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КОМПЛЕКС УПРАЖНЕНИЙ ДЛЯ ФОРМИРОВАНИЯ И СОВЕРШЕНСТВОВАНИЯ НАВЫКОВ АУДИРОВАНИЯ

Ниже приведены образцы текстов и предложен комплекс упражнений для формирования и совершенствования навыков аудирования по методикам выдающихся учёных-языковедов: А. Р. Лурия, Н. И. Гез, Ф. М. Рабинович, Т. Е. Сахаровой.

КОММУНИКАТИВНЫЕ УПРАЖНЕНИЯ ДЛЯ ФОРМИРОВАНИЯ, СОВЕРШЕНСТВОВАНИЯ НАВЫКОВ, РАЗВИТИЯ УМЕНИЙ АУДИРОВАНИЯ (типология уровней понимания аудиотекста классификации Т. Е. Сахаровой и Ф. М. Рабинович)

ТЕХТ 1

When Robert Marsh graduated from the university, he began to look around for a job. He did not know what he would like to do, but one of his uncles had worked for the government for twenty years, and he advised Robert to try to get a job of the same kind, so a young man went for an examination one day. He was successful, and his first job was in a large government office in London.

When Robert had been working there for a few weeks, his uncle came to visit the family one Saturday evening. He was delighted that his nephew had managed to get a job working for the government, and he asked him a lot of questions about it.

He wondered, by the way, how many people work in his nephew department.

The young man thought for a few moments and answered, "About half of them, Uncle Tom".

I. Уровень понимания содержания прослушанного

Цели: развивать умение целенаправленно, в соответствии с коммуникативной задачей воспринимать информацию учебного текста на уровне фактов, на уровне общих идей или подробно, осуществлять смысловой поиск по определённому заданию; выделять опорную схему, основную идею, основные утверждения, как они осуществляются автором.

Примеры заданий

Answer the questions

1. Why did Robert Marsh begin to look around for a job?

2. Did he know what job suited (satisfied) him?
3. Who advised him to get a job for the government?
4. What kind of job did Robert's uncle advise him try to get?
5. How did Robert Marsh get his first job?
6. Why did his uncle know a lot about such jobs?
7. How did Robert manage to get the job?
8. Why was his uncle so pleased when he came to visit the family?
9. When he said, "How many people work in your department?"
10. What kind of answer did he expect?

Listen to the text, try to retell it using questions as a plan

Listen to the text and choose the title, prove your choice

1. The choice we make.
2. It's a good choice to follow smb's advice.
3. Sense of humour is a good thing.

Listen to the text and tell what it is about. What is the main idea of the text?

II. Уровень творческой переработки воспринятой информации

Цели: развивать умения осмысливать воспринятую информацию, выражать своё отношение к общему смыслу, к отдельным проблемам, к утверждениям автора.

Примеры заданий

Listen to the description and try to guess about who these words are

He as many young people did not know what he would like to do after graduating from the university. Why not to try any job?

Describe the characters using adjectives and expressions

ambitious, lazy, rather witty, honest, humourist, frank

Tell what you think about Robert Marsh

III. Уровень использования полученной информации в общении и других видах деятельности

Цели: развивать умения включать полученную информацию в процесс общения.

Примеры заданий

1. What is a moral of the story?
2. Do you like it?

3. What do you think about him?
4. Do you often meet such persons in real life?
5. How would you act in the same situation? Would you prefer to use protection in your career?
6. What you would do if you were Robert Marsh?
7. What job will you choose (hard or easy) at the beginning of your career?

TEXT 2

One lady Miss Black lived alone in a small flat. She was old and did not like noise at all, so she was very pleased when the noisy young man and woman who lived in the flat above her moved out.

A new young man moved in, and Miss Black thought the young man looked rather quiet.

But at three o'clock the next morning, Miss Black was woken up by the barking of a dog.

She thought she had never heard a dog barking there before so she guessed the dog had to belong to the new man in the flat above, she guessed.

So she telephoned the young man who lived upstairs, said some rude, nasty things to him about the dog and then hung the telephone up before he could answer.

Nothing more happened until three o'clock the next morning. Then Miss Black's telephone rang, and when she answered, a polite quiet voice said, "I'm the man upstairs. I've rung you up to say that I haven't got a dog".

I. Уровень понимания содержания прослушанного

Цели: развивать умение целенаправленно, в соответствии с коммуникативной задачей воспринимать информацию учебного текста на уровне фактов, общих идей или подробно, осуществлять смысловой поиск по определённому заданию; выделять опорную схему, основную идею, основные утверждения, как они осуществляются автором.

