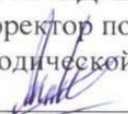


Министерство просвещения Российской Федерации  
Федеральное государственное бюджетное образовательное учреждение  
высшего образования  
«Ульяновский государственный педагогический университет  
имени И.Н. Ульянова»  
(ФГБОУ ВО «УлГПУ им. И.Н. Ульянова»)

Факультет иностранных языков  
Кафедра английского языка

УТВЕРЖДАЮ

Проректор по учебно-  
методической работе

 С.Н. Титов  
« 25 » июне 2021 г.

**УЧЕБНАЯ (ТЕХНОЛОГИЧЕСКАЯ) ПРЕДМЕТНЫЙ ПРАКТИКУМ ПО  
ИНОСТРАННОМУ ЯЗЫКУ**

Программа учебной дисциплины Предметно-методического модуля

основной профессиональной образовательной программы высшего образования  
– программы бакалавриата по направлению подготовки  
44.03.01 Педагогическое образование,

направленность (профиль) образовательной программы  
«Иностранный (английский) язык»

(заочная форма обучения)

Составитель: Лукьянова Н.В.,  
старший преподаватель  
кафедры английского языка

Рассмотрено и одобрено на заседании ученого совета факультета иностранных  
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Ульяновск, 2021

## 1. Вид и тип практики

Учебная (технологическая) практика «Предметный практикум по иностранному языку» включена в обязательную часть Блока 2 Практика основной профессиональной образовательной программы высшего образования – программы бакалавриата по направлению подготовки 44.03.01 Педагогическое образование, направленность (профиль) образовательной программы «Иностранный (английский) язык», заочной формы обучения.

**Вид практики:** учебная.

**Тип практики:** технологическая.

## 2. Перечень планируемых результатов обучения при прохождении практики

**Цель данного практикума** – научить студентов понимать и оценивать идейное и эстетическое содержание художественных текстов, способствовать формированию филологической культуры.

**Задачи практикума:**

- способствовать формированию у студентов знаний и навыков чтения как специфического вида познавательно-эстетической деятельности;
- дать студентам представление о художественном тексте как сложном структурной единстве, системе взаимодействующих элементов, служащих раскрытию идейно-тематического содержания произведения;
- научить студентов узнавать и адекватно интерпретировать выразительные средства языка и приемы, используемые автором текста, а также излагать свои наблюдения над текстом, употребляя при этом активную лексику.

По итогам прохождения практики обучающийся должен сформировать следующие результаты обучения:

Компетенция и индикаторы ее достижения	Образовательные результаты практики (этапы формирования)		
	знает	умеет	владеет
УК-1 Способен осуществлять поиск, критический анализ и синтез информации, применять системный подход для решения поставленных задач			
УК-1.1. Демонстрирует знание особенностей системного и критического мышления и готовность к нему	ОР-1 особенности системного и критического мышления	ОР-2 высказывать собственное суждение и оценивать информацию, излагаемую в художественном тексте, употребляя при этом активную лексику	
ПК-15 Способен определять собственную позицию			

<p>относительно дискуссионных проблем предметной области (в соответствии с профилем и уровнем обучения)</p> <p>ПК-15.2 Проявляет способность аргументированно, логически верно и ясно выражать свою позицию по обсуждаемым дискуссионным проблемам в сочетании с готовностью к конструктивному диалогу и толерантному восприятию иных точек зрения</p>		<p>ОР-3 выявить проблемы в рамках предметной области</p>	<p>ОР-4 навыками сопоставления разных источников информации с целью выявления их противоречий и поиска достоверных суждений в рамках предметной области</p>
<p>ПК-16 Способен проводить анализ текста/дискурса на основе системных знаний современного этапа и истории развития изучаемых языков</p> <p>ПК-16.2 Интерпретирует теоретический и практический языковой материал с применением современных методов анализа текста и опорой на понятийную базу дисциплины</p>		<p>ОР-5 применять теоретическую базу изучаемых дисциплин для декодирования содержания текста</p>	<p>ОР-6 основными навыками интерпретации текста</p>

### 3. Место практики в структуре образовательной программы

Учебная (технологическая) практика «Предметный практикум по иностранному языку» включена в обязательную часть Блока 2 Практика основной профессиональной образовательной программы высшего образования – программы бакалавриата по направлению подготовки 44.03.01 Педагогическое образование, направленность (профиль) образовательной программы «Иностранный (английский) язык», заочной формы обучения.

Практика опирается на результаты обучения, сформированные в рамках освоения ряда дисциплин учебного плана, изученных обучающимися в 1-4 семестрах: Введение в языкознание, История языка.

Результаты практики являются основой для освоения следующих дисциплин и практик: Аналитическое чтение, Стилистика, Язык современных СМИ, История литературы страны изучаемого языка, Современная литература стран изучаемого языка, Подготовка к сдаче и сдача государственного экзамена, Преддипломная практика, Выполнение и защита ВКР.

