]: электронный словарь: сайт. – URL: www.oup.com</p>	
<p>- Merriam-Webster dictionary [Электронный ресурс]: электронный словарь: сайт. – URL: www.m-w.com/dictionary</p>	
<p>- Longman Dictionary of Contemporary English Online [Электронный ресурс]: электронный словарь: сайт. – URL: www.ldoceonline.com - British National Corpus online [Электронный ресурс]: сайт. – URL: www.natcorp.ox.ac.uk - Переводы, теория перевода [Электронный ресурс]: сайт. – URL: www.perevodyt.ru - Языки, лингвистика, перевод [Электронный ресурс]: сайт. – URL: http://linguistic.ru/</p>	
<p>- Сборник статей «Актуальные вопросы переводоведения и практики перевода» [Электронный ресурс]. – URL: https://www.alba-translating.ru/ru/ru/articles.html</p>	
<p>- Emerald Group Publishing [Электронный ресурс]: сайт. – URL: http://www.emeraldgroupublishing.com</p>	
<p>- IATE (Interactive Terminology for Europe) [Электронный ресурс]. – URL: https://iate.europa.eu/home - Online Browsing Platform (OBP) [Электронный ресурс]. – URL: https://www.iso.org/obp/ui/</p>	
<p>- Korpora [Электронный ресурс]. – URL: https://www.linguistik.hu-berlin.de/de/institut/professuren/korpuslinguistik/links/korpora_links</p>	
<p></p>	
<p></p>	
<p>ЭБС</p>	
<p>1. http://e.lanbook.com/ - Издательство «Лань»</p>	
<p>2. http://biblioclub.ru - «Университетская библиотека - on-line»</p>	
<p>3. http://urait.ru - Издательство «Юрайт»</p>	
<p>4. http://elibrary.ru/ - Научная электронная библиотека eLIBRARY.RU</p>	
<p>5. Информационно-правовой портал «Гарант» https://internet.garant.ru/</p>	
<p>8 МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)</p>	
<p>Учебные аудитории для занятий практического (семинарского) типа, групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации, также помещения для самостоятельной работы оснащены компьютерной техникой с возможностью подключения к сети «Интернет» и обеспечением доступа в электронную информационно-образовательную среду филиала.</p>	
<p></p>	
<p>Учебная аудитория № 308 для проведения практических, семинарских занятий, текущего контроля, промежуточной и рубежной аттестации, для проведения групповых и индивидуальных консультаций:</p>	
<p>Количество посадочных мест – 22. Учебное оборудование: рабочее место преподавателя, доска магнитно-меловая, учебная мебель, трибуна для выступления. Техническое оборудование: телевизор, компьютер (в комплекте монитор, мышь, клавиатура), оснащенные доступом к сети «Интернет» и электронной информационной образовательной среде филиала.</p>	
<p></p>	
<p>Учебная аудитория (специализированный лингафонный кабинет) № 319 для проведения практических, семинарских занятий, текущего контроля, промежуточной и рубежной аттестации, для проведения групповых и индивидуальных консультаций:</p>	
<p>Количество посадочных мест – 20, из них 10 рабочих мест оборудованы компьютерами.</p>	
<p>Учебное оборудование: рабочее место преподавателя, доска маркерная, учебная мебель.</p>	
<p>Технические средства обучения: компьютеры Intel Pentium G-5400 (Rinel-lingo) в комплекте (10) (системный блок, монитор PHILIPS, клавиатура, мышь, гарнитура Asus, аудиокмутатор 1 Rinel-Lingo). Аудитория обеспечена доступом к информационным ресурсам в сети «Интернет» и электронной информационной образовательной среде филиала.</p>	
<p></p>	
<p>Учебная аудитория для самостоятельной работы и курсовых работ № 317 оборудована: рабочее место преподавателя -1, ученические стулья - 20, ученические столы - 20, тумба (под оргтехнику) -1, шкаф (стеллаж) для хранения -1, компьютеры в комплекте (системный блок, монитор, клавиатура, мышь, ИБП) - 17, принтер -1, МФУ высокой производительности -1, 3D принтер -1. Аудитория обеспечена доступом к информационным ресурсам в сети «Интернет» и электронной информационной образовательной среде филиала.</p>	
<p></p>	

Учебная аудитория № 300 для самостоятельной работы, выполнения курсовых работ оборудована: компьютеры в комплекте (системный блок, монитор, клавиатура, мышь, ИБП) – 20, ученическими стульями – 20, столом преподавателя – 1, стулом для преподавателя – 1, ученической доской (маркерная) – 1. Аудитория обеспечена доступом к информационным ресурсам в сети «Интернет» и электронной информационной образовательной среде филиала.

Библиотека (читальный зал).

