

## Раздел 2. Чтение (30 минут) Вариант 1

B2

Установите соответствие заголовков **A-H** абзацам текста **1-7**. Занесите свои ответы в таблицу. Используйте каждую букву **только один раз**. В задании одна тема лишняя.

- A. GREAT PICTURES, NOT MANY FACTS**
- B. PLENTY OF FACTS, NOT TO MANY OPINIONS**
- C. SOMETHING FOR EVERYONE**
- D. THE MOST POPULAR GUIDES**
- E. STUDYING THE PAST**
- F. AN EXTREMELY USEFUL ADDITION**
- G. FOCUS ON FASHION**
- H. EVERYDAY LIFE AND THE ENVIRONMENT**

### A LOOK AT GUIDEBOOKS

1. Most of us pick up a guidebook when we're going away. But just as there are many types of traveler, so there are many styles of books. Whether you're keen to know what to see, where to stay or where to go clubbing, it's important you select the book that suits your tastes and your personality. The same destinations are visited by different types of people, all requiring something different from their guide. Travellers are very well served by the guides available, whether they are cultural guides or guides that place more emphasis on nightlife.
2. *Blue guides* are for people who take their sightseeing seriously. The guides are packed with history and full of architectural detail. There are no pictures, but lots of diagrams of things like medieval building plans. The publishers recently introduced restaurant recommendations for the first time, and were criticized by some readers, who said that such things should not be in the guides.
3. The *Rough Guides* approach has always been to explore countries as lived-in places, not just holiday destinations, and they have an in-depth emphasis on things like the kind of film the local cinema shows or the best bread in the local bakery. There is high-quality writing in these guides and the cultural sections are very strong. The founder of the *Rough Guides* recently criticized the casual attitude to air travel that could have a terrible effect on global warming. Warnings will appear in all new editions of the guides about the impact of flying and these will encourage readers to 'fly less and stay longer'.
4. *Eyewitness Travel Guides* are colourful, easy-to-use guides with superb graphics. For example, the building-by-building illustration of the Grand Canal in Venice is brilliant. But historical detail definitely takes second place to the illustrations, and some people may find that there is not enough cultural information. On the plus side, the 'Visit Highlights' sections summarize the aspects of every destination that no visitor to the place should miss. This is an excellent feature for people on tours and only visiting places for a very short time.
5. If you care what brand of trainers you wear, *Time Out* guides are for you. These are trendy guides which get much more excited about designer clothes shops than historic buildings. They are great on restaurants, bars with a good atmosphere and people-watching, and they are written in the language of modern youth, which is either exciting or annoying, depending on your point of view.
6. *Explorer Guides* are straightforward and practical. They cover all the basic information required in a guidebook well, and are nicely designed with lots of colour photos. The unique selling point of these books is certainly the map, included in a pocket at the back of each book. This is very valuable for those intending to travel by car because the amount of detail in maps you can buy locally in other countries can vary considerably.
7. *Lonely Planet* guides are very much aimed at back-packers and trekkers, rather than tourists on organized trips, and they offer such people a wealth of information on places to go and how to get there. The history and culture of places are covered in a broad and general way, rather than in great detail, but the typical reader is the sort of person happy to find things out themselves and form their own impressions and views. Although the publishers are Australian, the spellings are American, so there are lots of words like 'color' and 'center,' which British readers might find slightly strange.

1	2	3	4	5	6	7
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Прочитайте текст и заполните пропуски 1-6 частями предложений A-G. Одна из частей в списке A-G-лишняя. Перенесите ответы в таблицу.

### NOT ENOUGH VIOLA PLAYERS

There is currently a national shortage of viola players in Britain. For those playing the instrument (larger in size and deeper in tone than the violin), 1 \_\_\_\_\_. Places in orchestras and on music courses are more readily available for them than for the larger numbers of violinists.

Last weekend, for example, the National Children's Orchestra (NCO) began rehearsals with viola places still vacant. 'Violists are in short supply,' says Vivienne Price, the NCO's founder and vice-president. 'People all want to be first violin but 2 \_\_\_\_\_. All the different kinds are required, not just one.'

With more than 300 of the country's top violinists competing for 170 places in the NCO this year, standards were very high, even for the training section, which takes seven to ten-year-olds. But there were just 63 competing for the NCO's 70 viola positions and, as a result, candidates who have not reached the same standard as those applying for the violin places were accepted. 'We encourage children to apply for the training orchestra, 3 \_\_\_\_\_,' says Miss Price.

Peter Hewitt, director of the junior department of the Royal college of Music, says 4 \_\_\_\_\_, with 24 players, but there many more violinists. 'Younger children particularly like the glamour of the melody line, and the bass has its attractions,' he says. 'But the middle line, which is played by the viola, is a problem. I think the viola has a gorgeous sound, but 5 \_\_\_\_\_.'

Both the Royal College and the NCO are trying to encourage children to take up the viola. 'It really frustrates me,' says Roger Clarkson, the NCO's director of music. 'People will say that, if you can't play the violin, 6 \_\_\_\_\_. But the viola is actually a wonderful instrument in its own right.'

- A. it has always been an instrument people have avoided
- B. if lots of violinists decide to change to the viola
- C. even if they are not as far advanced
- D. you should go on to the viola
- E. there are plenty of opportunities in a variety of organization
- F. it is currently 'reasonably well off' for violas
- G. they should realize it is like voices in a choir

1	2	3	4	5	6

Прочитайте текст и выполните задания A15-A21, обводя цифру 1, 2, 3 или 4, соответствующую номеру выбранного вами варианта ответа.

### ZOOKEEPERS FOR A DAY

A visit to the Zoo is one of the defining day trips of childhood, but the fascination tends to fade during teenage years. However, the 'Keeper for the Day' schemes currently being offered by several British zoos are proving a surprising hit among adolescents.

