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**АВТНОМНАЯ НЕКОММЕРЧЕСКАЯ ОРГАНИЗАЦИЯ  
ВЫСШЕГО ОБРАЗОВАНИЯ**

**«РУССКАЯ ХРИСТИАНСКАЯ ГУМАНИТАРНАЯ АКАДЕМИЯ  
им. Ф.М. Достоевского»**

**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ**

**Часть, формируемая участниками образовательных отношений  
«Практический курс аудирования (основной иностранный язык)»**

**ОСНОВНАЯ ПРОФЕССИОНАЛЬНАЯ ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА  
ПОДГОТОВКИ БАКАЛАВРА**

**ПО НАПРАВЛЕНИЮ**

**45.03.01 ФИЛОЛОГИЯ**

**профиль «Зарубежная филология»**

|                           |                                        |
|---------------------------|----------------------------------------|
| <b>Квалификация:</b>      | Бакалавр_                              |
| <b>Форма обучения</b>     | очная                                  |
| <b>Срок освоения ОПОП</b> | 4 года                                 |
| <b>Кафедра</b>            | Зарубежной филологии и лингводидактики |

**Утверждено на заседании УМС  
Протокол № 10/06/2023 от 20.06.2023**

**Санкт-Петербург  
2023**

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### **Приложение 1. ЛИСТ ИЗМЕНЕНИЙ**

# I ОРГАНИЗАЦИОННО-МЕТОДИЧЕСКИЙ ОТДЕЛ

## 1.1 Цель и задачи дисциплины.

**Целью** освоения дисциплины является дать студентам представление о фонетическом строе современного английского языка, а также привить навыки анализа фонетических явлений изучаемого языка.

Для достижения поставленной цели предусматривается решение следующих **задач**:

- углубить знания студентов по фонетике;
- создать у студентов научное представление об организации и тенденциях развития фонетического строя современного английского языка;
- познакомить студентов с основными спорными и нерешенными проблемами общей и английской фонетики и фонологии, с современными теориями и взглядами по этим проблемам;
- познакомить студентов с ролью и достижениями русских, советских и англоязычных лингвистов в развитии фонетической науки и решении ее проблем, а также с возможностями применения теоретических знаний, полученных в процессе изучения дисциплины, в сфере преподавания английского языка как иностранного (в частности, выбор учебной нормы произношения и транскрипции; прогноз и приемы устранения основных типов произносительных ошибок у носителей русского языка и др.);
- познакомить студентов с методами; познакомить студентов с современными методами экспериментально-фонетического исследования речевых явлений, в том числе с использованием компьютерных программ анализа и синтеза речевого сигнала;
- сформировать навыки самостоятельной работы с учебной и научной литературой.

## 1.2 Место учебной дисциплины в структуре ОПОП

Дисциплина относится к части, формируемой участниками образовательных отношений Учебного плана, изучается в 4,5 семестре. Промежуточная аттестация по дисциплине осуществляется в форме зачета и зачета с оценкой.

## 1.3 Роль дисциплины в формировании компетенций выпускника.

Дисциплина является составляющей в процессе формирования компетенций ПК-4. Основные знания, необходимые для освоения дисциплины, формируются на базе навыков, приобретенных в ходе получения среднего общего образования.

Перечень учебных дисциплин, для которых необходимы знания, умения и навыки, формируемые данной учебной дисциплиной: Тестирование в иноязычном образовании, Практический курс основного иностранного языка.

## 1.4 Перечень требований планируемых результатов обучения по дисциплине

В результате обучения по дисциплине обучающийся должен обладать следующими компетенциями:

|      |                                                                                                                                                                               |                                                                                                                                                  |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| ПК-4 | Способен к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия, анализу текстов разных | <b>ПК-4.1</b> Способен применять основные положения и концепции в области языка, литературы и культуры при анализе текстов разной прагматической |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|

|  |                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>стилей на иностранном языке, языковых единиц и переводческих трансформаций</p> | <p>направленности</p> <p><b>ПК.4.2</b> Владеет навыками фонетического, фонологического, лексического, морфологического, синтаксического и стилистического анализа различных языковых единиц.</p> <p><b>ПК.4.3</b> Способен осуществлять перевод и (или) текстов с русского на иностранный /с иностранного на русский язык, текстов различной жанровой принадлежности и прагматической направленности</p> <p><b>ПК-4.4</b> Владеет навыками интерпретации текстов на русском и иностранном языках</p> <p><b>ПК-4.5</b> Владеет русским и иностранным языком в объеме, достаточном для решения задач межличностного, межкультурного и профессионального взаимодействия в устной и письменной формах.</p> <p><b>ПК-4.6</b> Владеет русским и иностранным языком в объеме, достаточном для решения задач межличностного, межкультурного и профессионального взаимодействия в устной и письменной формах.</p> |
|--|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### 1.5. Соответствие уровней освоения компетенции планируемым результатам обучения и критериям их оценивания

| Код и содержание компетенций                                                                                                                                                                                                                                                   | Этап освоения компетенции * | Основные признаки сформированности компетенции (дескрипторное описание уровня)                                                                                                                                |                                                                                                                                                                                                                   |                                                                                                                                                                                                                   |                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                |                             | Признаки оценки несформированности компетенции                                                                                                                                                                | Признаки оценки сформированности компетенции                                                                                                                                                                      |                                                                                                                                                                                                                   |                                                                                                                                                                                                                      |
|                                                                                                                                                                                                                                                                                |                             |                                                                                                                                                                                                               | минимальный                                                                                                                                                                                                       | средний                                                                                                                                                                                                           | максимальный                                                                                                                                                                                                         |
| ПК-4<br>Способен к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия, анализу текстов разных стилей на иностранном языке, языковых единиц и переводческих трансформаций<br><br>ПК-4.2 | 2                           | Не знает основные лексические единицы и особенности их использования, основные различия письменной и устной речи; алгоритм обработки текстовой информации.                                                    | Знает минимум лексических единиц общего и терминологического характера; базовую нормативную грамматику в активном владении и основные грамматические конструкции для пассивного восприятия.                       | Способен продемонстрировать знание лексических единиц общего и терминологического характера и особенностей их использования, основные различия письменной и устной речи; алгоритм обработки текстовой информации. | Знает лексические единицы общего и терминологического характера в нужном объеме и особенности их использования, основные различия письменной и устной речи; основные факты алгоритма обработки текстовой информации. |
|                                                                                                                                                                                                                                                                                |                             | Не может использовать иностранный язык в межличностном и межкультурном общении и учебной ситуации, воспринимать общее содержание текстов заданного уровня сложности общего и профессионально-ориентированного | Может использовать иностранный язык в межличностном и межкультурном общении, воспринимать общее содержание текстов заданного уровня сложности общего и профессионально-ориентированного характера со значительным | Использует иностранный язык в межличностном и межкультурном общении, воспринимает общее содержание текстов заданного уровня сложности общего и профессионально-ориентированного характера с минимальными          | Свободно использует иностранный язык в межличностном и межкультурном общении, воспринимает общее содержание текстов заданного уровня сложности общего и профессионально-ориентированного характера.                  |

|                    |   |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                 |
|--------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    |   | характера.                                                                                                                                                                                                                            | количеством ошибок.                                                                                                                                                                                                       | ошибками.                                                                                                                                                                                                                       |                                                                                                                                                                                                                                 |
|                    |   | Не способен применить знания основных положения и концепции области языка, литературы и культуры при работе с текстами разных видов. Не способен самостоятельно делать выводы общего и частного характера в процессе анализа текстов. | Применяет знания основных положения и концепции области языка, литературы и культуры при работе с текстами разных видов. Не способен самостоятельно делать выводы общего и частного характера в процессе анализа текстов. | Уверенно применяет знания основных положения и концепции области языка, литературы и культуры при работе с текстами разных видов. Способен самостоятельно делать выводы общего и частного характера в процессе анализа текстов. | Свободно применяет знания основных положения и концепции области языка, литературы и культуры при работе с текстами разных видов. Способен самостоятельно делать выводы общего и частного характера в процессе анализа текстов. |
|                    |   | Не владеет навыками работы с текстами повышенной сложности. При переводе и интерпретации различных типов текстов не учитывает жанровую, прагматическую, стилистическую особенности текста.                                            | Владеет навыками работы с текстами повышенной сложности. При переводе и интерпретации различных типов текстов не учитывает жанровую, прагматическую, стилистическую особенности текста                                    | Уверенно владеет навыками работы с текстами повышенной сложности. При переводе и интерпретации различных типов текстов учитывает жанровую, прагматическую, стилистическую особенности текста.                                   | Свободно владеет навыками работы с текстами повышенной сложности. При переводе и интерпретации различных типов текстов учитывает жанровую, прагматическую, стилистическую особенности текста в полной мере                      |
| ПК-4<br>Способен к | 3 | Не знает основные лексические                                                                                                                                                                                                         | Знает минимум лексических единиц                                                                                                                                                                                          | Способен продемонстрировать                                                                                                                                                                                                     | Знает лексические единицы общего и                                                                                                                                                                                              |

|                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                           |                                                                                                                                                                                                            |
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| <p>коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия, анализу текстов разных стилей на иностранном языке, языковых единиц и переводческих трансформаций</p> <p>ПК-4.2</p> | <p>единицы и особенности их использования, основные различия письменной и устной речи; алгоритм обработки текстовой информации.</p>                                                                                             | <p>общего и терминологического характера; базовую нормативную грамматику в активном владении и основные грамматические конструкции для пассивного восприятия.</p>                                                                            | <p>знание лексических единиц общего и терминологического характера и особенностей их использования, основные различия письменной и устной речи; алгоритм обработки текстовой информации.</p>                              | <p>терминологического характера в нужном объеме и особенности их использования, основные различия письменной и устной речи; основные факты алгоритм обработки текстовой информации.</p>                    |
|                                                                                                                                                                                                                                                                    | <p>Не может использовать иностранный язык в межличностном и межкультурном общении и учебной ситуации, воспринимать общее содержание текстов заданного уровня сложности общего и профессионально-ориентированного характера.</p> | <p>Может использовать иностранный язык в межличностном и межкультурном общении, воспринимать общее содержание текстов заданного уровня сложности общего и профессионально-ориентированного характера со значительным количеством ошибок.</p> | <p>Использует иностранный язык в межличностном и межкультурном общении, воспринимает общее содержание текстов заданного уровня сложности общего и профессионально-ориентированного характера с минимальными ошибками.</p> | <p>Свободно использует иностранный язык в межличностном и межкультурном общении, воспринимает общее содержание текстов заданного уровня сложности общего и профессионально-ориентированного характера.</p> |
|                                                                                                                                                                                                                                                                    | <p>Не способен применить знания основных положения и концепции области языка, литературы и культуры при работе</p>                                                                                                              | <p>Применяет знания основных положения и концепции области языка, литературы и культуры при работе с текстами разных видов. Не способен</p>                                                                                                  | <p>Уверенно применяет знания основных положения и концепции области языка, литературы и культуры при работе с текстами разных видов. Способен</p>                                                                         | <p>Свободно применяет знания основных положения и концепции области языка, литературы и культуры при работе с текстами разных</p>                                                                          |

|  |  |                                                                                                                                                                                            |                                                                                                                                                                                        |                                                                                                                                                                                               |                                                                                                                                                                                                            |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | с текстами разных видов. Не способен самостоятельно делать выводы общего и частного характера в процессе анализа текстов.                                                                  | самостоятельно делать выводы общего и частного характера в процессе анализа текстов.                                                                                                   | самостоятельно делать выводы общего и частного характера в процессе анализа текстов.                                                                                                          | видов. Способен самостоятельно делать выводы общего и частного характера в процессе анализа текстов.                                                                                                       |
|  |  | Не владеет навыками работы с текстами повышенной сложности. При переводе и интерпретации различных типов текстов не учитывает жанровую, прагматическую, стилистическую особенности текста. | Владеет навыками работы с текстами повышенной сложности. При переводе и интерпретации различных типов текстов не учитывает жанровую, прагматическую, стилистическую особенности текста | Уверенно владеет навыками работы с текстами повышенной сложности. При переводе и интерпретации различных типов текстов учитывает жанровую, прагматическую, стилистическую особенности текста. | Свободно владеет навыками работы с текстами повышенной сложности. При переводе и интерпретации различных типов текстов учитывает жанровую, прагматическую, стилистическую особенности текста в полной мере |

\* - Формирование компетенций проходит в 3 этапа: 1-2 курс -1-й этап; 3 курс -2-й этап; 4 курс (4-5 курс -при очно-заочной и заочной формам обучения) - 3-й этап -при освоении ОПОП бакалавриата



**II. Объем дисциплины в зачетных единицах с указанием количества академических часов, выделенных на контактную работу обучающихся с преподавателем (по видам учебных занятий) и на самостоятельную работу обучающихся**

Общая трудоемкость дисциплины составляет 4 зачетные единицы, 144 часа.

| Дисциплина / семестр                                      | Вид учебной работы       |                            |                        |              |                          |                            |
|-----------------------------------------------------------|--------------------------|----------------------------|------------------------|--------------|--------------------------|----------------------------|
|                                                           | Занятия лекционного типа | Занятия практического типа | Самостоятельная работа | Консультации | Промежуточная аттестация | Контроль                   |
| Практический курс аудирования (основной иностранный язык) | -                        | 68                         | 75,6                   | -            | 0,2<br>0,2               | Зачет /4<br>Зачет с оц. /5 |
| <b>Всего</b>                                              |                          |                            |                        |              |                          | <b>144</b>                 |

**III. Содержание дисциплины, структурированное по темам (разделам) с указанием отведенного на них количества академических часов и видов учебных занятий**

**3.1. Содержание дисциплины, структурированное по темам, и виды контактной работы с обучающимися**

| № темы | Название темы                                                             | Контактная работа с обучающимися |                           |                         |                         |
|--------|---------------------------------------------------------------------------|----------------------------------|---------------------------|-------------------------|-------------------------|
|        |                                                                           | Занятия лекционного типа         | Занятия семинарского типа | Формы текущего контроля | Формируемые компетенции |
| 1.     | Аудирование, направленное на понимание основного содержания текста.       | -                                | 8                         | Практические задание    | ПК-4.2                  |
| 2.     | Аудирование кратких высказываний информационно-прагматического характера. | -                                | 8                         | Практические задание    | ПК-4.2                  |
| 3.     | Аудирование, направленное на понимание запрашиваемой информации           | -                                | 8                         | Практические задание    | ПК-4.2                  |
| 4.     | Аудирование, направленное на детальное понимание текста.                  | -                                | 10                        | Практические задание    | ПК-4.2                  |
| 5.     | Аудирование высказываний в стандартных ситуациях повседневного общения.   | -                                | 6                         | Практические задание    | ПК-4.2                  |
| 6.     | Аудирование текстов научной направленности.                               | -                                | 7                         | Практические задание    | ПК-4.2                  |
| 7.     | Аудирование развернутого тематического высказывания                       | -                                | 7                         | Практические задание    | ПК-4.2                  |
| 8.     | Аудирование текстов содержащих                                            | -                                | 7                         | Практические            | ПК-4.2                  |

|               |                                                                            |   |    |                      |        |
|---------------|----------------------------------------------------------------------------|---|----|----------------------|--------|
|               | <b>техническую или научную информацию</b>                                  |   |    | задание              |        |
| <b>9.</b>     | <b>Аудирование, направленное на понимание основного содержания текста.</b> | - | 7  | Практические задание | ПК-4.2 |
| <b>Итого:</b> |                                                                            | - | 68 |                      |        |

### 3.2. Самостоятельная работа обучающихся по дисциплине

|                                                                                                                                                                              |                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| <b>Самостоятельная работа</b>                                                                                                                                                | <b>Всего часов по учебному плану</b> |
| Проработка лекций, подготовка к практическим занятиям, выполнение домашних заданий, подготовка к тестированию, подготовка ответов на контрольные вопросы по темам дисциплины | 75,6                                 |
| <b>Всего</b>                                                                                                                                                                 | <b>75,6</b>                          |

## IV. Фонд оценочных средств по дисциплине

### 4.1 Структура фонда оценочных средств

| Наименование раздела (темы) дисциплины                                    | Код и наименование компетенций | Индикатор достижения универсальной компетенции | Оценочные средства текущего контроля/промежуточной аттестации |
|---------------------------------------------------------------------------|--------------------------------|------------------------------------------------|---------------------------------------------------------------|
| Аудирование, направленное на понимание основного содержания текста.       | ПК-4                           | ПК-4.2                                         | Практические задание                                          |
| Аудирование кратких высказываний информационно-прагматического характера. | ПК-4                           | ПК-4.2                                         | Практические задание                                          |
| Аудирование, направленное на понимание запрашиваемой информации           | ПК-4                           | ПК-4.2                                         | Практические задание                                          |
| Аудирование, направленное на детальное понимание текста.                  | ПК-4                           | ПК-4.2                                         | Практические задание                                          |
| Аудирование высказываний в стандартных ситуациях повседневного общения.   | ПК-4                           | ПК-4.2                                         | Практические задание                                          |
| Аудирование текстов научной направленности.                               | ПК-4                           | ПК-4.2                                         | Практические задание                                          |
| Аудирование развернутого тематического высказывания                       | ПК-4                           | ПК-4.2                                         | Практические задание                                          |

|                                                                            |      |        |                      |
|----------------------------------------------------------------------------|------|--------|----------------------|
| <b>Аудирование текстов содержащих техническую или научную информацию</b>   | ПК-4 | ПК-4.2 | Практические задание |
| <b>Аудирование, направленное на понимание основного содержания текста.</b> | ПК-4 | ПК-4.2 | Практические задание |

## 1. Текущий контроль

Оценочные средства для проверки сформированности компетенции ПК-4 (ПК-4.2)

### 1. Аудирование, направленное на понимание основного содержания текста. Практические задания ПК-4 (ПК-4.2)

1. Прослушайте аудиозапись дважды. Определите, какие из приведённых утверждений соответствуют содержанию текста:

- Friendship is a coincidence.
- The best time to make friends is at school.
- Sharing hobbies can lead to stronger friendship.
- It become harder to make friends as person gets older
- The right place is the key to success in making friends.

Текст для аудирования:

I think the thing about my friendships is that they're all a bit random and situational. So the friends that I met from when I was in high school, we all met through a random series of coincidences, not through being in the same school, but through knowing other people, and just being in the right place at the right time at the right party. And the same is true for the ones that I met out of school. So it was all just random connections through knowing people. And because we found that we had a lot of things in common, we became friends. It's really strange, because of course, most people meet friends in school, and the people that they're looking forward to being friends with in the future, they would say they're at work, or they have some kind of hobby in common or some sort of situation. But it's not like that for me, it's a bit weird.

2. Прослушайте аудиозапись дважды. Расположите в нужном порядке пункты плана (пересказа) текста:

- Get ready for the next week
- A talk with Pasha
- Rest time
- Go to jujitsu classes
- A walk with Rob

Текст для аудирования:

On Saturday in the day I call my friend Pasha who lives in Moscow. And then I go to jujitsu, which is a great way to stay in shape and develop odd bruises. And then I chill out for the rest of the day. And usually, I'll go and see my best friend Rob in the evening. And Sunday is more of a recovery from Saturday, to be honest with you. Because after jujitsu I'm pretty sore. And I also get ready for the week ahead. So I'll organize my clothes, and just check that I've done all my work. That kind of thing.

3. Прослушайте аудиозапись дважды. Определите, какой из данных тем она соответствует:

- What a teacher should be.

- b) Health classes at school
- c) Intentions and actions of student teachers for integration
- d) School knowledge and its relevance to everyday life
- e) Teachers are a source of inspiration

Текст для аудирования:

We had home economics and social education in high school. And I have to say that despite the best intentions of the teachers, they weren't terribly effective. I don't think much of the information was readily applicable, at least to students in my situation, and the way that I lived my life and continued to live my life. And there's also the matter of delivery. I don't really think that hectoring students and acting holier-than-thou is a great way to inspire people to do the right thing. There were very few like level-headed discussions about what it really means to be healthy. So that was a bit unfortunate. Sorry about that.

4. Прослушайте аудиозапись дважды. Подготовьте краткий пересказ текста.

Текст для аудирования:

On behalf of LP Clubs, I'd like to welcome you all here today. My name's Sandy Fisher and I'm one of the fitness managers here. Before we start our tour of the club I'll just run through some basic information about the facilities we have here, including recent improvements, and explain the types of membership available.

Our greatest asset is probably our swimming pool which at 25 metres isn't Olympic-sized, but now we've expanded it to eight lanes, it's much wider. This means there are rarely more than a couple of people at a time in each lane. Unfortunately, there isn't space for an outdoor pool here but the glass roof on the swimming pool is partly retractable, which means you can enjoy something of the open-air experience on warmer days.

Our recently refurbished fitness suite has all the latest exercise equipment including ten new running machines, and a wide range of weight-training machines. Each member is given full training in how to operate the equipment and there is always a trainer on duty to offer help and advice. Although we do have adult-only times after 6 and at certain times at weekends, children are well catered for. Older children continue to benefit from a wide range of tuition; anything from trampolining to yoga.

5. Прослушайте аудиозапись дважды. Подготовьте краткий пересказ услышанного фрагмента.

Текст для аудирования:

Today we continue our series on ecology and conservation with a look at a particularly endangered member of the black bear family. One in ten black bears is actually born with a white coat, which is the result of a special gene that surfaces in a few. Local people have named it 'the spirit bear'. And according to the legends of these communities, its snowy fur brings with it a special power. Because of this, it has always been highly regarded by them - so much that they do not speak of seeing it to anyone else. It is their way of protecting it when strangers visit the area.

The white bear's habitat is quite interesting. The bear's strong relationship with the old-growth rainforest is a complex one. The white bear relies on the huge centuries-old trees in the forest in many ways. For example, the old-growth trees have extremely long roots that help prevent erosion of the soil along the banks of the many fish streams. Keeping these banks intact is important because these streams are home to salmon, which are the bear's main food source. In return, the bear's feeding habits nurture the forest. As the bears eat the salmon, they discard the skin and bones in great amounts on the

forest floor, which provide vital nutrients. These produce lush vegetation that sustains thousands of other types of life forms, from birds to insects and more.

## 2. Аудирование кратких высказываний информационно-прагматического характера. Практические задания ПК-4 (ПК-4.2)

1. Прослушайте аудиозапись дважды. Установите соответствие между высказываниями каждого говорящего и утверждениями, данными в списке. В задании есть одно лишнее утверждение.

- a) The speaker was glad when she/he was given more serious work to do.
- b) The speaker learned nothing important at work.
- c) The speaker did not want to take any responsibility.
- d) The speaker didn't mind doing a lot of things during work practice.
- e) The speaker felt rather nervous before starting work.
- f) The speaker has a different idea of the profession after completing the practice.

| A | B | C | D | F |
|---|---|---|---|---|
|   |   |   |   |   |

Текст для аудирования:

**Speaker 1:** I worked at a graphics company. During my two weeks I basically did nothing except helping the staff to deliver things and collect equipment. The worst part of my work experience was at the beginning when I didn't have a lot to do. I was sitting watching people work, but as the days went on, I was given more responsibility. I really enjoyed my time at work practice and found it really interesting.

**Speaker 2:** For my work practice I worked at the City Hospital. I think it is good to get some work experience because we get to see what it is like to work somewhere. I had a lot of different jobs to do: I helped make beds, take people's pulse and blood pressure, make tea or coffee for the patients in the ward, serve lunches at lunchtime and get people's notes ready. I enjoyed talking to the patients, bringing a smile to their faces.

**Speaker 3:** Now I am working in a department store and I like it but I clearly remember my first impressions. They were like OH MY GOD look how long I have to work and OH MY GOD I have to wear a horrible looking uniform! I was really afraid to call the store to arrange my first visit. But after I had spoken to the manager and she had answered all my questions some of my fears were gone.

**Speaker 4:** For my work practice I worked at Middle School. Over the two weeks I watched the teachers and worked with the children. I interacted with the pupils and helped encourage them to learn during their lessons. Teaching and working with children was much harder than I expected it to be, it isn't a simple job. A full classroom of children can be very hard to control, so I have total respect for teachers now.

**Speaker 5:** I worked at a big store. I really didn't enjoy myself and I think it was really a waste of time. During the day I worked from 9 a.m. until 5 p.m. putting products on shelves. I got a morning break, a lunch hour and an afternoon break which was very good! Some of the time I was able to work on the customer help desk in the store. I wasn't given much responsibility and wasn't taught anything new during the day.

2. Прослушайте аудиозапись дважды. Найдите лишнее утверждение.

1. When reading these books, the speaker sees the world in an unusual way.
2. Thanks to these books, the speaker started to enjoy reading.
3. These books made the speaker feel better when she was away from home.
4. Thanks to these books, the speaker found many new friends.
6. The things said by some of the characters help speaker in difficult situations.
7. These books showed the speaker that friends are very important.

Текст для аудирования:

**Speaker 1:** The best thing Harry Potter books have given me is a philosophy for life. I found it in the words of Harry himself, his friends and other people around him. When I face problems, I remember some phrases from the books and I keep on fighting. I don't give up, because Harry never does. I've known before, that theoretically there is no such a thing as a hopeless situation, but now I truly believe it.

**Speaker 2:** I've always read books for comfort, and when I was in London, as a participant of an exchange programme, scared and lost, so far from my family and friends, I simply found a book store and bought the first two Harry Potter books there. I read them both in one night and then over and over again. It wasn't just comfort, it was like I found a good friend in a place where I had none, and I certainly became braver.

**Speaker 3:** Before I read Harry Potter books, and became interested in them, I didn't read too much. I just didn't understand what books could do. But after reading Harry Potter, I felt that I was in his world, and I thought, well, maybe other books can do that too. Now I just love reading, and the pleasure that I get from reading has become possible only because of that first Harry Potter book.

**Speaker 4:** I've always liked reading. And I love the fact that Harry Potter books have given me my own private magical world. When I read Harry Potter, I feel so glad that I have a wonderful secret that no one else knows. I get the feeling that the books put everything around me into a different, magical light, and the world of Harry Potter comes into mine, making ordinary things and people look strange.

**Speaker 5:** Harry Potter books have influenced me greatly. They helped me to understand that honesty, friendship and love are all we need. Now I look at the future in a more positive way than I had done before reading these books which speak about friendship. Harry Potter is never alone. When he does something difficult or frightening, his friends are always around and they give him all the help he needs.