Библиотека оборудована: картотека, полки, стеллажи, стол - 50, стулья – 100, круглый стол - 1, компьютеры – 10, в комплекте (системный блок, монитор, клавиатура, мышь, ИБП), телевизор, мониторы (для круглого стола), книги электронные PocketBook 614, оснащенные доступом к информационным ресурсам в сети «Интернет», электронной информационной образовательной среде филиала. Наборы демонстрационного оборудования и учебно-наглядных пособий: шкаф-стеллаж – 2, выставка – 2, выставка-витрина – 2, стенд – 2, стеллаж демонстрационный – 1, тематические полки – 6.

9 МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ ОБУЧАЮЩИХСЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ (МОДУЛЯ)

Внимательно слушайте речь преподавателя и старайтесь подражать ему. Если вы не знаете, как произнести тот или иной звук, обратитесь к преподавателю. Выучите правила чтения, овладейте транскрипционными знаками. Правильное чтение транскрипции – основа хорошего произношения. Читайте обязательно вслух, добивайтесь правильного произношения, обращайте внимание на паузы, ударение, ритм, интонацию. Слушайте радио, смотрите телепередачи и фильмы на иностранном языке, имитируя диктора, повторяя звуки, слова. Слушайте песни, разучивайте слова и пойте сами. Учите стихи. Используйте возможности компьютера.

Этапы работы над упражнением:

1. Внимательно прочитайте правило и тщательно проанализируйте примеры-образцы, составьте конспект, схему.
2. Выучите примеры-образцы наизусть. Старайтесь запомнить как можно больше примеров-образцов, научитесь строить новые предложения по этим образцам.
3. Приступая к выполнению упражнения, внимательно прочитайте задания к нему.
4. Выполняйте упражнения сначала в устной, а затем в письменной форме.
5. Прочитайте упражнение вслух несколько раз, добиваясь быстрого, хорошего чтения.
6. Выполнив упражнение, тщательно проверьте написанное. Обращайте внимание на соблюдение правил грамматики и орфографии.
7. В дальнейшем старайтесь чаще использовать выученные правила грамматики в речи.
8. Исправляя ошибки, проанализируйте, какое правило нарушено, повторите его, придумайте несколько примеров на данное правило, а затем исправьте ошибку.
9. Не оставляйте не усвоенным ни одного раздела, иногда одно неправильное или не полностью понятое и плохо усвоенное правило может создать большие затруднения при изучении дальнейшего материала.

РЕЦЕНЗИЯ

на рабочую программу дисциплины «Практикум. Аудирование», реализуемую в соответствии с требованиями ФГОС ВО по основной профессиональной образовательной программе высшего образования «Преподавание английского и казахского языков» направления подготовки 45.03.02 Лингвистика

Рабочая программа дисциплины «Практикум. Аудирование» предназначена для реализации государственных требований к уровню подготовки бакалавров, установленных Федеральным законом «Об образовании в РФ» от 29 декабря 2012 г. № 273-ФЗ, Приказом Министерства науки и высшего образования Российской Федерации от 06 апреля 2021 года № 245 «Об утверждении Порядка организации и осуществления образовательной деятельности по образовательным программам высшего образования – программам бакалавриата, программам специалитета, программам магистратуры» и федеральным государственным образовательным стандартом высшего образования по направлению подготовки 45.03.02 Лингвистика, утверждённым приказом Министерства образования и науки Российской Федерации от 12 августа 2020 г. № 969.

Структура рабочей программы дисциплины «Практикум. Аудирование», представленной на рецензирование, соответствует требованиям к разработке рабочих программ и содержит следующие элементы: титульный лист, характеристику и назначение дисциплины, место дисциплины в структуре основной профессиональной образовательной программы, перечень планируемых результатов обучения по дисциплине; объем дисциплины в зачетных единицах с указанием академических часов, выделенных на контактную и самостоятельную работу со студентом; тематический план и содержание дисциплины; перечень основной и дополнительной литературы, ресурсов информационно-телекоммуникационной сети «Интернет», информационных технологий, программных средств, используемых в учебном процессе; фонд оценочных средств; методические указания обучающимся по освоению дисциплины; материально-техническую базу, необходимую для осуществления учебных занятий по дисциплине, в том числе набор демонстрационного оборудования и материалов для проведения лекционных и практических занятий. Рабочая программа дисциплины ориентирована также на инклюзивное обучение студентов.

Программа сформирована последовательно, логически верно, что позволяет обеспечить необходимый уровень усвоения общепрофессиональных компетенций. В программе указаны различные формы учебной работы (практические занятия), а также виды самостоятельной работы студентов с расчетом часов и рейтинга по каждому виду учебной деятельности. Помимо традиционных методов проведения занятий, предусмотрено использование активных методов обучения.

Учитывая вышеизложенное, рабочая программа дисциплины «Практикум. Аудирование» может быть использована для методического обеспечения учебного процесса в рамках основной профессиональной образовательной программы высшего образования «Преподавание английского и казахского языков» по направлению подготовки 45.03.02 Лингвистика.

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