Peter Maltby, 16, has travelled from his home to be a keeper for the day at Colchester Zoo. The trip is a present from his parents, who are accompanying him. 'We used to take Peter and his sister to the zoo as children and it gave them both a love of wildlife,' says his mother. Peter heard about the scheme from a school friend. 'He raved about how good it was,' he says. The zoo offers two opinions, and while his school friend chose the carnivores (white tiger, snow leopard and lions), fed red pandas, penguins and seals, and visited the iguana incubation room, Peter chose the 'primates, birds of prey, small mammals and elephants' option. His first session involves feeding lemurs and rare gelada baboons and, as he dispenses bananas, some sit on his head. Then it is on to the Falconry Centre, where, gingerly at first but with growing confidence, he handles several fearsome-looking birds of prey, including hawks, falcons and vultures.

Colchester Zoo's business manager, Alex Burr, says the scheme has become extremely popular. Elsewhere, it is a similar story. Geoff Worden of Blackpool Zoo says their scheme has really taken off. The days do not come cheap, but they do provide essential funds for conservation and endangered species programmes for the zoos. 'They also offer a unique opportunity for the participants to learn a lot about how a zoo works and to spend time with everything from birds, reptiles and sea lions to gibbons, tigers and zebras,' says Worden. 'Naturally, we get youngsters who are thinking of a career with animals or in a zoo, but its appeal is broader than that. Afterwards, everyone realizes just what hard work it is looking after animals. They lose any idea that it's a cushy job and come away impressed with the care and dedication of zookeepers who might spend a full night with a sick animal-and realize that there are some things that are not about money, which can be very refreshing.'

At Paignton Zoo, keepers for the day are also expected to 'muck in' and 'muck out.' 'This is not just a chance to meet some of the animals close up, this is real work,' says the Zoo's Phil Knowling. 'We get our share of youngsters on the scheme, some budding vets included, and everyone gets something different out of it. Not surprisingly, some are a bit wary of the reptiles and it can be unnerving to go into an enclosure full of hanging, twittering bats, but they gain a lot from their day.' Some lucky participants in these schemes experience the drama of an animal birth, or are present at the introduction of a new species to the zoo, but although the reality is likely to be less dramatic, most seem entranced by the experience. 'From feeding giant tortoises, stroking the belly of a pregnant tapir, to holding out live locusts for the excitable lemurs, I had a fantastic day,' one participant wrote to Bristol Zoo. 'I can't actually remember the last time I was in such a rush to get up in the morning. It was a great day. I left full of information and experience that I would never normally have come across,' another reported back.

- A15** The writer says in the first paragraph that many young people
- 1) are unaware of the 'Keeper for the Day' schemes.
  - 2) don't like being taken to zoos when they are very young.
  - 3) tend to lose interest in zoos as they get older.
  - 4) only become interested in zoos when they are teenagers.
- A16** We are told that when Peter Maltby took part in the schemes,
- 1) his parents went with him because he was nervous.
  - 2) his school friend's advice was of little help to him.
  - 3) he chose the option he thought would be the easiest.
  - 4) he began to feel better as one of the sessions went on.
- A17** What does Geoff Worden say about the scheme at his zoo?
- 1) It is not exactly the same as schemes at other zoos.
  - 2) All kinds of young people take part in it.
  - 3) It is particularly useful for people considering a career with animals.
  - 4) His zoo has to charge more for it than other zoos charge.
- A18** What is meant by 'cushy' in the third paragraph?
- 1) easy
  - 2) boring
  - 3) dangerous
  - 4) glamorous
- A19** What does Phil Knowling say about the scheme at his zoo?
- 1) A few people regret taking part in it.
  - 2) He has made changes to it since it started.
  - 3) It involves more contact with animals than some other schemes.
  - 4) Not all people who take part in it are young.
- A20** In the final paragraph, the writer says that taking part in one of the schemes
- 1) often includes experiencing dramatic events.
  - 2) can be a more exciting experience at some zoos than at others.
  - 3) may change people's views of what happens in zoos.
  - 4) is usually a very enjoyable experience
- A21** One of the participants who wrote after taking part in a scheme mentioned
- 1) a feeling of great excitement before the event.
  - 2) a feeling of surprise at the variety of activities involved.
  - 3) overcoming their fear when dealing with creatures.
  - 4) learning about creatures they had not previously heard of.

Установите соответствие заголовков **A-H** абзацам текста **1-7**. Занесите свои ответы в таблицу. Используйте каждую букву **только один раз**. В задании **один заголовок лишний**.

- A. ONE BIG DISADVANTAGE
- B. ALLOWED THE SECOND TIME
- C. BIGGER THAN EXPECTED
- D. POSSIBLY THE BEST OF ALL TIME
- E. A RECORD IS ESTABLISHED
- F. ON THE MOVE
- G. IT NEVER HAPPENED AGAIN
- H. A TRICK THAT WORKED

### THE MOST UNUSUAL POP AND ROCK PERFORMANCES

#### 1. Johny Cash at Folsom Prison, 1968

Johny Cash had been playing in prison in as early as 1957 and he often sang about people who lived outside the law. By the late 1960s, his career was not doing well and his record company suggested actually recording an album at Folsom prison, near Sacramento, California, which had been the subject of one of his greatest songs, *Folsom Prison Blues*. The result was perhaps the greatest live album ever. It was full of tension as Cash joked about the warders who were in charge of the 2,000 prisoners.

#### 2. The Beatles on a London rooftop, 1969

Since 1966, the Beatles had been avoiding touring and the screaming of their teenage fans. After several years of been together in recording studios, Lennon and McCartney could hardly stand each other's company. Following a meeting in the offices of their company Apple in London's Savile Row, it was decided that they would play their last few songs live a few days later on the roof upstairs. The 42-minute early morning 'concert' which amazed commuters below and was later featured in the film *Let It Be*, was the Beatles' last live performance.

#### 3. Pink Floyd at Pompeii, 1972

The rock scene of the early 1970s specialised in finding peculiar places to perform in. Pink Floyd were masters of that art, but they came up with something different when they held a concert in the recently excavated Pompeii (the Italian city that had been buried for nearly 2,000 years after the volcano Vesuvius erupted). But there was a major drawback – there was no audience. The resulting lack of a real concert atmosphere meant that, in the movie that they made of the event, half the songs were actually filmed later in Paris. This explains why keyboard player Rick Wright has a beard in some songs but not in others.