3. Прослушайте аудиозапись дважды. Установите соответствие между ответами каждого говорящего и заданными им вопросами, данными в списке.

- a) What would foreigners need to know about your culture to be able to communicate well with people?
- b) Have you had experiences of making cultural mistakes? What happened?

Текст для аудирования:

**Speaker 1:** Well, I'm Irish originally so the language, uh, is obviously very important. Uh, everyone speaks English, um, in Ireland. I think other things, for example like the, the history of a place, uh, is also important, uh, you know, to have some understanding of what people celebrate, what they remember, um, and, you know, what's important for them as a, as a group of people.

**Speaker 2:** One time when I was working in Switzerland I was in a hurry to get to a meeting and I crossed the road without using a pedestrian crossing. And, uh, a car stopped and the man got out and told me I shouldn't be doing that. I was quite surprised because in Britain nobody would ever say that to anybody.

**Speaker 3:** Well, I think it would be easy to have misunderstandings because our sense of humour in Britain is quite dry, so people quite often say the opposite of what they mean.

**Speaker 4:** I think that foreigners would need to know that English people on the whole are quite reserved. So, they would find that English people might not necessarily say what they want or how they feel sometimes. So, that can be quite challenging for people visiting our culture.

**Speaker 5:** Yeah, the, the only kind of times it's happened has been when I've been trying to speak a foreign language but I haven't got the pronunciation quite right. So, in, in Chinese for example there's a ... the, the word for mother and horse sound very, very similar to me; but obviously to a, a Chinese, uh, local, very, very different.

**Speaker 6:** I think actually that Canadians are really friendly. So, as long as the person is polite they will be really polite back and do everything possible to help.

**Speaker 5:** I haven't had the experience, uh, of making a cultural mistake, necessarily. But on my last trip to China, um, I was using chopsticks for the first time, and it took me around six minutes to eat my first bit of food, so that was quite embarrassing.

4. Прослушайте аудиозапись дважды. Установите соответствие между высказываниями каждого говорящего и источником, данными в списке.

- a) Internet
- b) TV
- c) Newspaper

Текст для аудирования:

**How do you get news? From the internet, TV, or newspapers?**

**Speaker 1:** I don't really watch the TV news, but I do look at newspaper websites most days. Uh, I think my two favourite are probably The Guardian and The Independent. Uh, and those are the ones I think that fit my politics best and I trust them the most.

**Speaker 2:** I don't watch TV because it's a little bit too much for me. I mean, with everything that's going on in the world I don't like to watch TV. But if it, I would read the news, and if it was for something serious I would probably go to The Telegraph maybe; and for my celebrity news, The Daily Mail.

**Speaker 3:** I get my news updates from the Metro in the morning; the Evening Standard in the evening. I see updates on my, um, Facebook. I subscribe to BBC, Sky and other news, um, subscriptions and so they pop up on my Facebook. So, these are the ways I catch up with my news.

5. Прослушайте аудиозапись дважды. Определите, высказывание какого из говорящих соответствует данному утверждению: «There's no ideal family size»

Текст для аудирования:

### What do you think is the ideal family size? Why?

**Speaker 1:** I don't think there is an ideal family size. Um, I have two children; I'm expecting my third. I

always wanted to be in a big family because I grew up as an only child. Um, I think I like the idea of having four or five children and a busy house, um, lots of chaos. And ... but I also had a lovely time growing up just me and my parents. So, the ideal family is just where there's love and that's it.

**Speaker 2:** Um, well I come from a family of five kids. That was nice; that was good having lots of brothers and sisters and we all got on. Probably at the moment I would probably think ideal – I'm not sure there is one. I have two kids; maybe three would have been nice, you know.

**Speaker 3:** I don't think there's an ideal family size, actually. I think it's what you're comfortable with. I mean, for some people an ideal family size – you mean immediate family, I take it – um, can be three or four, but some people like to have lots of children and it can be, be large. I don't think there's an ideal.

**Speaker 4:** I would say, uh, two parents, two children, so a family of four. Um, I think actually from a cost perspective, uh, if you started having more than two it becomes a little bit, um, expensive.

### 3. Аудирование, направленное на понимание запрашиваемой информации Практические задания ПК-4 (ПК-4.2)

1. Прослушайте аудиозапись дважды. Определите, какие из приведённых утверждений соответствуют содержанию текста (True), какие не соответствуют (False).

- a) Many more people now live alone than before.
- b) Both Emma and Harry live with family.
- c) A number of people in the Lilac co-housing project don't share their house.
- d) Neither Harry nor Emma feels lonely.
- e) According to Harry, too many people have rooms they don't use.
- f) Every house at the Lilac co-housing project has its own garden.

| A | B | C | D | E | F |
|---|---|---|---|---|---|
|   |   |   |   |   |   |

Текст для аудирования:

**Presenter:** According to recent research, more and more people around the world are choosing to live alone, but equally, many people are starting to build and live in closer communities, in some ways returning to a kind of village lifestyle. In today's programme, we speak to two people who are living in these very different ways. Emma, who lives completely alone on a remote Scottish island, and Harry, who last year moved with his young family into the Lilac co-housing project in Yorkshire. Emma, why do you think so many people are choosing to live in one-person households?



**Emma:** Well, the first thing to say is that it's perfectly possible to live alone and to be part of a close community. I'm sure there are plenty of people living in the Lilac co-housing community who live alone, aren't there, Harry?

**Harry:** Yes, absolutely. It can be a great way of having your own private space, but not being completely isolated. You know people are there if you need them ...

**Presenter:** But that isn't the case for you, is it, Emma? Am I right in saying that you are the only person living on your island?

**Emma:** Yes, that's right. Not many people choose to live so completely alone, but, I have to say, I love it. Don't get me wrong, I like people, and it's very exciting for me coming here today and meeting so many new people, but I love the peace of being completely on my own.

**Presenter:** Don't you get lonely?

**Emma:** Er, no, not really. I live on a farm, so there are the animals. And if I really want to talk to someone, I do have a phone. Though I don't really use it very much.

**Presenter:** And what about you, Harry? Presumably, you like being around other people?

**Harry:** Well, yes, but not all the time. What appealed to me about co-housing was that we would have our own private house, but that there would be other people around whenever we wanted, so we wouldn't ever feel lonely. And it's a very practical thing as well, co-housing. For example, a lot of people in this country have a spare bedroom for guests. What a waste of space! When my brother and his family come to stay, we just book a guest room in the shared Common Hall. And instead of every family having a tiny private garden (though some still do), we share a huge garden, with a play area for the kids. It makes it easier for them to make friends as well.

**Presenter:** It sounds interesting...

2. Прослушайте аудиозапись дважды. Определите, какие из приведённых утверждений соответствуют содержанию текста (True), какие не соответствуют (False).

- a) Going to sleep straight after learning something new will help you to remember it.
- b) Women are almost twice as likely as men to fall asleep while driving.
- c) Teenagers need as much sleep as small children.
- d) Nowadays, people sleep less since the invention of electric light.
- e) It is possible to train yourself to need less sleep.
- f) A fifteen-minute sleep is more refreshing than a cappuccino.

| A | B | C | D | E | F |
|---|---|---|---|---|---|
|   |   |   |   |   |   |

Текст для аудирования:

### Some facts about sleep which may surprise you

Insomnia is almost twice as common in women as in men, but even those who feel they haven't slept a wink probably have had more sleep than they think. Nowadays we believe that we need to get eight hours' uninterrupted sleep; but in the Middle Ages, people would often get up for a while in the night, wide awake, to chat or even visit neighbours. However, it is true to say that having artificial light sources has meant that we tend to get less sleep overall than we used to.

According to recent research, nearly half of US adults admitted to falling asleep unintentionally during the day at work, on public transport or, worryingly, while driving. Twice as many men as women admit to nodding off while driving. In many cultures, having a snooze, though not while driving, is much more culturally acceptable than in the US, and it might help to make the roads safer. Apparently, a short nap is more refreshing than a cup of coffee.

Once parents stop managing their bedtimes, teenagers usually start going to bed much later. However, because their brains are still developing, they still need between nine and ten hours a night,

as much as a six-year-old. Late-night studying, however, does have some advantages, as there is evidence that sleeping when you've just learnt something new will help your memory to retain it.

80% of people need between six and nine hours' sleep a night. But if you are used to sleeping like a log for nine hours, can you force yourself to get used to having only six? Apparently not, but you can catch up on missed sleep by having a lie-in, and it even works if you have the lie-in on the morning before you miss the sleep..

3. Прослушайте аудиозапись дважды. Определите, какие из приведённых утверждений не соответствуют содержанию текста (False). Исправьте эти утверждения.

The UN World Happiness Report says...

- a) Health and wealth are the two most important factors when measuring a population's happiness.
- b) Denmark was higher on the list than all the other northern European countries.
- c) Most people expected Mexico to be higher on the list than the USA.

In Mexico...

- d) People know that their families will usually help them when life gets difficult.
- e) It is normal for people to meet up with their neighbours.
- f) The fine weather is the main reason for the population's happiness.

Текст для аудирования:

### **Happiness in Mexico**

Most people aspire to be happy, but happiness is a very difficult concept to define. It is even more complicated to measure the happiness of an entire nation. But the UN World Happiness Report attempts to do exactly that. The paper tries to measure each country's levels of happiness by analysing a population's overall satisfaction in different areas. They look at health, wealth, social support, freedom to make choices and satisfaction with government. The most recent report ranked Denmark as the happiest country in the world. Many other northern European countries such as Switzerland, the Netherlands, and Iceland were also in the top ten. But several Latin American countries were very high on the list, too. These included Costa Rica, Panama and Mexico. In fact, Mexico finished one place higher than the largest economy in the world – the USA. For many people this was a big surprise. After all, if people in Mexico are happier than people in the United States, why do thousands of Mexicans immigrate there every year? But economic satisfaction is only part of what makes us happy, there are many other important factors. Strong social support is also crucial because if people feel they have a lot of support from the people around them, they will feel more secure. In Mexico family and community are very important. Traditionally, many generations of the same family live in the same neighbourhood or even in the same house. They eat together, talk together and socialize together. If they have a problem, they can share it with one another; and if they need support, they will all help each other out. This support decreases stress and means that even in difficult circumstances people feel less desperate and more positive. Outside of the family, many people also find help in their friends and neighbours. Communities are very close-knit in Mexico. Communal parties are very common in Mexican neighbourhoods, and families, neighbours and friends spend lots of time eating and socializing together. They enjoy each other's company and relax in the sun. Of course, the weather helps. People might not be so keen to meet on the street, in neighbours' gardens or in parks if the weather wasn't good! Happiness is a complicated concept and there is no single factor that determines it. But the example of Mexico

shows that our relationships are extremely important. If we can develop strong bonds with the people around us, we will all be happier.

4. Прослушайте аудиозапись дважды. Определите о чём в тексте не сказано, то есть на основании аудиозаписи нельзя дать ни положительного, ни отрицательного ответа (Not stated).

- a) Fraser Howard sells internet security products.
- b) Fraser Howard gives an example of how a cyber attack could take place.
- c) Internet security nowadays provides solutions that aren't just focused on your telephone and tablet
- d) 'Security Shield' is a piece of software which protects computers against cyber attacks.
- e) In this example, the servers which host the hackers' activities are in Canada.

Текст для аудирования:

### **Cyber crime**

Technology has always been used by criminals, and the internet – where people can operate anonymously all over the world – is the perfect tool. We now live in the age of cyber crime. Cyber crime is fundamentally crime, but specifically using computers or the internet to deliver the attack.

This is Fraser Howard. He is a principal threat researcher at Sophos, one of the world's leading internet security firms. Internet security is basically the steps taken to protect yourself from online attacks.

Internet security is necessary because criminals are targeting users, targeting businesses, looking to steal data in order to profit financially from internet attacks. Today, almost everybody has been a victim of some kind of cyber crime. But how exactly does it happen? Here, Fraser talks us through an example of cyber crime. Most people today get infected as they're browsing the Web. So, as they're browsing around they come across a site, a real website, but one that might have been hacked by hackers in order to redirect their browser to somewhere bad, bad stuff happens and their machine gets infected. And that's what we have in this video here. As the real webpage loads, there's nothing that the user can see that tells them anything is going wrong. But as the page loads, in the background bad stuff is happening and their machine is becoming infected with malware. So, after a second or so this application, calling itself Security Shield, is now installed on the system, and this is the malware. And it's going to run; it's going to tell them they have lots of problems on their system; and it's going to try, try to trick the user into paying for removal of these non-existent problems. We can look at that exact attack from a geographical perspective to get a bit more idea of how it's constructed. We start off in the UK, which is where we're browsing the website from, and that first real site that we're browsing to is hosted on a server in Vancouver, Canada. As I said, this is a real site – a normal company site, but one that happens to have been hacked by hackers in order to redirect to somewhere bad. So, it causes your browser to redirect to a server in Russia. This server in Russia then bounces your browser onto another server, this time one in the United States. How do Sophos combat attacks like this? The thing you notice about an attack is there is a sequence of steps involved before the user actually gets infected: they browse the real website, they're redirected to another site, they're redirected again, before finally getting infected with the threat of the malware itself. So, our job at Sophos is to protect people from these attacks. So what we do is get visibility into how all these different attacks are working, understand all the different steps involved, such that we can publish the appropriate data and protect our customers from attacks like this by trying to take out all of the relevant steps involved. But it isn't easy. Cyber crime is changing all the time. One of the ways in which cyber crime is changing is the target, the actual data that the criminals are after is, is changing in form. Rather than just being focused on information stored on a computer, we're now looking at information stored on mobile devices. There's a broader range of attacks that therefore become possible. And when we think about security and how we secure our information,

we're not just looking at securing computers we're looking at securing our whole networks: our mobile phones, our tablets.

To respond to the changes in cyber crime and the types of attacks that the criminals are using, internet security also has to continually adapt. And so internet security nowadays provides solutions that aren't just focused on your computer; they're focused on your entire business network or even your home network, across multiple devices, multiple computers. In this ever-changing technological landscape, it is

important that Fraser and his team stay one step ahead of the cyber criminals. This research means we can adapt to new threats, and we need to adapt in order to survive.

5. Прослушайте аудиозапись дважды. Определите, какие из приведённых утверждений соответствуют содержанию текста (True), какие не соответствуют (False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (Not stated).

- a) Lucy and Jack are university students.
- b) Jack is a football fan.
- c) During his summer trip to Russia Jack visited 2 cities.
- d) Lucy can speak Russian.
- e) It was difficult for Jack to get a Russian visa.
- f) Lucy will need to get a visa to go to Moscow in December.
- g) Jack and Lucy are planning to stay with Jack's Russian friends.

Текст для аудирования:

**Lucy:** Hi Jack! Good to see you! How did you spend your summer vacation? **Jack:** Oh, I had a fantastic time! You know how much I like soccer...

**Lucy:** Don't tell me you went to Moscow to the World Cup!

**Jack:** I sure did. And it was amazing!

**Lucy:** It must have cost you a fortune!

**Jack:** Well, the tickets were really expensive, but then everything else wasn't that bad. And guess what! If you had a ticket to the game in another city, the train ride was free.

**Lucy:** Wow! What other cities did you go to?

**Jack:** Just St. Petersburg. But that was enough. I didn't have time to see everything. That would have taken months. There's just so much to see and explore there.

**Lucy:** How did you manage to get around? You don't speak a word of Russian!

**Jack:** I didn't need to. Everyone that I talked to spoke decent English. There were lots of English-speaking volunteers around to help out if you had any troubles. And there were fans from all over the world, and most of them spoke English too.

**Lucy:** That's so cool! So what did you think of Russia? Did it turn out to be any different from what you had expected?

**Jack:** Yes, it was completely different. I didn't know that Russia was so modern. And I didn't expect the people to be so friendly. I had always heard that Russians were gloomy and depressed. But everyone was smiling and happy and curious about us foreigners.

**Lucy:** What about Russian food? Did you like it?

**Jack:** Absolutely! That was the best part. I especially enjoyed eating piroshky.

**Lucy:** What's that?

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**Lucy:** What about Russian food? Did you like it?

**Jack:** Absolutely! That was the best part. I especially enjoyed eating piroshky.

**Lucy:** What's that?

**Jack:** There are a lot of small hotels which are not that expensive. We'll check them out on the Internet. Prices should be cheaper than during the World Cup.

**Lucy:** Oh, I'm so excited!

**Jack:** Me too! It's a plan then!

| A | B | C | D | E | F |
|---|---|---|---|---|---|
|   |   |   |   |   |   |

#### 4. Аудирование, направленное на детальное понимание текста.

##### Практические задания ПК-4 (ПК-4.2)

1. Прослушайте аудиозапись дважды. Выберите правильный вариант ответа.

##### New city developments

1. The idea for the two new developments in the city came from

- a) local people
- b) the City Council
- c) the SWRDC

2. What is unusual about Brackenside pool?

- a) its architectural style
- b) its heating system
- c) its method of water treatment

3. Local newspapers have raised worries about

- a) the late opening date
- b) the cost of the project
- c) the size of the facilities

4. What decision has not yet been made about the pool?

- a) whose statue will be at the door
- b) the exact opening times
- c) who will open it

5. Which feature is related to each of the following areas of the world represented in the playground? Choose six answers from the box and write the correct letter, A - I next to questions 5-2100.

##### Features

**A** ancient forts

**B** waterways

C ice and snow  
D jewels  
E local animals  
F mountains  
G music and film  
H space travel  
I volcanoes

*Areas of the world*

5 Asia \_\_\_\_\_  
6 Antarctica \_\_\_\_\_  
7 South America \_\_\_\_\_  
8 North America \_\_\_\_\_  
9 Europe \_\_\_\_\_  
10 Africa \_\_\_\_\_

Текст для аудирования:

**Narrator:** Good morning. I'm very pleased to have this opportunity to say a little about two exciting new developments in the city: the Brackenside Open-Air Swimming Pool and the children's Adventure Playground in Central Park. As many of you may know, the idea for these initiatives came from you, the public, in the extensive consultation exercise which the City Council conducted last year. And they have been realised using money from the SWRDC - the South West Regional Development Commission. First of all, Brackenside Pool. As many of the older members of the audience will remember, there used to be a wonderful open-air pool on the sea front 30 years ago but it had to close when it was judged to be unsafe. For the design of this new heated pool, we were very happy to secure the talents of internationally renowned architect Ellen Wendon, who has managed to combine a charming 1930s design, which fits in so well with many of the other buildings in the area, with up-to-the-minute features such as a recycling system - the only one of its kind in the world - which enables seawater to be used in the pool. Now, there has been quite a bit of discussion in the local press about whether there would be enough room for the number of visitors we're hoping to attract, but the design is deceptive and there have been rigorous checks about capacity. Also, just in case you were wondering, we're on schedule for a June 15th opening date and well within budget: a testimony to the excellent work of local contractors Hickman's. We hope that as many people as possible will be there on June 15th. We have engaged award winning actress Coral White to declare the pool open and there'll be drinks and snacks available at the pool side. There'll also be a competition for the public to decide on the sculpture we plan to have at the entrance: you will decide which famous historical figure from the city we should have. And now, moving on to the Central Park Playground, which we're pleased to announce has just won the Douglas Award for safety: the news came through only last week. The unique design is based on the concept of the Global Village, with the playground being divided into six areas showing different parts of the world - each with a representative feature. For example, there is a section on Asia, and this is represented by rides and equipment in the shape of snakes, orangutans, tigers and so on fauna native to

the forests of the region. Moving south to the Antarctic - we couldn't run to an ice rink I'm afraid but opted instead for climbing blocks in the shape of mountains I thought they could have had slides for the glaciers but the designers did want to avoid being too literal! Then on to South America - and here the theme is El Dorado – games replicating the search for mines full of precious stones[17]. And then moving up to North America, here there was considerable debate, I know the contribution of cinema and jazz was considered but the designers finally opted for rockets and the International Space Station[18]. Eastwards to Europe then, and perhaps the most traditional choice of all the areas: medieval castles and other fortifications. Then last, but not least, moving south to Africa and a whole set of wonderful mosaics to represent the great rivers of this fascinating and varied continent.

2. Прослушайте аудиозапись дважды. Дополните недостающую информацию в тексте.

### The Future of Management

Business markets

- greater **1** \_\_\_\_\_ among companies
- increase in power of large **2** \_\_\_\_\_ companies
- rising **3** \_\_\_\_\_ in certain countries

External influences on businesses

- more discussion with **4** \_\_\_\_\_ before making business decisions
- environmental concerns which may lead to more **5** \_\_\_\_\_

Business structures

- more teams will be formed to work on a particular **6** \_\_\_\_\_
- businesses may need to offer hours that are **7** \_\_\_\_\_ or the chance to work remotely

Management styles

- increasing need for managers to provide good **8** \_\_\_\_\_
- changes influenced by **9** \_\_\_\_\_ taking senior roles
- increase in number among **10** \_\_\_\_\_ specialists

Текст для аудирования:

**Narrator:** Well, I've been talking to managers in a number of businesses, and reading surveys about the future of management. And what I'm going to present in this seminar is a few ideas about how the activity is likely to change in the next ten years. It isn't a scientific, statistical analysis - just some ideas for us to discuss. One area I want to mention is business markets, and I'm sure a really significant development will be a major increase in competition, with companies from all round the world trying to sell similar products. Consumers will have much more choice - for instance, food products sold in Australia might be manufactured in the USA, China, Finland and dozens of other countries. At the same time, mergers and takeovers mean that governments are actually losing power to major global corporations. We can probably all think of companies that exert a great deal of influence, which may be good for consumers. A third point I want to make about markets is that in the rapidly expanding economies, such as India, China, Brazil and Russia, demand is growing very fast. This is putting pressure on resources all over the world. I think businesses are becoming more open to external influences. In particular, companies are consulting customers more and more before making their business decisions. Companies are finding out what they want and providing it, instead of making products and then trying to sell them, which is the model of years ago. Another influence is that concerns about the environment will force manufacturers to extend product, life cycles, to reduce the amount of pollution and waste. And in some cases, regulation will need to be strengthened.

Many societies are much more fluid and democratic, and the structure of companies is changing to reflect

that. I think we're going to see a greater emphasis within companies on teams created with a specific project in mind. And when they're completed, the teams will be disbanded and new ones formed. More and more people see work as simply one part of their lifestyle, and not the most important one, and as the workforce is shrinking in some countries, businesses are having to compete for staff instead of being able to choose among a lot of applicants. Typical examples that will attract and retain staff are traditional ones like flexible hours and - something that has been made possible by advances in technology – remote working, with people based at their home, abroad, or almost anywhere they choose.

Management styles will almost certainly continue to change. Senior managers will require a lot more than the efficiency that they've always needed. Above all they'll need great skills in leadership, so that their organisation can initiate and respond to change in a fast-moving world, where they face lots of competing

requirements and potential conflicts. In most of the world, the senior managers of large businesses are mainly men in their fifties and sixties. The predominant style of management will almost certainly become more consultative and collaborative, caused above all, by more women moving into senior management positions. Many of the changes are influenced by developments in the wider economy. The traditional emphasis of business was manufacturing, and of course the service sector is very important. But we shouldn't overlook the growing financial contribution of IP, that is, intellectual property. Some books and films generate enormous sums from the sale of related DVDs, music, games, clothes, and so on. Another point I'd like to make is that although I've been talking about companies, one trend that they have to face is the move away from people working for the same employer for years. Instead, more and more people are becoming self-employed[40], to gain the freedom and control over their lives that they're unlikely to get from being employed.

3. Прослушайте аудиозапись дважды. Дополните недостающую информацию в тексте.

### GOODWOOD CAR SHOW

Type of car: Duesenberg J-type

Number made: **1** \_\_\_\_\_

Type of body: **2** \_\_\_\_\_

Engines contained capsules of mercury to ensure a **3** \_\_\_\_\_ trip.

Top speed: **4** \_\_\_\_\_ kilometres per hour.

Sold as a **5** \_\_\_\_\_

Main attraction: **6** \_\_\_\_\_

Type of car: Leyat Helica

Number built: **7** \_\_\_\_\_

Car looks like a **8** \_\_\_\_\_ without **9** \_\_\_\_\_

Steering used the **10** \_\_\_\_\_

Текст для аудирования:

The Goodwood Museum is currently celebrating some of the most extravagant types of car design in its festival of speed. Here's our reporter Vincent Freed, who's on site, to tell us about some of the cars on display. Well, here I am, standing in front of one of the most prestigious cars ever built, the Duesenberg, a fantastically expensive, luxurious car built in the early part of the 20th century and bearing all the glamorous qualities of the jazz age. How many were there? Well, only 473 Duesenberg J-types were ever built and the model here is one of the rarest. Each had a short 125-inch chassis or framework and the body was always in the form of an open two-seater. The technology behind the



car's 6.9-litre engine was extraordinary. It featured capsules of mercury in the engines to absorb vibration and provide an incredibly smooth ride. In fact, these cars offered unparalleled performance, in an age when 160 kilometres per hour was considered very fast, the Duesenberg promised a top speed of 180 kilometres per hour and could do 140 kilometres per hour in second gear. Duesenberg, who designed the car, sold it as a frame and engine ... this was typical of the age again and many prestige manufacturers such as Rolls-Royce did exactly the same. Owners able to afford the hefty \$9,000 price tag for the basic car would then commission a coachwork company to build a body tailored to their own individual requirements.

The Duesenberg's great attraction for the driver was its instrument panel which offered all the usual features but also several others including a stop-watch. It was the Duesenberg's technology that lay behind its success as a racing car and they dominated the American racing scene in the 1920s winning the Indianapolis Grand Prix in 1924, '25 and '27. On to another celebrity, the 1922 Leyat Helica. Only 30 of these French propeller cars were built and the model here at Goodwood, which was the fourth to be made, is thought to be the only surviving example still capable of running. The brains behind this car was Marcel Leyat who was an aviation pioneer first and foremost, and the influence of flying is quite apparent in the car. The Leyat very strongly resembles a light aircraft with its front propeller but in this case it's minus any wings of course! It's quite odd to think that this car was whirring through France, just as the Duesenberg was blasting down roads at 160 kilometres per hour across the Atlantic. The Leyats were used regularly in France in the 1920s and were even produced in saloon and van form, as well as two-seater. The Leyat matched its propeller drive with its equally bizarre steering which used the rear rather than the front wheels! But despite looking rather frail, it was a tough machine. In fact, when troops tried to steal it during the Second World War, the car's baffling design was clearly beyond the would-be thieves and it ended up being driven into a tree, breaking the propeller.