Примеры заданий

Answer the questions

1. Where did Miss Black live?
2. Why was Miss Black very pleased when a new neighbour appeared?
3. Why didn't she like noisy neighbours?

4. Why did she wake up at 3 a.m.? What woke her at night?
5. What did she think about the new young man?
6. Why did she telephone the young man?
7. How did the young man feel after the old lady's call?
8. What did he do in return?
9. What was his revenge?

Listen to the text, try to retell it using questions as a plan

Listen to the text and choose the title, prove your choice

1. First think then act.
2. People are all the same.
3. Who's more bad-tempered?

II. Уровень творческой переработки воспринятой информации

Цели: развивать умения осмысливать воспринятую информацию, выражать своё отношение к общему смыслу, к отдельным проблемам, к утверждениям автора.

Примеры заданий

Describe the characters using adjectives

Rude, bad-tempered, hot-tempered, polite, well-bred, calm

Tell what you think about Miss Black and her neighbor

III. Уровень использования полученной информации в общении и других видах деятельности

Цели: развивать умения включать полученную информацию в процесс общения.

Примеры заданий

1. What is your impression about characters' behavior? What do you think about them?
2. How would you act in the same situation?

TEXT 3

Jack was a waiter in a small restaurant. One day a man came in and sat down at one of the tables. Jack noticed him and went to find out what a new customer wanted to eat. The man ordered some chicken with potatoes and vegetables. "Roast chicken", he added as Jack was leaving. "Very well, sir", Jack answered politely and disappeared into the kitchen.

But in a moment the man called him back, asking the waiter to return as he wanted to add something". Please try to have it cooked just right — not too little, and not too much, and with as little fat as possible as I like".

"Very well, sir", answered Jack obediently. "I'll tell the cook".

Once more he began to go towards the kitchen, but again the man stopped him with the words, "Oh, and I forgot to explain that I'm fond of the leg".

"Very well, sir", answered Jack politely. "I wonder you prefer the left leg, or the right one?"

I. Уровень понимания содержания прослушанного

Цели: развивать умение целенаправленно, в соответствии с коммуникативной задачей воспринимать информацию учебного текста на уровне фактов и на уровне идей, общих или подробно, осуществлять смысловой поиск по определённому заданию; выделять опорную мысль, основную идею, основные утверждения, как они преподнесены автором.

Примеры заданий

Answer the questions

1. Where did Jack work?
2. Who was a new customer in the restaurant?
3. What did a man want to order?
4. Was a waiter patient enough?
5. How many times did the waiter return to the customer and why?
6. Do you think Jack had sense of humour?

Listen to the text, try to retell it using questions as a plan

Listen to the text and choose the title, prove your choice

1. A patient waiter.
2. A customer who had sense of humour.
3. A waiter who had sense of humour

Listen to the text and tell what it is about. What is the main idea of the text?

II. Уровень творческой переработки воспринятой информации

Цели: развивать умения осмысливать воспринятую информацию, выражать своё отношение к общему смыслу, к отдельным проблемам, к утверждениям автора.

Примеры заданий

Listen to the description and try to guess about who these words are

He was rather tired but he should always be polite, never show his real attitude to anybody, he couldn't allow himself to show his feelings.

Describe the characters using adjectives and expressions

Patient, tolerant, reserved, humorist, naughty, absent-minded

Tell what you think about a customer of a restaurant.

III. Уровень использования полученной информации в общении и других видах деятельности

Цели: развивать умения включать полученную информацию в процесс общения.

Примеры заданий

1. What is a moral of the story?
2. Do you like it?
3. What do you think about main characters of the story?
4. Do you often meet such persons in real life?
5. How would you act in the same situation?
6. What you would do if you were a waiter? A customer?

TEXT 4

There was once a large, fat woman who had a small, slim husband. Her husband had a job in a big company and was given his weekly wages every Friday evening. As soon as he got home on Fridays, his wife used to make him give her all his money and then she used to give him back only enough to buy his lunch in the office every day.

One day the small man came home very excited. He hurried into the living-room.

His wife was sitting on the sofa, doing nothing, as usual, listening to the news on radio and eating chocolates there.

"You'll never guess what happened to me today, dear", he said.

He waited for a few seconds and then added, "I won ten thousand pounds on the lottery!"

His wife was delighted and surprised. But then she thought for a few seconds and wondered angrily how her husband manages to buy the lottery ticket.