#### 4. Объем практики в зачетных единицах и ее продолжительность:

Номер семестра	Учебные занятия					Форма промежуточной аттестации
	Всего		Практическое занятие, час	Лабораторные занятия, час	Самостоят. работа, час	
	Зач. ед.	Часы				
3	1	36	-	4	32	Зачет с оценкой
4	1	36	-	4	32	Зачет с оценкой
5	1	36	-	4	32	Зачет с оценкой
Итого:	3	108	-	12	96	

#### 5. Содержание практики, формы отчетности по практике

Наименование раздела и тем	Количество часов по формам организации обучения		
	Практические занятия	Лабораторные занятия	Самостоятельная работа
<b>3 семестр</b>			
<b>Book 1. 'Theatre' by W. S. Maugham</b>	-	<b>4</b>	<b>32</b>
Chapters 1-4	-	-	5
Chapters 5-8	-	-	5
Chapters 9-12	-	-	5
Chapters 13-16	-	-	5
Chapters 17-20	-	-	5
Chapters 21-24	-	-	5
Chapters 25-29	-	2	2
Контрольная работа	-	2	-
<b>4 семестр</b>			
<b>Book 3. Collection of Short Stories</b>	-	<b>4</b>	<b>32</b>
'After the Wink' by C. S. Agosta	-	-	5
'The Girls in Their Summer Dresses' by I. Shaw	-	-	5
'A Friend in Need' by W.S. Maugham	-	-	5
'The Nightingale and the Rose' by O. Wilde	-	-	5
'Schrödinger's Baby' by C. Fish	-	2	2
'The Count and the Wedding Guest' by O'Henry	-	-	5
'Jeremy and the Magic Lobster' by M. Licht	-	-	5
Контрольная работа	-	2	-
<b>5 семестр</b>			

<b>Book 3. Collection of Short Stories (continued)</b>	-	<b>4</b>	<b>32</b>
‘A Retrieved Reformation’ by O’Henry		-	5
‘Lost on Dress Parade’ by O’Henry	-	-	5
‘The Verger’ by W. S. Maugham	-	-	5
‘The Way Up to Heaven’ by R. Dahl	-	2	5
‘The Fly’ by K. Mansfield	-	-	2
‘Thank You, Ma’am’ by L. Hughes	-	-	5
‘The Escape’ by W. S. Maugham	-	-	5
Контрольная работа		2	-
<b>Итого:</b>	-	<b>12</b>	<b>96</b>

### **Краткое описание содержания тем (разделов):**

#### **3 семестр**

#### **Book 1. ‘Theatre’ by W. S. Maugham**

#### **Chapters 1-4**

#### **Questions and topics for discussion:**

1. What characters are introduced in the chapter? Comment on their looks & personalities.
2. What details indicate that the theatre company Michael runs is a prosperous one? Is Michael himself engaged in acting? What points at Julia being a skilful actress?
3. What conclusions can you make about Michael & Julia’s way of life?
4. What made Michael invite the young man to have lunch at their place?
5. What do you think about the change of Julia’s attitude towards the young man?
6. Comment on the following. a) Michael was right when he said that their house was quite obviously a gentleman’s house; b) Julia wondered if she (Margery) could be such a fool as to be in love with Michael.
7. Can you prove that the author treats his characters rather ironically?

#### **Chapters 5-8**

#### **Questions and topics for discussion:**

1. Speak on Julia & Michael’s relations after the engagement.
2. What kept them from getting married right away?
3. Julia was proud of Michael’s principles. Do you approve of that kind of principles or do you find them old-fashioned, unreasonable, ridiculous?
4. Julia was aware that Michael wasn’t in love with her. How could she have risked marrying him? Which is more important for you, to love or be loved? Why?
5. See p.38. “She knew she could not afford to bore him” Comment on that.
6. Going to America was a wonderful chance for Michael, wasn’t it? Enlarge on it.
7. How does the author describe Julia’s excitement while she was waiting for Michael in the hotel?
8. Reproduce the conversation between Julia & Michael after he had been offered a part.
9. a) Describe Julia’s visit to J. Langton on learning about Michael’s leaving.  
b) What made Langton give Julia a smack on the face?  
c) What did Julia accuse Jimmie of? Did she rightly do so? Did he have anything to do with Michael’s contract in America?  
d) How did Jimmie try to comfort Julia? Does the chapter bear a humorous or tragic touch?

## **Chapters 9-12**

### **Questions and topics for discussion:**

1. What kind of a reputation did their theatre gain? Speak on Michael's running the theatre (money-spending; actors; playwrights).
2. What was the progress of the Siddons Theatre?
3. Why did Michael try to buy Dolly out? What did he console himself with?
4. What prompted Michael to take to directing? How did Julia look upon the idea? Why was he a success as a director?
5. How did Michael manage to make Julia a rich woman?
6. Speak on Michael's assets & drawbacks.
7. What did Julia think of Michael's flirtations?

## **Chapters 13-16**

### **Questions and topics for discussion:**

1. How did Julia feel when she realized she had fallen in love with Tom?
2. Why didn't she tell him about her feelings?
3. What was there in Tom that appealed to Julia? How did Michael treat him?  
Julia left nothing undone to bind Tom to her. What exactly did she do? Doesn't history repeat itself?
4. Julia looked forward to Tom's visit to Taplow. Did things turn out to be different from what she had expected?
5. What made Julia have a pang of remorse? (p. 138) Was Michael a better father than Julia was a mother? What were her relations with Roger?
6. It often seemed to Julia that she was two persons. Which of them was the substance? Did she think she had genius? Did she look down on other actresses?
7. Why did Julia refuse to become a cinema actress? How did she manage to infuse with life any part she was to play?
8. Why wouldn't Julia have taken the chance to be eighteen again?
9. How did the constant companionship of Roger change Tom?
10. Speak on Julia's plan to separate Roger & Tom. How did she succeed in its realization?
11. Was Julia's party a success? Comment on her talk with Charles Tamerley. Was she giving another performance when talking to him?
12. Being enraged Julia called Roger tactless & inconsiderate & Tom selfish, stupid & common. Was she right in her judgements?
13. What was the last straw that made Julia's despair blank?
14. Did Julia have her revenge on Tom? Was she ready to give him another chance to make up for everything?

