RNE Training	Reading & Grammar Task 1106

10. *Установите соответствие* ***тем 1 - 8 текстам A- G.*** *Занесите свои ответы в таблицу. Используйте каждую* ***ЦИФРУ только один раз. В задании одна тема лишняя. Запишите цифры в клетки задания 10***

1. The wrong goal
2. Extra-curricular over load
3. Too much homework
4. Arguably helpful
5. Too stressful
6. Too many distractions
7. A better system
8. Poor co-ordination

A. My problem with homework is that I am rather fond of TV and computer games. Every evening after school it is the same. I start with the highest intentions. I'll just play one round of Final fantasy and then begin. But it tends to be three rounds and then tea time. Oh — and then my favourite program begins in 10 minutes so I'll start after that. And so, it goes on. Probably I lack motivation.

B. It is so much faster doing homework these days. All our assignments can be done on the PC which means correcting and changing things is so easy. But of course, the Internet is the biggest shortcut of all. Maybe it's true what they say that it stops you reading textbooks. You get snatches of information rather than the whole story. Maybe I should try to use the internet less.

C. I am a drummer and a pianist. The school really encourages this and I have two one hour lessons a week plus one to two hours daily practice. I am in the basketball team. The school encourages this and we practice twice a week. I got picked to be in the school play. Rehearsals are two hours a week. Will somebody please tell me when I am supposed to get my homework done?

D. Exam practice, constant revision, exam techniques and how to get the highest possible grade — is this what education is supposed to be about? The school seems obsessed with grades and the school results league table. We are currently 17th highest achievers in England but if we really try hard this year, we might make top 10. Silly me! I thought education was about learning and preparing for adult life.

E. For some kids exams bring more pressure than they can cope with. They worry about what their parents will say, not to mention what their teachers or class mates will think. No wonder some of them freeze up in the exam hall and are unable to write anything out of sheer nerves.

F. Why do they do it? We get three weeks in a row with minimal homework and then every teacher in the school sets a massive assignment to be completed "by next Friday — no late submissions". Why don't they get together and try and even the load?

G. I think Continuous Assessment is a very sensible idea. Education should not simply be about slick exam performance, but about overall how you perform in school — how you study, how much you read, how logical and clear your essay arguments are. 50% of our final grading should be based on course work. I think it is fair.

A	B	C	D	E	F	G

LIVEWORKSHEETS

11. *Прочитайте текст и заполните* ***пропуски A — F*** *частями предложений, обозначенными* ***цифрами 1 — 7.*** ***Одна из частей в списке 1 — 7 лишняя.*** *Занесите* ***цифры****, обозначающие соответствующие части предложения, в клетки задания* ***11 без пробелов и знаков препинания.***

International Baccalaureate in High School

This Upper School program is unique. Students in Grades 9 and 10 follow the Program, which emphasizes analytical and critical thinking. In all subject **A**_____ and support their ideas through speaking and writing. All Grade 9 students take English; French, Spanish or their own native language; design technology; integrated mathematics; three sciences —biology, chemistry, physics; world history; geography. They also make **B**_____ list: information technology, 3rd language, music, art, drama, or journalism. Physical education is required. In Grade 10, students design and develop a Personal Project, an independent study in **C**_____ of interaction. It may be a research essay, artistic production, original experiment, invention, or some other means of expression.

Students in Grades 11 and 12 follow the IB (International Baccalaureate) Diploma program, **D**_____ . They select six subjects: English, one or two other languages, and at least one course each in mathematics, experimental science, and social science: three courses at Higher Level and three at Standard Level. They take an arts elective and Theory of Knowledge—a critical thinking and philosophy seminar—and research and **E**_____ of their choosing. Students also complete a minimum of 60 hours or volunteer community service, choosing the activities and evaluating themselves. At the end of Grade 12, IB Diploma candidates complete a three-week battery of oral and written examinations in **F**_____ under the supervision of the International Baccalaureate Organization in Geneva.

