**ВСЕУКРАЇНСЬКА ОЛІМПІАДА З АНГЛІЙСЬКОЇ МОВИ**

**2019-2020 н.р.**

**8 клас**

**АУДІЮВАННЯ**

Little Ukraine

Once upon a time there lived a king and a queen. They had no children for many years. The queen was often sad. She liked to spend much time close to nature. And every time the queen saw the cranes flying in the air, she raised her eyes up and said, “One day, I’ll see you, Cranes”

A few years passed and one day a little girl was born in the king’s family. The queen named her daughter U-Crane as that was the name of the bird which spread the news about the little princess around the world.

U-Crane grew up to be very beautiful. So when people from other countries talked about her, they even started to forget the country’s name, but called it by the name of the queen’s daughter.

On U-Crane`s 18th birthday the king declared that his daughter would marry anyone who could give a new good name for their country. There was only one the princess liked and she got married to the person with the idea. Can you guess what the country’s name is now?

This name is Ukraine.

**8 клас**

**АУДІЮВАННЯ**

**Test 1. Listen to the text and match the parts (1-6) with the parts (a-f) to make sentences.**

□1. A queen and a king a) the king set a competition.

□ 2. When the queen saw the b) to be very beautiful.

cranes flying in the air c) had no children for many

□ 3. When the little girl was years.

born, d) the prince who called the

□ 4. U-Crane grew up country her name.

□ 5. On U-Crane’s 18th e) she raised her eyes up and

birthday said’ “0ne day I`ll see you

□ 6. The princess got married Crane.

f) the queen named her Ukraine.

Test **2. Listen to the text again. Choose and tick the correct items to complete the sentences.**

1. Once upon a time there lived \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* A a queen and her son
* B a queen and her daughter
* C a king and a queen

2. The queen spent much time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* A in the palace
* B close to nature
* C with her maidens

3. One day \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in the king’s family.

* A a little girl was born
* B a little boy was born
* C a boy and a girl were born

4. There was a name of\_\_\_\_\_\_\_\_\_\_\_\_\_in the little princess’ name.

* A a tree
* B a river
* C a bird

5. People from other countries used the name of the princess

* A to talk about the country
* B to spread the news about her
* C to please the queen and the king

1. The princess got married on her \_\_\_\_\_\_\_\_\_\_\_\_ birthday.

* A sixteenth
* B seventeenth
* C eighteenth

**8 клас.**

**ЧИТАННЯ**

**Holidays and Traditions**

Children all over the world enjoy Christmas-time and the New Year. They know Santa Claus will come to give them presents. They like to have a fir-tree at home. It’s fun to decorate it and it’s nice to find a surprise under it in the morning. Children may go to a New Year party, where they join their friends, and they all sing and dance around a beautiful fir-tree.

Ann and Mike remember the fun they had last year. The children laughed at the clowns who tried to do many tricks, but could not. They tried to get on a horse, but they could not. They tried to walk across the hall and fell down every moment. One of the clowns tried to stand on a chair and he fell down. And everybody told very funny things. Then Santa Claus appeared in the hall with a beautiful Snow Maiden. They brought presents for all the children.

1. **Answer the questions.**
2. What may children do at the New Year party?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What funny things did the clowns do at the party last year?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Who appeared in the hall at the party?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What do children find under the fir-tree in the morning?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Did the children have a wonderful time?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Who brought presents for all the children?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Read the text again. Complete the sentences.**
2. Children know Santa Claus \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. It is nice \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. The children laughed at the clowns \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. The clowns tried to walk \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Then Santa Claus appeared with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. They brought \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Завдання для 9 класу**

**Аудіювання**

**(From “The Hazards of the Couch" by Ronnie Caryn Rabin, *The New York Times,* 2011.)**

*Sedentary* - сидячий

Many of us sit in front of a computer for eight hours a day, and then go home and head for the couch to surf the Web or watch television, exchanging one seat and screen for another. Even if we try to squeeze in an hour at the gym, is it enough to counteract all that motionless sitting?

A mounting body of evidence suggests not.

