

**Экзаменационный материал  
по английскому языку  
за курс основной школы (9 класс),  
(традиционная форма)**

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## Экзаменационные билеты

### **Билет № 1**

1. Прочитайте текст и ответьте на вопросы к тексту.
2. Прочитайте текст и выскажитесь по проблеме, затронутой в тексте. Аргументируйте вашу точку зрения.
3. Разыграйте с учителем следующую ситуацию. Вы хотите поступить на курсы иностранного языка. Позвоните на курсы и узнайте, где они находятся, каковы сроки обучения, сколько стоит обучение и что необходимо для поступления.  
(You want to have the courses of the English language. Call on the reception and learn where they are, how long they are and how much they are and what you need for entering)

### **Билет № 2**

1. Прочитайте текст и ответьте на вопросы к тексту.
2. Прочитайте текст и выскажитесь по проблеме, затронутой в тексте. Аргументируйте вашу точку зрения.
3. Разыграйте с учителем следующую ситуацию. Вы с зарубежным другом, который гостит в вашем городе, планируете, что будете делать в выходные. Спросите, когда он/она свободен/свободна, обсудите, чем вам заняться, почему именно этим.  
(Your foreign friend who came to see you in your town and you are planning what to do in your weekend. Ask your friend when he/she will be free and discuss what you will do and why)

### **Билет № 3**

1. Прочитайте текст и ответьте на вопросы к тексту.
2. Прочитайте текст и выскажитесь по проблеме, затронутой в тексте. Аргументируйте вашу точку зрения.
3. Разыграйте с учителем следующую ситуацию. Вы с зарубежным другом, который гостит в вашем городе, собираетесь поехать на экскурсию. Обсудите с другом, куда и когда лучше всего пойти/поехать; кого с собой пригласить. Примите совместное решение.  
(Your foreign friend who came to see you in your town and you are going on the excursion. Discuss with your friend where and when you will go and whom you will invite with you.)

### **Билет № 4**

1. Прочитайте текст и ответьте на вопросы к тексту.
2. Прочитайте текст и выскажитесь по проблеме, затронутой в тексте. Аргументируйте вашу точку зрения.

3. Разыграйте с учителем следующую ситуацию. Вы должны написать статью о защите окружающей среды в школьный журнал, который издается на иностранном языке. Обсудите с редактором, какие проблемы следует осветить, как назвать статью, к какому сроку ее сдать.

(You must write the article about the environment protection for your school magazine that is published in the foreign language. Discuss with your editor what problems you should present, how to entitle the article and when you should bring it)

### ***Билет № 5***

1. Прочитайте текст и ответьте на вопросы к тексту.

2. Прочитайте текст и выскажитесь по проблеме, затронутой в тексте. Аргументируйте вашу точку зрения.

3. Разыграйте с учителем следующую ситуацию. Ваш класс выиграл конкурс, и вам дали грант. Объясните иностранному журналисту, от кого вы получили грант, за что и что вы планируете купить на полученные деньги для школы.

(Your class won the grant. Explain the foreign journalist who and why gave you the grant and what are you going to buy for school)

### ***Билет № 6***

1. Прочитайте текст и ответьте на вопросы к тексту.

2. Прочитайте текст и выскажитесь по проблеме, затронутой в тексте. Аргументируйте вашу точку зрения.

3. Разыграйте с учителем следующую ситуацию. Ваш друг вернулся из поездки в страну изучаемого языка. Расспросите его о поездке: где он был, что произвело на него наибольшее впечатление и почему.

(Your friend returned from the trip to the English-speaking country. Ask him/her where he/she was and what impressed him /her most of all and why)

### ***Билет № 7***

1. Прочитайте текст и ответьте на вопросы к тексту.

2. Прочитайте текст и выскажитесь по проблеме, затронутой в тексте. Аргументируйте вашу точку зрения.

3. Разыграйте с учителем следующую ситуацию. В одном из европейских городов вы отстали от группы во время экскурсии. Вам нужно добраться до отеля, где вы остановились. Спросите у прохожего, каким транспортом туда быстрее добраться, сколько это займет времени и где ближайшая остановка.

(You lost your group during the excursion in one of the European cities. You should get to the hotel where you have stayed. Ask a passerby what mean of

transport you should take to get there as fast as you can, how much time will it take and where the nearest stop is)

### ***Билет № 8***

1. Прочитайте текст и ответьте на вопросы к тексту.
2. Прочитайте текст и выскажитесь по проблеме, затронутой в тексте. Аргументируйте вашу точку зрения.
3. Разыграйте с учителем следующую ситуацию. Вы в магазине в одном из европейских городов и хотите купить что-то из новой одежды на лето. Посоветуйтесь с продавцом, что купить, идет ли вам эта вещь, узнайте цену и решите, покупать ли вам ее.  
(You are in one of the European cities and want to buy some of new clothes for summer. Ask a shop-assistant what you can buy, if this thing suits you, how much it costs and take a decision to buy it or not)

### ***Билет № 9***

1. Прочитайте текст и ответьте на вопросы к тексту.
2. Прочитайте текст и выскажитесь по проблеме, затронутой в тексте. Аргументируйте вашу точку зрения.
3. Разыграйте с учителем следующую ситуацию. Вы собираетесь сделать доклад о стране изучаемого языка. Посоветуйтесь с учителем, какую тему выбрать, как подготовиться к докладу, узнайте, сколько времени на него отводится.  
(You are going to make a report about the English-speaking country. Discuss with your teacher what theme you should choose, how to prepare your report and how much time you have)

### ***Билет № 10***

1. Прочитайте текст и ответьте на вопросы к тексту.
2. Прочитайте текст и выскажитесь по проблеме, затронутой в тексте. Аргументируйте вашу точку зрения.
3. Разыграйте с учителем следующую ситуацию. Вам позвонил зарубежный друг. Он хочет, чтобы вы его встретили в аэропорту. Спросите, когда и каким рейсом он прилетает, где хотел бы побывать и что увидеть в вашем городе.  
(Your foreign friend called you. He/she would like you to meet him/her at the airport. Ask when he/she will come, what his/her flight number is, what he/she would like to visit and see in your town)

### ***Билет № 11***

1. Прочитайте текст и ответьте на вопросы к тексту.

2. Прочитайте текст и выскажитесь по проблеме, затронутой в тексте. Аргументируйте вашу точку зрения.
3. Разыграйте с учителем следующую ситуацию. Вы в гостях у своего зарубежного друга. Вместе с ним вы хотите записаться в спортивную секцию. Обсудите, каким видом спорта заняться и почему, согласуйте с ним, по каким дням вы будете заниматься спортом.  
(You are at your foreign friend's. Your friend and you want to join sport club. Discuss what kind of sport you can choose and why and when you will go in for sports)

### ***Билет № 12***

1. Прочитайте текст и ответьте на вопросы к тексту.
2. Прочитайте текст и выскажитесь по проблеме, затронутой в тексте. Аргументируйте вашу точку зрения.
3. Разыграйте с учителем следующую ситуацию. Вы хотите пойти на курсы иностранного языка. Ваш друг считает, что не нужно учить иностранные языки, так как это требует много времени и усилий, в то время как всегда можно прибегнуть к услугам переводчика. Вы с ним не согласны. Приведите не менее двух причин, почему необходимо изучать иностранные языки.  
(You want to join the courses of the foreign language. Your friend considers that you needn't study foreign languages because it takes a lot of time and efforts and you can easily use an interpreter. You do not agree with your friend. Give two or more reasons why it is necessary to learn foreign languages)

### ***Билет № 13***

1. Прочитайте текст и ответьте на вопросы к тексту.
2. Прочитайте текст и выскажитесь по проблеме, затронутой в тексте. Аргументируйте вашу точку зрения.
3. Разыграйте с учителем следующую ситуацию. Возьмите интервью у популярного зарубежного певца. Расспросите его, когда он начал свою карьеру, почему он выбрал этот вид искусства, каковы его планы на будущее.  
(You have an interview with a popular foreign singer. Ask him/her when he/she started his/her career, why he/she chose this kind of art and what his/her plans for the future are.

### ***Билет № 14***

1. Прочитайте текст и ответьте на вопросы к тексту.
2. Прочитайте текст и выскажитесь по проблеме, затронутой в тексте. Аргументируйте вашу точку зрения.

3. Разыграйте с учителем следующую ситуацию. Обсудите с вашим зарубежным другом, что нужно сделать, чтобы быть успешным в жизни: иметь талант, закончить вуз, успешно жениться/выйти замуж или что-то еще? Приведите не менее двух причин, почему вы так думаете. Спросите, согласен ли ваш друг с вашим мнением.

(Discuss with your foreign friend what is necessary to be successful in life, if you should have a talent, graduate from the university, marry somebody or something else. Give reasons why you think so. Ask if your friend shares your opinion.)

### ***Билет № 15***

1. Прочитайте текст и ответьте на вопросы к тексту.

2. Прочитайте текст и выскажитесь по проблеме, затронутой в тексте. Аргументируйте вашу точку зрения.

3. Разыграйте с учителем следующую ситуацию. Ваш зарубежный друг часто ходит в Макдональдс. Объясните ему, что это не очень полезно для здоровья, приведите не менее двух причин. Дайте совет, как правильно питаться, чтобы быть здоровым.

(Your foreign friend often goes to McDonalds. Explain him/her that it is harmful for the health and give two or more reasons. Give an advice what you should eat to be healthy)

### ***Билет № 16***

1. Прочитайте текст и ответьте на вопросы к тексту.

2. Прочитайте текст и выскажитесь по проблеме, затронутой в тексте. Аргументируйте вашу точку зрения.

3. Разыграйте с учителем следующую ситуацию. Ваш зарубежный друг считает, что компьютер вреден для здоровья. Вы с ним не согласны. Докажите, что он ошибается. Приведите не менее двух причин в пользу использования компьютера.

(Your foreign friend thinks that a computer is harmful for the health. You do not agree with your friend. Prove that he/she is mistaken. Give two or more reasons why you should take a computer)

### ***Билет № 17***

1. Прочитайте текст и ответьте на вопросы к тексту.

2. Прочитайте текст и выскажитесь по проблеме, затронутой в тексте. Аргументируйте вашу точку зрения.

3. Разыграйте с учителем следующую ситуацию. Вы собираетесь в

школе подготовить вечер, посвященный дню города, в котором примут участие ваши зарубежные гости. Посоветуйтесь с учителем, как и когда можно организовать вечер.

(You are going to prepare a school party to honour the day of your town and your foreign friends will take part in it. Discuss with your teacher how and when you can arrange this party)

### ***Билет № 18***

1. Прочитайте текст и ответьте на вопросы к тексту.
2. Прочитайте текст и выскажитесь по проблеме, затронутой в тексте. Аргументируйте вашу точку зрения.
3. Разыграйте с учителем следующую ситуацию. Вы собираетесь поехать в страну изучаемого языка на неделю в октябре. Узнайте у своего зарубежного друга, который там живет, какая погода в октябре, часто ли она меняется и что лучше брать с собой из вещей.  
(You are going to the English-speaking country for a week in October. Ask your foreign friend who lives there what the weather in October is, if it often changes and what clothes you should take with you.)