4. Прослушайте аудиозапись дважды. Дополните недостающую информацию в тексте.

### Charity Art Sale

The paintings will be displayed in the Star Gallery and in a nearby 1 \_\_\_\_\_. The sale of pictures will begin at 2 \_\_\_\_\_ on Thursday, and there will be refreshments beforehand. The money raised will all be used to help 3 \_\_\_\_\_ children in New Zealand and other countries.

| Artist          | Personal Information                                                                                                                   | Type of painting                                                                                                                      |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Don Studley     | <ul style="list-style-type: none"> <li>• daughter is recovering from a problem with her back</li> <li>• self-taught artist</li> </ul>  | <ul style="list-style-type: none"> <li>• pictures of the 4 _____ of New Zealand</li> </ul>                                            |
| James Chang     | <ul style="list-style-type: none"> <li>• originally from Taiwan</li> <li>• had a number of 5 _____ there</li> </ul>                    | <ul style="list-style-type: none"> <li>• 6 _____ paintings</li> <li>• strong colours</li> </ul>                                       |
| Natalie Stevens | <ul style="list-style-type: none"> <li>• has shown pictures in many countries</li> <li>• is an artist and a website 7 _____</li> </ul> | <ul style="list-style-type: none"> <li>• soft colours, various media</li> <li>• mainly does 8 _____</li> </ul>                        |
| Christine Shin  | <ul style="list-style-type: none"> <li>• lived in New Zealand for 9 _____</li> <li>• Korean</li> </ul>                                 | <ul style="list-style-type: none"> <li>• paintings are based on 10 _____</li> <li>• watercolours of New Zealand landscapes</li> </ul> |

Текст для аудирования:

**Diane:** One of the most anticipated art events in Christchurch is the Charity Art Sale, organised this year by Neil Curtis. Neil, tell us all about it.

**Neil:** Well, Diane, this looks like being the biggest art sale yet, and the best thing about it is that the money raised will all go to charity. So what you probably want to know first is where it is. Well, the pictures will be on view all this week, most of them at the Star Gallery in the shopping mall, but we have so many pictures this year that we're also showing some in the café next door, so do drop in and see them any day between 9.00 and 5.00. Now if you're interested in buying rather than just looking - and we hope a lot of you will be, the actual sale will take place on Thursday evening, with sales starting at 7.30 -

refreshments will be available before the sale, starting at 6.30. We've got about 50 works by local artists

showing a huge range of styles and media, and in a minute, I'll tell you about some of them. You're probably also interested in what's going to happen to your money once you've handed it over - well, all proceeds will go to support children who are disabled, both here in New Zealand and also in other countries, so you can find an original painting, support local talent, and help these children all at the same time.

Now let me tell you a bit about some of the artists who have kindly agreed to donate their pictures to the Charity Art Sale. One of them is Don Studley, who has a special interest in the art sale because his five-year-old daughter was born with a serious back problem. After an operation earlier this year, she's now doing fine, but Don says he wants to offer something to help other less fortunate children. Don is totally self-taught, and says he's passionate about painting. His paintings depict some of our New Zealand birds in their natural habitats.

One relative newcomer to New Zealand is James Chang, who came here from Taiwan nine years ago. At the age of 56, Mr Chang had 13 exhibitions in Taiwan before he came to live here in Christchurch, so he's a well-established artist and art has been a lifelong passion for him. His paintings are certainly worth looking at - if you like abstract pictures with strong colour schemes, you'll love them.

Natalie Stevens was born in New Zealand, but has exhibited in China, Australia and Spain. As well as being an artist, she's a website designer. She believes art should be universal, and her paintings use soft colours and a mixture of media. Most of her pictures are portraits so watch out - some of them may even be friends of yours.

And then we have Christine Shin, from Korea. Christine only started to learn English two years ago, when she arrived in New Zealand, but she's been painting professionally for over ten years and she sure

knows how to communicate strong messages through the universal language of art. She usually works from photographs, and paints delicate watercolours, which combine traditional Asian influences with New Zealand landscapes, giving a very special view of our local scenery.

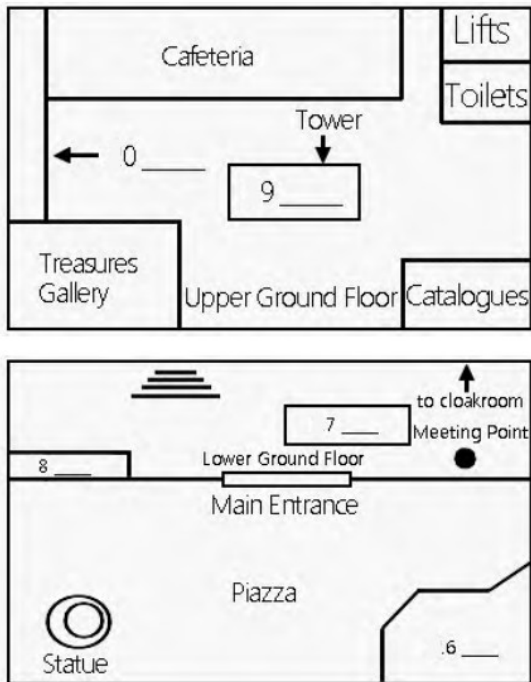
Well, that's all I have time to tell you now, but as well as these four, there are many other artists whose work will be on sale so do come along on Thursday. We accept cheques, credit cards or cash and remember, even if you don't buy a picture you can always make a donation!

5. Прослушайте аудиозапись дважды. Дополните недостающую информацию в тексте.

### **The British Library**

1. The reading rooms are only open for group visits on \_\_\_\_\_
2. The library was officially opened in \_\_\_\_\_
3. All the library rooms together cover \_\_\_\_\_ m<sup>2</sup>.
4. The library is financed by the \_\_\_\_\_
5. The main function of the library is to provide resources for people doing \_\_\_\_\_

## Plan of the British Library



Текст для аудирования:

**Tony Walters:** Good afternoon, ladies and gentlemen, and welcome to your very own tour of the British

Library on this lovely afternoon. My name is Tony Walters and I'm your guide for today. Could I please see your tickets for the guided tour? I'd also like to remind you that any tickets bought today do not include a visit to the reading rooms. I'm afraid we don't do visits on Fridays - or any weekday during working hours, so as not to disturb the readers. But if you do want to see those rooms, the only day there are tours is on Sundays. So, I don't want anyone to be disappointed about that today. OK? Thank you. Right. We'll start with a brief introduction. As many of you know, this is the United Kingdom's National Library and you can see that this is a magnificent modern building. It was first designed by Sir Colin St John Wilson in 1977, and inaugurated by Her Majesty the Queen more than twenty years later, in 1998.

As you can see, the size is immense and the basements alone have 300 kilometres of shelving - and that's

enough to hold about 12 million books. The total floor space here is 100,000 square metres and, as I'll show you, the library houses a huge range of facilities and exhibition spaces, and it has a thousand staff members based here in the building - so, you can appreciate the scale of our operation.

In fact, this was the biggest publicly-funded building constructed in the United Kingdom last century. It is

still funded by the government as a national institution, of course, and it houses one of the most important collections in the world. The different items come from every continent and span almost 3000

years. The library isn't a public library, though - you can't just come in and join and borrow any of the books. Access to the collections is limited to those involved in carrying out research, so it's really a huge reference library for that purpose, and anyone who wants to consult any materials that are kept here can formally apply to use the library reading rooms.

Right, well, here we are, standing at the Meeting Point on the lower ground floor just to the right of the

Main Entrance. I've given you all a plan of the building so that we can orientate ourselves and get an idea of where we'll be going. Now outside the Main Entrance you'll see the wide Piazza with the stunning sculpture of Newton. The sculptor was Paolozzi, but it's based on the famous image by William Blake - and it's definitely worth a closer look. On the other side of the Piazza from the statue is the Conference Centre, which is used for all kinds of international conventions - we'll take a quick look inside at the end of our tour.

Looking ahead of us now, you'll see that we're standing opposite the staircase down to the basement where you'll find the cloakroom, and to the left of that, we have the information desk where you can find out about any current exhibitions, the times of the tours and anything you need to know - if you don't have a tour guide. As you can see, on this lower ground floor we also have a bookshop - that's the area over to the left of the main entrance. You'll be free to browse there when we get back to the ground floor. Now, opposite the main entrance on this floor we have the open stairs leading up to the upper ground floor. And at the top of them, in the middle of the upper ground floor, you can see a kind of glass-sided tower that rises all the way up through the ceiling and up to the first floor. This is called the King's Library - it's really the heart of the building - it was built to house the collection that was presented to the nation in 1823 by the King. You can see it from every floor above ground. When we go up there, you'll find the library's Treasures Gallery on the left. Can you find it on your plan? That's the exciting one, so we'll be visiting that first, but we'll also take a look at the stamp display situated behind it, on the way to the cafe - a lot of people miss that. The Cafeteria runs along the back of the floor and, in the right hand corner, you'll find the lifts and toilets... ha, always good to locate them. The other main area on that floor is the Public Access Catalogue section and I'll show you how that operates when we get up there...

## 5. Аудирование высказываний в стандартных ситуациях повседневного общения. Практические задания ПК-4 (ПК-4.2)

1. Прослушайте аудиозапись дважды. Дополните недостающую информацию в тексте.

### Car Tours in the USA

Name: Andrea Brown

Address: 24 1 \_\_\_\_\_ Road

Postcode: BH5 2OP

Phone: (mobile) 077 8664 3091

Heard about company from: 2 \_\_\_\_\_

Possible self-drive tours

Trip One:

- Los Angeles: customer wants to visit some 3 \_\_\_\_\_ parks with her children
- Yosemite Park: customer wants to stay in a lodge, not a 4 \_\_\_\_\_

Trip Two:

- Customer wants to see the 5 \_\_\_\_\_ on the way to Cambria
- At Santa Monica: not interested in shopping
- At San Diego, wants to spend time on the 6 \_\_\_\_\_

Number of days Total distance Price (per person) Includes

Trip One 12 days 7 \_\_\_\_\_ km £525

•accommodation

•car

•one 8 \_\_\_\_\_

Trip Two 9 days 980 km 9 £ \_\_\_\_\_

•accommodation

•car

•10 \_\_\_\_\_

Текст для аудирования:

**Jamie:** Good morning. World Tours. My name is Jamie. How can I help you?

**Andrea:** Good morning. I want some information on self-drive tours in the USA. Could you send me a brochure?

**Jamie:** Of course. Could I have your name please?

**Andrea:** Andrea Brown.

**Jamie:** Thank you. And your address?

**Andrea:** 24, Ardleigh Road.

**Jamie:** Can you spell that?

**Andrea:** A-R-D-L-E-I-G-H Road.

**Jamie:** Postcode?

**Andrea:** BH520P

**Jamie:** Thanks. And can I have your phone number?

**Andrea:** Is a mobile alright?

**Jamie:** Fine.

**Andrea:** It's 07786643091.

**Jamie:** Thank you. And can I ask you where you heard about World Tours? From a friend? Or did you see an advert somewhere?

**Andrea:** No. I read about you in the newspaper.

**Jamie:** OK, I'll get the brochures in the post to you but can I give you some information over the phone.

What kinds of things do you want to do on your holiday?

**Andrea:** I'm interested in going to California with my family. I've got two children and we want to hire a car.

**Jamie:** OK. We have a couple of self-drive tours there visiting different places of interest in California. The first one begins in Los Angeles and there's plenty of time to visit some of the theme parks there.

**Andrea:** That's something on my children's list so I'd want to include that.

**Jamie:** Good. Then you drive to San Francisco. From San Francisco you can drive to Yosemite Park where you spend a couple of nights. You can choose to stay in a lodge or on the campsite.

**Andrea:** I don't like the idea of staying in a tent. It'd be too hot.

**Jamie:** Right. And the tour ends in Las Vegas.

**Andrea:** OK.

**Jamie:** The other trip we can arrange is slightly different. It starts in San Francisco. Then you drive south to Cambria.

**Andrea:** Someone told me there's a really nice castle near Cambria. Will we go near that?

**Jamie:** Hearst Castle is on that road so you could stop there.

**Andrea:** Good. I'd like to do that. Does this trip also go into the desert?

**Jamie:** No, it continues to Santa Monica where most people like to stop and do some shopping.

**Andrea:** We have enough of that at home so that doesn't interest us.

**Jamie:** Well you could go straight on to San Diego.

**Andrea:** That's good for beaches isn't it?

**Jamie:** That's right, that's a good place to relax and your children might like to visit the zoo before flying home.

**Andrea:** I don't think so. We want some time for sunbathing and swimming. So how many days are the

trips and how much do they cost?

**Jamie:** The first one I told you about is a self-drive tour through California which lasts twelve days and

covers 2.020 kilometres. The shortest journey is 206 km and the longest is 632 kilometres. The cost is ?

525 per person. That includes accommodation, car rental and a flight [8] but no meals.

**Andrea:** And the other trip?

**Jamie:** That lasts nine days but you spend only three days on the road. You cover about 980 kilometres

altogether.

**Andrea:** So is that cheaper then?

**Jamie:** Yes, it's almost a hundred pounds cheaper. It's ?429 per person, which is a good deal.

**Andrea:** So that covers accommodation and car hire. What about flights?

**Jamie:** They aren't included. But these hotels offer dinner in the price.

**Andrea:** Well, thank you very much. I'll be in touch when I've had a chance to look at the brochure.

**Jamie:** I'm pleased to help. Goodbye.

2. Прослушайте аудиозапись дважды. Дополните недостающую информацию в тексте.

### Transport Survey

Example

Travelled to town today: by 0 bus

Name: Luisa 1 \_\_\_\_\_

Address: 2 \_\_\_\_\_ White Stone Road

Area: Bradfield

Postcode: 3 \_\_\_\_\_

Occupation: 4 \_\_\_\_\_

Reason for visit to town: to go to the 5 \_\_\_\_\_

Suggestions for improvement:

- better 6 \_\_\_\_\_
- have more footpaths
- more frequent 7 \_\_\_\_\_

Things that would encourage cycling to work:

- having 8 \_\_\_\_\_ parking places for bicycles
- being able to use a 9 \_\_\_\_\_ at work
- the opportunity to have cycling 10 \_\_\_\_\_ on busy roads

Текст для аудирования:

**Interviewer:** Excuse me.

**Luisa:** Yes?

**Interviewer:** I wonder if you could spare a few minutes to do a survey on transport. It won't take long.

**Luisa:** No, that's fine.

**Interviewer:** Lovely. The survey is on behalf of the local council. They'd like to know about what transport you use and any suggestions for improvement. Can I start by asking you how you travelled to town today?

**Luisa:** Sure. I came on the bus.

**Interviewer:** Great. Now can I get a few details about yourself?

**Luisa:** OK.

**Interviewer:** What's your name?

**Luisa:** It's Luisa....

**Interviewer:** Yes.

**Luisa:** Hardie.

**Interviewer:** Can you spell that, please?

**Luisa:** Yes, it's H-A-R-D-I-E.

**Interviewer:** Great. Thanks. And can I have your address?

**Luisa:** It's 19, White Stone Road.

**Interviewer:** Oh, right! I know that area. It's Bradfield, isn't it?

**Luisa:** That's right.

**Interviewer:** Is the postcode GT7?

**Luisa:** It's actually G-T-8-2-L-C.

**Interviewer:** Great. And could I ask what your job is? Are you a student?

**Luisa:** I've actually just finished my training. I'm a hairdresser.

**Interviewer:** Oh, right. And one more question in this section. What is the reason for you coming into town today?

**Luisa:** Actually it's not for shopping today, which would be my normal reason, but to see the dentist.

**Interviewer:** Right. Thanks.

**Interviewer:** Now in this last section I'd like you to give us some ideas about the facilities and arrangements in the city for getting to and from work, er, any suggestions you have for improvements.

**Luisa:** Well, something I've thought about for some time is that when I do walk and I'm doing a later shift, I think the lighting should be better.

**Interviewer:** Yes, good point.

**Luisa:** And of course, I think it's a real shame they've been cutting down on the number of footpaths. They should have more of those. Then people would walk more.

**Interviewer:** Yes, right.

**Luisa:** And, I don't think there are enough trains. That's why I don't use them - you have to wait so long.

**Interviewer:** Thanks. And finally I'd like to ask your opinion on cycling. As you may know, there's a drive in the city to get more people to cycle to work.

**Luisa:** Right.

**Interviewer:** But we realise that there are things which the council, but also employers, might do to help encourage workers to cycle to work.

**Luisa:** Yep. Well, I have thought about it and where I work there are no safe places to leave your bikes.

**Interviewer:** OK.

**Luisa:** And also, I'd have to cycle uphill and on a hot day I'd arrive at work pretty sweaty so I think I'd need a shower somewhere at work.

**Interviewer:** Right.

**Luisa:** And I suppose the last thing is that I wouldn't be all that confident about cycling on such busy roads. I think I'd like to see you offering training for that [10], you know, I'd feel a lot better about starting if that was the case.

**Interviewer:** Well, that's very helpful. Thank you very much for your time.

**Luisa:** No problem. Bye.

3. Прослушайте аудиозапись дважды. Выберите правильный вариант ответа.

1. How much is the beginner's course?

- a) \$190
- b) \$320
- c) \$330
- d) \$430

2. What does the club insurance cover?

- a) injury to yourself
- b) injury to your equipment
- c) damage to other people's property
- d) loss of personal belongings

3. How do the girls want to travel?

- a) public transport
- b) private bus
- c) car
- d) bicycle

4. Дополните недостающую информацию в тексте.

Name: Maria Gentle

Address: C/o Mr & Mre \_\_\_\_\_

\_\_\_\_\_ Newcastle

Fax no: 0249 \_\_\_\_\_

Type of Card : \_\_\_\_\_

Текст для аудирования:

**Man:** Hello 'Paragliders' Paradise'. How can I help you?

**Maria:** Oh hi. I'm interested in doing a course in paragliding.

**Man:** Which course are you interested in?

**Maria:** Well, I'm not sure. What's available?

**Man:** Well ... we've got the introductory course which lasts for two days.

**Maria:** OK.

**Man:** Or there's the 4-day beginners' course which is what most people do first. I'd tend to recommend that one. And there's also the elementary pilot course which takes five to six days depending on conditions.

**Maria:** We might try the beginner's course. What sort of prices are we looking at?

**Man:** The introductory is \$190; the beginner's course, which is what you'd probably be looking at, is \$320 - no, sorry 330 - it's just gone up- and the pilot course is \$430.

**Maria:** Right.

**Man:** And you also have to become a member of our club so that you're insured. That'll cost you \$12 a day. Everyone has to take out insurance, you see.

**Maria:** Does that cover me if I break a leg?

**Man:** No, I'm afraid not - it's only 3rd party and covers you against damage to other people or their belongings, but not theft or injury, You would need to take out your own personal accident insurance.

**Maria:** I see! And what's the best way to get to your place? By public transport or could we come by bike? We're pretty keen cyclists.

**Man:** It's difficult by public transport although there is a bus from Newcastle; most people get here by car, though, 'cos we're a little off the beaten track. But you could ride here OK. I'll send you a map. Just let me take down a few details. What's your name?

**Maria:** Maria Gentle.

**Man:** And your address, Maria?

**Maria:** Well, I'm a student staying with a family in Newcastle.

**Man:** So it's care of ...

**Maria:** Care of Mr. and Mrs. McDonald.

**Man:** Like the hamburgers!

**Maria:** Yes, exactly.

**Man:** McDonald ...



**Maria:** The post office box address is probably best. It's PO Box 676. Newcastle.

**Man:** Is there a fax number there, because I could fax you the information?

**Maria:** Yes, actually, there is. It's 0249 that's for Newcastle and then double seven five four three one.

**Man:** OK. Now if you decide to do one of our courses, you'll need to book in advance and to pay when you book. How would you be paying?

**Maria:** By credit card, if that's OK. Do you take Visa? [7]

**Man:** Yes, fine. We take all major cards, including Visa.

**Maria:** OK then. Thanks very much.

4. Прослушайте аудиозапись дважды. Выберите правильный вариант ответа.

1. Which TWO of the following items must people take with them?

- a) sandals
- b) old clothes
- c) pullover
- d) shirt with long sleeves
- e) soft drinks
- f) hat
- g) sunglasses

2. Which TWO accommodation options mentioned are near the paragliding school?

- a) camping
- b) youth hostel
- c) family
- d) backpackers' inn
- e) caravan park
- f) bed and breakfast
- g) cheap hotel

3. Запишите правильный вариант ответа

Which weekend do the girls decide to go? \_\_\_\_\_

Текст для аудирования:

**Maria:** Hi, Pauline.

**Pauline:** Hi, Maria! What's that you're reading?

**Maria:** Just some information from a paragliding school - it looks really good fun. Do you fancy a go at paragliding?

**Pauline:** Sure! Do you have to buy lots of equipment and stuff?

**Maria:** Not really. The school provides the equipment but we'd have to take a few things along.

**Pauline:** Such as?

**Maria:** Well it says here. Clothes: wear stout boots, so no sneakers or sandals I suppose, and clothes suitable for an active day in the hills, preferably a long-sleeved t-shirt. That's probably in case you land in the stinging nettles! It also says we should bring a packed lunch. We do not recommend soft drinks or flasks of coffee. Water is really the best thing to drink. We'd also need to bring suntan lotion and something to protect your head from the sun!

**Pauline:** OK that sounds reasonable. And where would we stay?

**Maria:** Well look! They seem to operate a campsite too, because it says here that it's only \$10 a day to pitch a tent. That'd be fine, wouldn't it? And that way we'd save quite a bit because even a cheap hotel would cost money.

**Pauline:** Urn..or perhaps we could stay in a bed and breakfast nearby. It gives a couple of names here we could ring. I think I might prefer that. Hotels and youth hostels would all be miles away from the farm

and I don't fancy a caravan.

**Maria:** No, I agree. But let's take a tent and pray for good weather.

**Pauline:** OK - let's do it. What about next

**Maria:** No, I can't - I'm going on a geography field trip.

**Pauline:** ....and then it's the weekend before the exams and I really need to study.

**Maria:** OK, then. Let's make it the one after the exams [10].

**Pauline:** Fine - we'll need a break by then. Can you ring and ...

5. Прослушайте аудиозапись дважды. Дополните недостающую информацию в тексте.

### ENQUIRY ABOUT BOOKCASES

Example

Number of bookcases available: two

Both bookcases

Width: 1 \_\_\_\_\_

Made of: 2 \_\_\_\_\_

First bookcase

Cost: 3 \_\_\_\_\_

Colour: 4 \_\_\_\_\_

Number of shelves: six (four are 5 \_\_\_\_\_)

Second bookcase

Colour: dark brown

Other features: almost 80 years old, has a 6 \_\_\_\_\_ at the bottom, has glass 7 \_\_\_\_\_,

Cost: 8 \_\_\_\_\_

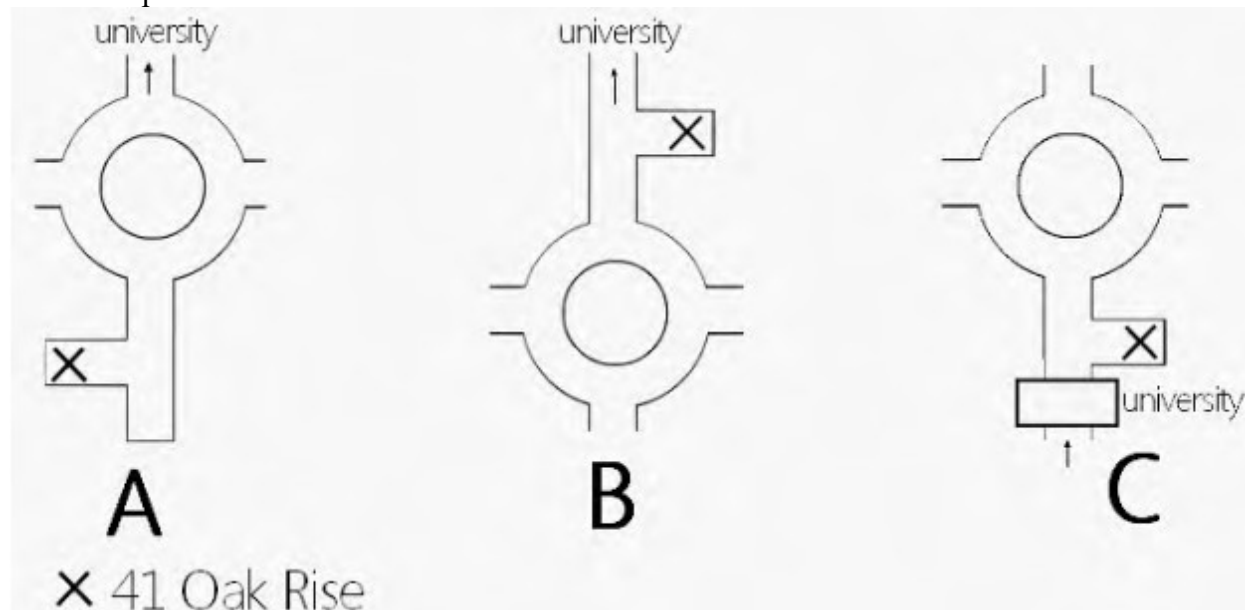
Details of seller

Name: Mrs 9 \_\_\_\_\_

Address: 41 Oak Rise, Stanton.

10. Выберите правильный вариант ответа.

Which map shows the correct location of the seller's house?



Текст для аудирования:

**Mrs Blake:** Hello?

**Conor:** Oh, hello I'm ringing about the advertisement in yesterday's newspaper... the one for the bookcases can you tell me if They're still available?

**Mrs Blake:** We've sold one, but we still have two available.

**Conor:** Right. Err... can you tell me a bit about them?

**Mrs Blake:** Sure, er. what do you want to know?

**Conor:** Well, I'm looking for something to fit in my study, so. well, I'm not too worried about the height,

but the width's quite important Can you tell me how wide each of them is?

