

Вы услышите интервью. В заданиях 3–9 запишите в поле ответа цифру 1, 2 или 3, соответствующую выбранному Вами варианту ответа. Вы услышите запись дважды.

3 What do we learn about David Palmer at the beginning of the interview?

- 1) He dislikes being underwater.
- 2) He is a teacher of diving.
- 3) He works in the media.

Ответ:

4 In his childhood, David had ...

- 1) a serious illness.
- 2) problems at school.
- 3) weight problems.

Ответ:

5 David has produced more than ... photo stories for *National Geographic*.

- 1) 28
- 2) 50
- 3) 75

Ответ:

6 What is the most important thing for David?

- 1) Publishing his favourite pictures in *National Geographic*.
- 2) The process of exploring the underwater world.
- 3) His numerous accomplishments and achievements.

Ответ:

7 According to David, explorers have to be ...

- 1) naive.
- 2) modest.
- 3) enthusiastic.

Ответ:

8 David's ambition is to ...

- 1) dive more in Indonesia.
- 2) find a new marine creature.
- 3) spend 28,000 hours underwater.

Ответ:

9 Speaking about photographing an angler fish in Indonesia, David points out that ...

- 1) the underwater world never fails to surprise him.
- 2) it's very hard to photograph the underwater world.
- 3) the rules of the underwater world are very cruel.

Ответ:

По окончании выполнения заданий 1–9 не забудьте перенести свои ответы в БЛАНК ОТВЕТОВ № 1! Запишите ответ справа от номера соответствующего задания, начиная с первой клеточки. При переносе ответов на задания 1 и 2 цифры записываются без пробелов, запятых и других дополнительных символов. Каждую цифру пишите в отдельной клеточке в соответствии с приведёнными в бланке образцами.

Раздел 2. Чтение

10

Установите соответствие между текстами А–G и заголовками 1–8. Занесите свои ответы в таблицу. Используйте каждую цифру **только один раз**. В задании один заголовок лишний.

- | | |
|---------------------------------|-------------------------------|
| 1. Too much waste | 5. A past symbol of status |
| 2. Back to the old methods | 6. High quality indicator |
| 3. Fashion as a job and a hobby | 7. Benefits for new designers |
| 4. The faster, the worse | 8. A way to become closer |

- A. The fashion industry has changed a lot in the past year. During the pandemic, everything went online. This has meant that anyone can do whatever they want. Young designers can be living at their mum's house in Coventry, and the buyers still get to see the collections. People are creating their own systems, and it works. Online retailers pick up young designers who are doing small runs of 50 shirts from their bedroom. Designers are taking back ownership. The new system can be less about growth. None of us young designers wants to be massive and corporate.
- B. Nothing has really changed in the fashion industry in the past year. In fact, it is becoming even harder to get the industry to invest in positive change, despite a lot of action on social media. Brands are choosing inaction instead of imperfect action. During the pandemic, most brands, big and small, have been hit economically. So they are all trying to sell as much as possible again. It's back to the old, inefficient model. Right now their activities outside of sales and profit are smaller and smaller. The action we see is far away from where it should be.
- C. So many of us have bought a cheap dress or shirt, only for it to be worn once (if at all) and consigned to the back of the closet. Perhaps you've even bought a pair of shoes, just to realize you already had a very similar pair at home. Even worse, sometimes the article falls apart after one wash, and it ends up in the trash. These shared experiences with so-called "fast fashion" often come with guilt – not just for the money spent, but also because it encourages the unethical treatment of workers, and adds to the waste unwanted clothes create on our planet.
- D. Most families have Christmas traditions. It could be glass of fresh orange juice in the morning, a post-lunch game of Scrabble, or even that yearly heated political debate. But a new custom has entered the festive atmosphere: family pyjamas. Everyone – from grandparents to grandchildren and even pets – is putting on the same style of nightwear. The goal is not just to create the best family photo for social media. As a family, we are one unit, but it does not always feel this way. Wearing matching pyjamas is like putting on a family uniform. It connects everyone.