#### 4. Spandau Ballet on a battleship, 1980

The fashion called 'New Romantics' was the big thing in Britain and London's Spandau Ballet were the scene's hottest band. Their manager thought of an idea that he

hoped would get his group a contract with a major record company. He hired a former battleship moored on the river Thames by Tower bridge, saying that it was for a group of students and that a jazz band would be playing. Instead, the boat filled with Spandau Ballet's fans, the band put on a great performance and soon afterwards they were offered a contract by a major record company.

#### 5. U2 on a hotel rooftop, 2000

U2 first made a rooftop appearance in 1987 at the Million Dollar Hotel in Los Angeles, where they tried to play a live concert while shooting the video for the song *Where the Streets have No Name*. But police came along and stopped them. In 2000 in Dublin, with 4,000 fans gathered on the road below, they performed several songs on the roof of the Clarence Hotel, which they enjoyed. There were no problems with the there.

#### 6. The Others on a London Underground train, 2004

Inspired by the fact that new technology meant that a band's fans could be contacted by text message, a fashion for suddenly-arranges performances grew quickly. The strangest was one by The Others, who assembled a crowd on the London Underground, took them all on to a Circle Line train, and performed as the train made its circuit around London.

#### 7. Various British musicians on Mount Everest, 2005

Over Christmas 2004, there were rumours that Coldplay were going to play at Nepal's Kathmandu National Stadium, 1,372 metres above sea level. This proved to be untrue, but, inspired by the idea, a lesser-known bunch of British musicians did a charity performance for Nepalese orphans at Kalar Pattar, above Mount Everest's base camp, at a huge 5,545 metre above sea level. The 40-minute concert in front of 100 fellow mountaineers is officially the 'highest gig on earth'.

Прочитайте текст и заполните пропуски **1-6** частями предписке **A-G**-лишняя. Перенесите ответы в таблицу.

### A QUICK WORKOUT CAN DO YOU AS MUCH GOOD AS A LONG ONE

For those who are too busy to spend as long exercising at the gym as they would like -and for those who are a bit lacking in the willpower department – there is good news. Researchers have found that fitness enthusiasts can reduce the time they spend working out by two-thirds

1 \_\_\_\_\_.



A study involving male weightlifters has suggested that there is no point in exercising for long periods. Those who exercised less saw a significant decrease in body fat. The study focused on 16 students aged 19 to 23, 2 \_\_\_\_\_. They were split into two groups. Both carried out upper-body training three times a week for eight weeks. One group did one series of eight repetitions, 3 \_\_\_\_\_. At the end of the study, both groups had improved 'significantly' in terms of muscular strength, said the researchers.

Report author Dr Julien Baker said: 'This study indicates that it is unnecessary 4 \_\_\_\_\_ and that a shorter work-out may achieve the same results. Many fitness classes are now 3 shorter in duration and promise results in quicker times, and there is much research to suggest that interval training – intense activity 5 \_\_\_\_\_ - and shorter, high-intensity workouts – performing at 80 per cent of your maximum aerobic capacity – can achieve maximum results in shorter periods. This kind of research may see a change in the way we exercise and show that it may be better to do a number of regular express workouts which would fit in with the busy lives that many lead'.

Dr Baker said he also hoped the findings would encourage more people 6 \_\_\_\_\_. 'The more people we get doing a little exercise which is beneficial, as opposed to fewer people doing a lot of exercise, the better it will be,' he added.

- A. to spend hours at the gym
- B. who already worked out regularly
- C. but this made no difference
- D. followed by a short recovery period
- E. and still achieve the same results
- F. to take up exercise
- G. while the other did three sets of the same exercise

1	2	3

Прочитайте текст и выполните задания A15-A21, обводя номер выбранного вами варианта ответа.

### CHANU COMES HOME

The girls were brushing their teeth when Chanu got home. He staggered down the hallway and dropped a large cardboard box at his feet. He wriggled out of the straps of a canvas bag that was slung across his shoulders and swung it down. It dislodged another large chunk of plaster from the wall. The dust settled on Chanu's hair.

He slapped his hands together a few times, the way a man might if he has finished his tasks and is waiting for praise. 'Here,' he said, still trying to catch his breath, 'Don't I always do as you ask? I got it.' He beamed at his wife Nazneen. The girls stuck their heads out from the bathroom. 'Come on,' he called to them. 'See what I have got for your mother.'

The girls came out in their nightdresses and stood close to Nazneen. 'You know, when I married your mother I thought I was getting a simple girl from the village and she would give me no trouble.' He was playing the fool for them. Rolling his eyes and puffing his cheeks. 'But she is the boss woman now. Anything she says, your father goes running off and does it. Look. Look inside the box.'

The girls moved forward together. Bibi began pulling at the brown tape. Shahana pushed her aside and took charge. Suddenly both girls were ripping at the cardboard, plunging arms inside and squealing.

'Ah, wait. Let your mother see.'

Nazneen came close and squatted beside the box. Inside there was a sewing machine and a tangle of wire.

'Birthday present,' said Chanu.

It was not her birthday.

'Early birthday present,' he said.

'It was what I wanted,' said Nazneen.

They never celebrated their own birthdays, only the girls'.

'Let's try it,' said Bibi.

Chanu bent down and unzipped the large canvas bag. It contained a computer.

'Is it your birthday present?' asked Bibi.

'That's it.' He was delighted. 'That's what it is.'

They put the computer on the dining table and the sewing machine next to it. Thread was found and pieces of cloth. Nazneen broke one needle. Chanu fitted another and she sewed a dish towel to a cloth that she used to wipe the floor. Shahana sewed a hem on a pillowcase. Bibi had a turn but could not manage the foot thread and the needle at the same time. She held the cloth steady while Shahana had another turn. Then Chanu found the setting for zigzag stitches and made patterns on a pair of old underpants. Nazneen wiped the pale green casing although the only marks on it were tiny worn-in scratches that could not be removed. The machine had become a little warm from its exertions and she felt it should rest.

'The computer,' cried Bibi.