Increasingly, research is focusing not on how much exercise people get, but how much of their time is spent in sedentary activity, and the harm that does.

The latest findings, published this week in The Journal of the American College of Cardiology, indicate the amount of leisure time spent sitting in front of a screen can have such an overwhelming, seemingly irreparable impact on one’s health that physical activity doesn’t produce much benefit.

The study followed 4,512 middle-aged Scottish men for a little more than four years on average. It found that those who said they spent two or more leisure hours a day sitting in front of a screen were at double the risk of a heart attack or other cardiac event compared with those who watched less. Those who spent four or more hours of recreational time in front of a screen were 50 per cent more likely to die of any cause. It didn’t matter whether the men were physically active for several hours a week — exercise didn’t mitigate the risk associated with the high amount of sedentary screen time.

The study is not the first to suggest that sedentary activities like television viewing may be harmful. A last year study found that men who spent more than 23 hours a week watching TV and sitting in their cars were more likely to die of heart disease than those who sat for 11 hours a week or less, even if they exercised. And a 2009 study reported that young children who watch one and a half to five and a half hours of TV a day have higher blood pressure readings than those who watch less than half an hour, even if they are thin and physically active.

Another small study found that when overweight adults cut their TV time in half, they burned more calories than those who watched five hours or more a day. Children whose TV time is cut tended to eat less, but that wasn't true for adults. And the light activities adults filled their time with, like reading and playing board games, actually burned more calories than watching TV.

In both the United States and Britain, people are spending three to four hours a day on average watching television, said the study's author, Dr. Emmanuel Stamatakis, of the department of epidemiology and public health at University College London.

“This is excessive,” he said. “It is more than 20 per cent of total waking time for most people.” And, he added, “it’s 100 per cent discretionary".

**Завдання для 9 класу**

**Аудіювання**

**TASK 1. Write TRUE**  **if the statement is true and FALSE if it is false.**

1. People who spend most of their free time watching TV have a low risk for developing health problems.
2. According to the author, the results of the study were unique and previously unknown.
3. Squeezing in an hour at the gym can counteract the effect of motionless sitting.
4. Children who watch a lot of television may have high blood pressure, even if they are thin and active.
5. If you cut your TV watching time in half, you burn more calories than someone who does not.
6. Other casual activities, like reading books, are just as damaging as watching TV.
7. In the US and Britain, people spent 30 minutes on average watching TV.
8. Adults who watch less TV eat less.
9. Eating a healthy diet can counteract the effects of a sedentary life.
10. Spending two or more leisure hours in front of a screen doubles one’s risk of a heart attack.

**TASK 2. Choose the correct letter: A, B, C, or D.**

1.This text describes an article recently written in which publication?

1. The Journal of the American Medical Association.
2. The British Journal of Health Sciences.
3. The National Cardiology and Pulmonology Newspaper.
4. The Journal of the American College of Cardiology.

2.Which nationality is not mentioned in the text?

1. Irish.
2. Scottish.
3. American.
4. British.

3.The study followed how many men?

1. 2.215.
2. 4.512.
3. 400.
4. 4.000.

4.The Author of the study works in which department?

1. Cardiology and Pulmonology.
2. Epidemiology and Public Health.
3. Education and Psychology.
4. Landscape and Architecture.

5.Which activity burns the most calories?

1. Playing a board game.
2. Watching TV.
3. Watching a computer.
4. Sitting in the car.

6. Participants in the study, who watched TV four or more hours a day:

1. Received a reward of 50 dollars.
2. Had a high blood pressure reading.
3. Were more likely to develop heart problems.
4. Were more likely to die of any cause.

7.An exercise regime had which effect on the blood pressure of sedentary people:

1. None.
2. It reversed heart disease.
3. It made their conditions worse.
4. It made them more likely to eat.

8.According to the article, time spent in front of the television is:

1. Mandatory for all Americans and British.
2. Discretionary for everyone.
3. Well-spent.
4. A healthy alternative to board games.