### ***Билет № 19***

1. Прочитайте текст и ответьте на вопросы к тексту.
2. Прочитайте текст и выскажитесь по проблеме, затронутой в тексте. Аргументируйте вашу точку зрения.
3. Разыграйте с учителем следующую ситуацию. Ваш зарубежный друг в плохом настроении. Попытайтесь узнать, в чем причина его плохого настроения, чем вы можете ему помочь, дайте совет, как исправить ситуацию.  
(Your foreign friend is upset. Try to learn what has happened, how you can help him/her, give an advice how to improve the situation for the best)

### ***Билет № 20***

1. Прочитайте текст и ответьте на вопросы к тексту.
2. Прочитайте текст и выскажитесь по проблеме, затронутой в тексте. Аргументируйте вашу точку зрения.
3. Разыграйте с учителем следующую ситуацию. Вы с другом готовите проект о стране изучаемого языка. Обсудите, о чем будет ваше сообщение и почему, кто из вас что будет делать. (Your friend and you prepare a project about the English-speaking country. Discuss what your report will be about and why, what your friend and you will do.)

## **Темы, определённые стандартом основного общего образования по иностранному языку:**

- межличностные взаимоотношения в семье, с друзьями, в школе;
- школьное образование, изучаемые предметы, проблема выбора профессии и роль иностранного языка;
- досуг, увлечения;
- родная страна и страна (страны) изучаемого языка; выдающиеся люди, их вклад в мировую культуру;
- природа и проблемы экологии; здоровый образ жизни.

### **Билет 1**

#### *Первое задание*

#### **Scotland Fights for its Independence**

In 1286 the king of Scotland died. His daughter, a little girl, became queen, but she soon died too. About ten Scottish barons, who were relatives of different kings who had died, said they had the right to be king of Scotland. Edward the First of England was asked to decide the question. He brought a strong army to Scotland and said that he was now overlord of Scotland. Then he chose John Balliol to be king of Scotland. Most of the barons agreed, but the people of Scotland were against. They did not want Edward to be their overlord.

Soon the Scots rose to fight for their independence. It was not long before they found a leader against the English. This was William Wallace, now a hero of the Scottish people. He gathered people around him and began to make attacks upon the English. An army was sent to Scotland, but Wallace destroyed it. Now King Edward himself marched into Scotland and defeated Wallace after a great struggle. A few years later the English captured the Scottish leader and killed him, but the Scots still made attacks on the English. Soon they found a new leader Robert Bruce. He was a feudal lord and was made king of Scotland.

Edward sent an army against him, and Robert Bruce had to go and hide in the Highlands. For many months his life in the hills was very difficult. Most of his followers left him, but a small group of real friends stood by him in his difficult situation.

At last Bruce organised an army which was ready to fight. In the battle near a place called Bannockburn the Scots won the independence of their



country. This was in 1314. Robert Bruce was king of Scotland till he died in 1321.

It was only in 1603 that Scotland and England were united. In that year James VI of Scotland became James I of England.

1. When did the Scots begin to fight for their independence?
2. What did William Wallace do for his country?
3. Who was the leader of the Scottish people when they won the independence of their country in 1314?

## **Билет 2**

### ***Первое задание***

#### **Travelling in England Before Railways**

There were no railways in England before 1825, and if people wanted to travel, they had to go by road, either on foot, on horseback, or in a coach. In the days before the railways, however, people did not travel as much as they do now. The roads were few, and most of them were bad, especially when it rained.

A journey by coach took a long time. Two hundred years ago passengers from Edinburgh to London were two weeks on the road – if the weather was good. A hundred years later, however, the journey was often done in about two days, and today the “Flying Scotsman” can take you from London to the capital of Scotland in about eight hours. Today many people prefer to go to Edinburgh by air.

People could not travel much in the past as the fares were high. A coach could not take many people, and the fares were high because the coach-owners had to pay for the use of the horses that were kept at the inns (hotels) all along the road. Travelling in the mail coaches cost still more, because they carried the mail and did not travel so slowly.

Even walking cost money in those days. On every highway (main road) and also on many of the side roads, there were gates called tollgates. When a traveller came to one, he had to pay a toll. This money was used to make the roads better.

But the greatest danger on the road two hundred years ago were the highwaymen. A highwayman was a man who took money and jewels from

travellers on the roads. Highwaymen stopped coaches and cried: "Your money or your life!" and passengers had to give them all they had. Sometimes a highwayman had friends at the inns. If some rich people stayed at an inn, the highwayman was soon told and he then stopped their carriage the next day.

That's why travelling in the days of the coaches was dangerous and not very comfortable.

1. Why didn't people in Britain travel in the past as much as they do now?
2. High fares kept people from travelling, and coaches did not often travel by night, so people had to stay at inns. What else did travellers have to pay for?
3. Why was travelling in the days of coaches dangerous?

### **Билет 3**

#### ***Первое задание***

#### **The Horse Guards**

You have read a lot about places of interest in London. But London is a great city, and there is always something new to see or to read about.

One of the sights of London is the Horse Guards. The "Horse Guards" means both the eighteenth century building in the street called Whitehall and the queen's cavalry. The building is at the back of a very large closed square called the Horse Guards Parade.

Today, horses are not seen as often as they were in the past, especially in towns. They are not used very much now. Machines, motor cars and lorries have taken their place. But you can see horses, horsemen and cavalry in the British capital every day.

In the morning, early, you may see horsemen and horsewomen riding in the parks, but not so often as in the past. However, the horse guards are more interesting to tourists than these horsemen.

Outside the Horse Guards in Whitehall at the gates into the Horse Guards Parade there are always two horse guards on duty. They wear red and white uniforms with big black riding-boots and big silver helmets. They carry swords. In winter they wear red greatcoats. From 10 o'clock in the morning till 4 in the afternoon they are on horseback; at other times they are on foot.

Every day people come to see the Horse Guards. Groups of tourists stand around and take pictures. Neither man nor horse moves, they stand like statues, and people discuss whether horse or man will move first.

Sometimes children are held up to touch the head of one of the horses. The guard is changed every hour. This is an interesting ceremony to watch.

1. Where can you see horses and horsemen in London?
2. What can you say to describe the horse guards as they stand on guard?
3. How often is the guard changed?

#### **Билет 4**

##### *Первое задание*

#### **Loch Ness Monster**

In the north of Scotland there is a very famous lake – Loch Ness. It is not the largest lake in Britain, but it is thirty-five kilometres long. The water of the lake is dark and always very cold. And Loch Ness is full of fish.

There cannot be many people who have not heard of the Loch Ness monster which appears in the news from time to time. For many years there have been reports of unusual, large animals in the lake. There are a lot of stories about the water monster “Nessie”. One of them says, for example, that one early Sunday morning a young woman looked out of the window of the house near the lake and saw in the waters of Loch Ness the “largest animal I have ever seen”. It had, she said later, a giraffe-like neck, a very small head and a great dark grey body.

That was in 1934, the year in which the first book about the Loch Ness monster was published.

Is the monster a fact or fiction?

One of the theories about the Loch Ness monster is that these animals lived in the North Sea, but came to the lake to produce their young in it. After volcanic action in this area, some of them could not come back to the North Sea and stayed in Loch Ness. They continued to live there.

Underwater photographs did not help to see the monster. Expeditions of British, American and Canadian scientists took more than one hundred

thousand underwater photographs in Loch Ness, but not one of them was a picture of a large animal.

Year after year thousands of tourists come to Loch Ness in the hope to see the monster.

For some people Nessie is good business: T-shirts with “Nessie” on them, books about the monster, souvenirs are sold to tourists every year.

It is interesting to know that a museum of the Loch Ness monster was opened in Scotland. It has more than four thousands reports and drawings of Nessie made by those people who have “seen” it.

Let us hope that scientists will tell us one day whether Nessie is a fact or a fiction.

1. When was the first book about the Loch Ness monster published?
2. What is one of the main theories about the Loch Ness monster?
3. Why do some people think that the monster is a fact?

## **Билет 5**

### *Первое задание*

#### **An Old Man and Two Actors**

Two young actors could not find work for a very long time. At last they were given small parts in a London theatre.

It made them very happy and they were glad when they were given some money for their work. So the first thing they decided to do was to have a good dinner at a restaurant.

On the way to the restaurant they sat down on a bench in the park. An old man was sitting at the other side of the bench. His eyes were sad and he looked ill.

Suddenly he fell off the bench. The young actors helped him to sit on the bench.

Some time later the old man said, “I haven’t eaten for three days. Three days ago I lost all the money I had,” and he began to cry.

“Please don’t cry. We haven’t got much money but we are glad to give you some money,” said one of the friends and he gave the old man a pound. The other actor did the same. The old man stopped crying.

“Oh, thank you. You are very good young men. Good-bye and be happy.”

Then he walked away very quickly.

“He doesn’t look ill any more. Do you think his story is true?” asked one of the friends.

“True or not true, we had to help him. If he was poor and hungry he needed the money, and if he was a very good actor he had to be paid for playing the part so well.”

“Yes, you’re right. I’m glad we gave him the two pounds.”

“Well, what about dinner now?”

“Oh, we’ll have something to eat at home. And think how happy we are. We’ve got our parts and we’ve been able to help an old man.”

1. What made two actors very happy?
2. Whom did they meet in the park?
3. Was the old man’s story true? Why?

## **Билет 6**

### *Первое задание*

#### **How We Kept Mother’s Birthday**

I think celebrating “Mother’s Day” once a year is a very good idea.

So we decided to have a special celebration of Mother’s Day. We thought it a fine idea. We knew how much Mother did for us and so we decided that we should do everything we could to make Mother happy.

We decided to decorate the house with flowers. We asked Mother to arrange the decoration because she always does it on holidays. My sisters got new hats for such an important day. We wanted to buy a new hat for Mother too, but she said that she liked her old hat better and didn’t want a new one.

Well, after breakfast we decided to take Mother for a beautiful drive away into the country. Mother is never able to go to the country because she is busy in the house nearly all the time.

But then we changed the plan a little.

Father decided to take Mother fishing.

When everything was ready for the trip we asked Mother to prepare some sandwiches.

Well, when the car came to the door, we saw that there was not enough room in it for us all. Father said that he could stay at home and work in the garden. Then the two girls, Anne and Mary, said that they could stay at home, but as they had new hats, it would be a pity if no one looked at them.

In the end it was decided that Mother could stay at home and make dinner. Mother doesn't like fishing.

So we all drove away, and Mother stood and watched us from the verandah as long as she could see us.

Well, we had a very nice day in the country. Father caught a lot of big fish and the girls met some friends and they talked about hats. It was quite late when we got back.

At last everything was ready and we sat down to a wonderful dinner. Mother got up and down many times during dinner; she brought things from the kitchen and carried the dishes away.