'Let me do it,' said Chanu as the girls pressed up to the screen. There was much plugging and replugging and poking of buttons before the screen began to burr and turn slowly from black to grey to blue. At the time Chanu kept up an informative commentary, *You see..., This wire goes in the..., Must never touch any..., I'll show you how the...* Shahana twisted her arms up in the loose fabric of her nightdress. She wanted to tell her father to take off his coat. Nazneen stopped her with a pleading look. These gay moods came rarely enough.

Chanu sat down and began to type. He examined the keyboard closely before each stroke, putting his face right down by the letters as though something valuable had slipped between the cracks. Minutes later he had completed a sentence. The girls pushed up to take a look. It was long past bed time.

Bibi read it out. 'Dear Sir. I am writing to inform you.'

'It all comes back so quickly,' said Chanu. His cheeks were red with pleasure.

**A15** We are told that when Chanu arrived home,

- 1) he tried to avoid doing damage to the wall.
- 2) he accidentally dropped something he was carrying.
- 3) he had difficulty carrying what he had brought with him.
- 4) he tried to come in without the others noticing.

**A16** When Chanu told the others to see what he had brought,

- 1) he joked about his relationship with his wife.
- 2) he said that he had expected them to be delighted.
- 3) he told the girls that their mother deserved it.
- 4) he complained about being told what to do.

**A17** When the girls opened the box,

- 1) they started arguing with each other.
- 2) Chanu told them to be more careful.
- 3) Nazneen expressed satisfaction at what it contained.
- 4) Shahana was able to do so more easily than Bibi.

**A18** When Chanu showed the others what was in the bag,

- 1) he made it clear that they could not use it.
- 2) he showed that he preferred it to the sewing machine.
- 3) he made sure that they handled it carefully.
- 4) he pretended that it was also a birthday present.

**A19** What happened while they were using the sewing machine?

- 1) They all had problems doing what they wanted to do.
- 2) All four of them operated it for a time.
- 3) The girls did better than their parents.
- 4) It didn't work as well as it should have done.

**A20** When Chanu was putting the computer together,

- 1) Nazneen was very keen for him to remain in a good mood.
- 2) it made a noise that it shouldn't have made.
- 3) he admitted that he was not sure how to do it.
- 4) the others began to get bored.

**A21** When Chanu used the computer for the first time,

- 1) he was proud that he could remember how to do something.
- 2) he was worried that it might be faulty in some way.
- 3) he tried not to let the others see how hard it was for him.

4) he changed his mind about what to do on it.

buildings do not meet our needs for the 21<sup>st</sup> century or the requirements of our students.

3. The quality of the teaching and learning at the College will always be the most important consideration. That's why we intend to create a brand new College campus. We want our students to have the opportunity to learn in modern, up-to-date facilities. This investment is timed to make sure that our future students will also have top-class facilities.

4. During the creation of our new campus, we intend to ensure that the redevelopment takes place away from any buildings that will still be in use. It will be business as usual for the College. An assessment of all the existing buildings will be carried out to make sure that they are capable of providing a suitable learning environment until the new buildings are complete. Where necessary, money will be made available to ensure that these buildings remain fit-for-purpose until the new building are ready.

5. we are determined to work closely with our local neighbours on this project. Although there will be a formal public consultation process as part of the rebuilding process, we will also be holding discussions with local residents to more informal meetings where we can give our full attention to their views and opinions. Our consultants are beginning work on joining together plans that will give us an idea of what the new campus will look like. We will consult closely with local people as the project progress. Our intention is to create a College that benefits everyone.

6. The College understands the contribution that it makes to the local economy, both in terms of employment and the business generated by our thousands of students and staff. We believe the decision to rebuild the campus here in the town centre, rather than moving to a location outside it, will be very good for the town centre and will help it to continue to be economically successful.

7. We are very aware of the fact that the College stands at the heart of the historic part of the town, with its many attractive old buildings. We view this as an opportunity to improve this area in general. With the retention of the historic Great Hall, all the existing buildings, which are in a mixture of styles and are not attractive, will be pulled down. A new state-of-the-art campus will be constructed that will greatly improve the appearance of this part of the town.

**Раздел 2. Чтение (30 минут) Вариант 3**

B2

Установите соответствие заголовков А-Н с текстом таблицы. Используйте каждую букву только один раз. В задании один заголовок лишний.

- A. CLASSES WILL CONTINUE
- B. THE FINANCIAL BENEFIT FOR OTHERS OF STAYING IN THE SAME PLACE
- C. OUR ATTITUDE WILL NEVER CHANGE
- D. A DIFFICULT TASK
- E. NO CHOICE
- F. MAKING THE WHOLE DISTRICT LOOK BETTER
- G. THE PLAN AND THE COST
- H. FRIENDLY DISCUSSIONS

**NEW COLLEGE BUILDINGS**

1. The College intends to modernise its current site with a multi-million pound investment to upgrade its buildings and create a new campus. The College has secured support and funding for the project and is now looking for a suitable developer to take the project forward. Although no formal plans have been submitted at this stage, the College aims to redevelop the existing location with the new buildings in one area and sell the remaining land for development. The total amount of spending for the whole project will be about £40 million.

2. We are aware of people's worries concerning the redevelopment of the site, but we cannot continue to use the existing buildings in the long term. They have become tired and unworkable and are now proving very costly to maintain – which is money that should be spent directly on teaching and learning. The

decision to rebuild the campus here in the town centre, rather than moving to a location outside it, will be very good for the town centre and will help it to continue to be economically successful.

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1	2	3	4	



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### PEOPLE AND THE ENVIRONMENT

An eco-foot print is a measurement of the total amount of the earth's natural resources needed to support the way in which you live. For example, it estimates the land required to produce everything you consume, as well as the area 1 \_\_\_\_\_. It also calculates the size of forest required to absorb the carbon dioxide emissions from your car or from the plane that took you on holiday.

A new European Environment Agency study has identified the UK as one of the nations using more resources per person 2 \_\_\_\_\_. At an enormous 5.3 global hectares per person (about the size of six football pitches), the average UK eco-footprint is not much higher than the European average. But 3 \_\_\_\_\_, we would need not one but three planets.