**Mrs Blake:** They're both exactly the same size let me see. I've got the details written down somewhere.

Yes. so they're both 75 cm wide and 180 cm high.

**Conor:** OK. fine, that should fit m OK. And I don't want anything that looks too severe... not made of metal, for example I was really looking for something made of wood?

**Mrs Blake:** That's all right, they are, both of them.

**Conor:** So. are they both the same price as well?

**Mrs Blake:** No, the first bookcase is quite a bit cheaper. It's just £15. We paid £60 for it just five years ago, so it's very good value. It's in perfectly good condition, they're both in very good condition in fact, but the first one isn't the same quality as the other one. It's a good sturdy bookcase, it used to be in my son's room, but it could do with a fresh coat of paint...

**Conor:** Oh, it's painted?

**Mrs Blake:** Yes, it's cream at present, but as I say you could easily change that if you wanted to fit in with your colour scheme.

**Conor:** Yes. I'd probably paint it white if I got it. Let's see, what else... how many shelves has it got?

**Mrs Blake:** Six two of them are fixed, and the other four are adjustable so you can shift them up and down according to the sizes of your books.

**Conor:** Right, fine. Well, that certainly sounds like a possibility.

**Mrs Blake:** But the second one's a lovely bookcase too. That's not painted, it's just the natural wood colour, a dark brown. It was my grandmother's, and I think she bought it sometime in the 1930s so I'd say it must be getting on for eighty years old, it's very good quality, they don't make them like that nowadays.

**Conor:** And you said it's the same dimensions as the first one?

**Mrs Blake:** Yes, and it's got the six shelves, but it also has a cupboard at the bottom that's really useful for keeping odds and ends in.

**Conor:** Right.

**Mrs Blake:** Oh. And I nearly forgot to say, the other thing about it is it's got glass doors, so the books are all kept out of the dust. So it's really good value for the money. I'm really sorry to be selling it, but we

just don't have the room for it.

**Conor:** Hmm. So what are you asking for that one?

**Mrs Blake:** £95. It's quite a bit more, but it's a lovely piece of furniture - a real heirloom.

**Conor:** Yes all the same, it's a lot more than wanted to pay... I didn't really want to go above thirty or forty. Anyway, the first one sounds fine for what I need.

**Mrs Blake:** Just as you like.

**Conor:** So is it all right if I come round and have a look this evening, then if it's OK I can take it away with me?

**Mrs Blake:** Of course. So you'll be coming by car. will you?

**Conor:** I've got a friend with a van, so I'll get him to bring me round, if you can just give me the details of

where you live.

**Mrs Blake:** Sure. I'm Mrs Blake...

**Conor:** B-L-A-K-E ?

**Mrs Blake:** That's right, and the address is 41 Oak Rise, that's in Stanton.

**Conor:** OK, so I'll be coming from the town centre, can you give me an idea of where you are?

**Mrs Blake:** Yes. You know the road that goes out towards the university?

**Conor:** Yes.

**Mrs Blake:** Well, you take that road, and you go on till you get to a roundabout, go straight on, then Oak

Rise is the first road to the right.

**Conor:** Out towards the university, past the roundabout, first left?

**Mrs Blake:** First right. And we're at the end of the road.

**Conor:** Got it. So I'll be round at about 7:00, if that's alright. Oh, and my name's Conor... Conor Field.

**Mrs Blake:** Fine I'll see you then, Conor Goodbye

**Conor:** Goodbye

## 6. Аудирование текстов научной направленности.

1. Прослушайте аудиозапись дважды. Выберите правильный вариант ответа.

### Global Design Competition

1. Students entering the design competition have to
  - a) produce an energy-efficient design.
  - b) adapt an existing energy-saving appliance.
  - c) develop a new use for current technology.
2. John chose a dishwasher because he wanted to make dishwashers
  - a) more appealing.
  - b) more common.
  - c) more economical.
3. The stone in John's 'Rockpool' design is used
  - a) for decoration.
  - b) to switch it on.
  - c) to stop water escaping.
4. In the holding chamber, the carbon dioxide
  - a) changes back to a gas.
  - b) dries the dishes.
  - c) is allowed to cool.
5. At the end of the cleaning process, the carbon dioxide
  - a) is released into the air.
  - b) is disposed of with the waste.
  - c) is collected ready to be re-used.
6. Дополните предложения.
  - John needs help preparing for his \_\_\_\_\_ .
  - The professor advises John to make a \_\_\_\_\_ of his design.
  - John's main problem is getting good quality \_\_\_\_\_ .
  - The professor suggests John apply for a \_\_\_\_\_ .
  - The professor will check the \_\_\_\_\_ information in John's written report.

Текст для аудирования:

**John:** Erm... hello professor, I'm John Wishart. I'm working on my entry for the Global Design Competition. My tutor said you might be able to help me with it.

**Professor:** Ah, yes, I got a copy of your drawings. Come in and tell me about it. What sort of competition is it?

**John:** Well, it's an international design competition and we have to come up with a new design for a typical domestic kitchen appliance.

**Professor:** I see, and are there any special conditions? Does it have to save energy for example?

**John:** Actually that was the focus in last year's competition. This year's different. We have to adopt an

innovative approach to existing technology, using it in a way that hasn't been thought of before.

**Professor:** I see, that sounds tricky. And what kitchen appliance have you chosen?

**John:** Well, I decided to choose the dishwasher.

**Professor:** Interesting, what made you choose that?

**John:** Well, they're an everyday kitchen appliance in most Australian houses but they're all pretty boring

and almost identical to each other. I think some people will be prepared to pay a little extra for something

that looks different.

**Professor:** That's a nice idea. I see you've called your design 'the Rockpool'; why is that?

**John:** Basically because it looks like the rock pools you find on a beach. The top is made of glass so that

you can look down into it.

**Professor:** And there's a stone at the bottom. Is that just for decoration?

**John:** Actually it does have a function. Instead of pushing a button, you turn the stone.

**Professor:** So it's really just a novel way of starting the dishwasher.

**John:** That's right.

**Professor:** It's a really nice design, but what makes it innovative?

**John:** Well, I decided to make a dishwasher that uses carbon dioxide.

**Professor:** In place of water and detergent? How will you manage that?

**John:** The idea is to pressurise the carbon dioxide so that it becomes a liquid. The fluid is then released into the dishwasher where it cleans the dishes all by itself.

**Professor:** Sounds like a brilliant idea! Your system will totally do away with the need for strong detergents. So what happens once the dishes are clean?

**John:** Well, to allow them to dry, the liquid carbon dioxide and the waste materials all go to an area called the holding chamber. That's where the liquid is depressurised and so it reverts to a gas [24].

Then the oil and grease are separated out and sent to the waste system.

**Professor:** It sounds like you've thought it all out very thoroughly. So, what happens to the carbon dioxide once the process is complete? Not wasted I hope.

**John:** Actually, that's where the real savings are made. The carbon dioxide is sent back to the cylinder and can be used again and again.

**Professor:** What a terrific idea. Do you think it will ever be built?

**John:** Probably not, but that's OK.

**Professor:** Well, I'm sure a lot of positive things will come out of your design.

**Professor:** Now, you seem to have thought about everything so what exactly did you need me to help you with?

**John:** Well, my design has made it to the final stage of the competition and, in a few months' time, I have to give a presentation, and that's the part I was hoping you could help me with [26].

**Professor:** Right, well that should be easy enough. What have you managed to do so far?

**John:** Well, I've got detailed drawings to show how it will work and I've also written a 500-word paper on it.

**Professor:** I see. Well, if you want to stand a good chance of winning you really need a model of the machine.

**John:** Yes, I thought I might but I'm having a few problems.

**Professor:** What is the main difficulty so far? Let me guess - is it the materials? [28]

**John:** Yes. I want it to look professional but everything that's top quality is also very expensive [28].

**Professor:** Look, projects like this are very important to us. They really help lift our profile. So why don't

you talk to the university about a grant [29]? I can help you fill out the application forms if you like.

**John:** That would be great.

**Professor:** You'd better show me this paper you've written as well [30]. For a global competition such as

this you need to make sure the technical details you've given [30] are accurate and thorough.

**John:** That would be a great help.

**Professor:** Is there anything else I can do?

2. Прослушайте аудиозапись дважды. Выберите правильный вариант ответа.

1. Which TWO hobbies was Thor Heyerdahl very interested in as a youth?

- a) camping
- b) climbing
- c) collecting
- d) hunting
- e) reading

2. Which do the speakers say are the TWO reasons why Heyerdahl went to live on an island?

- a) to examine ancient carvings
- b) to experience an isolated place
- c) to formulate a new theory
- d) to learn survival skills
- e) to study the impact of an extreme environment

3. According to Victor and Olivia, academics thought that Polynesian migration from the east was impossible due to

- a) the fact that Eastern countries were far away.
- b) the lack of materials for boat building.
- c) the direction of the winds and currents.

4. Which do the speakers agree was the main reason for Heyerdahl's raft journey?

- a) to overcome a research setback
- b) to demonstrate a personal quality
- c) to test a new theory

5. What was most important to Heyerdahl about his raft journey?

- a) the fact that he was the first person to do it
- b) the speed of crossing the Pacific
- c) the use of authentic construction methods

6. Why did Heyerdahl go to Easter Island?

- a) to build a stone statue
- b) to sail a reed boat
- c) to learn the local language

7. In Olivia's opinion, Heyerdahl's greatest influence was on
- theories about Polynesian origins.
  - the development of archaeological methodology.
  - establishing archaeology as an academic subject.
8. Which criticism do the speakers make of William Oliver's textbook?
- Its style is out of date.
  - Its content is over-simplified.
  - Its methodology is flawed.

Текст для аудирования:

**Victor:** Right, well, for our presentation shall I start with the early life of Thor Heyerdahl?

**Olivia:** Sure. Why don't you begin with describing the type of boy he was, especially his passion for collecting things.

**Victor:** That's right, he had his own little museum. And I think it's unusual for children to develop their

own values and not join in their parents' hobbies. I'm thinking of how Heyerdahl wouldn't go hunting with his dad, for example.

**Olivia:** Yeah, he preferred to learn about nature by listening to his mother read to him. And quite early on

he knew he wanted to become an explorer when he grew up. That came from his camping trips he went on in Norway I think...

**Victor:** No, it was climbing that he spent his time on as a young man.

**Olivia:** Oh, right... After university he married a classmate and together, they decided to experience living

on a small island, to find out how harsh weather conditions shaped people's lifestyles.

**Victor:** As part of their preparation before they left home, they learnt basic survival skills like building a

shelter. I guess they needed that knowledge in order to live wild in a remote location with few inhabitants,

cut off by the sea, which is what they were aiming to do.

**Olivia:** An important part of your talk should be the radical theory Heyerdahl formed from examining mysterious ancient carvings that he happened to find on the island. I think you should finish with that.

**Victor:** OK.

**Olivia:** All right, Victor, so after your part I'll talk about Thor Heyerdahl's adult life, continuing from the

theory he had about Polynesian migration. Up until that time of course, academics had believed that humans first migrated to the islands in Polynesia from Asia, in the west.

**Victor:** Yes, they thought that travel from the east was impossible, because of the huge, empty stretch of

ocean that lies between the islands and the nearest inhabited land.

**Olivia:** Yes, but Heyerdahl spent ages studying the cloud movements, ocean currents and wind patterns to

find if it was actually possible. And another communities lying to the east of Polynesia. But Heyerdahl knew they made lots of coastal voyages in locally built canoes.

**Victor:** Yes, or sailing on rafts, as was shown by the long voyage that Heyerdahl did next. It was an incredibly risky journey to undertake - sometimes I wonder if he did that trip for private reasons, you know? To show others that he could have spectacular adventures. What do you think, Olivia?

**Olivia:** Well, I think it was more a matter of simply trying out his idea, to see if migration from the east was possible.

**Victor:** Yes, that's probably it. And the poor guy suffered a bit at that time because the war forced him to stop his work for some years...

**Olivia:** Yes. When he got started again and planned his epic voyage, do you think it was important to him that he achieve it before anyone else did?

**Victor:** Uhm, I haven't read anywhere that that was his motivation. The most important factor seems to

have been that he use only ancient techniques and local materials to build his raft.

**Olivia:** Yes. I wonder how fast it went.

**Victor:** Well, it took them 97 days from South America to the Pacific Islands.

**Olivia:** Mm. And after that, Heyerdahl went to Easter Island, didn't he? We should mention the purpose of that trip. I think he sailed there in a boat made out of reeds.

**Victor:** No, that was later on in Egypt, Olivia.

**Olivia:** Oh, yes, that's right.

**Victor:** But what he wanted to do was talk to the local people about their old stone carvings and then make one himself to learn more about the process.

**Olivia:** I see. Well, what a great life. Even though many of his theories have been disproven, he certainly

left a lasting impression on many disciplines, didn't he? To my mind, he was the first person to establish

what modern academics call practical archaeology. I mean, that they try to recreate something from the past today, like he did with his raft trip. It's unfortunate that his ideas about where Polynesians originated

from have been completely discredited.

**Victor:** Yes. Right, well, I'll prepare a PowerPoint slide at the end that acknowledges our sources. I mainly used *The Life and Work of Thor Heyerdahl* by William Oliver. I thought the research methods he used were very sound, although I must say I found the overall tone somewhat old-fashioned. I think they need to do a new, revised edition.

**Olivia:** Yeah, I agree. What about the subject matter - I found it really challenging!

**Victor:** Well, it's a complex issue...

**Olivia:** I thought the book had lots of good points. What did you think of...

3. Прослушайте аудиозапись дважды. Дополните предложения.

Main focus of lecture: the impact of 1 \_\_\_\_\_ on the occurrence of dust storms.

Two main types of impact:

1. break up ground surface, e.g. off-road vehicle use

2. remove protective plants, e.g. 2 \_\_\_\_\_

Name of area Details

USA 'dust bowl' Caused by mismanagement of farmland

Decade renamed the 3 \_\_\_\_\_

West Africa Steady rise in dust storms over 20-year period

Arizona Worst dust clouds arise from 4 \_\_\_\_\_

Dust deposits are hazardous to 5 \_\_\_\_\_

Sahara Increased wind erosion has occurred along with long-term 6 \_\_\_\_\_

Intensive 7 \_\_\_\_\_ in Central Asian Republics

Drop in water in major tributaries

Total volume of water in lake reduced by 8 \_\_\_\_\_

Increase in wind-blown material

Lake has become more 9 \_\_\_\_\_



Serious effects on 10 \_\_\_\_\_ nearby

Текст для аудирования:

In the last lecture, we looked at the adverse effects of desert dust on global climate. Today we're going to examine more closely what causes dust storms and what other effects they can have. As you know, dust storms have always been a feature of desert climates, but what we want to focus on today is the extent to which human activity is causing them. And it is this trend that I want to look at, because it has wide-ranging implications. So - what are these human activities? Well, there are two main types that affect the wind erosion process, and thus the frequency of dust storms. There are activities that break up naturally wind-resistant surfaces such as off-road vehicle use and construction and there are those that remove protective vegetation cover from soils, for example, mainly farming and drainage. In many cases the two effects occur simultaneously which adds to the problem.

Let's look at some real examples and see what I'm talking about. Perhaps the best-known example of agricultural impact on desert dust is the creation of the USA's 'dust bowl' in the 1930s. The dramatic rise in the number of dust storms during the latter part of that decade was the result of farmers mismanaging their land. In fact, choking dust storms became so commonplace that the decade became known as the 'Dirty Thirties'.

Researchers observed a similar, but more prolonged, increase in dustiness in West Africa between the 1960s and the 1980s when the frequency of the storms rose to 80 a year and the dust was so thick that visibility was reduced to 1,0 metres. This was a hazard to pilots and road users. In places like Arizona, the most dangerous dust clouds are those generated by dry thunderstorms. Here, this type of storm is so common that the problem inspired officials to develop an alert system to warn people of oncoming thunderstorms. When this dust is deposited it causes all sorts of problems for machine operators. It can penetrate the smallest nooks and crannies and play havoc with the way things operate because most of the dust is made up of quartz which is very hard. Another example - the concentration of dust originating from the Sahara has risen steadily since the mid-1960s. This increase in wind erosion has coincided with a prolonged drought, which has gripped the Sahara's southern fringe. Drought is commonly associated with an increase in dust-raising activity but it's actually caused by low rainfall which results in vegetation dying off. One of the foremost examples of modern human-induced environmental degradation is the drying up of the Aral Sea in Central Asia. Its ecological demise dates from the 1950s when intensive irrigation began in the then Central Asian republics of the USSR. This produced a dramatic decline in the volume of water entering the sea from its two major tributaries. In 1960, the Aral Sea was the fourth-largest lake in the world, but since that time it has lost two-thirds of its volume, its surface area has halved and its water level has dropped by more than 216 metres. A knock-on effect of this ecological disaster has been the release of significant new sources of wind-blown material, as the water level has dropped. And the problems don't stop there. The salinity of the lake has increased so that it is now virtually the same as sea water. This means that the material that is blown from the dry bed of the Aral Sea is highly saline. Scientists believe it is adversely affecting crops around the sea because salts are toxic to plants.

4. Прослушайте аудиозапись дважды. Выберите правильный вариант ответа.

1 'Extremophiles' are life forms that can live in

- a) isolated areas.
- b) hostile conditions.
- c) new habitats.

2 The researchers think that some of the organisms they found in Antarctica are

- a) new species.
- b) ancient colonies.
- c) types of insects.

- 3 The researchers were the first people to find life forms in Antarctica
- a) in the soil.
  - b) under the rock surface.
  - c) on the rocks.

4. Дополните предложения.

#### How the extremophiles survive

Access to the sun's heat can create a \_\_\_\_\_ for some organisms.

The deeper the soil, the higher the \_\_\_\_\_ of salt.

Salt can protect organisms against the effects of \_\_\_\_\_, even at very low temperatures.

All living things must have access to \_\_\_\_\_ water.

Salt plays a part in the process of \_\_\_\_\_, which prevents freezing.

The environment of \_\_\_\_\_ is similar to the dry valleys of Antarctica.

This research may provide evidence of the existence of extraterrestrial life forms and their possible \_\_\_\_\_ on other planets.

Текст для аудирования:

Hello, everybody, and welcome to the sixth of our Ecology evening classes. Nice to see you all again. As you know from the programme, today I want to talk to you about some research that is pushing

back the frontiers of the whole field of ecology. And this research is being carried out in the remoter regions of our planet... places where the environment is harsh and until recently it was thought that the conditions couldn't sustain life of any kind. But, life forms are being found and these have been grouped into what is now known as extremophiles - that is, organisms that can survive in the most extreme environments. And these discoveries may be setting a huge challenge for the scientists of the future, as you'll see in a minute.

Now, the particular research I want to tell you about was carried out in Antarctica - one of the coldest and

driest places on Earth. But a multinational team of researchers - from the US, Canada and New Zealand -

recently discovered colonies of microbes in the soil there, where no one thought it was possible.

Interestingly enough, some of the colonies were identified as a type of fungus called *Beauveria Bassiana* - a fungus that lives on insects. But where are the insects in these utterly empty regions of Antarctica? The researchers concluded that this was clear evidence that these colonies were certainly not new arrivals - they might've been there for centuries, or even millennia, possibly even since the last Ice Age. Can you imagine their excitement?

Now, some types of microbes had previously been found living just a few millimetres under the surface of rocks - porous, Antarctic rocks, but this was the first time that living colonies had been found surviving - erm - relatively deeply in the soil itself, several centimetres down in fact.

So, the big question is: how can these colonies survive there? Well, we know that the organisms living very near the rock surface can still be warmed by the sun, so they can survive in their own microclimate ... and this keeps them from freezing during the day. But this isn't the case for the colonies that are hidden

under the soil. In their research paper, this team suggested that the very high amounts of salt in the soil might be the clue because this is what is preventing essential water from freezing.

The team found that the salt concentration increased the deeper down they went in the soil. But while they had expected the number of organisms to be fewer down there, they actually found the opposite.

In soil that had as much as 3000 parts of salt per million, relatively high numbers of microbes were present - which seems incredible! But the point is that at those levels of salt, the temperature could drop to minus 56 degrees before frost would cause any damage to the organisms.

This relationship between microbes and salt at temperatures way below the normal freezing point of water - is a really significant breakthrough. As you all know, life is dependent on the availability of water in liquid form, and the role of salt at very low temperatures could be the key to survival in these kinds of conditions. Now the process at work here is called supercooling- and that's usually written as one word but it isn't really understood as yet, so, there's a lot more for researchers to work on. However, the fact that this process occurs naturally in Antarctica, may suggest that it might occur in other places with similar conditions, including on our neighbouring planet, Mars [39]. So, you can start to see the wider implications of this kind of research. In short, it appears to support the growing belief that extraterrestrial life might be able to survive the dry, cold conditions on other planets after all. Not only does this research produce evidence that life is possible there, it's also informing scientists of the locations where it might be found. [40] So all of this might have great significance for future unmanned space missions. One specialist on Mars confirms the importance...

5. Прослушайте аудиозапись дважды. Дополните предложения

1 Bilingualism can be defines as having an equal level of communicative \_\_\_\_\_ in two or more languages.

2 Early research suggested that bilingualism caused problems with \_\_\_\_\_ and mental development.

3 Early research into bilingualism is now rejected because it did not consider the \_\_\_\_\_ and \_\_\_\_\_ backgrounds of the children.

4 It is now thought that there is a \_\_\_\_\_ relationship between bilingualism and cognitive skills in children.

5 Research done by Ellen Bialyslok in Canada now suggests that the effects of bilingualism also apply to \_\_\_\_\_

2) Выберите правильный вариант ответа.

6. In Dr Bialystok's experiment, the subjects had to react according to

A the colour of the square on the screen.

B the location of the square on the screen.

C the location of the shift key on the keyboard.

7. The experiment demonstrated the 'Simon effect' because it involved a conflict between

A seeing something and reacting to it.

B producing fast and slow reactions.

C demonstrating awareness of shape and colour.

8. The experiment shows that, compared with the monolingual subjects, the bilingual subjects

A were more intelligent.

B had faster reaction times overall.

C had more problems with the 'Simon effect'.

9. The results of the experiment indicate that bilingual people may be better at

A doing different types of tasks at the same time.

B thinking about several things at once.

C focusing only on what is needed to do a task.

10. Dr Bialystok's first and second experiments both suggest that bilingualism may

A slow down the effects of old age on the brain.

B lead to mental confusion among old people.

C help old people to stay in better physical condition

Текст для аудирования:

**Lecturer:** When we look at theories of education and learning we see a constant shifting of views, as established theories are questioned and refined or even replaced, and we can see this very clearly in the way that attitudes towards bilingualism have changed.

Let's start with a definition of bilingualism, and for our purposes today, we can say it's the ability to communicate with the same degree of proficiency in at least two languages. Now, in practical terms this might seem like a good thing - something we'd all like to be able to do. However, early research done

with children in the USA in fact suggested that being bilingual interfered in some way with learning [32]

and with the development of their mental processes, and so in those days bilingualism was regarded as something to be avoided, and parents were encouraged to bring their children up as monolingual - just speaking one language. But this research, which took place in the early part of the twentieth century, is now regarded as unsound for various reasons, mainly because it didn't take into account other factors such as the children's social and economic backgrounds.

Now, in our last lecture we were looking at some of the research that's been done into the way children learn, into their cognitive development, and in fact we believe now that the relationship between bilingualism and cognitive development is actually a positive one - it turns out that cognitive skills such as problem solving, which don't seem at first glance to have anything to do with how many languages you speak, are better among bilingual children than monolingual ones.

And quite recently there's been some very interesting work done by Ellen Bialystok at York University in

Canada, she's been doing various studies on the effects of bilingualism and her findings provide some evidence that they might apply to adults as well, they're not just restricted to children.

So how do you go about investigating something like this? Well, Dr Bialystok used groups of monolingual and bilingual subjects, aged from 30 right up to 88 for one experiment, she used a computer program which displayed either a red or a blue square on the screen. The coloured square could come up on either the left- hand or the right- hand side of the screen. If the square was blue, the subject had to press the left 'shift' key on the keyboard and if the square was red they had to press the right shift key. So they didn't have to react at all to the actual position of the square on the screen, just to the colour they saw. And she measured the subjects' reaction times by recording how long it took them to press the shift key, and how often they got it right.

What she was particularly interested in was whether it took the subject longer to react when a square lit up on one side of the screen - say the left, and the subject had to press the shift key on the right hand side.

She'd expected that it would take more processing time than if a square lit up on the left and the candidates had to press a left key.

This was because of a phenomenon known as the 'Simon effect', where, basically the brain gets a bit confused because of conflicting demands being made on it - in this case seeing something on the right, and having to react on the left and this causes a person's reaction times to slow down.

The results of the experiment showed that the bilingual subjects responded more quickly than the monolingual ones. That was true both when the squares were on the 'correct' side of the screen, so to speak, and - even more so - when they were not. So, bilingual people were better able to deal with the Simon effect than the monolingual ones.

So, what's the explanation for this? Well, the result of the experiment suggests that bilingual people are better at ignoring information which is irrelevant to the task in hand and just concentrating on what's important [39]. One suggestion given by Dr Bialystok was that it might be because someone who speaks

two languages can suppress the activity of parts of the brain when it isn't needed in particular, the part that

processes whichever language isn't being used at that particular time.

Well, she then went on to investigate that with a second experiment, but again the bilingual group performed better, and what was particularly interesting, and this is I think why the experiments have

received so much publicity, is that in all cases, the performance gap between monolingual and bilinguals actually increased with age - which suggests that bilingualism protects the mind against decline, so in some way the life-long experience of managing two languages may prevent some of the negative effects of aging. So that's a very different story from the early research. So what are the implications of this for education.

## 7. Аудирование развернутого тематического высказывания Практические задания ПК-4 (ПК-4.2)

1. Прослушайте аудиозапись дважды. Дополните предложения.

### THE SPIRIT BEAR

#### General facts

- It is a white bear belonging to the black bear family.
- Its colour comes from an uncommon **1** \_\_\_\_\_.
- Local people believe that it has unusual **2** \_\_\_\_\_.
- They protect the bear from **3** \_\_\_\_\_.