## **Chapters 17-20**

### **Questions and topics for discussion:**

1. Think of possible headlines to the chapters.
2. Explain and enlarge on the following "Her pain absorbed her so that she could not feel the grief she might have felt from her discovery of Tom's perfidy."
3. What is meant by "And there was always her acting..."?
4. Speak on a) Julia and Tom's date after a long pause.  
b) the reason for Julia to keep on her relations with Tom.  
c) Tom's success as an accountant and the way Julia looked upon it.
3. Describe the episode of Julia's meeting Joan Denver. How does it characterize Julia? Do you approve of her attitude towards the visitor?

## **Chapters 21-24**

### **Questions and topics for discussion:**

1. Why did Michael mention the name of Avic Crichton? How did he know about her?
2. Why did Julia agree to go and see the play in a Sunday night show?
3. Was Tom interested in what Julia was talking about during the meal? Why (not)?
4. What purpose did Julia pursue lingering at super?

5. Why did Julia agree to visit Avice Crichton in her dressing-room though she was indignant about the request?
6. What struck Julia most in Tom's tone and behaviour when they got home?
7. What made Julia understand that Tom was awfully in love with Avice Crichton?
8. What enabled Julia to get over the pang Tom had given her?
9. Why did Tom go to see Avice Crichton though it was too late?
10. Did Julia wish she hadn't said farewell to Tom? Was there any hope for her left?

### **Chapters 25-29**

#### **Questions and topics for discussion:**

1. Why was it so important for Julia to put her sex appeal to the test? Was her choice (the way of "putting the matter to the test") the only possible solution to the problem if problem it was?
2. Do you think Julia to be an adventurous & risky person or simply a bored one?
3. What would Julia have considered humiliating in her expedition?
4. Give a detailed description of Julia's being "picked up".
5. Dwell upon the change of Julia's attitude towards the young man. What point would you call the climax?
6. Can you bring forward your own reasons for Julia's returning home without having been accosted?
7. "I'm entirely devoid of sex appeal," that was the conclusion Julia finally came to, wasn't it? What's your idea of sex appeal?
8. Comment on the way Julia managed to comfort herself. Would you call it skilful?

### **4 семестр**

#### **Book 2. Collection of Short Stories**

##### **'After the Wink' by C. S. Agosta**

#### **Questions and topics for discussion:**

- 1) Where is the scene laid? How do you know that? Is there any exposition in the beginning?
- 2) Speak about the main heroine: her personality, her family, her interests and desires.
- 3) How does her life change? Describe the episode in the cafe and Mr Attractive as seen by the main heroine. How does she feel about him?
- 4) Talk about the heroine's love affair. What are the motives that make them cheat on their partners? Do you consider them serious enough?
- 5) Where is the climax of the story? How does it all finish? Do you think she is a good wife? What do you think will happen to her in the future?
- 6) Characterize the type of narration. Dwell on its role in the story.
- 7) What is the method of characterization? How are the images of the characters portrayed?
- 8) What is the message of the story? Speak about the symbols of the story.

##### **'The Girls in Their Summer Dresses' by I. Shaw**

#### **Questions and topics for discussion:**

- 1) Who is the author of the story? Find some information about him.
- 2) What is the setting of the story? In your opinion, what is the time described in the story? Find the facts/words in the text that prove your point of view.
- 3) Describe the main characters. What is the method of characterization the author used?
- 4) Characterize the type of narration. Dwell on its role in the story.
- 5) What was the problem which bothered Frances when the couple was walking down the street? Why did it bother her? Imagine yourself in her shoes, would it bother you?
- 6) How did Michael react to his wife's idea to spend the day together? Was it a good idea? Why? What was the program suggested by Frances? Was Michael excited? Why?
- 7) Describe the dialog the couple had. What kind of language did they use? How does this dialog describe the relationship they had?

- 8) When the couple was going down the street Michael mentioned he was “a happily married man”. Do you think he was honest? What makes you think so? Find some examples in the text to support your answer.
- 9) What was the confession Michael made before going to the bar? What was Frances’ confession? How does it relevant to the fight they had before? Why do you think it was important for Michael that Frances believed that?
- 10) What happened when they came to the bar? What did they talk about? Why do you think Michael expressed his feelings about other women so freely to his wife? Was it a wise thing to do? Why?
- 11) What is the outcome of the story? From your point of view, who started this fight? Was it necessary for Frances to give Michael a piece of her mind about that? From your point of view, will this marriage be happy and last for a long time? Why?
- 12) What is the message of the story? Does this story teach the readers any lesson?