The good news is that children in the UK are starting to apply eco 'pester power' – trying to persuade their parents 4 \_\_\_\_\_. Ann McGarry, an education officer who runs a course called 'Educating with the Eco-footprint', has seen a dramatic increase in the number of young people 5 \_\_\_\_\_. 'The eco-footprint is a useful educational tool for showing where we make a big impact,' she says. 'The UK global footprint is approximately 20 global hectares per average family. Wealthier areas tend to have bigger footprints'.

Parents who are being put under pressure by their children can turn to eco-footprint calculators for help. Answering 16 straightforward questions on [www.myfootprint.org](http://www.myfootprint.org) will calculate your footprint

6 \_\_\_\_\_. The questions relate to the size, location and energy efficiency of your home, your household size and car miles travelled each week, as well as air travel and weekly household waste. You are also asked whether you recycle, buy heavily packaged goods and eat meat or processed food.

- A. if everyone lived like that
- B. wanting to know more about their family's impact on the environment
- C. or reduce the size of an eco-footprint more quickly

D. than can be produced within its own borders.

E. and compare it with the worldwide average of 1.5 global hectares

F. to do something about their effect on the environment

G. that is used to dispose of your rubbish

1	2	3	4

Прочитайте текст и выполните задания A15-A21, обводя номеру выбранного вами варианта ответа.

### AT THE POLICE STATION

Signora Grismondi and Lieutenant Scarpa sat opposite one another for some time, until finally Scarpa pushed himself out of his chair, came around behind hers, and left the room, careful to leave the door open behind him. Signora Grismondi sat and studied the objects on the lieutenant's desk, but she saw little to reflect the sort of man she was dealing with: two metal trays that held papers, a single pen and a telephone. The room had only a small window, and it was closed, so after twenty minutes Signora Grismondi could no longer ignore how uncomfortable she felt, even with the door open behind her. It had grown unpleasantly warm, and she got to her feet, hoping it might be cooler in the corridor. At the moment she stood, however, Lieutenant Scarpa came back into the room, a manila folder in his right hand. He saw her standing and said, 'You weren't thinking of leaving, were you Signora ?'

Scarpa went back to his chair, took his seat, glanced at the papers in his trays as if searching for some sign that she had looked through them while he was away, and said, 'You've had time to think about this, Signora. Do you still maintain that you gave money to this woman and took her to the train station?'

Though the lieutenant was never to know this, it was this flash of sneering insinuation that stiffened Signora Grismondi's resolve. 'I am not "maintaining" anything, Lieutenant,' she said with studied calm. 'I am stating, declaring, asserting, proclaiming, and if you will give me the

opportunity to do so, swearing, that the Romanian woman whom I knew as Flori was locked out of the home of Signora Battestini and that signora Battestini was alive and standing at the window when I met Flori at the street. Further, I state that, little more than an hour later, when I took her to the station, she seemed calm and untroubled and gave no sign that she had the intention of murdering anyone.' She wanted to continue, to make it clear to this savage that there was no way that Flori could have committed this crime. Her heart ponded with the desire to continue telling him how wrong he was, but the habit of civilian exerted itself and she stopped speaking.

Scarpa, impassive, got up and, taking the folder with him, left the room again. Signora Grismondi sat back in her chair and tried to relax, told herself that she had had her say and it was finished. She forced herself to take deep breath, then leaned back in the chair and closed her eyes. After long minutes she heard a sound behind her, opened her eyes and turned towards the door. A man as tall as Scarpa, though not dressed in uniform, stood there, holding what looked to be the same manila envelope. He nodded when her eyes met his and gave a half-smile. 'If you'd be more comfortable, signora, we can go up to my office. It has two windows, so I imagine it will be a little cooler' He stepped aside, thus inviting her to approach.

She stood and walked to the door. 'And the lieutenant?' she asked.

'He won't trouble us there', he said and put out his hand. 'I'm Commissario Guido Brunetti, Signora, and I'm very interested in what you have to tell us'.

She studied his face, decided that he was telling the truth when he said that he was interested in

what she had to say, and took his hand. After this formal moment, he waved her through the door.

**A15** Signora Grismondi looked at the object on Scarpa's desk because she

- 1) felt that he wanted her to do so.
- 2) thought they might give her an idea of his personality.
- 3) wanted to keep her mind occupied.
- 4) expected to find something unusual about them.

**A16** When Scarpa returned to the room,

- 1) he spoke to Signora Grismondi with an aggressive tone of voice.
- 2) Signora Grismondi felt that she had to remain in the room
- 3) Signora Grismondi was about to try to leave the building
- 4) he didn't notice at first that she was standing up.

**A17** When Scarpa sat down and asked his questions, Signora Grismondi

- 1) spoke to him in an angry way about his attitude towards her.
- 2) wondered whether she should change the story she had told him.
- 3) was annoyed that he was suggesting that she hadn't told the truth.
- 4) told him that she did not understand his use of the word 'maintain'.

**A18** Signora Grismondi account of what happened included

- 1) Flori's denial of involvement in the crime.
- 2) the reason why she took Flori to the station.
- 3) her personal impression of Flori's state of mind.
- 4) an acceptance that she might not have seen everything.

**A19** Signora Grismondi did not continue speaking to Scarpa because she felt that

1) he did not want to hear any more details.

2) it was wrong for her to criticise a policeman.

3) he was incapable of understanding her point of view.

4) she was beginning to make him angry.

**A20** When Scarpa left the room again, Signora Grismondi

1) was worried by his behaviour as he left.  
2) accepted that she would have to remain there for some time.

3) wished that she had said more.

4) had some difficulty in calming down.

**A21** When Commissario Brunetti spoke to Signora Grismondi,

1) he implied that he was not in agreement with Scarpa.

2) he expressed surprise at conditions in the room.

3) she found his behaviour strange in the circumstances.

4) she feared that he was not being honest with her.

**E. AN IMPORTED HABIT**

**F. A RETURN TO THE PAST**

**G. DEFINITELY NOT BETTER NOW THAN IN THE PAST**

**H. NOT KNOWING WHAT TO DO**

### **FOOD IN BRITAIN**

1 A series of food revolutions has changed British eating habits unrecognisably since the 1950s. The introduction of supermarkets transformed the way people shopped and bought goods, while the advent of frozen foods slashed cooking times and opened the door to food from around the world. Everything from meal times to kitchen utensils is now different from how it was just a few decades ago.