When the dinner was over all of us wanted to help Mother to wash the dishes. But Mother said that she could do it herself, and so we let her because we wanted to make her happy.

It was quite late when it was all over, and we all kissed Mother before going to bed. She said it had been the most wonderful day in her life.

- 1.How did the family decide to celebrate Mother's birthday?
- 2.What did Mother do to help the other members of the family?
- 3.Who enjoyed Mother's birthday?

## **Билет 7**

### *Первое задание*

#### **The Luncheon**

It was happened twenty years ago when I lived in Paris. I had a small room and very little money.

A lady had read a book of mine and had written to me about it. She was in Paris and wanted to have a talk with me. She asked me to give her a small luncheon at a restaurant which she named. I was very young and I could not say "no" to a lady.

I had only eighty francs; all the money I had till the end of the month. "A small luncheon will not cost more than fifteen francs," I thought, "and if I don't take coffee for the next two weeks, I shall have enough money till the end of the month."

So we met at the restaurant which she had chosen.

She was a woman of forty. She talked a lot, but as she wanted to talk about me, I was ready to listen to her. When the waiter brought the menu, I saw that the prices were very high. But she said, "I never eat anything for luncheon."

"Oh, don't say that!" I answered.

"I never eat more than one thing. I think people eat too much in our days. I can eat now a little fish only. Have they any salmon?"

They had. And I ordered it for my guest. The waiter asked her,

“Will you have anything while we are preparing it?”

“No,” she answered, “I never eat more than one thing. But if you have a little caviar – I like caviar.”

I knew I had not enough money to pay for caviar. But I could not tell her that. I ordered the cheapest thing on the menu – a beef-steak.

She ate the caviar and she ate the salmon. She talked about art, literature and music. But all I wanted to know was what the “small” luncheon would cost me. “Will I be able to pay for the bill?” I asked myself again and again. “What will I do if the bill comes to more than I have?” If the bill comes to more, I will leave my watch and come back and pay later, I decided.

Then the waiter came up to us with a large basket of peaches. They were not in the season then and their price was very high. My guest took one of them.

“Coffee?” I asked her some minutes later.

“Yes, just an ice-cream and coffee,” she answered.

“You know,” she said as she ate the ice-cream, “ I usually don’t eat luncheon. I have a cup of coffee in the morning and then dinner. But if I must eat luncheon, I never eat more than one thing.”

The bill came, and when I had paid it, I had the whole month before me and a penny in my pocket.

I am not a bad man. But I am glad that today she weighs more than three hundred pounds. So I had my revenge at last.

- 1.What was written in the letter which the young writer received?
- 2.Why did the young writer agree to give a luncheon to the lady?
- 3.What was the only thing the writer thought about during the luncheon?

## **Билет 8**

### ***Первое задание***

#### **You Should Have Seen the Mess**

I am seventeen, and left school two years ago. I am now more than glad that I did not go to the grammar school.

I am glad that I went to the modern school, because it was in a new building. That’s why it was much more hygienic than the grammar school. One day I was sent to the grammar school with a note for one of the teachers and you should have seen the mess. The corridors were dusty, and

I saw dust in other places. It is good to have an education behind you, but educated people are not always very pleasant.

I got my first job in Mr. Heygate's office. I must say that when I went there for the first time, I was surprised to see that the windows were far from clean. There was a little waiting-room; and the carpet on the floor was very old.

They took me to the general office. You should have seen the mess. There was no carpet on the floor, and dust everywhere. The worst shock was the tea-cups. You see, it was my duty to make tea, morning and afternoon. They were all cracked and far from hygienic. We never keep a cracked cup at home because those cracks can have microbes in them. So Mum gave my own cup to take to the office.

At the end of the week Mr. Heygate said, "What do you do in the evenings, Lorna? Do you watch Telly?" I just stood, and did not answer, because we call it TV, and I did not want to be uneducated.

Now I am at a chemical company. It is a modern block. Mr. Marwood has not got a university education, like Mr. Heygate, but he is very well-dressed and speaks like a cultural person.

So I am happy with the company. But I have met other people, of an educated type, and it has opened my eyes. It so happened that I had to go to the doctor's house one day. Mrs. Darby came to the door. She was very nice to me but you should have seen the mess. There were broken toys on the carpet. There were modern pictures on the walls, but the furniture was not modern.

One Saturday I met a young man. To look at, he was quite clean in appearance. But he said that a bath once a week was enough. He did not have much money, and I do not hold that against him. But I could wait for a man in a better position who could give me everything I liked.

1. Why was the modern school better than the grammar school in Lorna's opinion?
2. What was "wrong" about educated people as Lorna saw them?
3. What was the worst shock for Lorna in the office where she got her first job?

## **Билет 9**

### ***Первое задание***

#### **What Happened to Crane?**

On one side of the Hudson River there was a little village where people told many terrible stories. The most terrible story was one about a headless horseman.



Many years ago, a school teacher, Crane by name, lived in that village. Katrina Van Tassel lived in the same village. She was a beautiful young woman, and many young men wanted to marry her. Crane, also, loved her, and people thought she liked him. So all the other young men were against Crane, especially Brunt, a strong young man who was popular with the village people.

One afternoon Crane received a letter asking him to come to a party at Van Tassel's house.

So Crane went to the party. There were many young people there. They were all dancing and enjoying themselves.

When the party was almost over, Crane suddenly left the ball-room with Katrina. The teacher did not look happy when they came back to the ball-room.

It was late in the night when Crane got on his horse and started back home. It was very dark in the forest, and he began remembering all terrible stories he had read about the headless horseman. Suddenly his horse stopped. Crane looked around. Near the river a horseman on a black horse stood. Then Crane's horse started off again at a gallop. The black horse did the same. Crane heard it and looked behind him. He could not believe his eyes because the horseman was holding his head in his hand. Crane tried to get away and made his horse gallop faster and faster; but the headless horseman followed him. Then he threw the head at Crane. It hit Crane on the head throwing him off his horse. The headless horseman galloped past and disappeared.

The next morning people found Crane's horse but nobody saw the school teacher himself. They went to look for him, and on the ground near the river they found only his hat and a large pumpkin.

A few years later, a farmer went to another village. When he came back, he brought news that Crane lived there and worked at school.

Some time after Crane disappeared, Brunt married Katrina. People still talked about the headless horseman. But when the story of Crane was told, the listeners saw that Brunt's eyes became bright. So they thought that he knew more about it than he wanted to tell.

1. What did Crane see on his way home?
2. Who do you think was the headless horseman? Why?
3. What did Crane think was in the horseman's hand?

**Билет 10**

*Первое задание*

### **Uncle Tom Saves a Little Girl**

A large boat was going down the Mississippi on its way to New Orleans.

One of the passengers on the boat was a young gentleman, St. Clare by name. He had a daughter between five and six years of age with him. The

child was so beautiful that people turned and looked after her as she went by.

Tom, who liked children very much, watched the little girl with great interest when she walked round the place where black men and women sat in their chains. She looked at them and thought how unhappy those Negro slaves were. Several times she brought fruit and cakes and gave them to the black people.

Tom watched the little girl for a long time.

“What’s your name, little girl?” he asked at last.

“Evangeline St.Clare,” said the little girl, “but papa and everybody else call me Eva. Now, what’s your name?”

“My name’s Tom; the little children call me Uncle Tom.”

“Then I want to call you Uncle Tom,” said Eva. “So, Uncle Tom, where are you going?”

“I don’t know, Miss Eva. I am going to be sold to somebody. I don’t know who.”

“My papa can buy you,” said Eva quickly, “and if he buys you, you will have good times. I’ll ask him to buy you today.”

“Thank you, my little lady,” said Tom.

The boat here stopped at a small settlement, and Eva ran to her father. They were standing together at the side of the boat. Suddenly the little girl lost her balance and fell over the side of the boat. Her father was going to jump after her, but was stopped by someone behind him who jumped into the water. It was Tom whose hands were not chained at that time.

Tom saw Eva fell into the water, and was after her in a moment. He caught the child in his arms, and, swimming with her to the boatside, handed her up to her father.

1. Who were some of the passengers on the boat?
2. How did the little girl help the Negro slaves on the boat?
3. What happened when the boat stopped at a small settlement?

## **Билет 11**

### ***Первое задание***

#### **How Does a Lake Die?**

LAKE ERIE IS DYING

DEATH OF A GREAT LAKE

LAKE ERIE – A DEAD SEA

People in the USA and Canada may read headlines like these in newspapers or see reports on television about Lake Erie. This big lake is not dead yet, but it is in danger of dying.

Like many lakes in North America, Lake Erie was born more than 10,000 years ago. Its area is 25,745 square kilometres. Lake Erie is the oldest and shallowest of the Great Lakes, so it is natural that it is dying faster than the others.

But it is dying not only because a lot of soil, dead plants, and animal materials are carried into it. Pollution is the greatest danger. Waste products of many kinds are brought into the lake by rivers from cities and industries. Some of the wastes kill fish and some kill the life on the bottom of the lake. When plants growing in the lake die, they go down to the bottom. The same thing happens to plant life that falls into the water. There they decay. But the process of decay is impossible without oxygen, and in Lake Erie there is so much waste that most or all of the oxygen is taken from the water. Most of the decay stops, and the wastes accumulate on the bottom. It was found that over 2,500 square kilometers of the lake's bottom waters have no oxygen at all.

As decay takes oxygen from the water, the animal life becomes very difficult in Lake Erie. The fish that are best for food are disappearing. They need very much oxygen.

The pollution of Lake Erie is a great danger not only for fish, but also for people, especially for children. In many places swimming in its waters is impossible now because of the danger to health.

Biologists think that Lake Erie will take not less than twenty years to clean itself of undecayed wastes if all pollution is stopped now. City and state governments in both Canada and the USA are trying to clean up Lake Erie and put a stop to the thousands of tons of industrial and city wastes that flow into the lake. But progress is slow, and much money is needed, both by city and state organisations and by factories to do the work well.

There is also another thing which specialists worry about: navigation on the Great Lakes. The waste products thrown into the water by cities and industries, together with the mud brought down by the rivers, may make the lakes very shallow and swampy and useless for navigation. The Great Lakes may become swamp-land and lost in future to the economy both of Canada and the USA.

- 1.What headlines to articles about Lake Erie may be seen in newspapers?
- 2.Why is Lake Erie dying?
- 3.Why is pollution of Lake Erie so dangerous?

## **Билет 12**

### ***Первое задание***

#### **Ideas About Dinosaurs**

We know a lot about dinosaurs. But there is a lot we don't know. There are many theories, for example, about why they died out, but we do not know which of them is correct.

But there are no dinosaurs around now, so we cannot easily learn about their lives. All we have are dinosaur fossils – mostly bones and footprints in stone.

At the same time our knowledge about dinosaurs is growing. New fossils are discovered every year by palaeontologists. We have now a better understanding of the climate and other conditions of long ago when the dinosaurs lived.