### **‘A Friend in Need’ by W. S. Maugham**

#### **Questions and topics for discussion:**

- 1) Who is the author of the story? What do you know about him?
- 2) Where is the scene laid? How do you know that? Is it a real place? Find some examples in the story. Is there any exposition in the beginning?
- 3) Speak about the main characters of the story. Find their descriptions in the text. What is the method of characterization the author used?
- 4) Pay attention to the first passage. Is it important for the story? How is it relevant to the story?
- 5) What was the story Mr. Burton told the narrator? How does this deed characterize Mr. Burton?
- 6) Describe the setting when Mr. Burton’s story was told. Is it important for the narration?
- 7) Where is the climax of the story? What is the outcome of the story? In your opinion, did this story have any impact on the narrator? Did it affect Mr. Burton?
- 8) Comment on the idea Maugham displays in the beginning: “...it is on the face that for the most part we judge the persons we meet”. How does this idea correlate with the text? Does it have anything to do with the saying “Appearances are deceitful”?
- 9) Comment on another idea given in the beginning: “My oldest friends are just those of whom I can say that I don’t know the first thing about them”. Do you agree with it? Support your answer with your own examples.
- 10) Who is the narrator of the story? Is he/she reliable? Characterize the type of narration. Dwell on its role in the story.
- 11) What is the general slant of the story? Does this story teach the readers any lesson?
- 12) Pay attention to the title of the story. Does it coincide with the story? In which way/ways?

### **‘The Nightingale and the Rose’ by O. Wilde**

#### **Questions and topics for discussion:**

- 1) Where is the scene laid? Is there any exposition in the beginning?
- 2) Who is the main character of the story? Why?
- 3) Why is nature in the story animated?
- 4) What are the characters’ motives? How are they put into life?
- 5) Where is the climax of the story?
- 6) Characterize the type of narration. Dwell on its role in the story.
- 7) What is the method of characterization? How are the images of the characters portrayed?
- 8) What is the message of the story? Speak about the symbols of the story.
- 9) How does the language of the story influence reader’s perception?

### **‘Schrödinger’s Baby’ by C. Fish**

#### **Questions and topics for discussion:**

- 1) Who is the author of the story? What do you know about him?

- 2) Where is the scene laid? Is it a real place? Make an assumption about the setting of the story (if you read carefully, some words from the story may help you). Is there any exposition in the beginning? If yes, where?
- 3) What time-span does the story cover?
- 4) Who is the main character of the story? What is his name? What do we know about him and his life? What is the method of characterization applied?
- 5) Is he happily married? How do we know? Describe his relationship with his wife and his mother-in-law.
- 6) Is Mo important for the story? How? What do we know about him? Find some information in the story. Why did Daniel call him "Mo" even when he learned his real name?
- 7) Comment on the type of narration. Is the narrator reliable?
- 8) How does the story start? Describe the attitude of the main character in the beginning; support your opinion with examples. How does it change within the story?
- 9) Comment on this sentence:
- 10) How many problems did Daniel have to face? Did he try to solve them? How? Did he manage to succeed in it? Imagine yourself in his shoes, what would you do?
- 11) Where is the climax of the story? Do you think Daniel is a good father? In your opinion, did this incident have any impact on him?
- 12) Speak about the outcome of the story. Is this ending happy? In what ways?
- 13) What is Daniel's attitude to his baby in the beginning? Is there any shift in his attitude throughout the story? Pay attention to the choice of words related to his baby in the beginning and in the end. How does it characterize Daniel?
- 14) What is the general slant of the story? Does this story teach the readers any lesson?
- 15) Pay attention to the title of the story. What do you know about Schrödinger? How is this title relevant to the story?

#### **'The Count and the Wedding Guest' by O'Henry**

##### **Questions and topics for discussion:**

- 1) Speak about the author of the book.
- 2) Where and when is the scene laid? Find proofs in the text. Give a brief summary of the story.
- 3) Speak about the characters of the story. Find their descriptions in the text. What is the prevailing method of characterization?
- 4) Where did Mr. Donovan meet Miss Conway? Why did he erase her from the tablets of his consideration? What made him change his opinion later?
- 5) Describe their second meeting and their first conversation. Do you feel Miss Conway's grief? In what way? Does Mr. Dorovan sympathize with her? How?
- 6) What was the story Miss Conway told Mr. Dorovan? What was Mr. Dorovan's reaction? Did he believe it? Could you believe this story in his place?
- 7) Did the woman really lose her interest in anyone? How did Miss Conway attract Mr. Dorovan's attention? Was a good idea to show the picture of her beloved?
- 8) What was Miss Conway's intention? Did she succeed? Do you approve of her behavior? How would you behave in her place?
- 9) Why didn't Mr. Dorovan tell her at once that he didn't believe her story? Why didn't she confess earlier that she had told a lie? How does it characterize both of them? How does the story end?
- 10) Who is the narrator of the story? How do you feel his presence?
- 11) Comment on the idea "Laugh, and the world laughs with you; weep, and they give you the laugh". Do you agree with it? Why/why not?
- 12) What is the message of the story? Does it teach readers any lesson?

#### **'Jeremy and the Magic Lobster' by M. Licht**

##### **Questions and topics for discussion:**

- 1) Who is the author of the story? What do you know about him?
- 2) Where is the scene laid? How do you know that? Is it a real place? Find some examples in the story. Is there any exposition in the beginning?

- 3) Speak about the main characters of the story. Find their descriptions in the text. What is the method of characterization the author used?
- 4) Define the genre of the story. Does it resemble a tale? In which way(s)? Don't forget to pay attention to the title.
- 5) Was the Magic Lobster magic indeed? How do we know?
- 6) Why do you think the Lobster started talking to Jeremy in the kitchen? Was he really talking to him?
- 7) What were the wishes Jeremy had for the Lobster to work on? Why do you think those things were important to Jeremy?
- 8) What kind of things did the Lobster want to have? Did he really need all those things?
- 9) Speak about the climax of the story. Why do you think Jeremy acted this way? In your opinion, what will happen to the Lobster in future?
- 10) Who is the narrator of the story? Is he/she reliable? Characterize the type of narration. Dwell on its role in the story.
- 11) What is the message of the story? Does this story teach the readers/Jeremy/the Lobster any lesson?