9.The article associates all of the following with watching too much television, except:

1. Heart disease.
2. Burning fewer calories.
3. Over-eating.
4. High blood pressure.

10.Children who watch more TV:

1. Have more free time.
2. Eat less.
3. Have high blood pressure.
4. Exercise more.

**9 клас ЧИТАННЯ.**

**TEXT 3: From «Native Americans» on Nativeamericans.com, 2006.**

Native Americans are peoples who occupied North America before the arrival of the Euro­peans in the 15th century. They have long been known as Indians because of the belief pre­valent at the time of Columbus that the Americas were the outer reaches of the Indies (hence the name ‘East Indies’). Most scholars agree that Native Americans came into the Western Hemisphere from Asia via the Bering Strait in a series of migrations. From Alaska they spread east and south.

The several waves of migration are said to account for the many native linguistic fami­lies while the common origin is used to explain the physical characteristics that Native Ame­ricans have in common (though with considerable variation): Mongoloid features, coarse, straight black hair, dark eyes, sparse body hair, and a skin color ranging from yellow-brown to reddish brown. Many scholars accept evidence of Native American existence in the Ame­ricas back more than 25,000 years. In pre-Columbian times (prior to 1492) the Native Ame­rican population of the area north of Mexico is estimated to have been between one and two million.

There is no part of the world with as many distinctly different native languages as the Western Hemisphere. Although most of the Native American languages that were spoken at the time of the European arrival in the New World in the late 15th century have become extinct, many of them are still in use today.

**TASK 1. Choose the correct letter A, B, C, or D**

1.**After migrating across the Bering Strait to Alaska, the Native Americans ... east and south**.

1. looked
2. moved
3. encouraged
4. hunted

2.**All of the following statements about Native Americans are true EXCEPT that ...**

1. their languages are extremely diverse.
2. they have a common appearance.
3. they arrived in the Americas prior to the year 1500.
4. most of the Native American languages are still spoken today.

3.**Why were the Americas called the ‘East Indies’ by Columbus?**

1. It was thought that the Americas were actually part of the Indies.
2. According to Columbus, the Native Americans looked like Indians from India.
3. The East Indies are located in the Pacific Ocean.

D. The land and resources of the New World were very similar to that of the Indies.

4.**Which of the following is NOT a feature of a Native American?**

1. dark eyes
2. curly hair
3. coarse hair
4. Asian-looking features

5.**Why do Native Americans look so similar, yet speak so many different distinct languages?**

1. They were trying to establish new societies in the New World.
2. Each tribe invented a new language before arriving in Alaska.

Шіі

1. Migrants crossed the Bering Strait at the same time and then spread over the continent.
2. They all migrated from Asia, but at different times.

**Listening Comprehension Test for 10th Form Students**

***Fear of Swimming***

As the water reached her waist, Helen felt herself starting to panic. It was ridiculous, she told herself. Here she was a fully grown woman wearing armbands and a buoyancy aid around her waist and grasping a float. But she was still terrified of water.

At 43, and married with two children, Helen was deeply ashamed of the fact she couldn’t swim. She hadn’t had swimming lessons at school as there had been no facilities. As she’d gotten older, her natural distrust of water turned into a phobia.

“I was okay as long as my feet were touching the bottom, but the moment I floated free, I’d panic. My heart began racing, my stomach would tighten and I couldn’t bear anybody near me.”

In 1975 when she enrolled for lessons at her local swimming pool it was a disaster. The instructor did get her to do a few strokes, but she remained absolutely terrified.

When her two children – Daniel, now 19 and Laura, 17 – were young, Helen tried again, but her progress was slow and she soon gave in, thinking there was no point carrying on.

And that was exactly how things would have stayed if it hadn’t been for the Splash school of swimming in Leeds, near Helen’s home. When one of the school’s leaflets dropped through her letterbox one day last March, Helen was inspired to give swimming one more go.

“In the past, whenever I said I was starting lessons the whole family would say ‘Oh no, not again,’ so this time I didn’t tell anybody. I just phoned up Splash and booked a course.”