The first dinosaur fossils were discovered about one hundred and fifty years ago. By studying the skeletons of dinosaurs palaeontologists believe that dinosaurs were a lot like crocodiles and other reptiles that live today. They also believed for a long time that dinosaurs were cold-blooded.

We have all seen pictures showing cold-blooded dinosaurs living in tropical conditions. The biggest of all are usually shown living in shallow lakes and swamps.

This picture can be wrong. Some palaeontologists now think that dinosaurs were warm-blooded. Others do not agree with it; they still believe that all dinosaurs were cold-blooded.

What more can we learn from fossils and other things? Well, if dinosaurs were warm-blooded, they could have lived in regions which had cool nights and cool seasons. Perhaps they migrated to cooler climates for the summer and back to warmer ones for the winter.

The idea that some dinosaurs were warm-blooded also helps to explain why there were many kinds of smaller dinosaurs. They had skeletons which were good for fast running, which cold-blooded animals cannot do.

One of the ideas about dinosaurs is that there is little difference between the skeletons of small dinosaurs and the fossil skeletons of the world's first-known birds. The palaeontologists who hold this theory believe that the dinosaurs did not all die out. Small ones changed and became what we call birds. If this is correct, then we can think of today's birds as dinosaurs flying in the air!

1. When were the first dinosaur fossils discovered?
2. What theory about dinosaurs can be wrong?
3. What theories about dinosaurs do palaeontologists discuss?

## **Билет 13**

### ***Первое задание***

#### **The Hurricane Hunters**

All along the Atlantic and Pacific coasts, from August till November, meteorologists watch for hurricanes, which are very dangerous storms. The wind in a hurricane blows round and round in a spiral. In the centre of a

hurricane there is a small area, known as the “eye” where there is good weather. Usually hurricanes are given girls’ names like Carla, Betsy, and Camille. A hurricane is really a very strong tropical cyclone. The girl’s name is used for radio communications. Easy-to-remember names help operators not to make mistakes during radio talks about the movements of a hurricane.

The men who risk their lives each year by flying into the eye of a hurricane to get information about it are known as “Hurricane Hunters”. They are a part of the Air Weather Service, a world organisation, made up of over 200 weather stations.

Flying their special planes, the Hurricane Hunters collect important information of a storm’s intensity, its eye position, its movement, and the area it covers. This information then goes to land, where it is quickly sent to weather bureaus to tell them that a dangerous hurricane is coming and when it will reach a given place.

When a storm is found, it comes under the careful watch of the Hurricane Hunters to see if it is growing stronger. When a wind reaches a force of more than sixty kilometres per hour, meteorologists call it a tropical storm or cyclone and it receives its official name. When a tropical cyclone reaches a wind force of over one hundred kilometers, it becomes a hurricane. If a great hurricane causes serious damage, its name is not used any more. In choosing the names, all letters of the alphabet are used but not Q, U, X, Y, and Z. Some of the names for hurricanes given in the past years were Alice, Brenda, Christina, Katrina, Loretta, Wilda and others.

- 1.What are hurricanes?
- 2.What work do Hurricane Hunters do?
- 3.What is the difference between a tropical storm and a hurricane?

## **Билет 14**

### ***Первое задание***

#### **Life as I Find**

The man lives in Philadelphia, who, when young and poor, entered a bank, and said: “Please, sir, don’t you want a boy?” And the bank man said: “No, little boy, I don’t want a little boy.”

The little boy went down the steps of the bank. The bank man stepped behind a door for he thought the little boy was going to throw a stone at him. But the little boy picked up something, and stuck it in his poor jacket.

“Come here, little boy,” the bank man said, and the little boy came up to him, “What did you pick up?” The little boy answered: “A pin.” And the bank man said: “Little boy, are you good?” and he said he was. And the bank man said: “Do you go to school?” and he said he did.

Then the bank man took a pen made of gold, and wrote, on a piece of paper, “St.Peter”, and he asked the little boy what it stood for, and he said: “Salt Peter.” Then the bank man said it meant “Saint Peter”. Then the little boy said: “Oh!”

Then the bank man took the little boy into partnership, and gave him half the profits and all the capital, and he married the bank man’s daughter and now all he has is all his, and all his own too.

My uncle told me this story, and I spent six weeks in picking pins in front of the bank. I expected the bank man would call in and say: “Little boy, are you good?” and I was going to say, “Yes,” and when he asked me what “St.John” stood for, I was going to say “Salt John”. But the bank man didn’t want to have a partner, for one day he said to me, “Little boy, what’s that you’re picking up?” I said, “Pins.” He said, “Let see them.” And he took them, and I took off my cap, ready to go in the bank and become a partner, and marry his daughter. But I didn’t get an invitation. He said, “Those pins belong to the bank, and if I catch you hanging around any more I’ll set the dog on you!” Then I left and the old man kept the pins. Such is life as I find it.

- 1.What did the boy do when he entered a bank?
- 2.What did he pick up on the steps of the bank?
- 3.Did the boy understand what the bank man wrote on a piece of paper?

## **Билет 15**

### ***Первое задание***

#### **Mr. Smith Goes in for Art**

Mr. Smith was a rich business man. He was seventy-six and he was ill.

“I can’t do anything with the old man,” his servant Koppel told the doctor. “He doesn’t want to eat. He doesn’t want me to read to him. He doesn’t like anything.”

“I have an idea how to make him interested in life,” the doctor said.

When he entered the old man’s room, he asked him, “How would you like to study art?”

“I like the idea! But how can I start?”

“I can ask a student from an art school to teach you.”

An art student named Frank Swain was invited to give lessons to Mr. Smith. The young man gave a lot of lessons, and when the doctor came, the old man always talked about art.

When spring came, Mr. Smith made a picture. It looked terrible. But the old man said, “I am going to give it to the exhibition at the Lathrop Museum.”

The reader must know that this exhibition was one of the most important in the USA and the Lathrop Museum gave prizes to the best artists.

“We must stop him!” Frank Swain said. “The picture is terrible and people will laugh at Mr. Smith.”

“No, no,” the doctor said, “the old man is ill and art makes him feel better.”

Two days before the exhibition was closed a letter came to Mr. Smith.

“Read it to me,” the old man asked Koppel.

“We inform Mr. Smith,” the letter said, “that he is given the first prize of one thousand dollars for his picture.”

Frank and Koppel were greatly surprised.

“I am happy to hear such wonderful news,” the doctor said. “Now you see, Mr. Smith, that art is much better than business.”

“Art is nothing,” said the old man, “I bought the Lathrop Museum last month.”

1. Why wasn’t Mr. Smith interested in life?
2. What did the doctor decide to do?
3. Why did Mr. Smith get the first prize?

## **Билет 16**

### ***Первое задание***

#### **The Clever Poor Man**

One day, a poor man was riding a horse to a small town. In the evening he tied his horse to a tree and sat down under it to eat his supper. Soon a rich man stopped near him and began to tie his horse to the same tree.

"I advise you not to tie your horse to that tree," said the poor man.

"My horse can kill yours. Tie it better to another tree."

But the rich man answered, "I'll tie my horse where I like."

A few minutes later, the two horses began to fight. The men ran up to them, but it was too late – the rich man's horse was dead.

"You'll have to pay for my horse," said the rich man, "it was a very good horse," So he brought the poor man before a judge.

The judge asked the poor man, "Is it true that your horse has killed his horse?"

The poor man did not answer. The judge asked him many questions, but the poor man did not say a word. At last the judge said, "What can I do? This man cannot speak!"

"Oh," said the rich man, "he can speak as well as you and I can. He spoke to me when I met him."

"What did he say?"

"He told me not to tie my horse to the tree where his horse was tied to. He said that his horse could kill my horse."

"Oh," said the judge, "now I see that you are not right. You cannot make him pay. He told you not to tie your horse to that tree."

Then he turned to the poor man and asked him why he had not answered his questions. "I didn't answer your questions," said the poor man, "because I knew that you would believe a rich man sooner than a poor man. So I wanted him to tell you everything. Now you see who was right and who was wrong."

1. What do you know about the two men who met on a road one day?
2. What did the poor man advise the rich man to do?
3. Why didn't the poor man answer the judge's questions?

**Билет 17**

*Первое задание*

**Jim and Della**



Jim and Della were two young people, a husband and a wife. They loved each other very much. They lived in a small room in an old house in one of the dirty streets of New York.

They worked from early morning till late at night, but they got very little money for their work. And still they had two things which were very dear to them – Jim’s watch and Della’s beautiful long hair.

Christmas was coming and Della wanted to give Jim a nice present, but she had no money. She really did not know what to do. She sat on the sofa and began to cry. Suddenly an idea came up to her. She stood up in front of the mirror and looked at her beautiful long hair. Then she left the house and in a few minutes she was already at the hairdresser’s shop.

“Will you buy my hair?” she asked. The hairdresser looked at her hair and said, “Yes, I will. It’s fine hair. I can give you twenty dollars for it.” Della was very happy. She took the money and went to buy a present for her husband. In one of the shops she saw a very beautiful watch-chain. “I’ll buy it, Jim will be very glad,” she said to herself. “He needs a chain for his watch.”

So Della bought a gold watch-chain as a Christmas present for Jim. When she got home, Jim was already there waiting for her. He looked at his smiling little wife and understood everything.

“Why did you do it?” he asked.

“Dear Jim, my hair will grow and I wanted to give you a present. Here it is,” and she put the watch-chain into his hand.

The beautiful chain, Della’s present, was of no use to him. He had sold his gold watch to buy a Christmas present for his wife. He took a packet out of his pocket and gave it to Della. She opened it and saw two beautiful combs, the combs that she had seen in a shop window and had wanted for so long.

1. Where did Jim and Della live?
2. What things were dear to them?
3. What did Jim and Della buy? Why?

**Билет 18**

*Первое задание*

**Golden Dreams**

One day I went into a bookshop to have a look at some new books.

The manager of the bookshop, Mr. Brickhill, led me to the back of the shop where, he said, I could find some books that might interest me.

While I was looking through them, I was able to watch Mr. Brickhill at work with his customers.

When I first looked up, a fashionably dressed woman was standing beside him and Mr. Brickhill was showing her a book.

“Are you quite sure it’s his latest?” The lady said to Mr. Brickhill.

“Oh, yes, Mrs. Jackson,” answered the manager. “This is Mr. Slush’s latest book. Everybody wants to have it. It’s a wonderful book. Some people think it’s the most wonderful book of the season.”

I looked at the title; it was *Golden Dreams*. Mrs. Jackson bought it.

Another lady entered the bookshop. She was in mourning and asked the manager to show her some new books.

“Here’s a fine thing, madam, *Golden Dreams*, a very fine story; the critics say that it’s one of the finest things Mr. Slush has written. It’s a love story. My wife was reading it out loud only last night. The main character, a girl, was very unhappy.”

The lady bought the book and left the shop.

“Have you any good light reading for holiday time?” asked the next customer.