## 5 семестр

### Book 2. Collection of Short Stories (continued)

#### ‘A Retrieved Reformation’ by O’Henry

##### Questions and topics for discussion:

- 1) What first facts do we get about Jimmy? What does the warden say about Jimmy's character?
- 2) When Jimmy goes to the hotel and changes, what does his new appearance tell us about his character?
- 3) Can you suppose what he was planning to do now that he was free?
- 4) What qualities make Jimmy very successful?
- 5) What words would you use to describe Jimmy Valentine before going to Elmore?
- 6) What makes Jimmy a different person?
- 7) Why is Ralph “the phoenix that arose from Jimmy Valentine's ashes”?
- 8) Did Jimmy really change?
- 9) Why didn't Ben Price arrest him?
- 10) What is the meaning of the title?
- 11) How does Jimmy Valentine change throughout the story?
- 12) What does Jimmy risk in order to save Agatha?
- 13) Does Jimmy Valentine or Ben Price show greater courage at the end?
- 14) What is the tone of O. Henry's "A Retrieved Reformation"?
- 15) Is there any direct characterization in "A Retrieved Reformation"?
- 16) How does O. Henry build suspense during the climax of the story "A Retrieved Reformation"?
- 17) Can you prove that the use of “shoes” in the story is symbolic?

#### ‘Lost on Dress Parade’ by O’Henry

##### Questions and topics for discussion:

- 1) Where did Mr.Chandler work? How much did he earn?
- 2) What did he do at the end of each week?
- 3) How did he spend the next sixty-nine evenings?
- 4) How did the evening described in the story begin?
- 5) How did Mr.Chandler happen to make the girl's acquaintance?
- 6) What did the girl look like?
- 7) What idea came into the young architect's head?
- 8) What did Mr.Chandler suggest they should do?
- 9) Describe the restaurant they went to.
- 10) How did the atmosphere influence Towers Chandler?
- 11) What did he begin telling the girl? What was the girl's reaction?
- 12) What happened after the dinner was concluded?

- 13) Where did the girl go to after the dinner?
- 14) How did she explain her long absence?
- 15) Could the girl have loved Chandler if she had known the truth?

#### **‘The Verger’ by W. S. Maugham**

##### **Questions and topics for discussion:**

1. What was Albert Edward? What kind of person did he seem to be?
2. What do we know about Albert's career? Why does the author say the following about the verger: "The verger knew that it pleased him to be complimented on his talent." Why were gowns so important for the verger? Why was he never able to throw the old gowns away?
3. What did the Albert think about the church and its parishioners? Why did he repeat that their congregation was "fashionable" and "aristocratic"?
4. Did he like the newly appointed vicar? How was he different from the previous one?
5. What did the vicar want to talk with Albert about? Was there anything wrong with the verger? What did he (the verger) think about it?
6. Did the verger regret his resignation? What was he worried about?
7. Was Albert an abstainer? How did Albert's attitude towards drinking and smoking characterize him? What happened when he was walking along the street after his resignation?
8. Why did Albert succeed in business as a tobacconist and newsagent? What traits of character made him successful? What was his wife's attitude towards his business?
9. Why did Albert have to go to the bank? How did the manager react to his story?
10. How can we interpret Albert's words at the very end of the story? What do you think the message of the story is?

#### **‘The Way Up to Heaven’ by R. Dahl**

1. Why is Mrs Foster upset with her husband at the beginning of the story?
2. How did her husband make her anxious the following morning?
3. What crucial decision did she finally make?
4. What were Mrs Foster's feelings at the end of the story?
5. Was Mrs Foster right to want to live in Paris? Should husbands and wives always go away together?
6. Do you sympathise or not with Mrs Foster? Do you think she should go to prison?
7. Do you understand why she let her husband die?
8. Is the ending of the story predictable or unpredictable? Give reasons.
9. Write a short letter (100 words) from Mrs Foster to her daughter in Paris. Describe what happened when she returned home and describe her plans for the future.

#### **‘The Fly’ by K. Mansfield**

##### **Questions and topics for discussion:**

1. Determine two or more themes or central ideas of the story. Provide direct reference and textual support to trace their development over the course of the entire story. Explain how your themes interact and contribute to the overall meaning of the story.
2. Analyze the impact of the author's choices regarding how the action is ordered.
3. Analyze how the author's choice of where to begin or end the story contributes to its overall structure and meaning.
4. Analyze the point of view in terms of distinguishing what is directly stated in the text from what is really meant
5. What does Mansfield achieve by giving the central conflict and all of the narrative action to the fly?
6. How does the story of Woodifield's visit to the boss alter the significance of the incident with the fly?

#### **‘Thank You, Ma'am’ by L. Hughes**

##### **Questions and topics for discussion:**

1. Who is the story really about?
2. How does Roger react after Mrs. Jones asked him why he tried to steal her pocketbook?
3. Why do you think Roger lied to Mrs. Jones?