2 Shopping habits have changed a lot since the 1950s. Back then, when supermarkets first arrived, people had to be shown how to use a shopping trolley-there were diagrams for them to follow. Shoppers also needed guidance on how to load up their groceries into the boot of their car.

3 With changing family and work life, and new technology, the idea of the TV dinner arrived in the 1960s. They were served in the sort of trays that are used for meals on aeroplanes and they were disgusting. The concept came from the US. In Britain, TV dinners weren't really considered civilized, but it was at this time that the word 'convenience' started to be used for food and meals.

4 The British public has now gone full circle in its food requirements, from the days when food was organic and free-range because that's the way food was, to the need for cheap and plentiful produce, and then back to the desire for good quality, fresh food. The British have come from wanting processed food to wanting organic food again.

5 There have also been changes concerning the role of women. They once spent three to four hours preparing the evening meal, whereas today it's often a matter of convenient cooking and shopping. Women were released from the kitchen and started going out to work in greater numbers than before. Now they don't have to spend all day looking after people and hours preparing the evening meal.

## **Раздел 2. Чтение (30 минут) Вариант 4**

**B2**

Установите соответствие заголовков **A-H** абзацев текста с таблицей. Используйте каждую букву **только один раз**. В задании один заголовок лишний.

**A. AN ILLUSTRATION OF HOW THINGS HAVE CHANGED**

**B. NOTHING IS THE SAME AS IT USED TO BE**

**C. LESS TIME ON FOOD FOR OTHERS**

**D. SOME THINGS HAVEN'T CHANGED**

6 People don't eat together so much any more. This is something neatly reflected in the Bisto Gravy advertisements over the years. In the latest advert, the family members are proud of the fact that they fix a time, one day a week, when they all eat together. That would have been bizarre when the adverts began in the 1950s, when everyone ate together.

7 Today the way in which people eat has changed too. Nowadays, young people fiddle with a mobile phone or change channels on the TV while they are eating. And, despite recent publicity about their effects on health, comfort foods such as crisps, chocolate and sweets dominate the market, helped by TV advertising and colourful packaging. There were a lot fewer snacks like these around in the 1950s. Eating habits have certainly got worse since then.

1	2	3

B3

Прочитайте текст и заполните пропуски 1-6 ча-  
списке A-G-лишняя. Перенесите ответы в таблицу

### A NEW WAY TO FIND A JOB

Gone are the days when British people would simply browse the job adverts if the paper happened to fall open at the right section. The Internet has revolutionized employment patterns across the country and job hunting has become an almost permanent state of being for millions of people. 1 \_\_\_\_\_, people have been able to get relevant vacancies mailed to them automatically, 24 hours a day, 52 weeks a year. And now there is a new and free way for people to make progress in their careers, with the job hunter becoming the hunted. CVquest, in partnership with hundreds of local newspapers across the UK, enables job seekers to keep their career profiles and CVs permanently available online, where prospective employers can most easily find them.

2 \_\_\_\_\_, CVquest enables job seekers to specify the line of work they are looking for and the part of the country they would be prepared to work in. Best of all, keeping your profile and CV on CVquest is completely free. 3 \_\_\_\_\_

offering skills and experience relevant to the vacancies they have.

Already available through a growing number of newspaper websites, CVquest offers job seekers a simple routine of registration, step-by-step career profile assembly, and the opportunity to attach and upload a Word document CV. 4 \_\_\_\_\_, their profile will be displayed on dozens of newspaper websites outside their immediate area.

5 \_\_\_\_\_ and they can see how many times their profile has been accessed by prospective employers.

6 \_\_\_\_\_, through their local paper website and CVquest. They can register to receive notification of vacancies be email, and they can keep their career profile and CV available to thousands of prospective new employers.

A. It can be difficult for people to find the job they want

B. Organised into sections according to employment category and geographic area

C. Job seekers can edit their profile whenever they choose

D. For several years, by registering on job-hunting websites

E. If people choose to 'work anywhere in the UK'

F. So people can take a two-way approach to career advancement

G. For their part, employers can secure access to hundreds, if not thousands of Cvs

1	2	3	4

Прочитайте текст и выполните задания A15-A21, обводя  
соответствующую номеру выбранного вами варианта отве

## A SWIMMING EVENT

Next weekend, I shall be taking part in my first competitive sporting event since tasting humiliation in a race at school. No doubt my team will be the slowest ever to take part in the Swimathon, but it won't matter. The point is to get my children away from their computer screen and into our local pool. During its 20-year history, I have regarded the Swimathon - a four-day event, open to all, taking place in 500 pools across the nation-as one might the sales shops when you are broke: interesting, but not this time. It was only recently, while watching two people stagger out on to the beach, having rowed across the Atlantic, that I began to see why anyone would want to take part in a formalised endurance race.

I would like to say my children immediately agreed, but that would be a lie. 'No way,' said my teenage daughter, whom I had tipped as one of the most useful members of the team. 'Sorry, mum,' said the 12-year-old who swims for her school. However, just occasionally the rule that in a large family everyone likes to hold opposing views has its uses. So I pulled together a team for our attempt to swim 5 kilometres, consisting of our eldest, who can't quite believe he has agreed, and the two youngest, who are still at the happy stage when a parent's ideas aren't yet automatically dismissed.

Five kilometres amounts to 200 lengths of a 25-metre pool. Even divided between us, we need all the encouragement we can get. For that, I turned to Duncan Goodhew, the former Olympic gold medallist, who is the president of Swimathon. He will also be swimming the course twice this year, once on his own and once with his children, who are, he says, 'still keen to do things with him.' Lucky man.