#### Habitat

- The bear's relationship with the forest is complex.
- Tree roots stop **4** \_\_\_\_\_ along salmon streams.
- The bears' feeding habits provide nutrients for forest vegetation.
- It is currently found on a small number of **5** \_\_\_\_\_.

#### Threats

- Habitat is being lost due to deforestation and construction of **6** \_\_\_\_\_ by logging companies.
- Unrestricted **7** \_\_\_\_\_ is affecting the salmon supply.
- The bears' existence is also threatened by their low rate of **8** \_\_\_\_\_.

#### Going forward

- Interested parties are working together.
- Logging companies must improve their **9** \_\_\_\_\_ of logging.
- Maintenance and **10** \_\_\_\_\_ of the spirit bears' territory is needed.

#### Текст для аудирования:

Today we continue our series on ecology and conservation with a look at a particularly endangered member of the black bear family. One in ten black bears is actually born with a white coat, which is the result of a special gene that surfaces in a few. Local people have named it 'the spirit bear'. And according to the legends of these communities, its snowy fur brings with it a special power. Because of this, it has always been highly regarded by them - so much that they do not speak of seeing it to anyone else. It is their way of protecting it when strangers visit the area. The white bear's habitat is quite interesting. The bear's strong relationship with the old-growth rainforest is a complex one. The white bear relies on the huge centuries-old trees in the forest in many ways. For example, the old-growth trees have extremely long roots that help prevent erosion of the soil along the banks of the many fish streams. Keeping these banks intact is important because these streams are home to salmon, which are the bear's main food source. In return, the bear's feeding habits nurture the forest. As the bears eat the salmon, they discard the skin and bones in great amounts on the forest floor, which provide vital nutrients. These produce lush vegetation that sustains thousands of other types of life

forms, from birds to insects and more. Today, the spirit bear lives off the coast of the province of British Columbia on a few islands. There is great concern for their survival since it is estimated that less than two hundred of these white bears remain. The best way to protect them is to make every effort to preserve the delicate balance of their forest environment - in other words, their ecosystem. The greatest threat to the bear's existence is the loss of its habitat. Over many years, logging companies have stripped the land by cutting down a large number of trees. In addition, they have built roads which have fractured the areas where the bear usually feeds [36], and many hibernation sites have also been lost.

The logging of the trees along the streams has damaged the places where the bears fish. To make matters

worse, the number of salmon in those streams is declining because there is no legal limit on fishing at the moment. All these influences have a negative impact on the spirit bear's very existence, which is made all the more fragile by the fact that reproduction among these bears has always been disappointingly low.

And so, what's the situation going forward? Community organisations, environmental groups and the British Columbia government are now working together on the problem. The government is now requiring logging companies to adopt a better logging method, which is a positive step. However, these measures alone may not be sufficient to ensure a healthy population of the spirit bear in the future. Other steps also need to be taken. While it is important to maintain the spirit bear's habitat, there also needs to be more emphasis on its expansion [40]. The move is justified as it will also create space for other bears that are losing their homes...

2. Прослушайте аудиозапись дважды. Дополните предложения.

- 1 How many English speakers are there around the world today? \_\_\_\_\_
- 2 Aside from French, which other language does the speaker say was more widely spoken than English in the 19th century? \_\_\_\_\_
- 3 Who does the speaker believe will determine the future of English? \_\_\_\_\_
- 4 What is the alternative name for English pidgin and creole languages? \_\_\_\_\_
- 5 What does "longi" mean? \_\_\_\_\_
- 6 According to the speaker, which language has a history which is very similar to English? \_\_\_\_\_
- 7 What kind of languages are Spanish, French, and Italian? \_\_\_\_\_

Выберите правильный вариант ответа:

- 8 The speaker says that Jamaican and South African English
  - A are very traditional languages.
  - B have greatly influenced the English language.
  - C were created very recently.
- 9 According to the second theory mentioned by the speaker, English
  - A might lose some of its more complex features in a global level.
  - B might become even more complicated than it is now.
  - C might be called 'Globish'.
- 10 English is a unique language because
  - A it has the largest number of speakers in the world.
  - B it hasn't changed much throughout human history.
  - C it's spoken by a larger number of non-natives than any other language.

Текст для аудирования:

Lecturer: Those of you who were here last week will remember that we talked about the journey of the

English language from its early Indo-European origins through to Old English, Middle English, and then to Early and Late Modern English before it reached the form that it has today. Today we will be continuing that theme by focusing on the future of the English language, and all the places it might go from here. There are about 2.1 billion people around the world who can speak English. Out of these, only 400 million are native speakers-which means that 4 in 5 English speakers are non-natives. This is obviously quite an impressive number, considering that just two centuries ago, in 1801, there were only about 20 million speakers of English around the world, and languages like French and German were ahead of English in terms of how many people were using them. But what does it mean?

What it means is that the future of the English language doesn't really depend on its native speakers, but on that massive number of non-native speakers learning it around the world. Has anyone heard of the term "pidgin" before, or "creole"? A pidgin is a simplified version of a language which acts as a bridge between two people who don't have a common language, allowing them to communicate with each other, while a creole is a language that evolves from a pidgin-with the difference that it is fully formed, with clear grammatical rules and vocabulary. There are currently dozens of pidgin and creole languages based on English around the world, for example Nigerian Pidgin or Jamaican Patois. These languages are also known as "Englishes". What's interesting about these "Englishes" is how different they sound to, for lack of a better term, "proper" English. Take the word "trousers", for instance: in Sheng, which is a Kenyan creole language, they're called "longi"-because they're long.

But even versions of English that are recognised as official variations or dialects still differ greatly from

each other. Americans and Jamaicans would call the back of a car where you store your luggage the "trunk"; Britons, Australians, Canadians and other Commonwealth countries would call it the "boot". A subway in the UK is a tunnel under a road that allows pedestrians to cross safely; in the US, it's an underground train. You might think of these differences as minute, but when you take into account the dozens of different versions of English out there, a very intriguing parallel arises, with another language from the past: Latin, too, used to be a lingua franca. Nowadays it's all but dead, spoken only by a few clerics and scholars. At some point in history it splintered into various different languages, which became known as Romance languages, for example Spanish, Italian, or French. There are some that theorise that the same thing might happen to English in the near or distant future; that all these "Englishes" we have today in different countries will continue to develop, so pidgins will turn into creole languages, and creole languages will turn into just languages, and English itself as we know it today will disappear, or become less and less important. It's an interesting theory, if nothing else. It makes sense that as English grows in popularity, countries-especially those with a strong sense of identity and tradition will develop their own versions of the language, marked by the idiosyncrasies of their culture. Just think of the contribution of dialects such as Jamaican or South African English. In the past fifty years alone, they've added about 25,000 words to the English language, most of these related to a local context that wouldn't have existed in English before the spread of colonialism. In terms of numbers, just those are enough for a brand new language.

There are some flaws to this theory too, however. While it's true that Latin and English have a lot of similarities in terms of how they developed, or have developed, throughout history, there is one big difference: we currently live in an era of globalisation. Today, you can be in India and stream an American film or TV series in seconds. You can be in Nigeria, and listen to British music. You can be in Brazil, and read a novel from an Australian author. Just a few centuries ago, this was unthinkable.

So what's the other way that English could go? According to some experts, there is the possibility that it

could maintain its status as the world's global language, but with a few differences. Already today most conversations in English occur between non-native speakers. While many of these might be fluent, the majority probably have only an intermediate understanding of the language, devoid of the nuances, colloquialisms and complex collocations that native speakers employ in their interactions. This means that, over time, English could turn into some sort of WorldSpeak-the official lingua franca for the entire world, but in a simplified form. Some scholars have even started trying to develop that version of English, by selecting the most useful words in the English vocabulary for non-native speakers to learn.

Robert McCrum has compiled a comprehensive list of 1,500 words, for example-a version of English that he calls "Globish". And what about traditional, native-speaker English? It might continue to exist, but lose its popularity-as the previous theory suggests.

There are many more theories about the future of the English language, of course. I've only focused on the two main ones, because they clearly demonstrate our uncertainty when it comes to how this beautiful

language will develop. English is in a unique, unprecedented position: no other language has achieved the

same levels of popularity in human history, especially in terms of non-native speakers. So, as this is clearly uncharted territory, only time will be able to tell us what will happen.

3. Прослушайте аудиозапись дважды. Дополните предложения.

1 Jasmine Climb founded her school on a quiet and isolated site because she appreciated the \_\_\_\_\_ of such places.

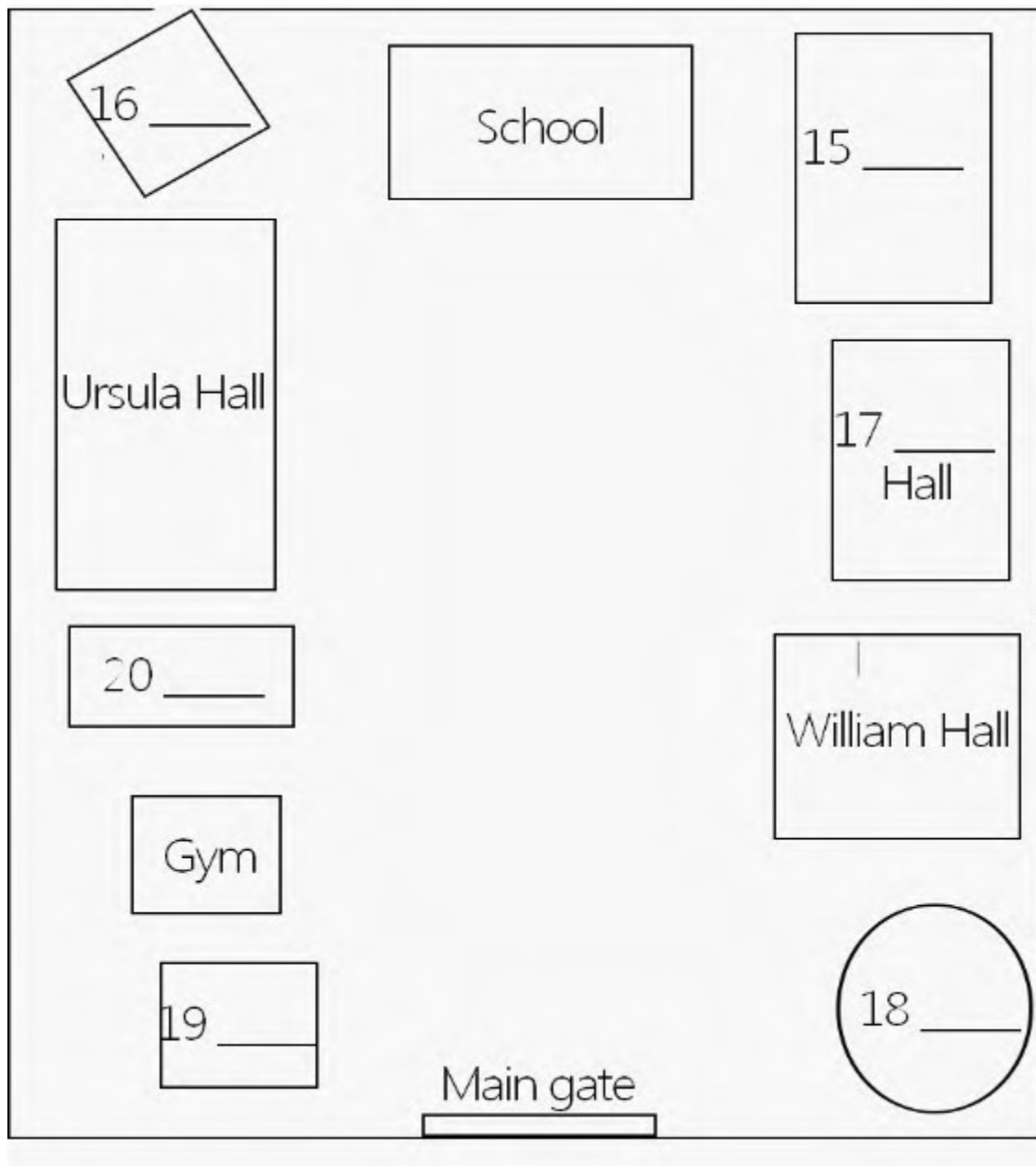
2 When the school was first founded, it had neither trees nor a \_\_\_\_\_ .

3 The students listening to the speech will be staying at the school for \_\_\_\_\_ .

4 The programme for the students' first day will culminate with a \_\_\_\_\_ .

Заполните пропуски:





Текст для аудирования:

Good morning everyone, and welcome to Climb Summer School. Now, I know most of you have travelled a long way to get here and you're probably looking forward to settling into your rooms, so I

promise I won't keep you long, but we've got to get through this very brief induction just to make your stay here as pleasurable as possible.

Now, as you can see, while we're located very close to the centre of London, we're actually quite cut off

from the main road, and we've got plenty of space for our facilities and our students. This was part of our

founder's vision, Jasmine Climb, who thought that the best environment for teenage students would be a

place that combines the comforts of a big, cosmopolitan city with the beauty and serenity of a quiet, remote site. Now, back in 1983 when our school was founded, this all here was an abandoned warehouse, and classes were held in the main building that you can see over there. There were no trees, no conifers

surrounding the property, there wasn't even a main gate! It took years and a great deal of effort to get

our school to where it is today, and I'm sure that if you take a look at page 34 in your brochures, where you can find a picture of what the school used to look like back then, you'll agree that the changes we've made are more than impressive.

But it's not just the facilities that make Climb Summer School special, obviously, and I'm certain you already know this. Over the following ten weeks, you'll receive an assortment of classes on a variety of topics ranging from language, literature and poetry to creative writing, communication, and project management. All of these modules have been designed to improve your chances of getting a place in the universities of your choice while also giving you the opportunity to learn, excel, and of course also socialise with people from all over the world. I can tell you, just among the thirty of you, we've got about 21 different nationalities.

So, what happens now? First of all, I'll be handing out a map of the premises for you to have a look at, and explaining where everything is. Once we're done here, you'll all be taken to your rooms where you can unpack and relax for a couple of hours, and later on we'll be having our first activity of the day, a mix-and-match lunch in the main hall where you'll have the chance to meet your new classmates.

Later on in the afternoon we'll be handing out your first project assignments and splitting you into teams, and tonight we'll be having our very first film night, starting with an early 20th century special. So, let's get on with the map. You've already got a version of it in your brochures, so if you can open them to the last page so we can have a look... Very well. As I showed you before, the actual school is right over there in the middle. That's where you'll be having most of your classes. Adjacent to it you'll find the main hall, which is where we'll be hosting most events, such as today's lunch.

On the left from the main building you'll find a smaller building, which is where the accommodation and

welfare offices are located. This is labelled as the Garden Office at the front, and it's easy to spot because it has a green door.

Each of you is assigned to a different residence hall. We've got three residence halls in total, one on the left and two on the right. The one right next to the garden office is Ursula Hall, named after our founder's sister, while the other two are Peter Hall and William Hall.

Now as you can see there are three more buildings to the left of the semi-circle here, and one more building on the right-hand side next to William Hall. So that one, which is shaped a bit like a dome, is the Pavilion.

This is where all of your letters will be delivered, and in the basement floor you'll also find a laundrette-please make sure you've got plenty of £1 coins, as you'll need one for the washing machine and

another for the dryer. And that row of buildings on the left, the one closest to us here at the gate is the canteen, where you'll be able to buy snacks, as well as breakfast, lunch and dinner on days when we don't have an event with food provided. The next one is the gym, which is open from 7 a.m. to 8 p.m. from Monday to Friday and until 10 p.m. at the weekend, and the last building, right over there, is the study centre, where you'll find plenty of computers and books [20], as well as a great selection of DVDs and magazines that you can borrow with only a small, refundable deposit of £5.

Now, please remember to keep your student card with you at all times, as you'll need it to access most of these facilities, and..

4. Прослушайте аудиозапись дважды. Дополните предложения.

1 There are a few \_\_\_\_\_ about being a foreign correspondent, but they are the wrong reason to choose it as a career.

2 The dangers of being a foreign correspondent lead to the death of \_\_\_\_\_ per year.

3 Every journalist needs to possess certain media skills and \_\_\_\_\_ .

Выберите правильный вариант ответа

What FOUR pieces of advice does the speaker give to aspiring foreign correspondents?

- A to assimilate their target country's culture
- B to get work experience around the world
- C to travel as much as possible
- D to examine the past of their target country
- E to learn how to speak impeccable English
- F to create an impressive CV before they leave their home country
- G to study other languages

Выберите правильный вариант ответа

8 Because of recent technological advancements

- A international journalism is becoming less common.
- B newspapers are loath to hire journalists on a contract.
- C newspapers have started to opt for independent foreign correspondents.

9 If foreign correspondents want to earn enough money

- A they need to learn how to network.
- B they need to have a second job.
- C they need to start at the bottom.

10 The speaker's ex-student found which of the following pieces of advice very useful?

- A "You need to remember to renew your passport."
- B "You need to learn how to deal with failure."
- C "You need to remember that failure is inevitable."

Текст для аудирования:

**Lecturer:** Good evening. As I assume most of you are already aware, I have been asked to come here and

talk to you, essentially give you a quick overview of the life of a foreign correspondent, along with a few

tips on how to become a successful international reporter yourself, should this be a career choice you elect to pursue. So, let me start by this: don't. Don't become a foreign correspondent. At least not due to the romantic notions that come attached to this job, or what you've seen in the movies.

Being a foreign correspondent does not mean exotic adventures. It doesn't mean finding yourself at the heart of the action and putting yourself in danger to inform the world. Let me just tell you this: 80 journalists are killed each year in the line of duty. Many more find themselves in prison, or are attacked. You need to think hard: is this the sort of career I want? Is this the kind of reporting I'm interested in? And only after you've carefully considered all the pros and cons should you decide.

But let's focus on those of you who believe that, yes, you've got what it takes to be a foreign correspondent, and this is definitely why you decided to study journalism here. You're all third-year students, which means I don't need to waste my time telling you the basics. Of course you need to read a lot - books, novels, newspapers, blogs -, and of course you need to be acceptably proficient in various media skills. But what is it that's going to separate you from normal journalists and reporters? There are four things that'll make you different. The first thing is your experience of the world. You can't

call yourself an international reporter unless you've been around and seen different places and different cultures. Seize every opportunity to visit other countries, meet people from around the world. It doesn't matter if it's business or leisure, just hop onto a plane and go everywhere. This will expand your horizons

and sharpen your mind - something that, as a foreign correspondent, will help you understand better the

culture of the country you'll be covering.

And speaking of culture: this is a term you need to make sure you fully understand. What's culture?

What

makes a country's culture? Explore the culture of the country you're interested in, the music, the literature, the religion. Are there any cultural practices or conflicts you need to be aware of? Are there any tensions within the country? Why?

The most important element of culture, of course, is the language. Do yourselves a favour, whether you're planning to become foreign correspondents or not: learn a foreign language. So many of us are culpable for sticking to just English, and while English is a very important language in the world, and it would be foolish to think it's the only one. Pick a language whose sound you enjoy, a language you find

interesting. Trust me: your future CV will thank you for it.

And, finally, history. Don't expect to be given a job as a foreign correspondent if you don't know anything

about your target country's history. No piece of news is disconnected from the past; the whole world tells a story, and your coverage will suffer if you attempt to arrive in the middle, with no reference to or

understanding of what came before. The hows and whys always lurk in the past; seek them.

Now, there's something else you need to understand. The world of international journalism is changing, like every other industry, due to the Internet. The arrival of globalisation brought with it a whole new set of rules, and you'll do well to comprehend what they mean for you. Unfortunately, gone are the days when a newspaper would hire you and deploy you to a country. Increasingly newspapers around the world are beginning to favour freelance journalism, offering opportunities to local reporters with the necessary chutzpah and an understanding of the zeitgeist in their region. What this means for you is that you won't just have to start at the bottom; if you want to sustain yourself as an international reporter, you'll also have to pursue many different avenues at once. You'll need to persevere and push and build contacts everywhere.

An old student of mine, a terrible student at university but an incredibly intelligent woman, she came to find me at a conference that was recently held in Yemen, where I delivered a speech on the future of journalism.

She was working for three different newspapers as a freelance foreign correspondent, one of them The Times, and she told me that the one piece of advice I gave her that stayed with her and helped her with her career was this: don't be afraid to fail. It will happen, over and over again. It's how you deal with it that matters most. So keep this with you, this one piece of advice. Oh, and don't forget: your passports need to be kept current at all times. Thank you very much for listening.

5. Прослушайте аудиозапись дважды. Дополните предложения.

#### DESIGNING A PUBLIC BUILDING: THE TAYLOR CONCERT HALL

Introduction

The designer of a public building may need to consider the building's

- function

- physical and 1 \_\_\_\_\_ context

- symbolic meaning

Location and concept of the Concert Hall

On the site of a disused 2 \_\_\_\_\_

Beside a 3 \_\_\_\_\_

The design is based on the concept of a mystery

Building design

It's approached by a 4 \_\_\_\_\_ for pedestrians

The building is in the shape of a 5 \_\_\_\_\_

One exterior wall acts as a large 6 \_\_\_\_\_

In the auditorium

- the floor is built on huge pads made of 7 \_\_\_\_\_

- the walls are made of local wood and are 8 \_\_\_\_\_ in shape

- ceiling panels and 9 \_\_\_\_\_ on walls allow adjustment of acoustics

Evaluation

Some critics say the 10 \_\_\_\_\_ style of the building is inappropriate.

Текст для аудирования:

We've been discussing the factors the architect has to consider when designing domestic buildings.

I'm

going to move on now to consider the design of public buildings, and I'll illustrate this by referring to the

new Taylor Concert Hall that's recently been completed here in the city.

So, as with a domestic building, when designing a public building, an architect needs to consider the function of the building - for example, is it to be used primarily for entertainment, or for education, or for

administration? The second thing the architect needs to think about is the context of the building, this includes its physical location, obviously, but it also includes the social meaning of the building, how it relates to the people it's built for. And finally, for important public buildings, the architect may also be looking for a central symbolic idea on which to base the design, a sort of metaphor for the building and the way in which it is used.

Let's look at the new Taylor Concert Hall in relation to these ideas. The location chosen was a site in a run-down district that has been ignored in previous redevelopment plans. It was occupied by a factory that had been empty for some years. The whole area was some distance from the high-rise office blocks of the central business district and shopping centre, but it was only one kilometre from the ring road. The site itself was bordered to the north by a canal which had once been used by boats bringing in raw materials when the area was used for manufacturing.

The architect chosen for the project was Tom Harrison. He found the main design challenge was the location of the site in an area that had no neighbouring buildings of any importance. To reflect the fact that the significance of the building in this quite run-down location was as yet unknown, he decided to create a building centred around the idea of a mystery - something whose meaning still has to be discovered. So how was this reflected in the design of the building? Well, Harrison decided to create pedestrian access to the building and to make use of the presence of water on the site. As people approach the entrance, they therefore have to cross over a bridge. He wanted to give people a feeling of suspense as they see the building first from a distance, and then close-up, and the initial impression he wanted to create from the shape of the building as a whole was that of a box. The first side that people see, the southern wall, is just a high, flat wall uninterrupted by any windows. This might sound off-putting, but it supports Harrison's concept of the building - that the person approaching is intrigued and wonders what will be inside. And this flat wall also has another purpose. At night-time, projectors are switched on and it functions as a huge screen, onto which images are projected.

The auditorium itself seats 1500 people. The floor's supported by ten massive pads. These are constructed

from rubber, and so are able to absorb any vibrations from outside and prevent them from affecting the auditorium. The walls are made of several layers of honey-coloured wood, all sourced from local beach

trees. In order to improve the acoustic properties of the auditorium and to amplify the sound, they are not

straight, they are curved. The acoustics are also adjustable according to the size of orchestra and the type of music being played. In order to achieve this, there are nine movable panels in the ceiling above the orchestra which are all individually motorized, and the walls also have curtains which can be opened or closed to change the acoustics.

The reaction of the public to the new building has generally been positive. However, the evaluation of some critics has been less enthusiastic. In spite of Harrison's efforts to use local materials, they criticise the style of the design as being international rather than local [40], and say it doesn't reflect features of the landscape or society for which it is built.

**8. Аудирование текстов содержащих техническую информацию**  
**Практические задания ПК-4 (ПК-4.2)**

1. Прослушайте аудиозапись дважды. Дополните предложения.

Research details:

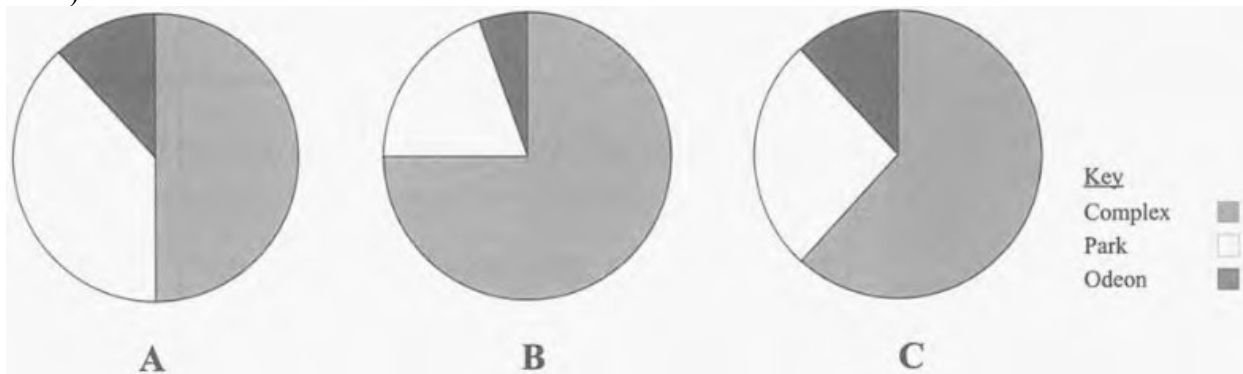
Title of project: 1 \_\_\_\_\_

Focus of project: entertainment away from 2 \_\_\_\_\_

Выберите правильный вариант ответа.