4. Are you surprised with Mrs. Jones' reaction? Why or why not?
5. Why do you think Mrs. Jones makes Roger wash his face and then eat dinner with her?
6. How does Mrs. Jones treat Roger?
7. How does Roger react to Mrs. Jones' saying that Roger could ask her for the money?
8. What is Roger thinking about her (with the pause)?
9. How did Mrs. Jones know what Roger was thinking? Have you ever noticed a look on someone's face and known what they were thinking?
10. What does Mrs. Jones tell Roger about her life?
11. Do you think Mrs. Jones is rich? Why did she give Roger \$10 to buy shoes?
12. What do you think Roger learned from the way Mrs. Jones treated him?
13. How would you like to be treated if you were caught doing something wrong?
14. What advice did Mrs. Jones give Roger?
15. What lesson about life does this story teach?

#### **‘The Escape’ by W. S. Maugham**

#### **Questions and topics for discussion:**

1. What kind of woman was Ruth Barlow? Was she really in love with Roger? Why did she make up her mind to marry him?
2. Was Roger in love with Ruth? Was it a serious and a profound feeling?
3. What kind of man was Roger? How do his flat-chase tactics characterize him? How should he have behaved?
4. Whose side do you take in the conflict: Ruth's or Roger's?
5. Isn't there anything to be said in Ruth's defence?
6. What is the social significance of the story?
7. In what way does the story begin? Is the reader's interest awakened at once? If so, how does the author achieve it?
8. What is gained by telling the story in the first person? From whose point of view is it told? Point out the passages reflecting the narrator's attitude, Roger's and the author's. Is the author detached in his attitude to Ruth? Prove your point.
9. Is the plot an important feature of the story? Indicate briefly the stages by which the narrative is unfolded.
10. Does the story end as the reader expects? Point out passages aiming at suspense.
11. Is the title appropriate? Does it reflect the point of the story?

### **6. Оценочные материалы для проведения текущей и промежуточной аттестации обучающихся**

#### **Организация и проведение аттестации обучающегося**

ФГОС ВО в соответствии с принципами Болонского процесса ориентированы преимущественно не на сообщение обучающемуся комплекса теоретических знаний, а на выработку у обучающегося компетенций – динамического набора знаний, умений, навыков и личностных качеств, которые позволят выпускнику стать конкурентоспособным на рынке труда и успешно профессионально реализовываться.

В процессе оценки обучающегося необходимо использовать как традиционные, так и инновационные типы, виды и формы контроля. При этом постепенно традиционные средства совершенствуются в русле компетентностного подхода, а инновационные средства адаптируются для повсеместного применения в российской вузовской практике.

**Цель проведения аттестации** – проверка освоения образовательной программы при выполнении программы практики через сформированность образовательных результатов.

**Промежуточная аттестация** завершает прохождение практики; помогает оценить крупные совокупности знаний и умений и навыков, формирование определенных компетенций.

№ п/п	<b>СРЕДСТВА ОЦЕНИВАНИЯ,</b> используемые для текущего оценивания показателя формирования компетенции	Образовательные результаты практики
1	<b>Оценочные средства для текущей аттестации</b> ОС-1 Практическое задание  ОС-2 Контрольная работа	ОР-1 Знает особенности системного и критического мышления  ОР-2 Умеет высказывать собственное суждение и оценивать информацию, излагаемую в художественном тексте, употребляя при этом активную лексику
2	<b>Оценочные средства для промежуточной аттестации (дифференцированный зачет)</b>  ОС-3 Зачет в форме эссе	ОР-3 Умеет выявить проблемы в рамках предметной области  ОР-4 Владеет навыками сопоставления разных источников информации с целью выявления их противоречий и поиска достоверных суждений в рамках предметной области  ОР-5 Умеет применять теоретическую базу изучаемых дисциплин для декодирования содержания текста  ОР-6 Владеет основными навыками интерпретации текста

Описание оценочных средств и необходимого оборудования (демонстрационного материала), а так же процедуры и критерии оценивания индикаторов достижения компетенций на различных этапах их формирования представлены в Фонде оценочных средств для текущего контроля успеваемости и промежуточной аттестации по практике «Предметный практикум по иностранному языку».

***Материалы, используемые для текущего контроля успеваемости  
обучающихся по практике***

Оценочными средствами текущего оценивания являются: практическое задание на отработку языкового материала по текстам, контрольная работа. Контроль усвоения материала ведется регулярно в течение всего семестра на лабораторных практикумах.

**ОС-1 Практическое задание**

Выполнение практического задания направлено на контроль усвоения активного языкового материала и умения употреблять заданную лексику как в предлагаемом контексте, так и при высказывании собственных суждений.

***Пример практического задания***

Fill in the blanks with the vocabulary studied.

1. She looked absolutely ... in that dress. 2. "I'm bound to be promoted", he said ... 3. He may not tell lies, but he often ... with the truth. 4. You shouldn't think he kept something back – he had no news to ... 5. They turned the corner & saw a ... statue of the president. 6. The state of the economy is increasing desperately; I can see no justification for the government's ... 7. I don't think ... suits her – it makes her look like a prisoner. 8. They've finally sold my house – that's taken ... mind. 9. I'm very ... to cream cakes. 10. The ability to ... knowledge is the essential qualification for teachers. 11. We've got only one day in London, so let's ... & see everything. 12. We can't possibly be late. My grandfather is a ... for discipline. 13. Busy as she was, she was ... enough to show us round her house. 14. He's ... to sporty women with blue eyes.