I wondered how he would have made my kids take part. 'The secret is to let them own the experience,' he says. 'It might be the fitness element that gets them going, or raising sponsorship, or competing against a team of their friends.' I'll remember that next time, but first we have to manage this year's 5 kilometres. I reckon it will take us the best part of three hours. It will take Goodhew rather less. Even at the age of 48, he is likely to outpace most competitors. He sees Swimathon as an opportunity to boost the sport outside Olympic glory moments. 'Twelve million sensible people in this country swim

regularly. It's the only sport that families can enjoy together because you don't have to be of similar ability.' He's been involved almost since Swimathon's inception in 1986, when the success of the London Marathon inspired a similar event (though spread out across the country-after all, you can only get eight people in one swimming lane at a time). Since then, it has raised €20 million for charity.

So how to get my team through the weekend's ordeal? We've done some training, but not as much as he advises. That's because swimming can be so boring. 'Swim against the clock,' Goodhew advises. 'Time a length and then try to swim the next one faster. Count how many strokes per length and see if you can do one less next time. Look on it as an efficiency exercise. That will keep your mind busy.'

**A15** The writer says that she decided to take part in the Swimathon this year because

- 1) she suddenly realized what the event actually involved.
- 2) she was inspired by the achievements of other people.
- 3) she wanted to experience being part of a team in a sports event.
- 4) she felt that it was something her children would enjoy.

**A16** When the writer asked her children to take part in the event,

- 1) there was an argument between all of them.
- 2) the best swimmers wanted to take part but couldn't.
- 3) the best swimmers wanted to take part but couldn't.



4) one of them agreed at first and then refused.

**A17** In the third paragraph, the writer suggests that

- 1) she is envious of Duncan Goodhew's relationship with his children.
- 2) she does not expect her family to swim the whole 5 kilometres.
- 3) Duncan Goodhew may not be the right person to ask for advice.
- 4) the Swimathon is more appealing to adults than to children.

**A18** When Duncan Goodhew gives the writer advice,

- 1) she feels that his advice would be unlikely to work with her children.
- 2) he tells her that many children are initially not keen to take part.
- 3) he tells her that children need to feel there is a definite reason to take part.
- 4) she feels that his advice is most appropriate for very good swimmers.

**A19** One reason why Duncan Goodhew supports the Swimathon is that

- 1) he wants people to increase their ability at swimming.
- 2) swimming is regarded as rather boring by many people.
- 3) he wants it to become as big an event as the London Marathon.
- 4) Swimming does not get publicity for long periods of time.

**A20** What does Duncan Goodhew advise the writer about swimming in the Swimathon?

1. Necessary Components
2. Important Conclusion
3. Useful Advice
4. Significant Difference

1) Set personal targets while taking part in the event.

2) Accept that some team members swim faster than others.

3) Encourage other team members to do a bit better.

4) Do intensive training just before the event.

**A21** Which of the following titles best summarizes the text as a whole?

- 1) Join the Team
- 2) A Family Affair
- 3) A Swimming Hero
- 4) Only Once

## Раздел 2. Чтение (30 минут) Вариант 5

B2

Установите соответствие заголовков **А-Н** абзацам текста. В таблицу. Используйте каждую букву **только один раз**. В 3

5. Health Risks

6. Moderation Is the Key!

7. Diet and Exercise

8. Benefits of Good Nutrition

A. Developing healthy eating habits is simpler and easier than you might think. You will look and feel better if you make a habit of eating healthfully. You will have more energy and your immune system will be stronger. When you eat a diet rich in fruits and vegetables you are lowering your risk of heart disease, cancers and many other serious health ailments. Healthy eating habits are your ticket to a healthier body and mind.

B. A four week clinical trial that tested the new regimen found that overweight adults who consumed a high protein, entirely vegan diet were able to lose about the same amount of weight as a comparison group of dieters on a high carbohydrate, low fat vegetarian dairy diet. But while those on the high carbohydrate dairy diet experienced drops of 12 percent in their cholesterol, those on the high protein vegan diet saw cholesterol reductions of 20 percent.

C. 'The idea preyed on me for a long time. If the Atkins Diet looks good, and it's got so much saturated fat and cholesterol in it, suppose we took that out and put vegetarian protein sources in, which may lower cholesterol,' Dr. Jenkins said. 'We know that nuts lower cholesterol and prevent heart disease, and soy is eaten in the Far East, where they don't get much heart disease. So we put these foods together as protein and fat sources.'

D. The first official warning about the dangers of the Atkins diet was issued by the government amid concern about the rising number of people opting for the high fat, high protein diet. Cutting out starchy foods can be bad for your health because you could be missing out on a range of nutrients. Low carbohydrate diets tend to be high in fat, and this could increase your chances of developing coronary heart disease.

E. Earlier this year, a large study that compared different kinds of diets — including low fat and low carbohydrate plans — found that the method didn't matter as long as people cut calories. That study also found that after two years, most people had regained at least some of the weight they had lost. Dr. Tuttle said that while different weight loss plans offer people different 'tricks' and strategies, ultimately, 'It really comes down to calories in and calories out.'

F. When you think about nutrition, be aware of serving sizes. Many people will eat everything on their plate, regardless of how hungry they actually are. If you know you tend to clean your plate, make an effort to reduce your serving size. If you're eating out or dining at a friend's house, don't be shy about asking for smaller portion sizes. Too much of any one food is a bad thing. There are no bad foods, just bad eating habits.

G. Your body has to stay well hydrated to perform at its best and to properly process all the nutrients in the food you eat. Drink at least 8 glasses of water a day. You may need even more water if you are in a hot environment or if you are exercising. If you are trying to lose weight, add plenty of ice to each glass of water. Your body will burn energy to warm the water up to body temperature.

A	B	C	D	E	F	G

Прочитайте текст и заполните пропуски A-F частями предложений 1-7. Одна из частей в списке 1-7-лишняя. Перенесите ответы в таблицу.