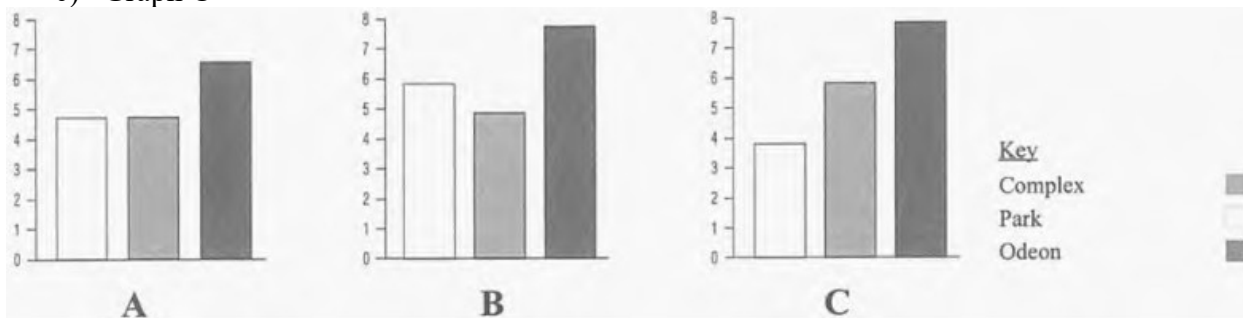
3. Which chart shows the percentage of cinema seats provided by the different cinema houses?

- a) Chart A
- b) Chart B
- c) Chart C



4. Which graph shows the relative popularity of different cinemas?

- a) Graph A
- b) Graph B
- c) Graph C

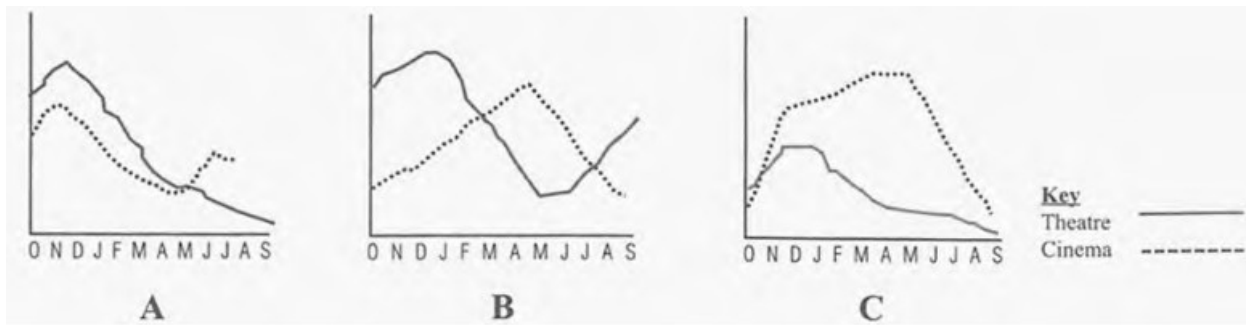


5. What did Rosie and Mike realise about the two theatres?

- a) The prices were very similar.
- b) They were equally popular.
- c) They offered the same facilities.

6. Which graph shows comparative attendance for cinema and theatre?

- a) Graph A
- b) Graph B
- c) Graph C



Выберите правильный вариант ответа:

- A. Poor
- B. OK
- C. Excellent

| Club           | Type of music  | Quality of venue |
|----------------|----------------|------------------|
| The Blues Club | Blues          | 7 ___            |
| The Sansue     | South American | 8 ___            |
| Pier           | Hotel Folk     | 9 ___            |
| Baldrack Cafe  | Rock           | 10 ___           |

Текст для аудирования:

**Tutor:** Good morning everyone. Well I think we can start straightaway by getting Rosie and Mike to do

their presentation. Would you like to start, Rosie?

**Rosie:** Yes, well, urn, we've done a survey on local entertainment. Basically, we tried to find out how students feel about the entertainment in the town and how much they use it.

**Mike:** Yes, so we've called our project 'Out and About' Mind the capitalisation as it is a title.

**Tutor:** Yes, that's a good title! 'Out and About'.

**Rosie:** We wanted to find out how well students use the entertainment facilities in town ... whether they get to see the latest plays, films ... that kind of thing.

**Tutor:** Now, we have our own facilities on campus of course ...

**Rosie:** Yes, we deliberately omitted those as we really wanted to examine outside entertainment in the town as opposed to on the university campus.

**Mike:** Actually there were a lot of areas to choose from but in the end we limited ourselves to looking at

three general categories: cinema, theatre and music.

**Tutor:** Right.

**Rosie:** OK. Well, first of all cinema. In the town, there are three main places where you can see films. There's the new multi-screen cinema complex, the old Park cinema, and a late-night Odeon.

**Mike:** So if you look at this chart ... in terms of audience size, the multi-screen complex accounts for 75%

of all cinema seats, the Park Cinema, accounts for 20% of seats and the late-night Odeon has just 5% of seats.

**Rosie:** As you probably know, the Complex and the Park show all the latest films, while the late-night cinema tends to show cult films. So, when we interviewed the students, we thought the Complex would be the most popular choice of cinema ... but surprisingly it was the late-night Odeon .

**Mike:** Yeah, and most students said that if they wanted to see a new film, they waited for it to show at the

Park because the complex is more expensive and further out of town so you have to pay more to get there as well.

**Tutor:** Yes, and that adds to the cost, of course, and detracts from the popularity, evidently .

**Rosie:** Well, next, we looked at theatres. The results here were interesting because, as you know, there's a

theatre on campus, which is popular. But there's also the Stage Theatre in town, which is very old and architecturally quite beautiful. And there's the large, modern theatre, the Ashtop, that has recently been built.

**Tutor:** So you just looked at the two theatres in town?

**Mike:** Yes. But the thing about the theatres is that there's a whole variety of seat prices. Also, the types of

performance vary ... so students tend to buy seats at both and like using both for different reasons and if they want cheap seats at the Ashtop, they can just sit further from the front.

**Rosie:** What we did find that was very interesting is that there are periods during the year when students

seem to go to the theatre and periods when they go to the cinema and we really think that's to do with budget. If you look at this graph, you can see that there's a peak around November/December when they go to the theatre more and then a period in April/May when neither is particularly popular and then theatre viewing seems to trail off virtually while the cinema becomes quite popular in June/July .

**Tutor:** Hmm. I think you're probably right about your conclusions.

**Mike:** Well, lastly we looked at music. And this time we were really investigating the sort of small music

clubs that offer things like folk or specialise in local bands.

**Tutor:** So not musicals as such.

**Mike:** That's right.

**Rosie:** We looked at three small music venues and we examined the quality of the entertainment and venue and gave a ranking for these: a cross meaning that the quality was poor, a tick meaning it was OK and two ticks for excellent. First of all, The Blues Club, which obviously specialises in blues music. This was a pretty small place and the seating was minimal so we didn't give that a very good rating.

**Mike:** No! We don't recommend that one really.

**Rosie:** Then The Sansue which plays a lot of South American music was a big place, very lively, good performers so two ticks for that one. The Pier Hotel is a folk venue ... a good place for local and up-and-coming folk artists to play. Not the best of venues as it's in a basement and a bit dark but the quality of the entertainment was reasonable and the lighting was very warm so we felt it deserved an average rating.

Finally, there's the Baldrock Cafe which features big rock bands and is pretty popular with students and we enjoyed ourselves there as well, so top marks for that one.

2. Прослушайте аудиозапись дважды. Выберите правильный вариант ответа:

1. Which student will present which information?

A Gale

B Lindsay

C Kevin

Дополните предложения:

1. the research focus \_\_\_\_

2. the focus group of the research \_\_\_\_

3. how the students acquired access to the focus group \_\_\_\_

4. the structure of the survey used in the research \_\_\_\_



Дополните предложения:

5 The number of males and females participating in the study was \_\_\_\_\_.

6 \_\_\_\_\_ percent of the participants came from Europe.

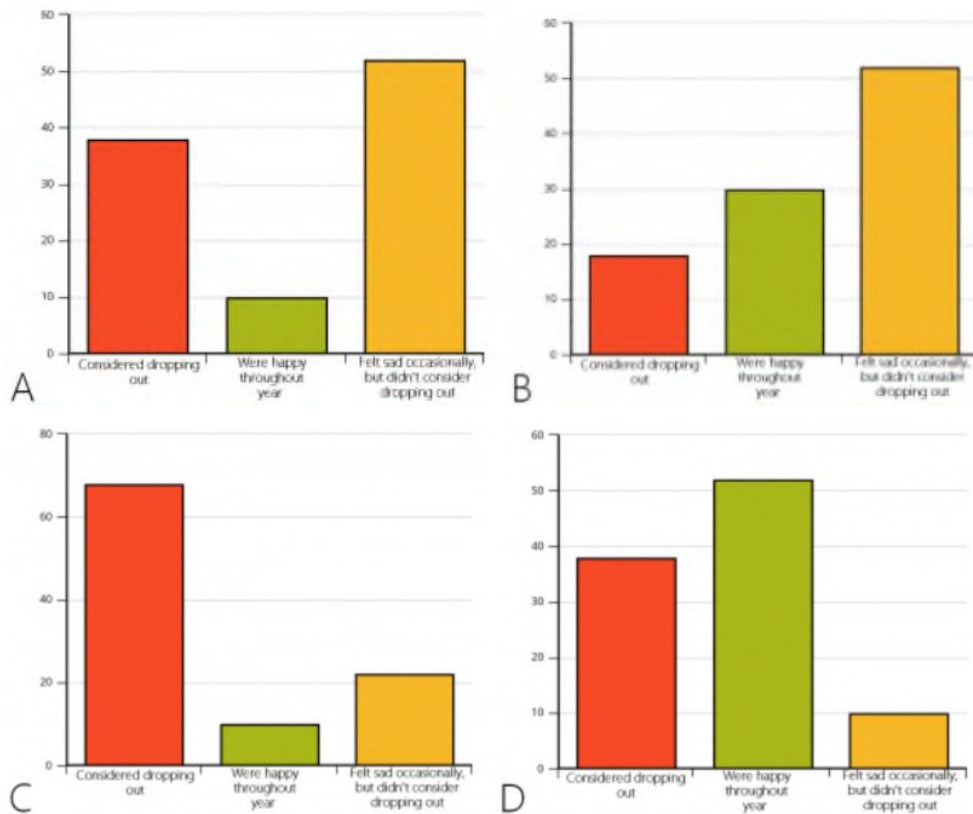
7 The vast majority of the participants were 20 or 21 years old, and only \_\_\_\_\_ percent were 19.

8 Most participants reported missing home and/or suffering from \_\_\_\_\_ at the start of their course.

9 The students examined the \_\_\_\_\_ of the previous two years to ensure the numbers in their research

were as accurate as possible.

10. Which graph shows what students reported feeling after a year at school?



Тест для аудирования:

**Gale:** Hey, guys.

**Lindsay:** Oh, hey Gale! You made it.

**Gale:** Yeah, sorry, I was stuck at the library paying late fees. Have you guys started going through the data yet?

**Kevin:** Yeah, we've already collated it, and we've started designing the graphs we're going to use in the presentation.

**Gale:** Oh, really? That's fast!

**Lindsay:** Well, anyway, here's what we've got so far.

**Gale:** OK, so ... Wow, 38% said they'd thought about quitting school in the first year? That's a huge number.

**Kevin:** Yeah, and only 10% said they were happy at school from beginning to end. Amazing, isn't it?

**Gale:** Yeah, I thought the majority would be happy here.

**Lindsay:** Well, just remember that about 30% of the school population are foreign students, and from the

UK students, only 2% are actually from the area, so... I guess it makes sense that people would miss home.

**Gale:** Yeah, but to want to actually quit school...

**Kevin:** Well, they didn't want to, exactly. They just thought about it.

**Gale:** OK. So, how should we organise the presentation? What did you guys decide?

**Lindsay:** Well, Kevin and I were saying that we should start by explaining what the topic of our research

was, and how we decided to collect the data. So I'll start by saying that our topic was how first-year students felt a month after beginning school, and how their attitudes progressed and changed by the end of the academic year.

**Kevin:** So, then we were thinking that I should explain that the population we want to study was obviously first-year students, but because we need their complete experience from the beginning to the end of their first year, we'd have to actually poll students in their second and third year. And then we said that you should explain how we accessed the population.

**Gale:** So I'll say that we got the permission from the school to go to different classes from different departments and hand out the surveys in paper form. Right?

**Lindsay:** Right, and that it took us about three weeks to complete this part of our research.

**Kevin:** So, then we need to describe the three different areas of focus of our survey, so Lindsay can do that: say that the survey had three sections, the first one asking just some general questions about the age,

gender, nationality, and field of study of each student-then the second one focused on how they felt in their first six months at school, and the third how they felt in the summer, after their first year was complete.

**Gale:** That sounds good. OK, so let me see the breakdown. OK, so we've got an equal distribution of boys and girls, that's good.

**Lindsay:** Almost equal. 51 % of the participants were boys, the rest were girls.

**Gale:** Right, and 70% of the participants were British, while the other 30% were ...

**Kevin:** 10% were from America and Asia, 2% were from Africa, and 18% were European. We had a small number of Australians as well, 0.03%, so I guess Europeans were 17.97% if you want to be precise.

**Lindsay:** Which we should. Anyway, and obviously the age was all 20 or 21, with a few 19-year-olds-only about 5%. No, wait. 4%. Right?

**Kevin:** No, it's 5%, look.

**Gale:** Right. OK, so Lindsay will describe the three sections, and then you Kevin, you'll describe the demographic and geographical breakdown, and I...

**Kevin:** You can start with the graph, and then we'll all explain the data together.

**Gale:** Right, so we'll put this graph up on the board and explain that most students experienced some form of homesickness or mild depression [29] in the beginning of their course.

**Lindsay:** But we need to point out that by the end of the year it was only 5% that still felt like quitting school.

**Gale:** Yeah, but remember that we didn't actually have the opportunity to interview or poll any of the students who left school-so the information we have only relates to current students, and those numbers might be bigger in reality.

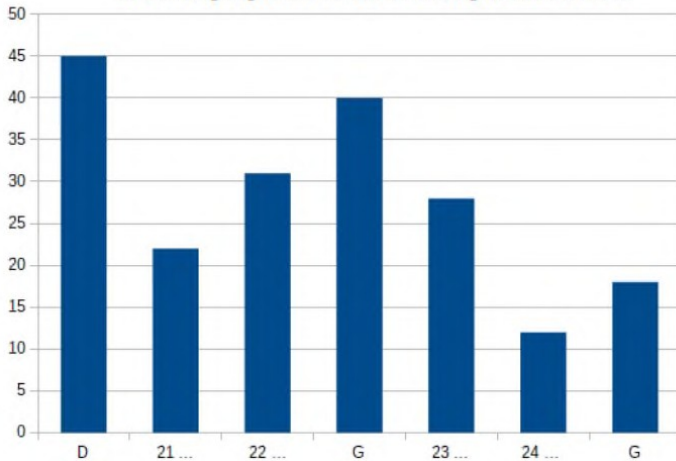
**Lindsay:** Yeah, I guess we need to mention that. But we did check the drop-out rate for the last two years and it was very low so, at the end of the day, the numbers can't be much bigger.

**Kevin:** Yeah. Anyway, so after we explain the data and we show the three graphs with the background information and the responses for six months and one year, we should spend some time also talking about...

3. Прослушайте аудиозапись дважды.

1. Label the chart below.

Reasons people move out of their parent's homes



- A relationship/marriage
- B emancipation
- C need for freedom
- D studies
- E conflict with parents
- F pressure from parents
- G new job
- H need for space and privacy
- I abuse

Выберите правильный вариант ответа

2. Which student will present which information?

- A Melanie
- B Chris
- C Both

the 18-20 group \_\_\_\_\_

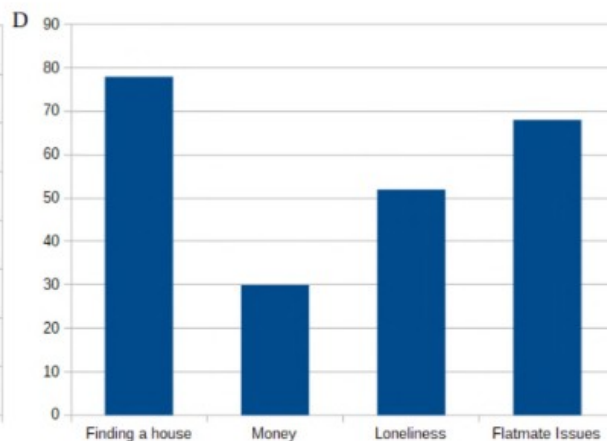
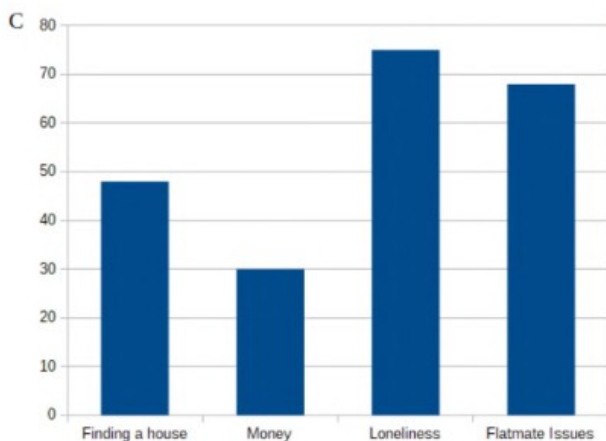
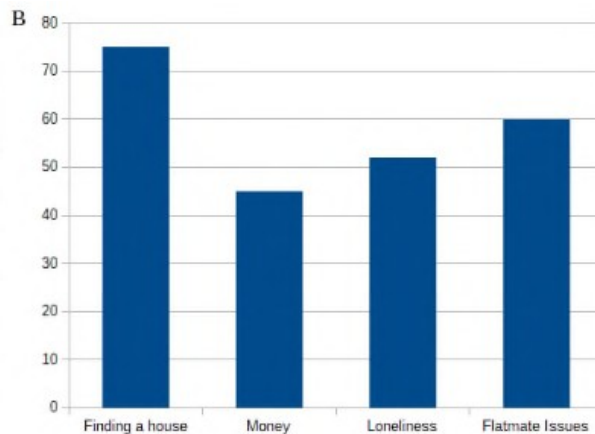
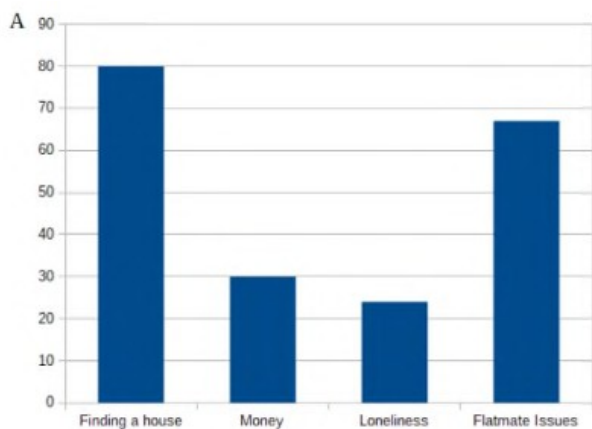
the 20-24 group \_\_\_\_\_

the under-18 group \_\_\_\_\_

the 25 and over group \_\_\_\_\_

the group that still live with parents \_\_\_\_\_

3. Which graph shows what problems people who moved out of their parents' house faced in their first few months living alone?



Текст для аудирования:

**MELANIE:** Hey, Chris. Thanks for coming. Are you ready to practise our presentation for tomorrow?

**CHRIS:** Yeah, just give me a moment to switch on my laptop. [...] There we go. What d' you think?

**MELANIE:** Wow, that actually looks really nice. Well done! So...

**CHRIS:** So I've put the title up here in the middle, "Reasons People Move Out of Their Parents' Homes". I thought we could start with the general graph outlining why people fly the nest at any age, and then we

could break it down to age groups and social or ethnic backgrounds before we get into how our findings fit into what sociologists say about leaving your parents' house and what the effects of the timing and the circumstances of your decision can be.

**MELANIE:** That sounds good to me. So we can start with the bar chart here... Do you think they'll be able to read the tiny letters here?

**CHRIS:** No, which is why we'll have to read them out to them.

**MELANIE:** OK, so we could take turns then. I'd start with Bar A, which says that the number one reason that young people leave home is to go to college or university.

**CHRIS:** Exactly, and then I'd go on to the second bar, which gives the number of people who said they felt smothered by their parents' control over their lives, and decided to get their own house to avoid that.

**MELANIE:** Right. Then in Bar C we've got people who found a job and decided that it was a good opportunity to move away because of their new income...

**CHRIS:** Yep, and then those who didn't feel exactly... smothered by their parents per se, but more so because of the lack of room in their parents' house, and the fact that their parents were around pretty much

90% of the time.

**MELANIE:** Maybe we should move this bar so that it can be next to Bar B? Since they seem to be quite similar to each other.

**CHRIS:** Well, actually, that's why I kept them separate-but maybe you're right, they would lead smoothly into one another. So that means that jobs will now be Bar D, and Bar E...

**MELANIE:** Bar E is about those who moved because of their partner or spouse.

**CHRIS:** Right, and then at the end we've got those who were pushed to leave by their parents, and those who left because of a conflict at home.

**MELANIE:** I guess at this point we should mention that, as expected, we had almost zero people reply that they left home because of emancipation or abuse, despite the fact that our study was conducted anonymously, probably because the participants didn't feel confident enough to share such private details

with us, or maybe just because there was no one in our pool of participants with such experiences.

**CHRIS:** Yeah, so... Then we can break it down to age groups, and show these four different graphs for our four age groups: under-18s, 18-20, 21-24 and 25 and above.

**MELANIE:** Shall we take the graphs by age or should we start with the second group, what do you think? Because we haven't got that much data on under-18s, and starting with 25 and above would also feel a bit strange to me seeing as it was our second smallest group and most participants were between 18 and 24 when they moved out of their parents' home...

**CHRIS:** Yeah, you're right. Perhaps we should start with our two biggest groups and then move on to the other two.

**MELANIE:** So you can present 18-20 and I can present 21-24, and then we can maybe present the other two groups together?

**CHRIS:** I think it's best if we present them separately, since the findings are so different.

**MELANIE:** Yeah, I guess you're right. So I can present the under-18s and you can present the 25 and over.

**CHRIS:** Perfect. [...] Or, wait, should we do it the other way around so it flows more naturally?

**MELANIE:** Yeah, sure. And then we can include a brief note at the end for those who haven't moved out yet.

**CHRIS:** Yeah, great.

**MELANIE:** Excellent. So, then we can move on to the final chart before we get to the bibliography, and explain what they said they found difficult when they moved out.

**CHRIS:** Yeah, so we can say the biggest issue for everyone was finding a place to live, especially for those who didn't have a guarantor or didn't live in a student hall of residence.

**MELANIE:** Yes, and that 30% of the participants also experienced some financial problems in the beginning, with bills and rent and food and everything.

**CHRIS:** Right. Then, an even larger number reported that they didn't expect to miss their family that much, but ended up visiting their parents' home often just to see them and spend some time with them...

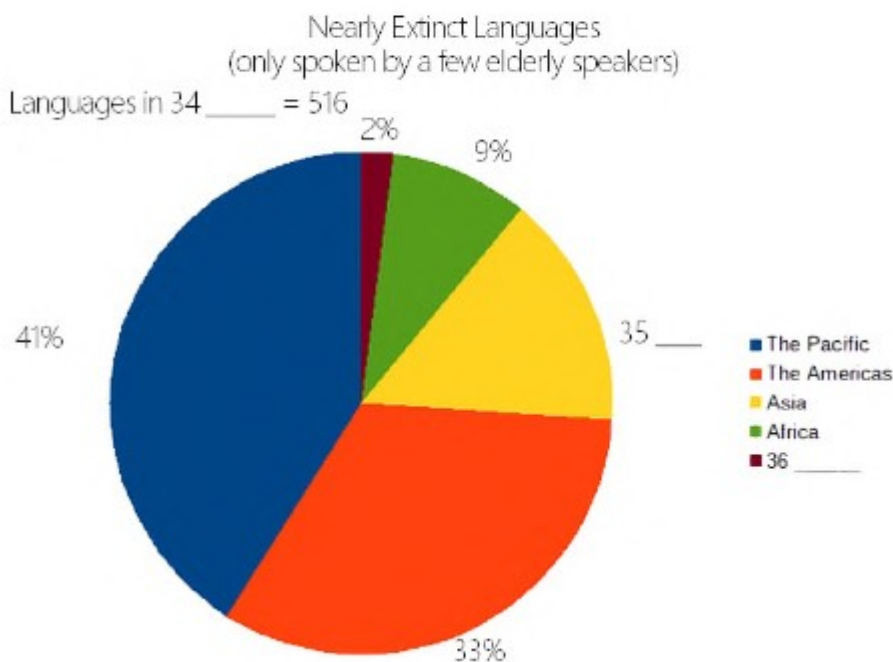
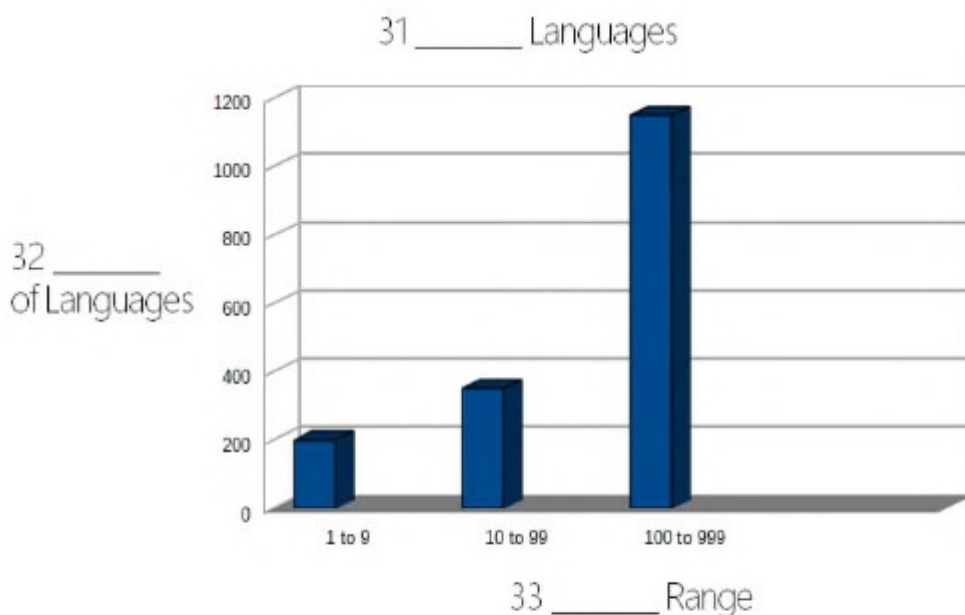
**MELANIE:** Although we should probably cut that number down a notch to exclude those who went back home just so their parents could cook and do their laundry for them... [laugh]

**CHRIS:** [ha-ha] Yeah, sure. Anyway, then we should finish off with the final issue, which was flatmates.

**MELANIE:** Oh, yeah. So we should say that a whopping 67% complained about the people they had to live with, and that they were often dirty and inconsiderate.