## **ОС-2 Контрольная работа**

Контрольная работа представляет собой ряд заданий, направленных как на контроль языковых умений обучающихся, так и на проверку полноты понимания содержания произведения и навыков интерпретации художественного текста. За контрольную работу обучающийся получает 24 балла.

### *Пример контрольной работы*

#### **Task 1. Who said it to Julia?**

1. I think it's very wise of you. Tom wasn't up to your mark.
2. People finance plays for two reasons, either because they want notoriety, or because they 're in love with someone.
3. I've got the most tremendous admiration for you, Miss Lambert. I always say you're the greatest actress on the stage
4. Try not to be too late. It's going to be a heavenly party.
5. You don't know the difference between truth & make-believe. You never stop acting. It's the second nature of you.
6. Naturally we don't want you to tell a lie, but unless you're forced to mention it, your Aunt Carrie thinks it would be better if you didn't tell anyone that you're an actress.
7. You have been perfect always. The tragedy of life is that sometimes we get what we want. Now that I look back on our long past together I know that you were wiser than I.
8. I'll give you eight pounds a week & you'll have to work like a horse.
9. What a filthy mind you've got, Julia!
10. Excuse this dressing-room, won't you? But it was no good trying to make it look nice just for one night.
11. By God what a performance you gave... You're the greatest actress in the world.

#### **Task 2. Use the essential vocabulary instead of the definitions below.**

1) to stand in one's way 2) atmosphere of pretence 3) to keep an eye on sb 4) to surprise sb greatly 5) to expose or reveal sth 6) to criticize oneself 7) to make every effort/ do one's best 8) to become less smart, skilful 9) all kinds of people 10) the main song of a state/ country 11) to laugh quietly in a nervous or silly way 12) showing no human feelings/ without pity or forgiveness (of a person or his/her behaviour) 13) to talk nonsense 14) to accept bad things in life as well as bad ones 15) to say sth without thinking 16) to enjoy being alone 17) absurd, completely unreasonable 18) to solve a problem & feel happy about it 19) to trick sb by arranging it secretly 20) sorrow or grief, esp. over a death 21) to be deeply involved in 22) to fill with horror, to terrify 23) a persistent idea or impulse; sth that preoccupies a person to the exclusion of other things 24) come hell or high water 25) to be everything for sb 26) ordinary 27) in addition to sth 28) to try to look big / important 29) stupid, foolish 30) to manage to win even though it was most improbable 31) very impressive, interesting, or clever 32) the use of lies and tricks, deceit 33) keeping oneself to oneself, not talkative

#### **Task 3. Give English or Russian equivalents.**

A 1) laudable 2) subdue 3) stupendous 4) неистовый, шумный 5) рискнуть 6) болтаться без дела 7) to parade up & down 8) notoriety 9) внушать отвращение 10) гонорар 11) woebegone 12) disparity

**B** 1) at random 2) to put a brave face on sth 3) to have one's head screwed on one's shoulders 4) укол совести 5) предъявлять права 6) to be up to the mark 7) наглость, нахальство 8) to brim over with excitement 9) to mug 10) affable 11) сентиментальный 12) to grizzle 13) заплаканный  
**C** 1) self-abnegation 2) to bustle 3) язвительный, колкий 4) приветливый 5) to rave over 6) to give sth up as a bad job 7) to foster 8) to make sb an allowance 9) бросать то в жар, то в холод 10) a tight-wad 11) perseverance 12) «засидеться», заржаветь 13) сбить спесь с  
**D** 1) a stickler for 2) to lay it on with a trowel 3) стойко переносить неприятности, невзгоды 4) жуткий, зловещий 5) to fray 6) to be obscure 7) insipid 8) съёжиться, сесть 9) вставлять кому-то спицы в колёса 10) slattern 11) быть настороже 12) prodigal of 13) without a hitch

### ***Материалы, используемые для промежуточного контроля успеваемости обучающихся по практике***

#### **ОС-3 Дифференцированный зачет в форме эссе**

При проведении дифференцированного зачета учитывается уровень знаний обучающегося при подготовке развернутого письменного высказывания (эссе, 270-300 слов) на заданную тему в рамках проблематики рассматриваемых художественных произведений. Кроме того, учитывается выполнение обучающимся заданий текущего контроля.

#### **Примерные темы эссе к дифференцированному зачету**

- 1.1 "Double life" of actors.
- 1.2 Is revenge a 'strong' weapon in woman's hands?
- 1.3 "Men are creatures of habit, which gives women such hold of them".
- 1.4 "Only a woman knows what a woman can do."
- 1.5 All the world's a stage & all men & women merely players.
- 1.6 W. S. Maugham & his Julia.
- 1.7 An underestimated character (Charles).
- 2.1 First you make a career, then the career makes you.
- 2.2 A wise one can find compensation in every disappointment.
- 2.3 A true friend is like the shade of a great tree in the noonday sun.
- 2.4 "Hold fast to dreams,  
For if dreams die  
Life is a broken-winged bird,  
That cannot fly."  
— Langston Hughes
- 2.5 "Yesterday is history, tomorrow is a mystery, today is a gift of God, which is why we call it the present."  
— Bil Keane
- 2.6 "The opposite of love is not hate, it's indifference. The opposite of art is not ugliness, it's indifference. The opposite of faith is not heresy, it's indifference. And the opposite of life is not death, it's indifference."  
— Elie Wiesel
- 2.7 A writer has a unique chance to taste life at least twice – in the moment and in retrospect.
- 2.8 Once you lose love you run a risk of losing yourself.
- 2.9 No idea or belief can be more important than a person's life.
- 2.10 You have to know the subject very well to make judgments, don't you?
- 2.11 The struggle between man and woman is irreconcilable. Why is it often necessary to get rid of the other in order to "live happily ever after"?
- 2.12 At times compassion is all you need.
- 2.13 Vices are very "good at" hiding.
- 2.14 Sometimes the circumstances are stronger than people.
- 2.15 The nature of a true artist is powerful enough to beat the unfriendly reality.