I. Уровень понимания содержания прослушанного

Цели: развивать умение целенаправленно, в соответствии с коммуникативной задачей воспринимать информацию учебного текста на уровне фактов и на уровне общих идей или подробно, осуществлять смысловой поиск по определённому заданию; выделять опорную мысль, основную идею, основные утверждения, как они преподнесены автором.

Примеры заданий

Answer the questions

1. Where did a fat woman's husband work?
2. When was he given his weekly wages?
3. What did he do with his money?
4. Why did he come home excited one day?
5. What news did he tell his wife?
6. What were her first words about that news?

Listen to the text, try to retell it using questions as a plan.

Listen to the text and choose the title, prove your choice.

1. Everybody should be witty.
2. Think when you want to deceive.
3. Characters in the marriage.

II. Уровень творческой переработки воспринятой информации

Цели: развивать умения осмысливать воспринятую информацию, выражать своё отношение к общему смыслу, к отдельным проблемам, к утверждениям автора.

Примеры заданий

Describe the characters using adjectives and expressions

Weak-willed, strong-willed, witty, greedy,
liked to subordinate everybody, to be a leader

Tell what you think about a woman and her husband

III. Уровень использования полученной информации в общении и других видах деятельности

Цели: развивать умения включать полученную информацию в процесс общения.

Примеры заданий

1. What is your impression about characters' behavior?

2. What do you think about them?
3. How would you act in the same situation?

TEXT 5

Frances Browns was seventy five years old. She followed fashion all her life and especially she liked hats very much, and she always bought a new one every spring.

One April day she said to herself, "I'm going to go to town today, and I'm going to buy myself a nice, new hat".

She went into town by bus and went into a hat shop. Then she said to one of the young sales ladies she wanted to buy a nice hat so she was going to try it on.

The sales lady brought her a lot of hats, and Mrs. Brown put them all on one after another.

Then after half an hour, she chose one, she thought she liked it because it suited her. She asked the young sales lady to send the hat to her address.

She gave the sales lady a card.

The sales lady smiled and answered, "But this is your hat. You came into the shop with it".

I. Уровень понимания содержания прослушанного

Цели: развивать умение целенаправленно, в соответствии с коммуникативной задачей воспринимать информацию учебного текста на уровне фактов, на уровне общих идей или подробно, осуществлять смысловой поиск по определённому заданию; выделять опорную схему, основную идею, основные утверждения, как они осуществляются автором.

Примеры заданий

Answer the questions

1. How old was Frances Browns?
2. Did she like to follow fashion?
3. What did she buy every spring?
4. Did she buy one hat every year?
5. How many hats did the old lady try on?
6. Did Mrs Brown put them all on?
7. Was the sales lady tired with such a customer?
8. What did the saleslady bring her then?
9. What did she say to the saleslady after half an hour?
10. What hat suited her most?

Listen to the text, try to retell it using questions as a plan

Listen to the text and choose the title, prove your choice

1. Fashion is a passion
2. A Patient sales lady
3. A hat for a fashionable lady.

II. Уровень творческой переработки воспринятой информации

Цели: развивать умения осмысливать воспринятую информацию, выражать своё отношение к общему смыслу, к отдельным проблемам, к утверждениям автора.

Примеры заданий

Who are the characters of the story?

Describe the characters using adjectives and expressions

Patient, polite, naughty, to follow fashion, to keep her habits, she used to...

Tell what Frances Browns was like when she was a young lady.

Retell the story if you were a young sales lady.

Retell the story if you were an old lady.

III. Уровень использования полученной информации в общении и других видах деятельности

Цели: развивать умения включать полученную информацию в процесс общения.

Примеры заданий

1. What is your impression about characters' behaviour?
2. What do you think about them?

ТЕКСТ 6

An artist went to a beautiful part of the country with amazing scenery for a holiday, and stayed there with a farmer. Every day a talented artist went out with his paints and his brushes and painted from morning to evening, and then when it got dark, he went back to the farm and had a good dinner before he went to bed.

At the end of his holiday he wanted to pay the farmer, but the farmer said, "No, I do not want money — but give me one of your pictures. What is money? In a week it will all be finished, but your painting will still be here".

The artist was very flattered and thanked the farmer for saying such pleasant words about his paintings.

The farmer smiled and answered, "It is not that. I have a son in London. He wants to become an artist. When he comes here next month, I will show him your picture, and then, I think, he won't want to be an artist any more".