- E. Pockets are an obvious marker of something that's well-made. For the manufacturers, it's cheaper not to bother with them. But for consumers, it's much nicer to have a skirt or dress with pockets. Sadly, modern pockets are often entirely absent, too shallow to use, or aren't made with suitable materials. Good pockets used to require several steps of sewing. This ensured they wouldn't split or fracture under the weight of whatever you put in them, particularly at the opening. Their placement used to be carefully chosen, too.
- F. Every year each Australian throws away more than nine kilos of clothes. But only 7,000 tonnes of textiles are recycled in Australia every year – just 3% of what goes to landfill. And Australia is not alone in this global trend. This is because clothes are very difficult to recycle back into textiles. Usually, they are blends of several different materials and come in a wide range of colours. This makes their separation complicated. Because clothes do not have their own waste collection system like plastic, glass or paper, it is also difficult to get the volume required for scale.
- G. Pocket handkerchiefs are not always square. At least they have been square only since Louis XVI decreed that all handkerchiefs should be of a length equal to their breadth. There is a portrait in the Louvre, from the time of Henry IV, in which a Parisienne is holding a hexagonal pocket-handkerchief. The handkerchief has not always been a democratic thing for everyone. Lately it has even had political significance. Originally, it was the mark of the Oriental prince. The Romans carried several handkerchiefs, for each of which they had a different name.

Ответ:

A	B	C	D	E	F	G

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 предложений, в таблицу.

The world's highest junkyard

Mount Everest is the highest mountain in the world and one of the most difficult to climb. Hundreds of mountain climbers try to reach the top every year, A _____ . The climbers who do reach the top find an amazing view, B _____ .

Mount Everest is too tall to climb in one day. Climbers bring tents and sleeping bags, packed food and drinks, and carry oxygen bottles to help them breathe. But C _____ , empty oxygen bottles, old tents, and other trash behind.

Trash on the mountain is not a new problem. Even Sir Edmund Hillary, one of the first people to reach the top in 1953, admitted D _____ . Thousands of climbers have been on the mountain in the 70 years since. Each climber makes about 8 kilograms of trash, some of which they leave behind. Add it all up, and you'll understand E _____ .

Why does this matter? After all, no one lives on the mountain. But Mount Everest, which is covered by glaciers, is F _____ . Some are fed by the water from Everest's ice and snow. These rivers supply more than a billion people with drinking water. Trash and waste from the mountain end up in the water. Garbage on Mount Everest is more than just ugly. It harms the health of the people and animals who depend on its water.

1. that he and his team had left their trash behind
2. and feel the temperature that is below freezing
3. as there are no trash cans, they leave food cans
4. where ten major rivers begin in the Himalayas
5. which takes training, hard work, and some luck
6. yet they also find trash along their way to the top
7. why Mount Everest is the world's highest junkyard

Ответ:

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.

The Life-Changing Magic of Monotasking

Multitasking isn't everything it's cracked up to be. While a mainstay of job listing for decades, it turns out that the ability to "multitask" is less about being able to work on two or more things at the same time, and more an exercise in ineffectiveness as we switch between different tasks while not giving our full attention to any of them.

There has to be, as they say, a better way. The opposite of multitasking, monotasking helps to increase our creativity, energy, and focus by giving our full attention to the task at hand. Far from an admission of defeat, in today's fast-paced world it could be argued that monotasking is the only way any of us is able to get anything done.

In this article, I'm going to dig into why monotasking, not multitasking, is the secret to getting ahead in life and work, the dangers of **context switching** when trying to achieve deep work, and the five steps that you can take right now to start monotasking today. Let's dive in and discover the life-changing magic of monotasking.