1. two elective choices from the following

2. an internationally recognized two-year course of study

3. areas they develop an ability to apply what they know

4. an area of particular interest that links several academic subjects and areas

5. write an extended essay on a topic

6. all of their IB subjects that are prepared and externally graded

7. fix their own ideas in writing

A	B	C	D	E	F

12-18 *Прочитайте текст и выполните задания* ***12-18*** *отметьте на карточке вариант, соответствующий номеру выбранного вами варианта ответа.*

A lesson with the Master

Joseph Knecht must have been twelve or thirteen years old at the time. For quite a while he had been a scholarship pupil in the Latin school of Berolfingen. His teachers at the school, and especially his music teacher, had already recommended him two or three times to the highest Board for admission into the elite schools.... His music teacher, from whom he was learning violin and the lute, told him that the Music Master would shortly be coming to Berolfingen to inspect music instruction at the school. Therefore Joseph must practice like a good boy and not embarrass his teacher.

"What would you like to play?" — the Master asked. The boy could not say a word. Hesitantly, he picked up his exercise book and held it out to the Master. "No," the Master said, "I want you to play from memory and not an exercise, something easy that you know by heart." Knecht was confused and unable to answer. The Master did not insist. With one finger, he struck the first notes of a melody, and looked questioningly at the boy. Joseph nodded and at once played the melody with pleasure.

Once more, the Master said. Knecht repeated the melody, and the old man now played a second voice to go with it. Once more. Knecht played, and the Master played the second part, and a third part also. Once more. And the Master played three voices along with the melody....The boy and the old man ceased to think of anything else; they

LIVEWORKSHEETS

surrendered themselves to the lovely, congenial lines and figurations they formed as their parts crisscrossed. Caught in the network their music was creating, they swayed gently along with it, obeying an unseen conductor...

"Do you happen to know what a fugue is?" — the Master now asked. Knecht looked dubious. "Very well," the Master said, "then I'll show you. You'll grasp it quicker if we make a fugue ourselves. Now the first thing you need in a fugue is a theme, and we don t have to look far for the theme. We'll take it from our song". He played a brief phrase, a fragment of the song's melody. He played the theme once more, and this time he went to the first entrance and then to the second entrance. He changed the interval, then the third entrance repeated the first one again an octave higher, as did the fourth with the second. The exposition concluded with a cadence in the key of the dominant.

The boy looked at the player's clever white fingers.... His ear drank in the fugue; it seemed to him that he was hearing music for the first time in his life. Behind the music being created in his presence he sensed the world of Mind, the joy-giving harmony of law and freedom, of service and rule. He surrendered himself, and vowed to serve that world. In those few minutes he saw himself and his life, saw the whole cosmos guided, ordered, and interpreted by the spirit of music...

He had experienced his vocation, which may surely be spoken of as a sacrament. The ideal world had suddenly taken on visible lineaments for him. Its gates had opened invitingly.... And through this venerable messenger — the Music Master—an admonition and a call had come from that world even to him, the insignificant Latin school pupil.

12. School that Joseph Knecht studied at was

1) a private school with grant-maintenance.
2) an elite church music school.
3) a specialized school for poor kids.
4) a secondary state school.

13. Joseph Knecht was

1) an average student with a social scholarship.
2) particularly good at playing violin and lute.
3) a bright music student, mainly keen on arts.
4) academically advanced in all the subjects.

14. Joseph could not do what the Master first asked him to do as he was

1) not able to play music from memory.
2) not articulate enough to answer the question.
3) too nervous, aware of his responsibility for the class.
4) too self-conscious, uncertain in his technical skills.

15. The Master started playing the melody with the boy because he wanted to

1) check the boy's ability for improvisation.
2) demonstrate his technical superiority.
3) show him the correct way to play it.
4) warm the boy up and reduce his tension.

16. Explaining to Knecht what a fugue was, the Master

1) spontaneously created the needed piece on a well-known simple melody.
2) improvised a fugue on the melody of the exercise they have just played.
3) created a fugue, inviting the boy to participate in the improvisation.
4) played a well-known fugue of Bach, based on the melody of the song.

17. The world of Mind that Joseph suddenly discovered for himself and vowed to serve was the world

1) where music alone reigned supreme.
2) of sacred service and self - sacrifice.
3) created by improvisation and free will of a Master.
4) based on the interdependence of regularities and freedoms.

18. The short lesson with the Master helped the boy to

1. understand his strong points and weaknesses.
2. widen his academic horizons.
3. mature and get ready for a real life.
4. choose a profession.