I. Уровень понимания содержания прослушанного

Цели: развивать умение целенаправленно, в соответствии с коммуникативной задачей воспринимать информацию учебного текста на уровне фактов, на уровне общих идей или подробно, осуществлять смысловой поиск по определённому заданию; выделять опорную схему, основную идею, основные утверждения, как они осуществляются автором.

Примеры заданий

Answer the questions

1. Where did the artist go for his holiday?
2. Where did he stay?
3. What did he do every day?
4. What did he do when it got dark?
5. What did the painter thank the farmer for?
6. What did the farmer say when the artist wanted to pay him?
7. Why did the farmer want the artist's painting?
8. Did the farmer want his son to become an artist?

Listen to the text, try to retell it using questions as a plan

Listen to the text and choose the title, prove your choice

1. How inventive parents are.
2. Parents influence the children's choice.
3. Can a farmer understand pictures?

Listen to the text, try to guess what is described

The farmer smiled and answered, "It is not that. I have a son in London. He wants to become an artist. When he comes here next month, I will show him your picture, and then, I think, he won't want to be an artist any more".

II. Уровень творческой переработки воспринятой информации

Цели: развивать умения осмысливать воспринятую информацию, выражать своё отношение к общему смыслу, к отдельным проблемам, к утверждениям автора.

Примеры заданий

Listen to the description and try to guess about who these words are.

He was rather talented, wasn't greedy but as any person of his craft he liked to be flattered and to listen to pleasant words.

Describe the characters using adjectives and expressions

Ignorant, stupid, polite, loving, intellectual, witty, talented, inventive

Complete the sentences, agree or disagree with the idea

1. A farmer was a loving father because...
2. A farmer wasn't an intellectual, educated person ...
3. The painter's pictures were worth nothing because...
4. The painter's pictures were worth watching but the farmer didn't understand art at all...

III. Уровень использования полученной информации

в общении и других видах деятельности

Цели: развивать умения включать полученную информацию в процесс общения.

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Примеры заданий

1. What do you think about the story?
2. Prove that a farmer was inventive because he knew how to make his son....
3. Ask your friend if he agrees with you or with an author?
4. What would you do if you were a farmer?

**КОММУНИКАТИВНЫЕ УПРАЖНЕНИЯ
 ДЛЯ ФОРМИРОВАНИЯ, СОВЕРШЕНСТВОВАНИЯ НАВЫКОВ,
 РАЗВИТИЯ УМЕНИЙ, КОНТРОЛЯ АУДИРОВАНИЯ
 (типология уровней понимания аудиотекста
 по классификации Н. И. Гез)**

ТЕХТ 7

Chris Black was very fond of television, so when she met a young man who worked for a television company, she was curious, very interested and asked him a lot of questions. She discovered that he had also worked for a film company, so she asked him whether there was any difference between film work and television work.

The young man answered that there was one very big difference.

If someone makes a mistake while a film is being shot, it is, of course, possible to stop and do the scene again. In fact, one can do it over and over again a lot of times. But mistakes waste much time, money and film, but the audiences who see the film when it is finished don't know that anything went wrong.

On the other hand, in a live television show the audience can see any mistakes that are made.

He told Polly a story about that.

"One day, a live television show was going on, and one of the actors was supposed to have been shot. He fell to the ground, and the camera moved somewhere else to allow time for me to run out with a bottle of tomato sauce to pour on to him to look like blood. But unfortunately the camera turned back to him before I had finished, and the audience saw me pouring the sauce on to the man".

"Oh, how terrible!" Polly said. "And what did you do?"

"Well", answered the young man, "our television director is a very strict man. If anyone makes a mistake, he dismisses him at once. So what could I do? I just had to pretend that this was part of the story, and eat the man".

I. Уровень фрагментарного (поверхностного) понимания

Цели: проверить понимание отдельных слов, выражений, фактов.

Примеры заданий

Match English expressions to their Russian equivalents

to be fond of	бесполезно тратить время
to make a mistake	предоставить время
to waste time	увольнять
to allow time	любить
to dismiss	делать вид
to pretend	делать ошибку

Match the words to their definitions

curious, adj	the group of spectators at a public event; n
difference, n	the broadcasting of a still or moving image via radio-waves to receivers that project a view of the image on a picture tube; n
discover, v	the state or quality of being unlike; n
camera, n	eager to learn or know; inquisitive; adj
audience, n	to see, get knowledge of, learn of, find, or find out; gain sight or knowledge of; v
television, n	the equipment used to convert the optical image of a scene into the corresponding electrical signals; n

Match the words to the antonyms

young	indifferent
curious	impossible
big	wonderful
possible	easy-going
terrible	old
strict	little

II. Уровень глобального (общего) понимания

Цели: проверить понимание содержания, ответив на вопрос, выбирая соответствующие слова, выражения, предложения.