At first Helen was as scared as ever but gradually, with the teacher’s help, she began to make progress. The school taught Helen as part of a small group and the instructors stayed in the water with her. They were very patient and that was what she needed. Other instructors at other schools had bullied her and so she’d become discouraged. At Splash, however, they were very understanding.

After a few months, Helen was able to take off the armbands and started going to another class at her local sports center. Soon she could swim a whole length of the swimming pool.

Then, just when things were looking up and Helen was able to swim half a dozen lengths, she suddenly lost her nerve again. One day, out of the blue, she had a panic attack and started shaking and shivering with fear.

Determined not to let this defeat her after she’d come so far, Helen went to a hypnotherapist who gave her subconscious suggestions to help her overcome her fears. She was soon back in the water with renewed assurance.

And now Helen can swim 64 lengths of her local swimming pool, which is much more than a mile. To celebrate her success, she hired the pool at her local sports center for a birthday celebration. Helen shows the rest of us anything can be achieved if you want to do it badly enough.

**Listening Comprehension Test for 10th Form Students**

1. **Listen to the text. Decide whether these statements are true or false and mark one.**

1. Helen felt ridiculous because she couldn’t swim.

2. Helen had never trusted the water.

3. Helen was afraid in water when her feet weren’t touching the bottom.

4. In 1979, Helen enrolled in swimming lessons.

5. Helen tried to learn to swim when her children were 19 and 17.

6. Helen lived in Leeds.

7. Helen could swim without help after one month.

8. The instructors at Splash helped Helen.

9. Helen was able to swim 6 pool lengths when she had her panic attack.

10. Helen had her birthday celebration at Splash.

1. **Listen to the text and choose one answer for each question.**

11. Helen knew her fear was \_\_\_\_\_.

A) logical.

B) unreasonable.

C) based on past experiences.

12. Why hadn’t Helen learned to swim?

A) She had always been terrified of water.

B) She hadn’t had the opportunity.

C) She had distrusted her instructor at school.

13. What happened the first time Helen had lessons?

A) She didn’t get over her fears.

B) She was afraid of the teachers.

C) She nearly drowned.

14. Helen decided to give swimming one more go when \_\_\_\_\_.

A) she found one of Splash’s leaflets dropped on the ground.

B) Splash put one of their leaflets in her letterbox.

C) she received a letter from Splash.

15. Why did Helen go to a hypnotherapist?

A) She realized she would never be able to swim.

B) She wanted to forget her past fears.

C) She suddenly lost her courage.

**Reading Comprehension Test for 10th Form Students**

**TEXT I**

*Read the text about booking a trip to Stratford-upon-Avon. Decide if each of the 10 statements is true or false and mark one.*

**Stop-over in Stratford-upon-Avon**

***The easy way to book your theatre seats, dinner and overnight stay***

Go to the theatre and enjoy Stratford-upon-Avon's shops, river and restaurants. See Shakespeare's Birthplace, and the beautiful Cotswolds countryside with its charming villages.

For as little as £90 per person in a luxury hotel, we include:

* A theatre seat in the stalls or circle for any Monday to Saturday evening performance.
* A three-course dinner in the Box Tree Restaurant, before (5.45 p.m.) or after (about 10.30 p.m.) the performance.
* One night's accommodation for two people sharing twin/double room. We divide our hotels into four groups – Luxury, A, B or C. Luxury is the most expensive and Group C rooms are without bath.

If you haven't time – or live too close to Stratford to stay the night – why not try our Deals on Meals package which includes a three-course dinner (or lunch if you go to an afternoon performance) in the Box Tree Restaurant. Lunch before the afternoon performance is at 12 noon.

Group discounts apply (15 or more) for Monday to Friday evenings and Thursday and Saturday afternoons until June 18th.

**Trains** There is an Intercity train from London Euston to Coventry. Trains leave London at: 9.10, 10.40, 16.55, 21.40. Then take a bus to Stratford. Also, new direct train service from London Paddington to Stratford. Train leaves London 9.18, arrives Stratford 11.30. Returns are available: leaves Stratford 15.55, arrives London 18.15.