“Yes,” said Mr. Brickhill, “here is *Golden Dreams*, the most humorous book of the season. I laughed all the time I was reading it.”

The lady paid for the book and went out.

And each customer who entered the shop went away with *Golden Dreams*. To one lady the manager sold *Golden Dreams* as holiday reading, to another as a book to read after a holiday. One customer bought it to read on a rainy day and another as the right book for a fine day.

Before leaving the bookshop I went up to the manager and asked:

“Do you like that book yourself?”

“Oh!” said the manager, “I have no idea what it’s about, I have no time to read every book I have to sell.”

“And did your wife really like the book?”

“I’m not married, sir,” answered the manager.

1. Where did the author go one day?
2. What kind of book did all the customers want to buy?
3. Why did the manager recommend *Golden Dreams* to read?

## **Билет 19**

### *Первое задание*

**Нинемоа**

Hinemoa was the beautiful daughter of a Maori leader who lived on the shore of the great lake.

One day Hinemoa's father gave a great feast at which all the young men were present. Each young man tried to dance as well as he could because each man hoped to win the heart and hand of the young lady.

Hinemoa liked one of them most of all. He was a young man from a small island on the lake, and he loved Hinemoa very much. But when Hinemoa told her father that she loved him, the old leader got very angry and said that the young man was not noble.

"Noble or not noble," answered Hinemoa, "he is the man I love!"

This made her father more angry. He said, "If he comes to the shore again, I will kill him."

Every night Hinemoa went to the shore of the lake but she never found a canoe there which could take her over the water. Hinemoa's father had told his men to take canoes away every night and hide them.

However, Hinemoa didn't lose hope. She decided to swim to the island. One night she started on her long, dangerous swim.

The night was dark and she could not see the island. She was a strong swimmer but after many hours she became weak. Just then the moon came out and she saw that the island was quite near. A few minutes more, and she felt the stones under her feet.

At the place where she came ashore there was a hot spring. She entered the warm water, rested, and warmed her cold body. Then she found the young man. They became a husband and a wife. They lived happily for many years.

The hot spring which gave Hinemoa life and strength is known even now as Hinemoa's Bath.

- 1.What did the young men do at the feast given by Hinemoa's father?
- 2.How did Hinemoa reach the island?
- 3.Why is the hot spring famous?

**Билет 20**

*Первое задание*

**Brown Wolf**

Once Walt Irvine and his wife Madge, who lived in a small cottage in the mountains, found a dog. He was thin and weak, but he did not let them touch him. He ate the food they gave him only after they had gone away. But when he was strong again, he disappeared.

A few months later, when Irvine was in a train between California and Oregon, he looked out of the window and saw this dog running along the road, two hundred miles away from home. He got off the train at the nearest station, bought a piece of meat, caught the dog and took him home again. So Wolf, as they called him, came a second time to the mountain cottage. There he was tied up for a week.

To win him became a problem, but Irvine liked problems. At the end of the week he tied a piece of thin bright metal round the dog's neck with the words: RETURN TO IRVINE, GLEN ELLEN, CALIFORNIA. Then the dog was let go, and he disappeared. A day later came a telegram. In twenty hours Wolf had run over a hundred miles to the north, and was still going when caught.

This time, he was sent back by express train. He was tied up for three days, and was let go on the fourth. And he disappeared again.

As soon as he was given his freedom he always ran north. He was always brought back weak and always ran away fresh and strong.

At last the dog decided to stay at the cottage, but Irvine and his wife had to wait a long time before they could touch him. When at last he let them do it, they said it was a great victory. The man and woman loved the dog very much; perhaps this was because it had been such a task to win his love.

1. Was the dog that the Irvines found fresh and strong or was it weak?
2. Where did Walt see his dog after he had disappeared the first time?
3. Did the dog run to the south or to the north as soon as he received freedom?

### *Второе задание*

### **Pollution**

Man has been trying to make his life easier for many centuries. In doing so, he invented machines and instruments. They have been working and polluting the world we live in.

In this world around us, there are two things that do not belong to any one country: air and ocean water. In both the air and the water, there is much pollution. People are concerned about the air and the water used by everyone, and they are also concerned about the future of the Earth.

One of the most important pollution problems is in the oceans. Many ships sail in the ocean water – fishing ships, some ships carrying people, some carrying oil. If a ship loses some of the oil in the water, or trash from the ships is put into the ocean, the water becomes dirty. Many birds and fish die because of the polluted water. Many fish are dying in the sea, others are getting contaminated. Fishermen catch contaminated fish which may be sold in markets and people may get sick from eating them.

Fish may also move to another part of the ocean. Lakes and rivers are getting polluted, too. Some beaches are considered dangerous for swimming.

The second important problem is air pollution. Cars and factories pollute the air we use. It also destroys the ozone layer which protects the Earth from the dangerous light of the Sun.

A great problem is coal burning that pollutes the air very much.

Another problem is that our forests are dying from acid rain. This, in turn, affects the balance of nature.

If we want our children to live in the same world we live in, or in a better and healthier world, we must learn to protect the water, the air and the earth from polluting.

*Второе задание*

**Environmental Protection**

Economics have long thought of the environment as an unlimited source of resources. They have thought that the atmosphere, forests, rivers and seas are capable of absorbing all the rubbish the economy throws into them. In fact, the economy and the environment are closely related. The environment supplies the economy with all its resources, such as water, timber, minerals and oil. The environment has to absorb all its waste products.

Nevertheless, some economists have always argued that pollution damages the resources. For example, pumping waste gases from a power station does not get rid of them. The waste gases cause acid rain; this leads to forest damage and therefore reduces the resources of forestry industry.

There are many consequences of damaging the environment. One of them is acid rain. Another one is water shortage resulting from abuse of arable lands in agriculture. The third one is destroying the ozone layer of the Earth through pollution from factories and plants. The fourth problem is damage to water and soils. The fifth one is damage to wildlife: numerous species of animals and plants can disappear. Lastly, the most serious danger arising from damaging the environment is the result of the above-mentioned consequences. This is the danger for the life and health of the man.

The territories of the former Soviet Union are suffering many environmental problems. Many of these problems have been caused by economic activities. Apart from the effect of the Chernobyl disaster, the worst problem is probably in the area around the Aral Sea. Cotton growing in the region has used huge quantities of water, and the sea's level has fallen by 14 yards. This destroyed fishing industry and led to a damage in soils, crops, and wildlife. Many forests in the north of European Russia and the Far East are under threat. A system of dams on the Volga has caused damage to fish.

If we are unable to learn to use the environment carefully and protect it from damage caused by man's activities, very soon we'll have no world to live in.

*Второе задание*

**Healthy Living Guide**

There is nothing more important than health. "Health is above wealth", wise people say, because you can't be good at your studies or work well if you don't take care of your health. Sport helps people to keep in good health and to become strong, to develop physically and it makes them more organised and better disciplined in their daily activities.

We all need to exercise. Even if we don't plan to make a career in sport we still have to practice. Regular exercises give people more energy. Sport builds character, it makes us strong. It makes men out of boys. It helps to meet people and to become good friends. Sport teaches us to win and to lose. And, of course, those people who go in for different kinds of sports are in a good shape.

Sport is very important, but you shouldn't forget about healthy food and good sleep for seven or eight hours. Obesity and physical inactivity are known from ancient times. They are joined by the modern bad habits: smoking and drinking too much alcohol, sleeping too much or too little, eating between meals and skipping breakfast. In combination these bad habits can lead to different diseases and sometimes even worse.

As for me I try to take care of my health, though sometimes it's very difficult. In the morning I usually do my morning exercises. In summer I ride a bike a lot, play badminton, go hiking. In winter I ski in the forest, which is nearby.

But I have some problems with the food. I like cakes and chocolate very much. And it's difficult for me to give up the sweets. Sometimes I'm lazy to do morning exercises. But I can be proud of myself as this year I have started to go to the swimming pool twice a week and never missed it. I enjoy it and think that any sports activity makes my body more flexible, helps me to feel better and to relax.

*Второе задание*

**My School**

Some students like school, others think they have it, but they all study nine or eleven years and get knowledge. For students who do well in most subjects and are interested in getting higher education, school is an attractive place. But those who are not successful in learning, who are pressed by the teachers and their parents, think that school is boring and uninteresting place. As for me I think that school is a great place.

I'm a pupil of the 9<sup>th</sup> form. My school is modern. There are classrooms, laboratories, workshops, rooms for manual works for girls, a very big and beautiful assembly hall, a library, two gyms, a school canteen, etc.

I go to school six days a week. Our classes start at 8.30 a.m. and last till 2 p.m. Every day we have five or six lessons. During breaks we go to the school canteen to have a snack, revise homework, talk to each other, etc. We learn a lot of subjects at school. They are: Maths, Physics, Chemistry, Biology, Russian, Literature, History, English and others.

I really like going to school. First of all it's interesting for me to learn a lot of new things every day. My favourite subjects are history, literature and English. I think we are very lucky to have such knowledgeable teachers. They tell us a lot of interesting things, always ask our opinion and involve us in very interesting discussions on this or that subject. Very often after such debates I try to find more information in the books about all these things.

We participate in extracurricular activities, as school is not only a place of formal education, it's a place where we realise and demonstrate our individual talents. For example, we have an arts club, a dancing club, sports sections, a drama club.

School helps us to develop our social relationships and mutual respect. I have some friends among my classmates. We spend a lot of time together after school. One of my classmates is my real friend. It's very important to know that your friend always keeps promises and tries to do his best for you.

I like my school, I like to study and communicate with my friends. And, of course, I have a great respect to the teachers for what they have done for us. So I can say that school years are happy years for me.

What can you tell about your school?

## *Второе задание*

### **Education in the Russian Federation**



Russians have always shown a great concern for education. The right to education is stated in the Constitution of the Russian Federation. It is ensured by compulsory secondary schools, vocational schools, and higher education establishments. It is also ensured by the development of extramural and evening courses and the system of state scholarship and grants.

Education in Russia is compulsory up to the 11<sup>th</sup> form inclusive. The stages of compulsory schooling in Russia are: primary education and secondary education. Every school has a “core curriculum” of academic subjects, such as Russian, Literature, Mathematics, History, a foreign language and others. Lyceums and gymnasiums offer programmes giving a profound knowledge in some field of study.

After finishing the 9<sup>th</sup> form one can go on to a vocational school which offers programmes of academic subjects and a programme of training in a technical field, or a profession.

After finishing the 11<sup>th</sup> form of a secondary school, a lyceum or a gymnasium one can go on in higher education. All applicants must take competitive examinations. Higher education institutions, that is, institutes or universities, offer a 5-year programme of academic subjects for undergraduates in a variety of fields, as well as a postgraduate course. If one finishes a postgraduate course and writes a thesis, he or she receives a candidate's degree or a doctoral degree.

An institute or a university has a number of faculties, each in a field of study.