Примеры заданий

Answer the questions, choose the correct answer

- Where did a young man work?
 - A young man worked for a television company.
 - A young man worked for a film company.
 - A young man worked for a television company but he had worked for a film company before.
- What was Polly interested in very much?
 - Polly was interested in television.
 - Polly was interested in acting.
 - Polly was interested in discoveries.
- What is the difference between shooting a film and a TV show?
 - The audiences who see a live television show don't know that anything went wrong.
 - The audiences who see the film when it is finished don't know that anything went wrong.
 - There is no difference.
- What happened once while a live TV show was going on?
 - One of the actors broke a bottle of tomato sauce.
 - The cameraman fell to the ground.
 - The camera turned back to the scene before the tomato sauce had been poured on to the actor.
- What did a young man do to save the situation?
 - He pretended that this was part of the story.
 - He ate the sauce.
 - He ate the man.
- Did the TV director dismiss him?
 - Yes, he did.
 - No, he didn't.
 - The TV director didn't dismiss him but he dismissed the actor.

Complete the sentences

- Chris Black was very ...
 - young
 - fond of television
 - strict

2. Chris Black discovered that the young man ...
 - a) had also worked for a film company
 - b) was going to work for a film company
 - c) worked for a film company
3. If someone makes a mistake while a film is being shot, it is ...
 - a) impossible to stop and do the scene again
 - b) possible to stop and do the scene again
 - c) better to dismiss this person
4. In a live television show the audience ...
 - a) can't see any mistakes that are made
 - b) can see any mistakes that are made
 - c) can correct any mistakes that are made
5. One day, a live television show was going on, and one of the actors ...
 - a) was supposed to have been shot
 - b) was supposed to pour a bottle of tomato sauce on to the camera-man
 - c) was dismissed
6. I just had to pretend that this was part of the story, and ...
 - a) shoot the man
 - b) pour the sauce on to the man
 - c) eat the man

III. Уровень детального (полного) понимания

Цели: проверить детальное понимание, которое определяется путём заполнения пропусков в графическом ключе *cloze test* (сокращённого или полного изложения прослушанного).

Примеры заданий

Listen to the text and fill in the missing words

Chris Black was very fond of ... , so when she met a young ... who worked for a television company, she was ... , very interested and asked him a lot of She discovered that he had also worked for a ... company, so she asked him whether there was any ... between film work and television work.

The young man answered that there was one very ... difference.

If someone makes a mistake while a film is being ... , it is, of course, possible to stop and do the ... again. In fact, one can do it over

and ... again a lot of times. But mistakes waste much ... , money and film, but the ... who see the film when it is finished don't know that anything went

On the other hand, in a live television show the audience can see any ... that are made.

He told Polly a ... about that.

"One day, a ... television show was going on, and one of the ... was supposed to have been ... He fell to the ground, and the ... moved somewhere else to allow ... for me to run out with a bottle of tomato sauce to ... on to him to look like ... But unfortunately the camera turned back to him ... I had finished, and the audience saw me pouring the ... on to the man".

"Oh, how ... !" Polly said. "And what did you do?"

"Well", answered the young man, "our television director is a very ... man. If anyone makes a mistake, he ... him at once. So what could I do? I just had to ... that this was part of the story, and ... the man".

Retell the text

IV. Уровень критического мышления

Цели: проверить критическое понимание, которое связано с оценкой прослушанного, выделением основной информации, комментированием и обсуждением.

Примеры заданий

1. What other differences are there between a film work and a television work?
2. What work, in your opinion, is more difficult (interesting)?
3. What qualities must a person working in a live television show possess?
4. What do you think about the young man?

TEXT 8

Bob Smith worked in a big office in the city, and generally he used to go to the barber's shop during working hours to have his hair cut, although certainly this was against the rules: clerks had to have their hair cut in their own time.

While Bob was at the barber's one day, the manager of the office came in by chance to have his own hair cut. Bob saw him and tried to hide his face, but the manager came and sat beside him, so he soon recognized him.

“Hallo, Smith”, the manager said. “I see that you are having your hair cut in office time”.

“Yes, sir, I am”, admitted Bob calmly. “You see, sir, it grows in office time”.

“Not all of it”, said the manager of the office at once. “Some of it grows in your own time”.