*Для самостоятельной подготовки к практике рекомендуется использовать учебно-методические материалы:*

1. Морозкина, Т. В. Анализ художественного текста [Текст] : учебно-методические материалы для семинаров и самостоятельной работы / ФГБОУ ВО "УлГПУ им. И. Н. Ульянова". - Ульяновск : ФГБОУ ВО "УлГПУ им. И. Н. Ульянова", 2017. - 44 с.
2. Осиянова, А. В. Интерпретация художественного текста (практикум) : учебное пособие / А.В. Осиянова; О.А. Хрущева. - Оренбург : ОГУ, 2016. - 118 с.

### Промежуточная аттестация

#### Критерии оценивания знаний обучающихся по практике

		Посещение лабораторных занятий	Работа на лабораторных занятиях	Дифференцированный зачет
<b>3-5 семестры</b>	Разбалловка по видам работ	2 x 1=2 балла	66 баллов	32 балла
	Суммарный макс. балл	2 балла max	68 баллов max	100 баллов max

#### Критерии оценивания работы обучающегося по итогам практики

По итогам практики, трудоёмкость которой составляет 1 ЗЕ и проходит в 3-5 семестрах, обучающийся набирает определённое количество баллов, которое соответствует отметкам «отлично», «хорошо», «удовлетворительно», «неудовлетворительно» согласно следующей таблице:

Оценка	Баллы (1 ЗЕ)
«отлично»	91 - 100
«хорошо»	71-90
«удовлетворительно»	51-70
«неудовлетворительно»	50 и менее

### 7. Перечень учебной литературы и ресурсов сети «Интернет», необходимых для проведения практики

#### Рекомендуемая литература

##### Основная:

1. Стурова, Е. А. Аналитическое чтение шаг за шагом=Analytical Reading Step by Step: учебное пособие по английскому языку для студентов старших курсов : [16+] / Е. А. Стурова ; Липецкий государственный педагогический университет им. П. П. Семенова-Тян-Шанского. – Липецк : Липецкий государственный педагогический университет имени П.П. Семенова-Тян-Шанского, 2018. – 67 с. : ил.

Режим доступа: по подписке. –

URL: <https://biblioclub.ru/index.php?page=book&id=576894> (дата обращения: 18.10.2021). – Библиогр. в кн. – ISBN 978-5-88526-819-6. – Текст : электронный.

2. Гольдман, А. А. Стратегия и тактика анализа текста=The Strategy and Tactics of Text Analysis : учебное пособие : в 4 томах / А. А. Гольдман. – 3-е изд., стер. – Москва : ФЛИНТА, 2018. – 184 с. : ил.

Режим доступа: по подписке. –

URL: <https://biblioclub.ru/index.php?page=book&id=564358> (дата обращения: 18.10.2021). –

Библиогр. в кн. – ISBN 978-5-9765-2046-2. – Текст : электронный.

3. Морозкина, Т. В. Лингвистический анализ и интерпретация художественного текста [Текст] : учебное пособие / ФГБОУ ВПО "УлГПУ им. И. Н. Ульянова". - Ульяновск : ФГБОУ ВПО "УлГПУ им. И. Н. Ульянова", 2015. - 95 с.

URL: [http://els.ulspu.ru/?song\\_lyric=лингвистический-анализ-и-интерпрета](http://els.ulspu.ru/?song_lyric=лингвистический-анализ-и-интерпрета)

#### **Дополнительная:**

1. Шуверова, Т. Д. Reading, Translation and Style: лингвостилистический и предпереводческий анализ текста: Учебное пособие / Шуверова Т.Д. - Москва : Прометей, 2012. - 146 с.: ISBN 978-5-7042-2443-3. - Текст : электронный.

URL: <https://znanium.com/catalog/product/524609>

2. Солопина, Г. А. Effective Reading. Eight Stories by W.S. Maugham: учебное пособие / Солопина Г.А. - М.: НИЦ ИНФРА-М, 2018. - 145 с. : ISBN 978-5-16-107290-5 (online). - Текст : электронный.

URL: <https://znanium.com/catalog/product/1003505>

#### **8. Перечень информационных технологий, используемых при проведении практики, включая перечень программного обеспечения и информационных справочных систем (при необходимости)**

- \* Архиватор 7-Zip,
- \* Антивирус ESET Endpoint Antivirus for Windows,
- \* Операционная система Windows Pro 7 RUS Upgrd OLP NL Acdmc,
- \* Офисный пакет программ Microsoft Office Professional 2013 OLP NL Academic,
- \* Программа для просмотра файлов формата DjVu WinDjView,
- \* Программа для просмотра файлов формата PDF AdobeReader XI,
- \* Браузер GoogleChrome

#### **Интернет-ресурсы**

- Видеоуроки по интерпретации текста – Режим доступа: <https://study.com/>
- Тренировочные материалы для подготовки к написанию эссе – Режим доступа: <https://writemyessayonline.com/>