The system of secondary and higher education in Russia is going through a transitional period. The main objectives of the reform are: to decentralise the higher educational system, to develop a new financial mechanism, to give more academic freedoms to faculties and students. All secondary schools, institutes and universities until recently have been funded by the state. Now there is quite a number of private-fee-paying primary and secondary schools; some universities have fee-paying departments.

## *Второе задание*

### **Future Profession**

It's very difficult to choose your future profession. It's not an easy task to make the right choice.

What is a "profession"? It's an occupation, which requires advanced education and special training. Perhaps the best way to prepare for any job is to get a good education - to do well at school and to learn all you can outside the school. Jobs change and new ones are constantly appearing. In some years there will be many more new jobs nobody knows anything about today. To make a right choice it's necessary to take into account the character and ability of a person. If you like to work with figures, solve mathematical problems and you are interested in how and why things work, maybe right work for you is in a scientific and computational field. If you enjoy being with the people and helping them, you can think about a career of a psychologist, teacher, etc. To become a good doctor you should have very good knowledge in chemistry, biology and be very patient and kind. The teacher's work requires love to children and profound knowledge of the subject. If you like to work quietly and concentrate on the task, then in the future you can be an architect, artist, librarian, bank clerk and so on. If you like to be with people and organise things for them, then one of the following careers will suit you: a travel agent, journalist, hotel manager, etc.

It's very important to get satisfaction from the job, to earn good money and to have friendly atmosphere in the place of work.

Some students want to be guides or interpreters and work in tourism. It's very interesting to show English-speaking people the sights of Moscow, to tell them about our history, to travel all over the country, to discuss the most important questions and to meet new people from whom you can learn a lot. Besides, this profession is very useful because it helps people to understand each other. I think this is the most exciting and interesting job.

*Второе задание*

**Learning the English Language**

The total number of languages in the world is from 2,500 to 5,000. But the most popular language is English. More than 750 million people speak English, practically, it is all over the world. It is spoken as the mother tongue in Great Britain, Canada, Australia and New Zealand. A lot of people speak English in China, Japan, India, Africa and other countries.

It is the language of computers, science, business, politics. Three-quarters of the world's mail are in English. 80% of communication between a person and a computer is in English, as well as in Internet. Nearly half of all business deals in Europe is in English.

It is one of six official languages of the United Nations. It is the official voice of the air and sea. The largest broadcasting companies in the world (CBS, BBC) transmit in English. It is the language of the Olympics. That's why now it's necessary to know English.

English is studied as a foreign language in many schools all over the world. We can't imagine an educated person who doesn't know a foreign language. Some people learn languages because they need them in their work, others travel abroad, for some people studying languages is a hobby.

The knowledge of languages opens the door to any foreign country and gives people a possibility to communicate, to understand and to be understood by people. Foreign languages develop our mind.

I like studying English. I work a lot with the computer and in Internet and that language is English. I also want to read English books of great writers in English and to watch different satellite TV programmes in English. I like to travel and I want to communicate with people from different countries and understand their culture and traditions. I can travel anywhere, because English is spoken all over the world.

At school we have English lessons and I also attend additional English lessons. I think English will be my future profession.

***Второе задание***

**Free Time**

All the teenagers can be divided into two groups: formal and informal. Teenagers from informal groups have interests different from those of the mainstream ones, for example, hackers, rockers, skinheads, etc. Teenagers from formal groups generally spend their leisure time doing sports, party going, sightseeing, watching TV, cinema or theatre going.

Sport helps people to keep fit and beat stress and negative emotions. It builds character. But for many teenagers taking sports seriously is not funny at all. It's a hard and expensive business involving hours of daily training and winning is a problem.

Some people like to go to the parties. I adore it, too. It's so pleasant to listen to good music and dance. And, of course, it's an opportunity to meet new people, to make a conversation with them and then communicate.

Art lovers attend exhibitions and enjoy world famous paintings, rare sculptures, the remains of ancient civilizations. They like to attend lectures.

It's very interesting to visit different museums.

Cinema and TV films have become an important part of our lives. The twentieth century may be called the century of film making. Now we can watch films of different kinds, such as westerns, action films, comedies, thrillers, love stories, horror films, cartoons, documentaries, etc. I like going to the cinema and I prefer cinema to video.

I like theatre as well and like watching an exciting play or listen to a talented opera. I adore a ballet. Unfortunately, the tickets are rather expensive and not all the teenagers can afford to go to the theatre as often as they wish.

A lot of teenagers complain that it has become very expensive to enjoy culture and go to the cinema or to the theatre regularly, as well as good sport clubs. But to my mind most of the teenagers face another problem: they have no free time at all. I have got such a problem, too. I hope that after school exams I'll be able to relax completely and enjoy every minute of my free time, and it's so interesting to live and to learn the world around you.

## *Второе задание*

### **The Russian Federation**

The Russian Federation is the largest country in the world. Its total area is about 17 million square kilometres. It occupies most of Eastern Europe and Northern Asia. Russia stretches from the Baltic Sea in the west to the Pacific Ocean in the east and from the Arctic Ocean in the North to the Black Sea and the Caucasus, the Altai, and the Sayan mountains, and the Amur and the Ussuri rivers in the south.

The land of Russia varies from thick forests to barren deserts, from high peaked mountains to deep valleys. The Russian Federation is located on two plains, Great Russian Plain and West Siberian Lowland. The longest mountain chains are the Urals, separating Europe from Asia. The most important rivers of Russia are the Volga, the Ob, the Yenisei and the Lena. The total number of rivers is over two million. The world's deepest lake is Lake Baikal with the depth of 1,600 metres.

The climate in Russia varies from arctic in the north to continental in the central part of the country and subtropical in the south.

The current population of Russia is 140 million people.

Russia is a highly-industrialized-agrarian republic. Its vast mineral resources include oil, gas, coal, iron, zinc, lead, nickel, aluminium, gold and other non-ferrous metals. Russia has the world's largest oil and natural gas resources.

Russia is a presidential republic, with President as the Head of State.

The Russian Federation is set up by the Constitution of 1993.

The federal government consists of three branches: legislative, executive and judicial.

Today the state symbol of Russia is a three-coloured banner. The white stripe symbolizes the earth, the blue one stands for the sky, and the red one symbolizes liberty. The emblem is a two-headed eagle.

The capital of the Russian Federation is Moscow, with the population of about 10 million people. Moscow is known for its historical museums and galleries. There are more than 80 museums in Moscow, among them the unique Pushkin Museum of Fine Arts and the State Tretyakov Gallery, the Andrey Rublyov Museum of Early Russian Art and many others.

Moscow is a city of science and learning. There are over 80 higher education institutions in the city, including a number of universities.

St. Petersburg is the second largest city in Russia and one of the most beautiful cities in the world. It is an important industrial, cultural and educational centre.

## *Второе задание*

### **The United Kingdom of Great Britain and Northern Ireland**

The United Kingdom of Great Britain and Northern Ireland is situated on the British Isles. The British Isles consist of two large islands, Great Britain and Ireland and a lot of small islands.

The UK is one of the world's small countries. Its population is over 57 million people.

The UK is made up of four countries: England, Wales, Scotland and Northern Ireland. Their capitals are London, Cardiff, Edinburgh and Belfast.

The British Isles are separated from the Continent by the North Sea, the English Channel and the Strait of Dover. The western coast of Great Britain is washed by the Atlantic Ocean and the Irish Sea.

The surface of the British Isles varies very much. The north and west of Great Britain are mountainous, but the eastern, central and south-eastern parts are a vast plain. There are a lot of rivers in the UK, but they are not very long. The Severn is the longest river, while the Thames is the deepest and the most important one. The mountains, the Atlantic Ocean and the warm waters of the Gulf Stream influence the climate of the British Isles. It is mild the whole year round.

The UK is a highly developed industrial country. It produces and exports machinery, electronics, textiles. One of the chief industries of the country is shipbuilding.

The UK is a constitutional monarchy with a parliament and the Queen as Head of State.

London is the capital of the United Kingdom, its economic, political and cultural centre. It is one of the world's most important ports and one of the largest cities in the world. London with its suburbs has a population of about 11 million people.

London has been a capital for nearly a thousand years. There are a lot of places of interest in London which attract thousands of tourists every year. They usually want to see Westminster Abbey, the Houses of Parliament, Buckingham Palace, St. Paul's Cathedral, the Tower of London.

London is noted for its museums and art galleries. Among them are the National Gallery, the National Portrait Gallery, the Tate, the Museum of London, Madame Tussaud's Museum and many others.

The largest cities of the UK are London, Birmingham, Leeds, Glasgow, Edinburgh.

London is a cosmopolitan city. People of several races and many nationalities live there.

## ***Второе задание***

**Charles Dickens**

Charles Dickens was born in 1812 in Portsmouth, where his father was the oldest of a large family, eight in all. He got his education at a small day-school and from his mother, who was a well-educated woman. In 1821 the Dickens family moved to London. Mr. Dickens was heavily in debt. The few possessions that they had were sold one by one, and finally Mr. Dickens was taken to prison for debt. Later Mrs. Dickens and the younger children went to the prison, too, to join their father. Charles got a job at a blacking factory in the East End of London. He was lonely and hungry and hated the factory, rough boys with whom he had to work.

Soon his fortunes took a turn for the better. He was able to enter lawyer's office. He learned shorthand and was able to do some reporting in the House of Commons for newspapers. In 1834 he was taken on the staff of a newspaper, "The Morning Chronicle". In 1836 "Pickwick Papers" came into being. At one stride Dickens became the most popular living novelist and held this position until his death. The rest can be told in a few words. He poured out novel after novel – "Oliver Twist", "Nicholas Nickleby", "The Old Curiosity Shop", "David Copperfield", "A Tale of Two Cities", "Great Expectations". At the same time he was editing newspapers and magazines, giving readings from his books to huge crowds of people and writing constantly. It was the excitement of these readings and the strain of his continual work that brought about his sudden death in 1870. He was buried in Westminster Abbey.

There is no other novelist in England who has such a hold on all classes of people. Charles Dickens's books are read by all – by learned and simple, by rich and poor alike. The chief cause of his popularity is the great-heartedness of Dickens. He was one who loved his fellow-men. His kindly, humorous, understanding eye looked with tolerance on good and bad alike. His characters are more real to us than the characters of any other novelist, English or foreign.

*Второе задание*

**Pushkin**

Pushkin is the most important Russian writer of all time, like Shakespeare in England or Dante in Italy. Pushkin provided the standards for Russian arts and literature in the 19<sup>th</sup> century.

Pushkin was born in Moscow in 1799 into an upper-class family. In 1811 he entered a lyceum at Tsarskoye Selo. The education offered at the lyceum shaped Pushkin's life.

He graduated from the lyceum in 1817 and began to work in the foreign office in St. Petersburg.

In 1820 the foreign office transferred Pushkin to Ekaterinoslav, and later to Odessa for writing anti-tsarist poetry. In 1824, for his letters against the tsar, he was exiled to Mikhailovskoye. In 1824 Pushkin was allowed to return to Moscow.

Pushkin fell in love with Natalya Goncharova and in 1830 they got married. In 1837 Pushkin was wounded at the duel and then died.