“You are right, sir, that’s quite true”, answered Bob calmly, “but I’m not having it all cut off”.

I. Уровень фрагментарного (поверхностного) понимания

Цели: проверить понимание отдельных слов, выражений, фактов.

Примеры заданий

Match the words, phrases

barber’s shop	случайно
to have his hair cut	узнавать
by chance	прятаться
to hide	парикмахерская
to recognize	случайно
to admit	подстригать волосы

Find English equivalents of the following expressions given in the text

волосы растут	
рабочее время	
прятать лицо	
спокойно отреагировать	
собственное время	

II. Уровень глобального (общего) понимания

Цели: проверить понимание содержания, давая ответ на вопрос, подбирая соответствующие слова или выражения, предложения.

Примеры заданий

Read the questions, choose the right answer

- Where did Bob Smith work?
 - In an office
 - In a big company
 - In a big shop
- What did he use to do during his working hours?
 - To work with customers
 - To go to the barber’s
 - To work with documents
- Whom did he see at the barber’s shop one day?
 - His schoolmate
 - His manager
 - His friend
- What did the manager say when he noticed Bob?
 - You are not too busy with your work
 - You come to have your hair cut
 - You have too much spare time
- What to do if hair grows in office time?
 - To have hair cut in their own time
 - To have hair cut in office time
 - Not to cut it at all
- Was Bob a rather witty and smart person?
 - Yes
 - Not at all
 - So-so

Match the parts of the sentences

Bob Smith worked	their hair cut in their own time
He used to go to the barber’s shop	to have his own hair cut
The manager of the office came in by chance	but the manager came and sat beside him, so he soon recognized him
The manager of the office came in by chance	“You are right, sir, that’s quite true”, answered Bob calmly, “but I’m not having it all cut off”

Bob saw him and tried to hide his face	during working hours to have his hair cut
Clerks had to have	in a big office in the city
"Some of your hair grows in your own time"	during working hours to have his hair cut

Complete the sentences

- Bob Smith worked in a big office in the city ...
 - and generally he used to go for a walk during working hours
 - and generally he used to go to the barber's shop during working hours to help his friend
 - and generally he used to go to the barber's shop during working hours to meet with his manager
- To have hair cut in office time, although ...
 - certainly this was against the rules: clerks had to have their hair cut in their own time
 - certainly this was according to the rules: clerks had to have their hair cut in office time
 - certainly this was not against the rules: clerks had to have their hair cut in office time
- While Bob was at the barber's one day, the manager of the office ...
 - came in by chance to have look for his clerk
 - came in by chance to have his own hair cut
 - came in by chance to entertain
- Bob saw him and tried to hide his face, but the manager came and sat beside him, ...
 - so he recognized him
 - so he didn't recognize him
 - so he soon recognized him
- "Not all of it", said the manager of the office at once ...
 - "Some of it grows in your working hours"
 - "Some of it grows in your own time"
 - "Your hair grows in your own time"
- "Hallo, Smith", the manager said ...
 - "I see that you are having your hair cut in office time"
 - "I see that you are having your hair cut in office time"
 - "I see that you are having your hair cut in office time"

- "You are right, sir, that's quite true", answered Bob calmly, ...
 - "but I don't want to have it all cut off"
 - "but I'm having it all cut off"
 - "but I'm not having it all cut off"

III. Уровень детального (полного) понимания

Цели: проверить детальное понимание текста, которое определяется путем заполнения пропусков в графическом ключе (сокращённое или полное изложение прослушанного).

Примеры заданий

Listen to the text and fill the missing words

Bob Smith worked in a big ... in the city, and generally he used to go to the During working hours to have cut, although certainly this was ... the rules: clerks had to have their hair cut in their ... time.

While Bob was at the barber's one day, the ... of the office came in by chance to have his own hair cut. Bob saw him and tried to ... his face, but the manager came and sat beside him, so he soon ... him.

"Hallo, Smith", the manager said. "I see that you are having your hair cut in ... time".

"Yes, sir, I am", admitted Bob calmly. "You see, sir, it grows in office time".

"Not all of it", said the manager of the office at once. "Some of it ... in your own time".

"You are right, sir, that's quite true", answered Bob calmly, "but I'm not having ... all cut off".

Try to retell the text

IV. Уровень критического мышления

Цели: проверить критическое понимание, которое связано с оценкой прослушанного с выделением основной информации, комментированием и обсуждением.

Примеры заданий

Prove your idea, answer the question

What is your idea about what people should do during working hours:

- Work hard
- Work and have breaks often