LIVEWORKSHEETS

19-24. *Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами* ***19-24,*** *так чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы. (ПЕЧАТНЫМИ ЗАГЛАВНЫМИ БУКВАМИ, без пробелов и знаков препинания!)*

	After School Clubs	
19	Last year I started a new school. We have lots of clubs and _____ at our school and we are supposed to be involved in quite a few after school.	**SOCIETY**
20	Some of them are pretty boring but it could be _____. At least there is a lot of choice and it can make a nice change from the unnatural quantities of homework or even from natural quantities of computer games and TV!	**BAD**
21	My favourite is the Drama Society. It is currently the _____ growing as our next production is "Much Ado About Nothing" and someone will get the chance to kiss Kim White on stage.	**FAST**
22	That really is a strong motive! I shall be doing _____ best to impress the casting director (Mr Corner — the maths teacher) with amazing acting skills of mine.	**I**
23	If that doesn't work, I am almost sure I _____ the part. Tragically enough only myself (and possibly my Mum) might argue I have the good looks needed for a romantic hero.	**NOT GET**
	But a good idea has come to my mind suddenly. I am going to join the chess club instead! Chess! What a marvellous game. It is a battle of wits and intellectual strategy.	
24	Please don't get the wrong idea. It is nothing to do with the fact that Kim White _____the chess club!	**JOIN**

25-29. *Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные заглавными буквами после номеров* ***25 - 29*** *так, чтобы они грамматически и лексически соответствовали содержании) текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы* ***25-29.***

	Arguments against a school uniform	
25	The public-school uniform discussion has been a debatable issue for teachers, parents, and students for years. The question of what students should wear to school rouses strong _____ . Many people are opposed to school uniforms and give reasons like the following.	**FEEL**
26	Uniforms interfere with students' rights for self-expression. Besides, uniforms are an unnecessary expense and can create economic _____ .	**HARD**
27	Wearing uniforms does not prevent the _____ of cliques or gangs as well as it can't prevent students from expressing unpopular or inappropriate views in other ways.	**FORM**
28	School uniforms can be unflattering, and having to wear something _____ is not good for students' self-esteem. Wearing uniforms may delay or prevent students from learning how to get along with people whose personal taste differs from their own.	**ATTRACT**
	On the one hand, it is difficult to deny the fact that a person's unique gifts and personality traits go deeper than any clothing and aren't diminished by uniform dress.	
29	But on the other hand, wearing school uniforms may give students the _____ that conformity is the way to prevent conflict, and this is not an appropriate message for schools to send.	**IMPRESS**

LIVEWORKSHEETS

***30-36**. Прочитайте текст с пропусками, обозначенными номерами **30-36**.*
*Эти номера соответствуют заданиям **30-36**, в которых представлены возможные варианты ответов.*

A Night at the Museum

Friday **6th** March **2010,** was special for Laura, and me — our sleep over at the American Museum of Natural History (AMNH). I am guessing you've seen the movie? **(30)**_____in **2006** and called "A Night at the Museum" with Ben Stiller starring. It's a kicking comedy about a night guard who **(31)**_____ an ancient curse that makes the animals on display come to life every night and trash the place.

I am not sure if the night Laura and I spent at the museum was **(32)**_____by the film, but it was way cool. Fact, fact, fact! AMNH is one of the largest Museums in the world. There are 25 buildings and 46 **(33)**_____ exhibition halls set in fab grounds near Central Park, New York. There is a famous library, research labs and a totally awesome 32 million specimens. The night costs $129 per person. Grandma paid for us as early birthday presents.

It began at 5.45pm and **(34)**_____ all the way to 9.00am on the 7th. It was really creepy as the doors swung closed and locked and the lights dimmed away. We switched on torches — and so our first mission began: Looking for fossil facts. **I** can **(35)**_____ describe to you walking through those dark halls, our torches cutting beams through the inky black. There was a way scary moment when a huge buffalo head lit up and made me jump like a wuss.

After some bites and cooling we settled down to sleep — directly beneath a 94-foot blue whale and next to a mighty fine Brown Bear. Luckily no animals came to **(36)**_____and we slept like babies. Wicked!

---

(30)	1) Made	2) Done	3) Issued	4) Screened
(31)	1) learns	2) opens	3) discovers	4) investigates
(32)	1) aroused	2) encouraged	3) pushed	4) inspired
(33)	1) constant	2) permanent	3) stable	4) steady
(34)	1) ended	2) lasted	3) went	4) carried
(35)	1) hardly	2) obviously	3) fairly	4) apparently
(36)	1) alive	2) reality	3) real	4) life

LIVEWORKSHEETS