Stonehenge is probably the most important prehistoric monument in Britain. The Stonehenge that we see today is the final stage A \_\_\_\_\_. But first let us look back 5,000 years. The first Stonehenge was a large earthwork or Henge, comprising a ditch, bank, and the Aubrey holes, all probably built around 3100 BC. The Aubrey holes are round pits in the chalk, about one metre wide and deep, B \_\_\_\_\_. Excavations have revealed cremated human bones in some of the chalk filling, but the holes themselves were probably made not for the purpose of graves but as

part of the religious ceremony. Shortly after this stage Stonehenge was abandoned, left untouched for over 1000 years. The second and most dramatic stage of Stonehenge started around 2150 BC. Some 82 bluestones from south west Wales were transported to the site. It is thought that these stones, some weighing 4 tonnes each, were dragged on rollers and sledges to the headwaters and then loaded onto rafts. This astonishing journey covered nearly 240 miles. Once at the site, these stones were set up in the centre C \_\_\_\_\_. The third stage of Stonehenge, about 2000 BC, saw the arrival of the Sarsen stones. The largest of the Sarsen stones weigh 50 tonnes and transportation by water would have been impossible D \_\_\_\_\_. These stones were arranged in an outer circle with a continuous run of lintels. Inside the circle, five trilithons were placed in a horse shoe arrangement, E \_\_\_\_\_. The final stage took place soon after 1500 BC F \_\_\_\_\_. The original number of stones in the bluestone circle was probably around sixty. They have long since been removed or broken up. Some remain only as stumps below ground level.

1. when the bluestones were rearranged in the horseshoe and circle that we see today
2. to form an incomplete double circle
3. which form a circle about 284 feet in diameter
4. which were almost certainly brought from the Marlborough Downs
5. so the stones could only have been moved using sledges and ropes
6. whose remains we can still see today
7. that was completed about 3,500 years ago

A	B	C	D	E	F

Прочитайте текст и выполните задания 12—18. В каждом задании запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.

My room faces the sun in the morning and on clear summer mornings it wakes me bright and fresh, no matter what time I stayed up till. I get up and make breakfast, watch TV, have a shower. If it's before six in the morning, I usually have a cup of tea and go back to bed where I'll doze until seven. If I stay at my sister's, I sleep until the kids wake me or until she comes rolling in, poured from the back of some taxi, whichever is earlier. I'm an early riser, and a dead sleeper.

This morning I wake up with a twitch, like the alarm clock in my head has given me a little electric jolt. It isn't sunny outside. I pull back the curtains and the sky is dark grey, the same colour

as the sea and it looks like the sun won't appear before tomorrow. Today is Dad's birthday. Every year on my Dad's birthday I draw a picture of him and each year he looks a bit different. I'm an artist. There, I said it. It's not that I draw a straighter line or a truer circle, as they try to teach us to do at school. I just get the message across more clearly than other people. More truthfully. I know it.

I read a lot of books too, mainly about artists, and I go through phases when I like a certain artist or a movement. And I try to paint like them. When my dad comes back, I'll be able to say 'this is you when I was twelve and I was in love with Monet' or 'this is you on your thirty eighth birthday, when I was fourteen and I wanted to paint like Dante Gabriel Rossetti.' And he'll look at each painting and know that I loved him and never forgot him.

At the moment I'm into lines, simple lines. It's a development of a six month obsession I had with calligraphy, which came out of a phase I had with cartoons, which came from Liechtenstein and Warhol, and so on all the way back. So I get out my charcoals, and a couple of sticks of chalk and I pin a heavy sheet of grey A3 paper onto a board and rest it on my knee as I sit on the bed.

On Saturday mornings when my Mum worked, he'd take me to town and I'd drag him around the art shops. On my eighth birthday he bought me an easel, a real one, not a kid die's. On my ninth birthday he bought me oils. On my sixth birthday he bought me a box of 99 crayons. 'Draw me,' he'd say. 'Oh, Dad, I can't.' Some mornings I'd wake up and there'd be a book on my pillow about Picasso, or Chagall.

I should go to school, I really should. I'm not one of those kids who are scared to go. I don't get bullied and **I'm not thick**. I just can't find a good reason to waste my day in a classroom studying physics or citizenship or Buddhism. I could learn them in the library. Phil, the head of year eleven, will bollock me for it tomorrow, if I go in. I'll tell Phil the truth, it was my Dad's birthday and I spent it with him.

So I spend some time thinking about his hair, which I think is probably no more grey than it was last year. I know hair doesn't age at the same speed every year, but I make his hair longer this year. And in my mind's eye I give him an extra few pounds too. But I keep the smile fixed in my head, maybe a little muted, like it is when he's happy but distracted, or trying to understand me when I'm babbling to him.

It's head and shoulders, so I'll put him in a T shirt that shows his neck and throat and how strong he is and how his eyes sparkle and how his eyebrows are dead level straight and still black. I try to think of how much I want to show and how much I want to tell. Then I pick up a charcoal stick and do it. I pick up a chalk to add a suggestion of colour to his eyes, then another chalk for his mouth. And there he is. Dad.

*(Adapted from 'It's Just the Sun Rising' by James Ross)*

**12.** That morning the narrator was woken up by

- 1) the kids.
- 2) his sister.
- 3) nobody.
- 4) an alarm clock. Ответ: \_\_\_\_\_.

**13.** The narrator considers himself to be an artist because

- 1) he can draw a straighter line and a truer circle.
- 2) he gets lots of messages from other people.
- 3) he can speak to people more truthfully.
- 4) he is able to convey his ideas better than other people. Ответ: \_\_\_\_\_.

**14.** The narrator's manner of painting

- 1) is similar to Monet's.
- 2) is like Dante Gabriel Rossetti's.
- 3) comes from Liechtenstein and Warhol.
- 4) is constantly changing. Ответ: \_\_\_\_\_.

**15.** The narrator was encouraged to paint by

- 1) his mother. 3) his brother.
- 2) his father.

4) his friend Phil. Ответ: \_\_\_\_\_.

**16.** The narrator doesn't want to go to school because

1) he prefers to study on his own.

2) he doesn't like some subjects.

3) he is bullied at school.

4) he is scared to go there. Ответ: \_\_\_\_\_.

**17.** In paragraph 6 'I'm not thick' means that the narrator is

1) healthy.

2) clever.

3) strong.

4) hard working. Ответ: \_\_\_\_\_.

**18.** Compared to the previous year, the narrator's father

1) has much greyer hair.

2) has a happier smile.

3) is a bit fatter.

4) is much stronger. Ответ: \_\_\_\_\_.