**CHRIS:** Right. Great! So then we can move on to how our findings fit into...

4. Прослушайте аудиозапись дважды. Дополните предложения.



- 1 Technology has made communication easier, encouraging the use of a \_\_\_\_\_.
- 2 Some speakers may associate major languages with better \_\_\_\_\_
- 3 A group of people can lose their \_\_\_\_\_ when their language becomes extinct.
- 4 We can help preserve languages through specific programmes and by encouraging people to become \_\_\_\_\_

Текст для аудирования:

**Female lecturer:** Good afternoon, everybody. Today, in the first lecture on anthropology, we're going to look at languages and how they are disappearing fast and what effect that's having. We hear so much in the news about the possible extinction of animal and plant species in the world, and it's clearly a sad thing that one day certain animals will cease to exist. But how many of you are aware that the world's languages are facing a similar threat? The Ethnologue, the leading authority on the world's

languages, has put together a list of every living language known to man. There are over 6,500, of which 6,000 have available population figures. Now, 109 million people speak just ten of these languages and they are the major languages of the world. At the opposite end of the scale, there are minority languages which are only spoken by a few people, and that's what this chart is illustrating. The number of languages is represented on the vertical axis, and the total number of languages that make up this group is an astounding 1,619. For each of these smaller language groups, the population range of speakers goes from 1 to 999. Even more incredible is the fact that out of these small languages, over 200 of them have a speaker population ranging from just 1 to 9. Imagine only 9 people speaking your language in the whole world, or even only one or two people.

Out of the more than 6,000 languages spoken in the world today, experts believe that, by the end of this century, perhaps as many as half may have disappeared. Approximately one language dies every two weeks.

This is an unprecedented situation. Never before in history has there been this rate of rapid decline. It's very informative to think geographically and consider the question of where in the world this is happening. In total there are 516 languages that are nearly extinct, where only a few members of the older generation survive. When they die, the language will die with them, lost forever. The majority of nearly extinct languages come from the Pacific and the Americas, which together make up 74% of the total.

They are followed by Asia at 15% of languages under threat. Around 9% of these languages are spoken in Africa, while Europe has the smallest percentage of languages that are nearly extinct - just 2%. Entire languages which have survived for centuries are disappearing as we speak, but why is this happening now? There are several reasons for the situation. Globalisation has made the world smaller and technology has made it easier for people separated by vast distances to communicate in a common language.

Minority languages have given way to the main languages of global communication like English. On a social level, speakers may feel the minority language to be old-fashioned and behind the times. They may even be slightly embarrassed to speak the language of their forefathers, preferring to identify themselves with an international language that represents improved economic status.

Now, some do argue that a reduction in the number of world languages is inevitable, and anything to ease communication between nations is a good thing and, granted, there is a point to be made there, but what are the long-term implications of this? Consider this. Language, in both spoken and written form, is passed down through generations. It is the vehicle for all kinds of knowledge about the environment, local wildlife, plants, animals and ecosystems. These oral traditions die along with the language.

We can't stop the changes that are happening in the world but we can try to keep languages alive through language maintenance programmes and by documenting languages before they disappear, so they can be studied and maybe even resurrected in the future. It's also important to remember that many people who speak threatened languages can neither read nor write. Helping them become literate goes a long way towards protecting the language. Preserving a language is not easy but there have been exceptional cases where languages have been brought back to life. In Ireland, Irish Gaelic, once a dying language, is now spoken by 13% of the country's population. We'll go into what happened there in more detail in my second lecture.

## **2. Задания для промежуточной аттестации**

Оценочные средства для проверки сформированности компетенции ПК-4 (ПК-4.2)

**Зачёт, 4 семестр**

**Зачёт состоит из выполнения практических заданий на аудирование по пройденному материалу.**

**Практические задания к зачёту (ПК-4.2)**

1. Прослушайте аудиозапись дважды. Определите, какие из приведённых утверждений соответствуют содержанию текста:

- a) Maggie didn't have a special music talent.
- b) Maggie attended a musical school for 9 years.
- c) Maggie didn't like playing the piano very much.

Текста для аудирования:

**Presenter:** Hello, everybody, and welcome to our daily programme Stardom. Today in our studio we have Maggie Smith, a famous actress. Hello, Maggie.

**Maggie:** Hello. It's so nice being here, thank you for inviting me.

**Presenter:** Could you please tell us about what led you to become an actress?

**Maggie:** Well, it's a long story and it's connected with my musical education.

**Presenter:** Did you attend a musical school?

**Maggie:** When I was nine years old, I started playing the piano. I was obsessed. I needed to play for several hours every day. But I wasn't great, though I was good and I had tremendous passion. I didn't have any real technical skill, so no matter how much I practised I was never going to be able to really play in front of people. I had tremendous stage fright. Still, the piano was the beginning of me going, "I need an outlet. I need a vehicle." And then from music, I joined the drama club in high school. I got on stage and I went, "Oh wow. No stage fright." I couldn't do public speaking, and I couldn't play the piano in front of people, but I could act. I found that being on stage I felt, "This is home." I felt an immediate right thing, and the exchange between the audience and the actors on stage was so fulfilling. I just went, "That is the conversation I want to have." It was unequivocal. There was nobody acting in my family, but there didn't need to be. I just understood what I wanted to do at once.

**Presenter:** Was it easy to find your director? Would you like to try directing yourself?

**Maggie:** Well, speaking about working with good directors, that has always been a certain kismet with me. I was lucky. There was a period in the 1980s where you had people who were born to direct, born to shepherd stories. Like David Lynch, who was so unusual, such a rare storyteller, so personal and private, and dreamlike from his subconscious. You know, people ask me why I don't direct. Well, it's because I've worked with people where that's what they were born to do, and it's a little intimidating after you've worked with a rash of those people one after another. Then it's like, "I like acting. Acting is good."

**Presenter:** What kind of films do you like acting in?

**Maggie:** I don't think the genre matters much. I even try not to look at the story itself because even a banal story may turn into a blockbuster. What I pay attention to and fall in love with is the script. If the script is good, I start just living in those dialogues or monologues.

**Presenter:** You play a lot of family women. How come?

**Maggie:** I've always played moms. I once played someone who wanted to be a mom. The thing with the role of a mother in our legacy, in world history, in world mythology, is that the role of a mother encompasses the entire universe. There is no limit to what you can express if you are representing that in a story. I've just got nominated for an Emmy for playing a mother!

**Presenter:** Modern women are constantly looking for ways to be more beautiful. As a woman and as an actress, are you satisfied with your appearance?

**Maggie:** I think that my looks through the years have served me well because I was never a great beauty and I was never cast as a great beauty. So I never leaned on it and I never really made that a high value. I've always been kind of androgynous and it's one of the reasons why I love being an actress. I love experimenting with the male and the female in any character. That balance, the yin and the yang of that, is always in play, because everybody is male and female.

**Presenter:** Thank you, Maggie. It has been a real pleasure talking with you today. But I wasn't great, though I was good and I had tremendous passion.



2. Прослушайте аудиозапись дважды. Установите соответствие между высказываниями каждого говорящего и утверждениями, данными в списке. В задании есть одно лишнее утверждение.

- a. Knowing German offers you more career opportunities.
- b. German isn't as difficult as you may think.
- c. Writers, philosophers and scientists need to learn German.
- d. I learn German because I'm attracted by the culture.
- e. Some unique academic books exist only in German.
- f. German is almost an impossible language to learn.

| A | B | C | D | F |
|---|---|---|---|---|
|   |   |   |   |   |

Текст для аудирования:

**Speaker 1:** I'd like to debunk the myth that German is especially hard. Despite all the jokes that are being made about it being an impossible language, if you are an English speaker, you are actually already quite advantaged because German and English share the same roots. Consequently, there are many thousands of words which are closely related. Besides, there's no new alphabet to learn, unlike in Chinese or Japanese. So it's not that hard after all.

**Speaker 2:** I honestly don't understand why some people might want to learn German. Isn't there a more comfortable and fun way to pass your time than studying this complex language? I mean there are four noun cases, endless verb conjugations,umlauts and grammar rules with more exceptions than rules. Mark Twain said a person who has not studied German can form no idea of what a perplexing language it is and I agree with him here.

**Speaker 3:** They say Germany is the country of poets and thinkers. I'm definitely not a poet but I'd like to become a scientist in the future. That's why I learn German. You see a large percentage of the world's most impressive achievements belong to Germany. Over one hundred Nobel Prizes have gone to Germans for accomplishments in physics, medicine, chemistry and other areas. I'd love to read their famous publications in their native language.

**Speaker 4:** I guess everybody knows that there are a lot of award-winning scientists born in Germany, so it doesn't come as a surprise that German is very important in the academic community. As far as I know, it ranks second as the most commonly used scientific language. The German book market is the third largest in the world. Few of these books are translated into other languages, so knowing German will give me access to them.

**Speaker 5:** My friends and I attend courses of German at our local linguistic centre. I'm a rather ambitious person and I hope knowing German will help me go up the career ladder faster. You know, Germany is the biggest economy within the European Union and the fourth largest worldwide. Knowing the language of your German business partners can greatly improve your chances for effective communication and successful professional relationships.

**Speaker 6:** I learn German because I'm interested in art and literature. Though Germans have a reputation for being left-brained and analytical, the German-speaking world has also produced some of the greatest literary, musical, artistic and philosophical minds in human history. For instance, it is the language of Goethe, Kafka, Brecht and Mann. I want the real thing – I want to read my favourite authors in the original, so I learn German with pleasure.

3. Прослушайте аудиозапись дважды. Определите, какие из приведённых утверждений соответствуют содержанию текста (True), какие не соответствуют (False).

- a) Greg studied in Russia for a year.
- b) Mary wants Greg to give her some advice.
- c) Mary still needs to get a visa to Russia.
- d) Greg thinks Mary shouldn't take cash.
- e) I thought soups were quite nice.

| A | B | C | D | E |
|---|---|---|---|---|
|   |   |   |   |   |

Текст для аудирования:

**Greg:** Hello, Mary! It's so good to see you. How are things?

**Mary:** Oh, hi, Greg. I'm fine, thank you. What about you?

**Greg:** I'm okay, thanks. Congratulations on your summer holidays! I hope you are going to do something really exciting during them.

**Mary:** Actually, I'm going to travel to Russia.

**Greg:** Russia? Such a great choice! I spent a year in Russia as an exchange student and I absolutely loved the country.

**Mary:** Oh, I've clean forgotten you've been to Russia. It's so good we've met today then. I hope you can give me some useful tips on my future trip.

**Greg:** I'll be glad to be of some help. What would you like to know?

**Mary:** Well, let me think ... I have got my visa already and I've booked my trip with the travel agency, so I guess I have just a few practical questions.

**Greg:** So, go ahead.

**Mary:** Okay. The first issue is the money. Should I take cash or can I pay by my credit card?

**Greg:** If you stick to bigger cities, your credit card should be fine. In very small towns paying by credit card or withdrawing cash could be a problem, though.

**Mary:** Oh, I won't go to any small towns. The tour includes just big cities, like Moscow or Saint Petersburg.

**Greg:** Then you don't need to worry. You'll find exchange offices and ATMs at banks without any problems. If I were you, I'd take some cash just to be on the safe side plus the credit card.

**Mary:** Did you have an impression that it's safe in Russia?

**Greg:** You can visit any place and peacefully walk on the streets. However, you can easily become a victim of pickpockets in the underground, so take care of your wallet and don't keep a lot of cash on you.

**Mary:** Well, no surprise here. London is just the same. What would you say about the food? Is it much different from what we have here in the UK?

**Greg:** I'm sure you'll find something to your liking. The only problem you can face is that they seldom have a menu in English.

**Mary:** Should I tip?

**Greg:** If you wish. Tipping is expected but not mandatory. In any case, check your bill before paying.

**Mary:** Which dishes did you like most of all?

**Greg:** Well, I thought soups were quite nice. Generally speaking, Russian cuisine is not spicy. I think you'll like it.

**Mary:** Thank you, Greg. I'll let you know about my impressions when I get back.

**Greg:** Okay. Have fun!

**Mary:** I will.

**Зачет с оценкой, 5 семестр**

**Зачёт с оценкой состоит из выполнения практических заданий на аудирование по пройденному материалу.**

**Практические задания к зачёту с оценкой(ПК-4.2)**

Answer the questions below.

Write NO MORE THAN THREE WORDS for each answer.

- 1 What is going to be closed down? \_\_\_\_\_
- 2 What does Peter want to organise? \_\_\_\_\_
- 3 What does Joan suggest they get people to do? \_\_\_\_\_

Choose the correct letter, A, B or C.

- 4 Which of the following might they need?  
A an orchestra  
B a caterer  
C a telephonist
- 5 Where will they probably hold the meeting?  
A the youth club  
B somebody's living room  
C the village hall
- 6 When do they decide to hold the meeting?  
A they haven't decided yet  
B at the weekend  
C some time during the week

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

- 7 Dr Perkins is the best person to describe the \_\_\_\_\_ at the clinic.
- 8 Joan often meets Mr Sims' wife \_\_\_\_\_ .
- 9 The editor of the newspaper might let them advertise \_\_\_\_\_
- 10 \_\_\_\_\_ will be needed to go from door to door posting leaflets.

Choose the correct letter. A, B or C.

- 11 What can visitors use free of charge?  
A pushchairs  
B child carriers  
C coats and bags
- 12 Which of the following can visitors buy at the shop?  
A coins  
B refreshments  
C postcards
- 13 When did the Grand Opening of the baths occur?  
A 1894  
B 1897  
C 1994
- 14 The Romans built on the site  
A after the Celts.  
B before the Celts.  
C at the same time as the Celts.

Complete the summary below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

The Great Bath is 15 \_\_\_\_\_ deep. Around the bath area are alcoves where there were 16 \_\_\_\_\_ and tables where bathers could relax. The water temperature of the Sacred Spring is 17 \_\_\_\_\_. The water is rich in 18 \_\_\_\_\_. In Roman times, the Sacred Spring was well-known for its 19 \_\_\_\_\_. The Temple was constructed between 20 \_\_\_\_\_ AD.

Answer the questions below.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

- 21 What is John researching?
- 22 Apart from pollution, what would John like to see reduced?
- 23 According to John's tutor, what can cars sometimes act as?
- 24 How much does John's tutor pay to drive into London?
- 25 In Singapore, what do car owners use to pay their road tax?

Complete the sentences below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

- 26 In Athens, cars can only enter the city centre on \_\_\_\_\_.
- 27 'BRT' stands for 'bus \_\_\_\_\_'.
- 28 In London, after a new road tax was introduced, moped and bicycle use increased by \_\_\_\_\_.
- 29 Both Japan and Holland provide \_\_\_\_\_ for those cycling to train stations.
- 30 In the USA, police officers on bikes make more \_\_\_\_\_ than those in patrol cars.

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

- 31 The lecture is intended mainly for those entering the \_\_\_\_\_ but is relevant to all students present.
- 32 The lecturer believes that too \_\_\_\_\_ a specialisation can be damaging.
- 33 The number of \_\_\_\_\_ who were also writers is surprising.
- 34 The speaker believes that literature provides a \_\_\_\_\_ which medical schools do not.

What is said about each of these books?

Choose your answers from the box and write the letters A-H next to questions 35-40

- A It conveys the thrill of scientific discovery.
- B It is of interest to any natural historian.
- C This is a classic of scientific writing.
- D It is about the life of a scientist.
- E This book is now sometimes used in schools.
- F This is also a good travel book.
- G This book examines the dark side of human nature.
- H This book was a response to another book.

- 35 A Short History of Nearly Everything \_\_\_\_\_
- 36 Wonderful Life \_\_\_\_\_
- 37 The Rise and Fall of the Third Chimpanzee \_\_\_\_\_
- 38 The Water Babies \_\_\_\_\_
- 39 The Emperor of Scent \_\_\_\_\_
- 40 On The Origin of Species \_\_\_\_\_

Текст для аудирования:

Задания 1-10

**Peter:** Hello, Joan. I'm glad you could come.

**Joan:** Hello, Peter. What's up? Is something the matter?

**Peter:** No, no. Everything's fine.

**Joan:** It sounded urgent on the phone.

**Peter:** Did it? It's just that I've had this idea and I wanted to see how soon we could get it off the ground.

**Joan:** Well, don't keep me in suspense.

**Peter:** You know they're planning to close down the local clinic - it was in the newspaper yesterday, but most people have actually known about it for some time - well, I thought we should do something about it.

**Joan:** What did you have in mind?

**Peter:** I thought we could organise a charity event and donate the money to the clinic. I know it doesn't sound like much, but it will show the local council how we feel and that we mean business.

**Joan:** That'll take quite a lot of organising. Why don't we just hold a protest outside the Town Hall?

**Peter:** protest would take just as much organisation as an event like this. Besides, I think fewer people would turn up. A village fair, or something like that, would attract more people and get money for the clinic. People are more generous when they're enjoying themselves.

**Joan:** Okay, then, it sounds good to me. How do we start?

**Peter:** First, we put our heads together and come up with a list of people who'll be willing to help and people who can provide us with some of the things we need. For example, we might need a caterer to provide refreshments, a rock band for entertainment, tents and so on. Then we do a lot of telephoning around and try to get everybody together at the same time in the same place.

**Joan:** Sounds like a lot of work to me.

**Peter:** That's only the beginning. First things first, though. Let's decide now on who to get to the initial meeting and where and when to hold it.

**Joan:** Fine. Well, the village hall would be the best place to have the meeting. It's not as big as the youth club, but it's warmer. There'll be no problem getting permission to use it, but I suppose it depends on how many people we invite.

**Peter:** We don't want too many, otherwise the meeting will go on too long and nothing will get decided. But the village hall is a good idea. It's more official than having it in someone's living room. How many? Six or eight people to start with, ten at the most.

**Joan:** Okay. Now we have to decide on a suitable day and time. Suitable to everybody, I mean. A Saturday or Sunday would seem to be the best choice because people aren't at work on those days, but they may not like the idea of giving up a part of their weekend for a meeting.

**Peter:** Unless we persuade them it's for a good cause, or that it's to their advantage. And that it'll all be a lot of fun. We'll provide refreshments, of course.

**Joan:** What if some don't want to give up their weekend?

**Peter:** Then we'll give them an alternative. Say, one evening in the week after everybody's finished work. We'll see which is the most acceptable to them, then book the hall.

**Joan:** I can do the refreshments for the meeting. I'll get Darren and Maggie to help me. I'm sure they'll be more than willing. So, what's next on the agenda?

**Peter:** A list of who we want at the meeting.

**Joan:** Yes, of course.

**Peter:** Obviously we want someone from the clinic. I think Dr Perkins would be best. He can tell us exactly what the financial situation is there - you know, how much money it takes to keep the place running - and how important it is for the community to have the clinic.

**Joan:** The vicar, too. He can rally lots of support. And Mr Sims, our Member of Parliament. He is very busy, but I think I can persuade him to come, or get his wife to persuade him to come. I see her quite a lot socially.

**Peter:** That's great. Two other people I have in mind are Freddie Smith...

**Joan:** The journalist?

**Peter:** Yes. Well, he's the editor of the local paper now and might be useful. He might let us advertise for free and he'll know how to go about getting leaflets and posters printed. [9] That's another thing; we'll need volunteers to put leaflets through people's doors and stick up posters all over the place.

**Joan:** We can decide that at the meeting. What about the other person?

**Peter:** What other person?

**Joan:** You said you had two people in mind, Freddie Smith and...

**Peter:** Oh yes. Mr Gates.

**Joan:** Mr Gates? Do I know him?

**Peter:** You must do. He owns Greatfields Farm. We need a large area to hold the fete.

**Joan:** Right. So how many have we got, then? Seven or eight? There's Dr Perkins, Mr Sims, that journalist.

**Peter:** Freddie Smith, you mean?

**Joan:** Yes, him. And the vicar and Mr Gates the farmer. That's only five.

**Peter:** There's you and me, that's seven. That will do for now. Let's start making phone calls.

Текст для аудирования:

Задания 11-20

**Guide:** Good morning, everybody. Welcome to the Roman Baths. My name's Amanda and I'm your guide for today. Before we begin the tour, I'd like to point out that we have child carriers, free of charge of course, for those of you with young children, and I can see that there are one or two of you here this morning.

It might make things a bit easier for you than using a pushchair. If you don't want to carry your coats and bags around with you, there is a cloakroom behind reception where they'll be quite safe. Also, should anyone want to use the bathroom, there's one here in the reception hall opposite the ticket office and another one by the shop where we end our tour, right by the exit. Having mentioned the shop, I should tell you that it's full of interesting things for you to remember your visit by. Posters, postcards, replicas of the gorgon's head, the haruspex stone and the statues that you'll be seeing on your tour.

There are also games, books

and videos for children, and other souvenirs.

Our first stop will be the Terrace, where you will get your first view of the baths. Now, the statues that line the Terrace here are of Roman Emperors, Governors of Britain and various military leaders. These aren't from Roman times either. In fact they were sculpted in 1894 especially for the grand opening of the Baths in 1897. But what you can see from here is only a fraction of the whole Roman Baths site, which stretches

below ground level under the surrounding streets and squares of the town.

While we're here on the Terrace getting our first look at the baths, let me fill you in on a bit of the history. This site, with its hot springs, has long been seen as a sacred place, and the first people to build here were the Celts, and the shrine they built was dedicated to the goddess Sulis. Of course, back in those days they had no way of explaining how hot water came to be bubbling out of the ground, so they believed it to be the work of the gods. When the Romans came, they too built a temple here and dedicated it to their goddess, Minerva.

The bath you can see from here is called the Great Bath - not very imaginative, I know, but it is the biggest. Impressive, isn't it? At one time it was housed in a huge vaulted hall 40 metres high, which for many people of the period must have been the largest building they'd ever seen in their lives. The bath itself is 1.6 metres deep, ideal for bathing, and has steps leading down to the water on all sides. The niches or alcoves you can see all around the bath would have had benches and possibly small tables for drinks and snacks.

Not a bad way to spend your free time, relax, and tell yourself it's all good for your health.

Let's move on to our next stop, the Sacred Spring. This is the heart of the site, where the hot water bubbles up from the ground at a temperature of 46 degrees centigrade. The water comes up from a depth of between roughly two and a half thousand and four and a half thousand metres, where geothermal energy raises the water temperature to between 64 degrees and 96 degrees. Over a million litres of this hot water rise up here every day, and as well as being hot, the water is rich in minerals and it was thought it would cure various ailments and illnesses. In fact, people came here from all over the Roman Empire to try out its healing powers.

Before we take a look at the changing rooms and saunas, which are known as the East Baths, and the plunge pools and heated rooms of the West part of the bath house, we'll pass through the site of the Temple and the Temple Courtyard. Here we are. This temple is one of only two known classical Roman temples in Britain.

The other is the Temple of Claudius at Colchester. This temple is said to date from the late first century AD, being built between 60 and 70 AD. But the original temple has been knocked about and added to over the centuries, and what you can see here are just bits of the original temple. Okay, shall we move on?

Текст для аудирования:

Задания 21-30

**Mr Taylor:** Come in, John, come in. How's the paper going?

**Student:** Morning, Mr Taylor. Pretty well, actually.

**Mr Taylor:** Good, good. It's not all about bicycles, is it? I know you've got a thing about bicycles.

**Student:** Yes, but that's just...

**Mr Taylor:** There are other ways to get around town, you know.

**Student:** Yes, I know. And I think I've researched pretty well all of them.

**Mr Taylor:** Right, then. So your paper's about urban transport in London, eh?

**Student:** Not just London, but that is going to be the focus. I've also looked at urban transport systems in cities around the world: Madrid, Beijing, Mexico City, Amsterdam, Paris. Other countries too.

**Mr Taylor:** You have been busy, haven't you? What's the purpose of your study?

**Student:** Well, two things really. I want to see if there are more efficient ways of organising urban transport systems, while cutting down on traffic congestion and, of course, pollution, and to find ways of encouraging people to use public transport instead of their cars.

**Mr Taylor:** Let's start with that, then, with cars. I think you'll have a hard time thinking of ways to persuade people to swap their cars for a crowded bus or underground train. They're convenient, comfortable, faster, and sometimes they're a status symbol too.

**Student:** Okay, I agree that cars will probably always be the most popular means of transport, but there are ways to cut down the number of people who bring their cars into the city. It's a problem that affects every big city, and several methods have been tried.

**Mr Taylor:** I know, I know. As I've found to my cost! When I go into London, which I do two or three times a week, I have to pay £5 to get into the city centre. Has your research thrown up any more places where they do this?

**Student:** Oh, yes. Apart from London there's Oslo, Stockholm, Singapore - now there, in Singapore, they've got it really organised. They've imposed a tax on all roads leading into the city centre, and they have electronic sensors that identify each car, and then debit a credit card belonging to the owner. And other cities, instead of charging motorists to come into the city centre, have tried other measures.

**Mr Taylor:** Such as?

**Student:** Well, in Athens cars are only allowed to go into the city centre on alternate days, depending on their licence plate number, in Bogota and some other Latin American cities, such as Quito and Sao Paulo, they've developed what is called a BRT system...

**Mr Taylor:** A what?

**Student:** A BRT system - a bus rapid transit system. People leave their cars outside the city and take buses which have special express lanes into and through the city. It's been so successful that they're trying it out in Mexico City, Beijing, Seoul and Taipei. And other cities are pedestrianising more and more areas of the city centre.