Pushkin was Russia's greatest poet. He developed his own style which was realistic and classical in form.

His earliest long poem was the romantic "Ruslan and Lyudmila". A series of verse tales followed – "The Prisoner of the Caucasus", "The Robber Brothers", "The Fountain of Bakhchisarai", "The Gypsies". They were inspired by Byron's poetry.

In 1823 Pushkin began writing his masterpiece "Eugene Onegin", a novel in verse. "Eugene Onegin" became the linguistic and literary standard. It is a commentary on the life of the early 19<sup>th</sup> century Russia. It is noted for brilliant verse.

He also wrote other long poems, including "Bronze Horseman", the finest collection of lyrics in Russian literature.

Pushkin also created a number of masterpieces in drama and prose. "Little Tragedies", "The Stone Guest" are among the best works in the world history of drama. Pushkin's love to Russia's past resulted in his historical drama. "Boris Godunov", "Tales of the Late I.P. Belkin", "Dubrovsky", "The Captain's Daughter" are the most important of his prose works.

Pushkin's early death shocked the country. Pushkin, called "the sun of Russian literature", belongs among the foremost poets and writers of the world.

## *Второе задание*

### **Books in Our Life**



Nowadays it's almost impossible to imagine our life without books. Perhaps, there are more books on our planet than people. Long before the invention of printing people valued books as treasure troves of the human knowledge and experience. Hand-written manuscripts took months of writing and were collected and kept in monasteries with the utmost care. We can distinguish books on three classes of them. Firstly, books on different branches of knowledge, works by brilliant minds of mankind. Secondly, textbooks, reference books and numerous dictionaries. And at last, books of all kinds and genres to read on holidays.

Classics should be taken a little at a time. One's understanding of books by Tolstoy and Dostoyevsky, Mopassan and Balzac depends on one's age and experience. Serious books are to be read conscientiously and may be more than once. To a thinking reader they will provide new ideas for thinking every time he rereads it. Many people indulge in reading science fiction, fantasy or detective stories. Of course, there are some advantages and disadvantages of this kind of literature, often referred to as "easy reading". As for me, good science fiction and fantasy books develop imagination, logical thinking, broader one's outlook. The same could be said in favour of detective stories. They reveal such details of everyday life in this or that particular country that are of greatest interest for a curious reader. The masterpieces of this genre by Sir Arthur Conan Doyle, Agatha Christie and others, show the depths of psychological analysis, the insight into the human nature.

As an old saying goes, man cannot live only eating bread. Books are the source of knowledge. Sometimes it is difficult to solve some problems in our life. I think that books can help us. Books fiction, fantasy must be our friends during all our life.

## *Второе задание*

### **Problems of Teenagers**

It is said that the most beautiful period in the life is when you are teenagers.

It seems that teenagers have no problems as they do not have to work, take care of their families. They don't think what to eat and where to live. And they are too young to see only bad sides of life.

But still they have a lot of problems. The first problem is school. Young people have to learn a lot. After school they come home and have to do homework again. Teachers and parents think that doing homework develops a pupil's ability to work without assistance and to prepare for a high school education more successfully. But many teenagers think that homework in some subjects is totally unnecessary, and they don't have time for developing their personal interests, like playing computer games, listening to the music, etc.

Another problem of teenagers is their parents, they don't understand the problems of young people. It is the so-called generation gap. It is the difference in ideas, feelings and interests. It's lack of understanding. Parents forgot what they did when they were young. Sometimes parents and children don't talk, do not share their problems, do not express their expectations and feelings. And that's the main reason of the conflicts in the families. Parents think that their problems such as work, family, life, etc. more important and serious than those, which their children have. Teenagers look for their own identity and life-goals. They are busy with themselves. Thus, the generation gap becomes wider and wider.

Another thing that is very important for teenagers is to be accepted by their friends. They wear strange things and do strange things. But it's difficult for the parents and teachers to understand their style. They disapprove their clothes and jewellery.

Parents don't understand the music their children like.

Unfortunately, nowadays we have very serious problems for the young people such as violence, AIDS, drugs and alcohol. A lot of teenagers who have drug or alcohol addiction almost never believe that they are dependent. These problems are often combined with family and school problems.

No doubt, it's necessary for adults to find a mutual language with young people and help them to solve their problems.

## *Второе задание*

### **Sports in Britain**

The British are a sports-loving nation. Cricket, football, soccer, rugby, tennis, squash, table tennis, badminton, canoeing and snooker were all invented in Britain. The first rules for such sports as boxing, golf, hockey, yachting and horse-racing also originated from Britain. The most popular sports that people take part in, rather than watching, are angling, snooker and darts.

Cricket is an English game. A match can take five days – and still end in a draw. Cricket was played 250 years ago. And now it is a very popular game.

Golf was probably invented in Holland, but has been played in Scotland for at least 400 years. Golf is played in the countryside. It is in driving a small ball towards and into holes separated by considerable distances, by means of special “golf clubs”.

Tennis is very popular in Great Britain. There are a lot of tennis clubs, and every town provides tennis courts in public parks. The world championship tennis matches are held at Wimbledon in London in June and July.

The most spectator sport in Great Britain is football. Association football or soccer is very popular. Nearly 49 million spectators each year attend matches organised by the Football League.

Next to football, the chief spectator sport in Britain is horse-racing. A lot of people are interested in the races and risk money on the horse which they think will win. Britain is also famous for motor-car racing, boat-racing, dog-racing and even races for donkeys. The famous boat-race between the teams of Oxford and Cambridge attracts large crowds of people.

Various forms of athletics, such as running, boxing, jumping, swimming are wide-spread in England. The English weather is not always cold enough to ski, skate, or toboggan, but winter is a good season for hunting and fishing.

Sport is on the programme of all state and private schools and universities.

Indeed, sport in one form or another forms an essential part of daily life in Britain.

*Второе задание*

**Sport and Healthy Living Guide**

All over the world people of different ages and nationalities are fond of sports and games. Sport makes people healthy, keeps them fit, teaches them to be more organised and better disciplined. Sport builds a character, it teaches people to win and to lose. It makes them strong and helps to work off extra energy. And, of course, sport unites people and makes them friends irrespective of their nationalities and social classes.

Sport is very popular in Russia. More than 30 million people go to sport centres, there are teenagers among them. All schoolchildren have two PT lessons a week. Most schools have well-equipped gyms, swimming pools and tennis courts where students can develop themselves physically, and get all the necessary sport skills.

Teenagers as well as adults participate in a great number of sport events. They include indoor and outdoor sports such as football, ice hockey, volleyball, basketball, track and field athletics, etc.

One of the most popular kinds of sport is football. According to official figures, nearly 5 million people go in for it. Ice hockey is one of the most popular winter sports. Athletics is participated by more than seven million people now. Russian sportsmen are the European, World and Olympic records holders in different disciplines. Other popular team games are basketball and volleyball. More than six million play volleyball in physical culture teams and sporting clubs. The men's and women's teams won Olympic, European and World Champions titles for many times.

So sport is a very important part of our life. It helps people to be in good health. But some people don't think about their health very much. They eat a lot of high-fat food, such as bread, sweets and so on. They are not active. They sleep too much or too little. The worst habits that some people have are smoking, drinking alcohol and taking drugs. All these things destroy their health. They don't look attractive at all and their future isn't clear. So if people want to be healthy it's very important for them to go in for sports, to have good healthy food, to sleep seven or eight hours, give up smoking and alcohol. There is nothing more important than health, because you can't be good at your studies or work well, it's difficult to be happy in your private life if you don't take care of your health.

## *Второе задание*

### **Hobbies**

A hobby is a favourite pastime of a person. Hobbies differ like tastes. If you have chosen a hobby to your liking, you are lucky. You have made your life more interesting.

Numerous hobbies can be subdivided into four large classes: doing things, making things, collecting things, and learning things.

The most popular of all hobby groups is doing things. It includes a wide variety of activities, everything from gardening to travelling and from chess to volleyball. Gardening is one of the oldest man's hobbies, especially in some countries (Britain, for example). A relatively new hobby which is becoming more popular is computer games.

Making things includes drawing, painting, making sculpture, designing costumes and handicrafts. Some hobbyists write music. Two of the most famous hobby painters were President Eisenhower and Sir Winston Churchill.

Almost everyone collects something at some period in his life: stamps, coins, matchboxes, books, records, postcards, toys, watches. Some collections have no real value. Others become so large and so valuable that they are housed in museums and galleries. Many world-famous collections started in a small way with one or two items. People with a good deal of money often collect paintings, rare books and other art objects.

No matter what kind of hobby a person has, he or she always has the opportunity of learning from it. By reading about the things he or she is interested in, he or she is adding to what he knows. Learning things can be the most exciting aspect of a hobby.

*Второе задание*

**Travelling**

Millions of people all over the world spend their holidays travelling. They travel to see other countries and continents, modern cities and the ruins of ancient towns, they travel to enjoy picturesque places, or just for a change of a scene. It is always interesting to discover new things, different ways of life, to meet different people, to try different food, to listen to different musical rhythms.

Those who live in the country like to go to a big city and spend their time visiting museums and art galleries, looking at shop windows and dining at exotic restaurants. City dwellers usually like a quiet holiday by the sea or in the mountains, with nothing to do but walk and bathe and laze in the sun.

Most travellers and holiday-makers take a camera with them and take pictures of everything that interests them – the sights of a city, old churches and castles, views of mountains, lakes, valleys, plains, waterfalls, forests; different kinds of trees, flowers and plants; animals and birds.

Later, perhaps years later, they will be reminded by the photos of the happy time they have had.

People usually travel by train, by boat, by car and by air.

All means of transport have their advantages and disadvantages. And people choose one according to their plans and destinations.

If we are fond of travelling, we see and learn a lot of things that we can never see or learn at home, though we may read about them in books and newspapers, and see pictures of them on TV. The best way to study geography is to travel, and the best way to get to know and understand the people is to meet them in their own homes.

## *Второе задание*

### **Tsiolkovsky - Founder of Astronautics**

Konstantin Eduardovich Tsiolkovsky, the founder of astronautics, was born in 1857 in the village of Izhevsk in Ryazan province. When he was ten he had scarlet fever, and was left permanently deaf. This had a great influence on his life.

Only when Tsiolkovsky reached the age of fifteen he began to study elementary mathematics. At about this time he first thought of constructing a large balloon with a metallic envelope. Realising that his knowledge was not enough, he began to study higher mathematics. The result was that he became a mathematics and physics teacher and remained a teacher for nearly forty years.

Tsiolkovsky carried out experiments on steam engines for a time, but then he returned to the theoretical study of the metallic dirigible. In 1887 his first published paper on the metallic dirigible appeared. Mendeleev was interested in this work and helped Tsiolkovsky. The account of this work was submitted to the Academy of Sciences who regarded it favourably and made Tsiolkovsky a grant of 470 roubles.