**Buses** Connect with all the above trains at Coventry Station, journey time to Stratford 35 mins.

**Stay longer**

You can have an extra night's stay at the hotel of your choice to complete your break. Please note on your booking form if you would like to stay an extra night and include the cost (prices shown are per person sharing a double room) in your total payment.

**Booking is easy**

To book, simply:

1. Choose the show and date you wish to come.

2. Choose your hotel.

3. Fill in the form and send it to the Stop-over Office.

Please give a choice of three dates if possible to avoid disappointment and name alternative hotels in the same group when completing your booking form.

1. **Decide whether these statements are true or false and mark one.**
2. A luxury room for two costs £90.
3. You can go to an evening performance six days a week.
4. You can sit upstairs or downstairs in the theatre.
5. You can eat in the Box Tree Restaurant any time between 5:45 p.m. and 10:30 p.m.
6. Group C rooms are the cheapest.
7. The afternoon performance starts at midday.
8. There are two ways of getting to Stratford on public transport.
9. If there are twelve of you in a group, you can get cheaper tickets.
10. There is one train per day direct from London to Stratford.
11. It may not be possible to go on the day you want.

**11 клас.**

**Читання.**

**Text 1: From *Gabby: A Story of Hope and Courage* by Gabrielle Giffords and Mark E. Kelly**

I studied her face, which was luminous. In a lot of ways, she still looked like the beautiful, vivacious woman I’d fallen in love with. But there were differences. Her head was misshapen because of the missing piece of skull and the collection of excess cerebral-spinal fluid. She no longer had that full blond mane familiar to so many people from photos taken before she was shot. Her hair, which had been shaved for surgery, was very short, and had grown back in her natural dark-brown color. And she now had a full set of scars: one on her neck from her tracheotomy, one on the left side of her forehead, marking the spot where the bullet entered her brain, one over her right eye, which was also damaged in the attack, and a set of scars toward the top of her head that allowed her neurosurgeons the access they needed to save her life. Though she used to wear contact lenses, she now had to wear glasses. Because of her injuries, she’d lost about 50 percent of her vision in both eyes.

I took it all in. “You look great, Gabby,” I said. And she did. Despite everything.

Gabby smiled at me. She knows I’m a sucker for that smile of hers. Then she looked back out toward the horizon and her smile widened as the waves lapped against her feet.

I knew what she was thinking: That in this brief moment, it felt as if everything was almost back to normal. That maybe, someday, she’d be whole again.

1. **Mark true or false.**

1. Gabby has only 4 minor scars on her body.

2. The narrator is disgusted by Gabby's appearance.

3. Gabby is completely blind because of her injuries.

4. Gabby is now vision impaired.

5. Everything is back to normal now.

6. In this brief moment, Gabby feels whole again.

7. The narrator is most likely Gabby's husband or boyfriend.

1. **Choose the best answer.**

8. How did Gabby get her injuries?

A. A car accident.

B. Falling off a bridge.

C. By being shot.

D. By being hit on the head.

9. What is Gabby's hair like now?

A. She has no hair, because it was shaved.

B. She has short blond hair.

C. She has long blond hair.

D. She has short brown hair.

10. What saved Gabby's life?

A. Surgery on her neck.

B. Surgery on her brain.

C. Pure luck.

D. Ambulance workers.

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**ЗАВДАННЯ ДЛЯ 11 КЛАСУ**

**АУДІЮВАННЯ.**

**TEXT: From «Marie Smith», Feb 7, 2008,** The Economist.

Glossary: afar — здалека spruce — хвойне дерево remnant — відбиток, залишок halibut — палтус

Beyond the town of Cordova, on Prince William Sound in south-eastern Alaska, the Cop­per River delta branches out in silt and swamp into the gulf. Marie Smith, growing up there, knew there was a particular word in Eyak, her language, for the silky, gummy mud that squished between her toes. The driftwood she found on the shore, acquired a different name if it had a proper shape and was not a broken, tangled mass. If she got lost among the flat, winding creeks her panicky thoughts were not of north, south, east or west, but of ‘upri­ver,’ ‘downstream,’ and the tribes, Eskimo and Tlingit, who lived on other side. And if they asked her name it was not Marie but rather an Eyak word meaning ‘a sound that calls peo­ple from afar.’