**Mr Taylor:** I see. How have these measures affected traffic congestion and pollution levels?

**Student:** In most cases it has led to a reduction in the number of cars entering the city centre. Certainly in Singapore, where it's now much easier to move around the city and the air is much cleaner than most other cities in that part of the world. London, too, I believe. I can give some facts and figures if you like.

**Mr Taylor:** Please do.

**Student:** In the first year after the tax was introduced, the number of people using buses to get to the city centre rose by 38%...

**Mr Taylor:** Really? 38%. Incredible!

**Student:** Yes. And the number of cars entering central London dropped by about 18%. There's more. The number of people using bicycles and mopeds went up 17%.

**Mr Taylor:** I knew we'd get to bicycles at some point.

**Student:** Well, yes. In the city, the bicycle has a lot going for it. You can avoid traffic jams, there are no parking problems, they don't pollute, they're cheap to run and they don't cost very much. Oh, and here's another fact for you - you can fit twenty bicycles in the space needed to park one car.

**Mr Taylor:** Well I never! But I can't see it catching on. Besides, we seem to be getting off the point.

**Student:** Not at all! China, Japan and Holland have integrated bicycles into their urban transport systems. In Holland and Japan they've got special parking areas for commuters who get to the station by bike, and Japan has even built multi-storey parking facilities for bikes close to railway stations.

Then look at America - in New York, delivery services use bicycles because they can deliver messages and small parcels far more quickly and at much lower cost than cars or vans. Even the police use bicycles. In fact, in about 80% of the towns in America where the population is around half a million, the police regularly patrol on bicycles. And they have proved to be effective, because they can reach the scene of an accident or crime faster and more quietly than officers in patrol cars, making a lot more arrests per officer.

**Mr Taylor:** Well, you do know your bicycles, don't you? But I do need to hear more about the public transport system and what's to be done about that. And I'd like you to look a bit more into the economics of it. How much it will cost to improve the situation and so on. Okay? Right, see you next Tuesday.

**Student:** Yes, next Tuesday. Bye, Mr Taylor.

Текст для аудирования:

Задания 31-40

**Lecturer:** Good morning, ladies and gentlemen, and welcome to the science faculty. As you may know, my field of study is neurobiology, so you may be wondering what I have to say to those of you who are studying physics or chemistry or geology - even those of you who intend to become doctors. In fact, what I have to say is aimed especially at those who wish to enter the medical profession, though the main point

applies to all of you. And what is my main point? Basically, it is that you shouldn't get stuck in too narrow a specialisation. What I mean is, too often doctors and scientists become experts on one small aspect of their subject and neglect the rest. Perhaps you have heard the joke about a doctor being introduced to

another doctor as an expert on the nose: 'Oh, yes?' said the other doctor. 'Which nostril?' I know that more and more it is necessary to specialise, because when you finish your studies you have to find a place in the job market. But I do believe that it is damaging both to you personally and to the profession. You may be surprised to know how many physicians in the past were men of wide culture. Many were interested in the humanities, from the arts to literature to philosophy. A surprising number of them, from

Rabelais to William Carlos Williams, became poets, novelists and playwrights. Men of science have written clearly and intelligently about society, psychology and politics. This tradition is not dead. Today such eminent scientists as Stephen Jay Gould, Jared Diamond and Richard Dawkins are well known as popularisers of science, while maintaining high standards. But more of them in a minute. I'm not saying that while you are studying anatomy you should sign up for a course in English literature, but reading a few works of fiction in your own time will show you the human mind just as your anatomy classes show you the human body. Science faculties and medical schools, it seems to me, now largely ignore this human dimension. Furthermore, the study of medicine, and psychology for that matter, is largely about what has gone wrong with the body and the mind. That is, it mostly deals with the abnormal.



So, to try and correct this situation, if only in a small way, I have come up with some extra reading for you to do. Don't worry. I wouldn't have chosen them if I didn't think they were enjoyable as well as interesting. The first on my list I'm sure you've all heard of, even if you haven't read it: it's Bill Bryson's *A Short History of Nearly Everything*. Now don't turn your noses up at it just because it's now officially a school book and is written to entertain as well as inform. In fact, I've found it a very good bedside book. Next come a couple of the writers I mentioned earlier. Any collection of essays by Stephen Jay Gould is worth reading.

He writes clearly in a language non-scientists can easily understand - in fact, a lot of his essays are responses to questions about science from the general public. He's also entertaining on the subject of baseball. Perhaps you should start with Gould's *Wonderful Life*: he writes brilliantly about natural history and shows how much imagination and excitement there is in scientific discovery. Then there's Jared Diamond's *The Rise and Fall of the Third Chimpanzee*, which shows us how close we are to the apes and forces us to look at some of the darker aspects of human nature. After reading it you won't forget your animal ancestry. But don't let that put you off - it's very readable. You're probably saying to yourselves, 'Just a minute, these are all science books. What about the fiction?' I'll come to those in a later lecture. At the moment I'm just trying to get you to read away from your chosen field of study. However, I will recommend one work of fiction now, though it might come as a bit of a surprise. If it does, it means you haven't read it. The book is *The Water Babies* by Charles Kingsley. I can see I have surprised you. Well, it is in fact the first fictional response to Charles Darwin's *On The Origin of Species*. Yes, it is a children's book, but full of surreal fantasy and wit. The fourth, no, the fifth book on the list is a biography: *The Emperor of Scent* by Chandler Burr. To my mind it's not particularly well written, but it is a fascinating story. It is about Luca Turin, a biophysicist who becomes an expert on perfume, and about how he missed getting the Nobel Prize. If any of you are thinking of a career in scientific research, this book might make you think again. It's a very tough, dog-eat-dog business. Which brings us to the book that inspired Kingsley's *Water Babies*, that classic of the genre, Charles Darwin's *On The Origin of Species*. If you haven't read it already, perhaps you shouldn't be here, if you have, it won't hurt to read it again. Or if you prefer, read his *The Voyage of the Beagle*, which as well as being of interest to any natural historian, or anyone interested in scientific method, also makes a great travel book.

Well, I think that's enough to be going on with. And I can see that it's time to finish up. So please bear in mind - throughout whatever course you are studying - not to neglect other aspects of your wider, non academic, education. Thank you.

#### **4.3 Инструменты контроля знаний и степени освоения компетенций**

Оценка результатов производится в соответствии с утверждённой шкалой оценивания.

##### **Шкала оценивания знаний студента**

**оценку «Отлично»** – заслуживает обучающийся, обнаруживший всестороннее, систематическое и глубокое знание программного материала, умение свободно выполнять задания, предусмотренные рабочей программой по учебной дисциплине (модулю), усвоивший обязательную и знакомый с дополнительной литературой, рекомендованной программой.

Работы выполнены в полном объеме по программе, рейтинговая оценка 86-100 %.

**оценку «Хорошо»** – заслуживает обучающийся, показавший полное знание программного материала, усвоивший основную литературу, рекомендованную программой, способный к самостоятельному пополнению и обновлению знаний в ходе дальнейшего обучения и профессиональной деятельности.

Работы соответствуют рейтинговой оценке 69-85 %.

**оценку «удовлетворительно»** – заслуживает обучающийся, показавший знание основного учебно-программного материала в объеме, необходимом для дальнейшего обучения и профессиональной деятельности, справляющийся с выполнением заданий, предусмотренных программой, знакомый с основной литературой по программе курса.

Работы соответствуют рейтинговой оценке 51-68 %.

**оценка «неудовлетворительно»** – выставляется обучающемуся, показавшему пробелы в знании основного учебно-программного материала, допустившему принципиальные ошибки в выполнении предусмотренных программой заданий.

Работы соответствуют рейтинговой оценке менее 50 %.

**«Зачтено»** – заслуживает обучающийся, показавший знание основного учебно-программного материала в объеме, необходимом для дальнейшего обучения и профессиональной деятельности, справляющийся с выполнением заданий, предусмотренных программой, знакомый с рекомендованной литературой по программе курса.

Результат соответствует рейтинговой оценке более 50 %.

**«Не зачтено»** – выставляется обучающемуся, показавшему пробелы в знании основного учебно-программного материала, допустившему принципиальные ошибки в выполнении предусмотренных программой заданий.

Результат соответствует рейтинговой оценке менее 50 %.

## V. Учебно-методическое и информационное обеспечение дисциплины

**5.1. Основная литература** (доступна в ЭБС "Университетская библиотека онлайн" <http://biblioclub.ru/> )

| № п.п. | Наименование и выходные данные учебников, учебно-методических, методических пособий, разработок и рекомендаций, прямая ссылка на данный источник в ЭБС                                                                                                                                                                                                                                                                                                                    |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.     | Кузьмин, А. В. Тесты по английскому языку : грамматика, лексика, аудирование : [12+] / А. В. Кузьмин, С. В. Агеев ; читает Д.Биллиндж, М.Годвин. – Санкт-Петербург : КАРО, 2010. – 1 файл (56 мин 42 с). – Загл. с обл. – Формат записи: MP3. – Режим доступа: по подписке. – URL: <a href="https://biblioclub.ru/index.php?page=book&amp;id=606075">https://biblioclub.ru/index.php?page=book&amp;id=606075</a> . – ISBN 978-5-9925-0208-4. – Устная речь : электронная. |

**5.2. Дополнительная литература** (доступна в ЭБС "Университетская библиотека онлайн" <http://biblioclub.ru/> )

| № п.п. | Наименование и выходные данные учебников, учебно-методических, методических пособий, разработок и рекомендаций, прямая ссылка на данный источник в ЭБС                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.     | Демонова, Ю. М. Практические основы перевода: аудирование, перевод аутентичных текстов=Translation skills: reading, listening and translating : учебное пособие : [16+] / Ю. М. Демонова, Т. Г. Кликушина ; под ред. А. М. Червоного ; Таганрогский институт им. А. П. Чехова (филиал) РГЭУ (РИНХ). – Таганрог : Таганрогский государственный педагогический институт имени А. П. Чехова, 2014. – 244 с. : ил. – Режим доступа: по подписке. – URL: <a href="https://biblioclub.ru/index.php?page=book&amp;id=614801">https://biblioclub.ru/index.php?page=book&amp;id=614801</a> – ISBN 978-5-87976-941-8. – Текст : электронный. |

**5.3. Программное обеспечение: общесистемное и прикладное программное обеспечение:**

| № | Наименование ПО                                           | Реквизиты подтверждающего документа | Комментарий |
|---|-----------------------------------------------------------|-------------------------------------|-------------|
| 1 | Операционная система Microsoft Windows Pro версии 7/8     | Номер лицензии 64690501             |             |
| 2 | Программный пакет Microsoft Office Professional Plus 2016 | Номер лицензии 66572106             |             |
| 3 | ABBYY FineReader 14                                       | Код позиции af14-                   |             |

|   |                                                                            |                                                          |                                                                                                     |
|---|----------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
|   |                                                                            | 2s1w01-102                                               |                                                                                                     |
| 4 | Dr.Web Desktop Security Suite                                              | Номер лицензии:<br>149163628                             |                                                                                                     |
| 5 | Модульная объектно-ориентированная динамическая учебная среда "LMS Moodle" | <a href="#">GNU General Public License (GPL)</a>         | Свободное распространение, сайт <a href="http://docs.moodle.org/ru/">http://docs.moodle.org/ru/</a> |
| 6 | Архиватор 7-Zip                                                            | <a href="#">GNU Lesser General Public License (LGPL)</a> | Свободное распространение, сайт <a href="https://www.7-zip.org/">https://www.7-zip.org/</a>         |

#### 5.4. Базы данных, информационно-справочные и поисковые системы:

Профессиональные базы данных и информационные справочные системы Информационные справочные системы Федеральный портал «Российское образование» <https://edu.ru/>.

Электронная библиотечная система «Университетская библиотека онлайн» <http://biblioclub.ru/>.

#### 5.5. Информационные технологии, используемые при осуществлении образовательного процесса по дисциплине, включая перечень программного обеспечения и информационных справочных систем

Электронная информационно-образовательная среда (ЭИОС) <http://rhga.pro/>.

### VI. Материально-техническое оснащение дисциплины

| Наименование специальных помещений и помещений для самостоятельной работы                                                                                                                                                                                                       | Оснащенность специальных помещений и помещений для самостоятельной работы                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| При освоении учебной дисциплины используются учебные аудитории для проведения занятий лекционного типа, занятий семинарского типа, курсового проектирования (выполнения курсовых работ), групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации. | Помещения обеспечены доступом к информационно-телекоммуникационной сети Интернет, в электронную информационно-образовательную среду АНО ВО "РХГА им. Ф.М. Достоевского" и к электронным библиотечным системам, оборудованы специализированной мебелью (рабочее место преподавателя, специализированная учебная мебель для обучающихся, доска ученическая) а также техническими средствами обучения (компьютер или ноутбук, переносной или стационарный мультимедийный комплекс, стационарный или переносной экран на стойке для мультимедийного проектора). |
| Помещение для самостоятельной работы                                                                                                                                                                                                                                            | Помещение обеспечено доступом к информационно-телекоммуникационной сети Интернет, в электронную информационно-образовательную среду АНО ВО "РХГА им. Ф.М. Достоевского" и к электронным библиотечным системам, оборудованы специализированной мебелью и компьютерной техникой.                                                                                                                                                                                                                                                                              |
| Помещение для хранения и профилактического обслуживания                                                                                                                                                                                                                         | Помещение оснащенное специализированной мебелью (стеллажи, стол, стул).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## **VII. Специализированные условия для инвалидов и лиц с ограниченными возможностями здоровья**

Указанные ниже условия инвалидам и лицам с ограниченными возможностями здоровья применяются при наличии указанных лиц в группе обучающихся в зависимости от нозологии заболеваний или нарушений в работе отдельных органов.

### **Обучение студентов с нарушением слуха**

**Обучение студентов с нарушением слуха** выстраивается через реализацию следующих педагогических принципов:

- наглядности,
- индивидуализации,
- коммуникативности на основе использования информационных технологий, разработанного учебно-дидактического комплекса, включающего пакет специальных учебно-методических презентаций
- использования учебных пособий, адаптированных для восприятия студентами с нарушением слуха.

### **К числу проблем, характерных для лиц с нарушением слуха, можно отнести:**

- замедленное и ограниченное восприятие;
- недостатки речевого развития;
- недостатки развития мыслительной деятельности;
- пробелы в знаниях; недостатки в развитии личности (неуверенность в себе и неоправданная зависимость от окружающих, низкая коммуникабельность, эгоизм, пессимизм, заниженная или завышенная самооценка, неумение управлять собственным поведением);
- некоторое отставание в формировании умения анализировать и синтезировать воспринимаемый материал, оперировать образами, сопоставлять вновь изученное с изученным ранее; хуже, чем у слышащих сверстников, развит анализ и синтез объектов. Это выражается в том, что глухие и слабослышащие меньше выделяют в объекте детали, часто опускают малозаметные, но существенные признаки.

При организации образовательного процесса со слабослышащей аудиторией необходима особая фиксация на артикуляции выступающего - следует говорить громче и четче, подбирая подходящий уровень.

**Специфика зрительного восприятия** слабослышащих влияет на эффективность их образной памяти - в окружающих предметах и явлениях они часто выделяют несущественные признаки. Процесс запоминания у студентов с нарушенным слухом во многом опосредуется деятельностью по анализу воспринимаемых объектов, по соотносению нового материала с усвоенным ранее.

Некоторые основные понятия изучаемого материала студентам необходимо объяснять дополнительно. На занятиях требуется уделять повышенное внимание специальным профессиональным терминам, а также использованию профессиональной лексики. Для лучшего усвоения специальной терминологии необходимо каждый раз писать на доске используемые термины и контролировать их усвоение.

Внимание в большей степени зависит от изобразительных качеств воспринимаемого материала: чем они выразительнее, тем легче слабослышащим студентам выделить информативные признаки предмета или явления.

**В процессе обучения рекомендуется использовать разнообразный наглядный материал.** Сложные для понимания темы должны быть снабжены как можно большим количеством наглядного материала. Особую роль в обучении лиц с нарушенным слухом, играют видеоматериалы. По возможности, предъявляемая видеoinформация может сопровождаться текстовой бегущей строкой или сурдологическим переводом.

Видеоматериалы помогают в изучении процессов и явлений, поддающихся видеофиксации, анимация может быть использована для изображения различных динамических

моделей, не поддающихся видеозаписи.

### **Обучение студентов с нарушением зрения.**

Специфика обучения слепых и слабовидящих студентов заключается в следующем:

- дозирование учебных нагрузок;
- применение специальных форм и методов обучения, оригинальных учебников и наглядных пособий, а также оптических и тифлопедагогических устройств, расширяющих познавательные возможности студентов;
- специальное оформление учебных кабинетов;
- организация лечебно-восстановительной работы;
- усиление работы по социально-трудовой адаптации.

Во время проведения занятий следует чаще переключать обучающихся с одного вида деятельности на другой.

Во время проведения занятия педагоги должны учитывать допустимую продолжительность непрерывной зрительной нагрузки для слабовидящих студентов. К дозированию зрительной работы надо подходить строго индивидуально.

**Искусственная освещенность помещений, в которых занимаются студенты с пониженным зрением, должна составлять от 500 до 1000 лк, поэтому рекомендуется использовать дополнительные настольные светильники.** Свет должен падать с левой стороны или прямо. Ключевым средством социальной и профессиональной реабилитации людей с нарушениями зрения, способствующим их успешной интеграции в социум, являются информационно-коммуникационные технологии.

Ограниченность информации у слабовидящих обуславливает схематизм зрительного образа, его скудность, фрагментарность или неточность.

При слабовидении страдает скорость зрительного восприятия; нарушение бинокулярного зрения (полноценного видения двумя глазами) у слабовидящих может приводить к так называемой пространственной слепоте (нарушению восприятия перспективы и глубины пространства), что важно при черчении и чтении чертежей.

При зрительной работе у слабовидящих быстро наступает утомление, что снижает их работоспособность. Поэтому необходимо проводить небольшие перерывы.

Слабовидящим могут быть противопоказаны многие обычные действия, например, наклоны, резкие прыжки, поднятие тяжестей, так как они могут способствовать ухудшению зрения. Для усвоения информации слабовидящим требуется большее количество повторений и тренировок.

При проведении занятий в условиях повышенного уровня шума, вибрации, длительных звуковых воздействий, может развиваться чувство усталости слухового анализатора и дезориентации в пространстве.

При лекционной форме занятий слабовидящим следует разрешить использовать звукозаписывающие устройства и компьютеры, как способ конспектирования, во время занятий.

Информацию необходимо представлять исходя из специфики слабовидящего студента: **крупный шрифт (16–18 размер)**, дисковый накопитель (чтобы прочитать с помощью компьютера со звуковой программой), аудиофайлы. Всё записанное на доске должно быть озвучено.

Необходимо комментировать свои жесты и надписи на доске и передавать словами то, что часто выражается мимикой и жестами. При чтении вслух необходимо сначала предупредить об этом. Не следует заменять чтение пересказом.

При работе на компьютере следует использовать принцип максимального снижения зрительных нагрузок, дозирование и чередование зрительных нагрузок с другими видами деятельности, использование специальных программных средств для увеличения изображения на экране или для озвучивания информации; — принцип работы с помощью клавиатуры, а не с помощью мыши, в том числе с использованием «горячих» клавиш и освоение слепого

десятипальцевого метода печати на клавиатуре.

### **Обучение студентов с нарушением опорно-двигательного аппарата (ОДА).**

Студенты с нарушениями ОДА представляют собой многочисленную группу лиц, имеющих различные двигательные патологии, которые часто сочетаются с нарушениями в познавательном, речевом, эмоционально-личностном развитии. Обучение студентов с нарушениями ОДА должно осуществляться на фоне лечебно-восстановительной работы, которая должна вестись в следующих направлениях: посильная медицинская коррекция двигательного дефекта; терапия нервно-психических отклонений.

Специфика поражений ОДА может замедленно формировать такие операции, как сравнение, выделение существенных и несущественных признаков, установление причинно-следственной зависимости, неточность употребляемых понятий.

При тяжелом поражении нижних конечностей руки присутствуют трудности при овладении определенными предметно-практическими действиями.

Поражения ОДА часто связаны с нарушениями зрения, слуха, чувствительности, пространственной ориентации. Это проявляется замедленном формировании понятий, определяющих положение предметов и частей собственного тела в пространстве, неспособности узнавать и воспроизводить фигуры, складывать из частей целое. В письме выявляются ошибки в графическом изображении букв и цифр (асимметрия, зеркальность), начало письма и чтения с середины страницы.

Нарушения ОДА проявляются в расстройстве внимания и памяти, рассредоточенности, сужении объема внимания, преобладании слуховой памяти над зрительной. Эмоциональные нарушения проявляются в виде повышенной возбудимости, проявлении страхов, склонности к колебаниям настроения.

Продолжительность занятия не должна превышать 1,5 часа (в день 3 часа), после чего рекомендуется 10—15-минутный перерыв. Для организации учебного процесса необходимо определить учебное место в аудитории, следует разрешить студенту самому подбирать комфортную позу для выполнения письменных и устных работ (сидя, стоя, облокотившись и т.д.).

При проведении занятий следует учитывать объем и формы выполнения устных и письменных работ, темп работы аудитории и по возможности менять формы проведения занятий. С целью получения лицами с поражением опорно-двигательного аппарата информации в полном объеме звуковые сообщения нужно дублировать зрительными, использовать наглядный материал, обучающие видеоматериалы.

При работе со студентами с нарушением ОДА необходимо использовать методы, активизирующие познавательную деятельность учащихся, развивающие устную и письменную речь и формирующие необходимые учебные навыки.

Физический недостаток существенно влияет на социальную позицию студента, на его отношение к окружающему миру, следствием чего является искажение ведущей деятельности и общения с окружающими. У таких студентов наблюдаются нарушения личностного развития: пониженная мотивация к деятельности, страхи, связанные с передвижением и перемещением, стремление к ограничению социальных контактов.

Эмоционально-волевые нарушения проявляются в повышенной возбудимости, чрезмерной чувствительности к внешним раздражителям и пугливости. У одних отмечается беспокойство, суетливость, расторможенность, у других - вялость, пассивность и двигательная заторможенность.

При общении с человеком в инвалидной коляске, нужно сделать так, чтобы ваши глаза находились на одном уровне. На неё нельзя облакачиваться.

Всегда необходимо лично убеждаться в доступности мест, где запланированы занятия.

Лица с психическими проблемами могут испытывать эмоциональные расстройства. Если человек, имеющим такие нарушения, расстроен, нужно спросить его спокойно, что можно сделать, чтобы помочь ему. Не следует говорить резко с человеком, имеющим психические

нарушения, даже если для этого имеются основания. Если собеседник проявляет дружелюбность, то лицо с ОВЗ будет чувствовать себя спокойно.

При общении с людьми, испытывающими затруднения в речи, не допускается перебивать и поправлять. Необходимо быть готовым к тому, что разговор с человеком с затрудненной речью займет больше времени. Необходимо задавать вопросы, которые требуют коротких ответов или кивка.

#### **Общие рекомендации по работе с обучающимися-инвалидами.**

- Использование указаний, как в устной, так и письменной форме;
- Поэтапное разъяснение заданий;
- Последовательное выполнение заданий;
- Повторение студентами инструкции к выполнению задания;
- Обеспечение аудио-визуальными техническими средствами обучения;
- Разрешение использовать диктофон для записи ответов учащимися;
- Составление индивидуальных планов занятий, позитивно ориентированных и учитывающих навыки и умения студента.

### **VII. Методические указания для обучающихся по освоению дисциплины**

Обучающимся, приступающим к изучению дисциплины, целесообразно ознакомиться со следующими нормативными документами:

#### **Рекомендации по подготовке к аудиторным занятиям**

##### **Лекционные занятия**

Умение сосредоточенно слушать лекции, активно воспринимать излагаемые сведения является – это важнейшее условие освоения данной дисциплины. Каждая из лекций сопровождается компьютерной презентацией, которая иллюстрирует основные стили и тенденции в истории дизайна. Кроме того, в конце каждой лекции с целью создания условий для осмысления содержания материала обучающимся предлагается ответить на вопрос. Краткие записи лекций, их конспектирование помогает усвоить материал. Поэтому в ходе лекционных занятий необходимо вести конспектирование учебного материала, обращая внимание на самое важное и существенное в нем.

##### **Практические занятия**

В ходе подготовки к практическим занятиям необходимо изучить основную литературу, ознакомиться с дополнительной литературой, новыми публикациями в периодических изданиях: журналах, газетах и т.д. При этом важно учитывать рекомендации преподавателя и требования учебной программы. Важно также опираться на конспекты лекций. В ходе занятия важно внимательно слушать выступления своих однокурсников. При необходимости задавать им уточняющие вопросы, активно участвовать в обсуждении изучаемых вопросов. В ходе своего выступления целесообразно использовать как технические средства обучения, так и традиционные (при необходимости).

#### **Организация внеаудиторной деятельности студентов**

Внеаудиторная деятельность обучающегося по данной дисциплине предполагает самостоятельный поиск информации, необходимой, во-первых, для выполнения заданий самостоятельной работы и, во-вторых, подготовку к текущей и промежуточной аттестации. Успешная организация времени по усвоению данной дисциплины во многом зависит от наличия у обучающегося умения самоорганизовать себя и своё время для выполнения предложенных домашних заданий.

#### **Рекомендации по подготовке к промежуточной аттестации**

В процессе подготовки к зачету/экзамену обучающемуся рекомендуется так

организовать свою учебу, чтобы все виды работ и заданий, предусмотренные рабочей программой, были выполнены в срок. Основное в подготовке к зачету/экзамену - это повторение всего материала учебной дисциплины. В дни подготовки зачету/экзамену необходимо избегать чрезмерной перегрузки умственной работой, чередуя труд и отдых. При подготовке к сдаче зачета/экзамена старайтесь весь объем работы распределять равномерно по дням, отведенным для подготовки к зачету/экзамену, контролировать каждый день выполнения работы. При подготовке к зачету/экзамену целесообразно повторять пройденный материал в строгом соответствии с учебной программой, примерным перечнем учебных вопросов, заданий, которые выносятся на зачету/экзамену и содержащихся в данной программе.

**Разработчики:**

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*им. Ф.М.*

*Достоевского»*

*(место работы)*

*(должность, уч. степень,  
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