He had not given up his idea about space travel. A popular report on this subject was first published in 1895. Tsiolkovsky's idea of a spaceship was based on the use of liquid fuels.

During the next fifteen years Tsiolkovsky worked over other designs for spaceships. They were not meant to be working drawings for the constructions of these vessels but as a rough guide to the equipment. Some of them are now standard practice in the guided missile field. He published several articles and books dealing with the mathematical theory of rocket flights and space travel. His calculations were used in modern theory of cosmonautics and practical space flights. They showed that it would be possible to travel out into space in rockets and even to set up manned space stations around the Earth.

Tsiolkovsky's contribution to science is so great that he is considered to be "Father of Cosmonautics".

## *Второе задание*

### **To Watch or Participate?**

I can call myself a coach potato. “Coach potato” means a person who spends time lying on the sofa and watching TV. It’s difficult to say, what better is – to watch or participate. If you go in for some kinds of sport, you keep fit, make your body more flexible, increase your strength, stamina. Sport also unites people and helps them to become good friends. It teaches you about life. It makes men out of boys.

But on the other hand, sport takes a lot of energy and time. You have to work very hard. You don’t have too much time for something else. And, of course, sport causes a lot of injuries. Sportsmen break their legs and arms, people die from sporting injuries. Some kinds of sport are very dangerous, for example, mountaineering and air sports, racing, boxing, etc. These kinds of sport are of extreme character, they are very risky. But some people enjoy these sport activities, as they would like to be famous and known all over the world.

As for me I can’t say that sport is a very important part of my life, though I try to do morning exercises every day and twice a week I go to the swimming pool. In our school we have two gyms and a sports ground. We play different sport games, such as football, hockey, tennis, etc. We also have two PT lessons a week. And I like our teacher very much. He is always in a good shape and in high spirits. He is very patient. Looking at him I always think that if you want to have a healthy mind, you should have a healthy body.

I also like to watch some sport events and TV programmes about famous sportsmen, how they became champions, what difficulties they had, about their success and plans for future.

What is better - to watch or participate? To my mind it should be the combination of these both components. Sports help people to have good health and health is above wealth.

### **Критерии оценивания**

***Задание 1. Прочитайте текст и ответьте на вопросы к тексту.***



## **Общеобразовательные учреждения**

Отметка «5» Учащийся понял содержание текста и ответил правильно и полно на все три вопроса экзаменатора.

Отметка «4» Учащийся понял содержание текста и ответил правильно и полно на два вопроса экзаменатора. На один вопрос учащийся не ответил или дал неправильный ответ.

Учащийся понял содержание текста и дал правильные, но неполные ответы на все три вопроса экзаменатора.

Отметка «3» Учащийся понял основное содержание текста, но ответил правильно и полно только на один вопрос экзаменатора. На два остальных вопроса учащийся не ответил или дал неправильные ответы.

Учащийся понял содержание текста, но дал неполные ответы на два вопроса экзаменатора. На один вопрос учащийся не ответил или ответил неправильно.

Отметка «2» Учащийся не понял основное содержание текста и не дал правильных ответов на вопросы экзаменатора.

***Задание 2. Прочитайте текст и выскажитесь по проблеме, затронутой в тексте. Аргументируйте вашу точку зрения.***

## **Общеобразовательные учреждения**

Отметка «5» Учащийся логично строит монологическое высказывание в связи с прочитанным текстом и в соответствии с коммуникативной задачей, сформулированной в задании. Учащийся демонстрирует умение сообщать факты (события), связанные с обсуждаемой проблемой, в том числе используя информацию из текста; выражает и аргументирует свое отношение к данной проблеме. Используемые лексические единицы и грамматические структуры соответствуют поставленной коммуникативной задаче. Ошибки практически отсутствуют.

Речь отвечающего понятна: нет фонематических ошибок, практически все звуки в потоке речи произносятся правильно, соблюдается правильный интонационный

рисунок.

Социокультурные знания использованы в соответствии с ситуацией общения.

Объем высказывания не менее 12 фраз.

Отметка «4» Учащийся логично строит монологическое высказывание в связи с прочитанным текстом и в соответствии с коммуникативной задачей, сформулированной в задании. Учащийся демонстрирует умение сообщать факты (события), связанные с обсуждаемой проблемой, в том числе используя информацию из текста; выражает своё отношение к данной проблеме, но не аргументирует его. Используемые лексические единицы и грамматические структуры соответствуют поставленной коммуникативной задаче. Ошибки практически отсутствуют.

Речь отвечающего понятна, фонематические ошибки отсутствуют.

Социокультурные знания использованы в соответствии с ситуацией общения.

Объем высказывания менее 12 фраз.

Учащийся логично строит монологическое высказывание в связи с прочитанным текстом и в соответствии с коммуникативной задачей, сформулированной в задании. Учащийся демонстрирует умение сообщать факты (события), связанные с обсуждаемой проблемой, в том числе используя информацию из текста; выражает своё отношение к проблеме и аргументирует его.

Используемые лексические единицы и грамматические структуры соответствуют поставленной коммуникативной задаче, но учащийся либо допускает ошибки в употреблении слов, либо демонстрирует ограниченный словарный запас, хотя лексика используется правильно. В ответе имеется ряд грамматических ошибок, не затрудняющих понимание речи учащегося.

Речь отвечающего понятна, фонематические ошибки отсутствуют.

В основном социокультурные знания использованы в соответствии с ситуацией общения.

Объем высказывания соответствует заданному (не менее 12 фраз).

Отметка «3» Учащийся строит монологическое высказывание в связи с прочитанным текстом и в соответствии с коммуникативной задачей, сформулированной в задании. Но высказывание не содержит аргументации; не всегда

логично, имеются повторы.

Используется ограниченный словарный запас, допускаются ошибки в употреблении лексики, которые затрудняют понимание текста.

Речь отвечающего в целом понятна, учащийся в основном соблюдает интонационный рисунок.

Социокультурные знания неточно использованы в соответствии с ситуацией общения.

Объём высказывания 7-8 фраз.

Учащийся строит монологическое высказывание в связи с прочитанным текстом, но не всегда в соответствии с коммуникативной задачей, сформулированной в задании: уходит от темы или пытается подменить её другой, которой владеет лучше, но старается аргументировать свою точку зрения. Используется ограниченный словарный запас, допускаются ошибки в употреблении лексики, некоторые из них затрудняют понимание речи учащегося. В ответе имеются многочисленные грамматические ошибки.

Речь учащегося понятна, но допускаются негрубые фонематические ошибки. Отвечающий в основном соблюдает интонационный рисунок.

Социокультурные знания неточно использованы в соответствии с ситуацией общения.

Объём высказывания 7-8 фраз.

Отметка «2» Учащийся не понял содержание текста и не может сделать сообщение в связи с прочитанным, выразить и аргументировать свое отношение к проблеме, затронутой в тексте.

***Задание 3. Разыграйте с учителем следующую ситуацию (дана речевая ситуация для диалогического общения)***

### **Общеобразовательные учреждения**

Отметка «5» Учащийся логично строит диалогическое общение в соответствии с коммуникативной задачей, затрагивает все элементы содержания, указанные в задании. Учащийся демонстрирует навыки и умения речевого взаимодействия с партнёром в полном объёме: способен начать, поддержать и закончить разговор, вежливо

переспросить в случае необходимости; соблюдает очерёдность при обмене репликами.

Используемые лексические единицы и грамматические структуры соответствуют поставленной коммуникативной задаче. Лексические и грамматические ошибки практически отсутствуют.

Речь учащегося понятна: не допускает фонематических ошибок, практически все звуки в потоке речи произносит правильно, соблюдает правильный интонационный рисунок.

Социокультурные знания использованы в соответствии с ситуацией общения.

Объём высказывания не менее 5-7 реплик с каждой стороны.

Отметка «4»

Учащийся логично строит диалогическое общение в соответствии с коммуникативной задачей, затрагивает все элементы содержания, указанные в задании.

Учащийся в целом демонстрирует навыки и умения речевого взаимодействия с партнёром: способен начать, поддержать и закончить разговор; соблюдает очерёдность при обмене репликами.

Используемый словарный запас и грамматические структуры соответствуют поставленной коммуникативной задаче. Лексические и грамматические ошибки практически отсутствуют, однако наблюдаются повторы речевых и грамматических конструкций.

Речь учащегося понятна: не допускает фонематических ошибок, практически все звуки в потоке речи произносит правильно, в основном соблюдает правильный интонационный рисунок.

Социокультурные знания использованы в соответствии с ситуацией общения.

Объём высказывания менее 5-7 реплик с каждой стороны.

Учащийся логично строит диалогическое общение в соответствии с коммуникативной задачей, затрагивает все элементы содержания, указанные в задании.

Учащийся в целом демонстрирует навыки и умения речевого взаимодействия с партнёром: способен начать, поддержать и закончить разговор; соблюдает очерёдность при обмене репликами.

Используемые лексические единицы и грамматические структуры соответствуют поставленной коммуникативной

задаче, однако встречаются затруднения при подборе слов и отдельные неточности в употреблении слов, словосочетаний и клише.

Лексические и грамматические ошибки практически отсутствуют.

Речь учащегося понятна: не допускает фонематических ошибок, практически все звуки в потоке речи произносит правильно, в основном соблюдает правильный интонационный рисунок.

Социокультурные знания использованы в соответствии с ситуацией общения.

Объём высказывания не менее 5-7 реплик с каждой стороны.

- Отметка «3» Учащийся логично строит диалогическое общение в соответствии с коммуникативной задачей, однако затрагивает не все элементы содержания, указанные в задании.
- Учащийся в целом демонстрирует навыки и умения речевого взаимодействия с партнёром.
- Используемые лексические единицы и грамматические структуры соответствуют поставленной коммуникативной задаче, однако могут наблюдаться повторы речевых и грамматических конструкций.
- Фонематические, лексические и грамматические ошибки не затрудняют общение.
- Социокультурные знания неточно использованы в соответствии с ситуацией общения.
- Объём высказывания менее 5-7 реплик с каждой стороны.
- Учащийся строит диалогическое общение в соответствии с коммуникативной задачей, однако затрагивает не все элементы содержания, указанные в задании.
- Учащийся не вполне логично строит диалогическое общение, не стремится поддерживать беседу (например, затрудняется запрашивать информацию, обращаться за разъяснениями).
- Используется ограниченный словарный запас, допускаются ошибки в употреблении лексики, некоторые из них затрудняют понимание речи. Имеется ряд грамматических ошибок, не затрудняющих понимание речи.

Социокультурные знания неточно использованы в соответствии с ситуацией общения.

Объём высказывания менее 5-7 реплик с каждой стороны.

Отметка «2»

Коммуникативная задача не выполнена. Учащийся не умеет строить диалогическое общение, не может поддержать беседу.

Используется крайне ограниченный словарный запас, допускаются многочисленные лексические и грамматические ошибки, которые затрудняют понимание речи.

Речь плохо воспринимается на слух из-за большого количества фонематических ошибок.