Up river out of town stretched the taiga, rising steadily to the Chugach Mountains and covered with black spruce. The spruce was an Eyak dictionary in itself, from lisp, the neat, conical tree, to its wiry root, useful for baskets; from, its blue-green, flattened needles, which could be rewed for beer or tea, to its resin, from which came pitch to make canoes watertight. The Eyak were fishermen who, thousands of years before, were thought to ha­ve crossed the Bering Strait in their boats. Marie’s father still fished for a living, as did most of the men in Cordova. While the neighboring Athapaskan tribes, who had crossed the strait on snowshoes, had dozens of terms for the condition of ice and snow, Eyak vocabulary was rich with particular words for black abalone, red abalone, ribbon weed and tubular kelp, drag nets and dipping nets and different sizes of rope. One word, demexch, meant a soft and treacherous spot in the ice over a body of water: a bad place to walk on, but possibly a good one to squat beside with a fishing line or a spear.

This universe of words and observations was already fading when Marie was young. In 1933 there were 38 Eyak-speakers left, and white people with their grim faces and intrusi­ve microphones, as they always appeared to her, were already coming to sweep up the remnants of the language. At home her mother donned a kushsl, or apron, to make cakes in a round mixing bowl; but at school ‘barbarous’ Eyak was forbidden. It went unheard, too, in the salmon factory where Marie worked after fourth grade, canning in industrial quantities the noble fish her people had hunted with respect, naming not only every part of it but the separate stems and shoots of the red salmonberries they ate with the dried roe.

As the spoken language died, so did the stories of tricky Creator-Raven and the magi­cal loon, of giant animals and tiny homunculi with fish-spears no bigger than a matchstick. People forgot why ‘hat’ was the same word as ‘hammer’, or why the word for a leaf was also the word for a feather, as though trees and birds shared one organic life. They lost the sense that grouped apples, beads and pills together as round, foreign, possibly deceiving things. They neglected the superstitions that kept fish and animals separate, and would not let fish-skin and animal hide be sewn in the same coat; and they could not remember exact­ly why they built little wooden huts over gravestones, as if to give more comfortable shel­ter to the dead.

Mrs. Smith herself seemed cavalier about the language for a time. She married a white man, William Smith, and brought up nine children, telling them odd Eyak words but finding they were not interested. Eyak became a language for talking either to herself, or to God. Only when her last surviving older sister died, in the 1990s, did she realise that she was the last of the line. From that moment she became an activist, a tiny figure with a determi­ned jaw and a colourful beaded hat, campaigning to stop clear-cutting in the forest (where Eyak split-log lodges decayed among the blueberries) and to get Eyak bones decently bu­ried. She was the chief of her nation, as well as its only full-blooded member.

She drank too much, but gave it up; she smoked too much, coughing her way through interviews in a room full of statuettes of the Pillsbury Doughboy, in which she said her spi­rit would live when she was dead. Most outsiders were told to buzz off. But one scholar, Michael Krauss of the University of Alaska at Fairbanks, showed such love for Eyak, pain­stakingly recording its every suffix and prefix and glottal stop and nasalisation, that she worked happily with him to compile a grammar and a dictionary; and Elizabeth Kolbert of the New Yorker was allowed to talk when she brought fresh halibut as a tribute. Without those two visitors, almost nothing would have been known of her.

As a child she had longed to be a pilot, flying boat-planes between the islands of the Sound. An impossible dream, she was told, because she was a girl. As an old woman, she said she believed that Eyak might be resurrected in the future. Just as impossible, scoffed the experts: in an age where perhaps half the planet’s languages will disappear over the next century, killed by urban migration or the Internet or the triumphal march of English, Eyak has no chance. For Mrs. Smith, however, the death of Eyak meant the not-to-be-imagined disappearance of the world.

**11 клас аудіювання**

**TEST 1.**

**Write TRUE if the statement is true and FALSE if it is false.**

1. The Eyak lived in south-western Alaska.
2. Marie’s father worked as a fisherman.
3. In 1933, there were only forty-eight Eyak speakers left.
4. After fifth grade, Marie started working in a salmon-canning factory.
5. In Eyak, the word for leaf is the same as the word for feather.
6. In Eyak superstition, small wooden huts were built over the graves of the dead.
7. At her death, Marie Smith was the only remaining full-blooded member of her tribe.
8. Marie believed that her spirit would continue living in statues of the Pillsbury Doughboy.
9. Michael Krauss was allowed to visit Marie because he brought her fresh halibut.

10. Over the next century, perhaps a quarter of the world’s languages will disappear.

**TEST 2.**

**Choose the correct letter A, B,** C, **or D.**

1.Marie’s Eyak name means ...

1. ‘the girl who runs east and west.’
2. 'lost amongst the creeks.’
3. ‘a sound that calls people from afar.’
4. ‘a movement upstream.’

2.The Eyak used the needles of the black spruce tree to ...

1. make tar to cover the outside of their boats.
2. weave baskets.
3. brew beer and tea.
4. sew fishing nets.

3.The Eyak tribe came to Alaska ...

1. to find good fishing.
2. by crossing the Bering Strait in boats.
3. with the Eskimo people.
4. by walking across the Bering Strait in snowshoes.

4.Based on their languages, we know that the most important thing to Eyak people was...

1. apples and beads.
2. snow and ice.
3. fish and rope.
4. leaves and feathers.

5.As a child, Marie thought that white people had ... faces.

1. intrusive
2. grim
3. smiling
4. barbarous

6.As the Eyak language died, which of the following was NOT forgotten?

1. The story of the Creator-Raven.
2. Why the word for hat is the same as hammer.
3. Why every part of every fish had a name.
4. The superstition that kept fish and animals separate.

7.Marie realized that she and her language were important only ...

1. when her older sister died.
2. after her children told her they did not want to learn Eyak.
3. because of the visitors that came.
4. when she became chief of the Eyak nation.

8.In her old age, which of these things did Marie NOT do?

1. become an activist for the proper burial of Eyak bones
2. fight against clear-cutting in forests
3. help create an Eyak dictionary
4. become a designer of colorful, beaded, Eyak hats

9.Marie was told it was impossible to become a pilot because ...

1. all Eyak people are fishermen.
2. she was a girl.
3. no one spoke the Eyak language.
4. her English was not very good.

10.The reason for the Eyak language’s disappearance is that...

1. Marie died.
2. it was considered to be ‘barbarous.’
3. English speakers forbade the language from schools.
4. All of the above.

**ПИСЬМОВЕ МОВЛЕННЯ.**

**8 клас: You are going to a picnic next Sunday. Write your friend an E-mail.**

**In your E -mail:**

* **say what you are going to do next Sunday;**
* **describe the clothes you are going to wear;**
* **invite your friend to join you.**

**9 form: An old, run – down building has recently been renovated. The façade looks new and attractive with fresh paint and gleaming windows. The next night someone spray painted the surfaces with graffiti “TAGS”. This is called “ART” by taggers. Should this be stopped or allowed to exist? Is this art or vandalism? What can be done to discourage the taggers? What might be done to encourage the taggers to express themselves in other way?**

**10 form: You work for a large travel agency and have just spent a week on a small island to see if it would be a suitable destination for package holidays. Write a report for your employee describing such things as the place itself, how to get there, available accommodations, restaurants, transport, tourism attractions and so on, and state your recommendations concerning its suitability.**

**11 form. In most American high schools, students are required to do between 40 to 100 hours of volunteer work in order to graduate. This volunteer work often includes helping homeless or disabled people, tutoring children, cleaning up pollution, or working at a charitable organization. Do you agree with this school policy? Why or why not? What are possible positive and negative effects from requiring students to do this?**