Monotasking, also referred to as single tasking, is the act of working on one task at a time, instead of attempting to work on multiple tasks at once. The benefits of monotasking cannot be overstated. When we multitask, we're putting tremendous stress on our brains as we flit backwards and forwards between different tasks. In an article for *Forbes* magazine, Sandra Chapman notes that environments that place a high value on the ability to multitask, including the majority of today's places of work, are promoting a potentially damaging narrative. Multitasking is a brain drain that exhausts the mind, zaps cognitive resources and, if left unchecked, condemns us to early mental decline and decreased sharpness. Chronic multitaskers also have increased levels of cortisol, the stress hormone, which can damage the memory region of the brain.

Similarly, Karl Miller, a neuroscientist at the Massachusetts Institute of Technology (MIT) and one of the world experts on divided attention, noted in one of his articles that our brains are not wired for multitasking: when people think they're multitasking, they're just switching from one task to another very rapidly. And every time they do, there's a cognitive cost in doing so.

If our brains are not wired for multitasking, then monotasking could be the answer to our prayers where it comes to reducing overwork and generally feeling more accomplished in our day-to-day lives. In most circumstances and for most people, attempts to multitask often result in a reduction in productivity, as we continue doing two, three, or even four tasks poorly, as opposed to opting to monotask and do one task to the best of our creative abilities.

This has certainly been true for me. Whenever I'm feeling burned out, I can be all-but certain that the reason for this is an overpacked schedule in which I'm

moving from one meeting to the next, snatching ten minutes here and there in which to catch up on emails or attempting to fit some “real work” into my day. In contrast, my most relaxing days are those in which I sit down to focus on one singular task. In my case, this often consists of writing articles such as this one and seeing it through to completion before moving on to something else.

Multitasking splits your attention between multiple tasks at the same time, whereas monotasking focuses on and fully participates in one. Context switching is inherently bad for us. Every time we switch between doing our work and reading an article online, or reading an article online and checking our phones, we experience a “transaction cost” that drains our energy and slows us down.

12 According to the author, what is the primary downside of multitasking?

- 1) Increased productivity and efficiency.
- 2) Inability to focus on a single task.
- 3) Improved cognitive function.
- 4) Enhanced creativity and energy.

ОТВЕТ:

13 What is the meaning of “context switching” (paragraph 3) as used in the text?

- 1) Multitasking effectively without losing focus.
- 2) Shifting rapidly between tasks without completing them.
- 3) Focusing on one task at a time.
- 4) Increasing productivity by doing multiple tasks simultaneously.

ОТВЕТ:

14 What is the main benefit of monotasking highlighted in the text?

- 1) It reduces stress on the brain.
- 2) It improves cognitive flexibility.
- 3) It promotes multitasking abilities.
- 4) It increases levels of cortisol.

ОТВЕТ:

15 What does Karl Miller note about our brains in relation to multitasking?

- 1) Our brains are perfectly wired for multitasking.
- 2) Multitasking enhances our cognitive abilities.
- 3) Our brains are not wired for multitasking.
- 4) Multitasking reduces cognitive costs.

ОТВЕТ:

16 What does the author imply about monotasking and multitasking?

- 1) Monotasking and multitasking are equally beneficial.
- 2) Multitasking is a more effective approach than monotasking.
- 3) Monotasking is a more effective and beneficial approach than multitasking.
- 4) Monotasking and multitasking are both harmful to cognitive health.

ОТВЕТ:

17 According to the text, which of the following best describes the author’s perspective on the value of focusing on a singular task?

- 1) It is a crucial skill that enables personal and professional success.
- 2) It is an outdated concept that is no longer relevant in the modern world.
- 3) It is a luxury that only a small minority of individuals can afford to prioritise.
- 4) It is a necessary but often overlooked by employers aspect of productive and fulfilling work.

ОТВЕТ:

18 What is the primary purpose of the text?

- 1) To show ways to avoid feeling sad and alone.
- 2) To provide strategies for improving work-life balance.
- 3) To offer advice on how to manage an overloaded schedule.
- 4) To highlight the advantages of adopting a monotasking approach.

ОТВЕТ:

По окончании выполнения заданий 10–18 не забудьте перенести свои ответы в БЛАНК ОТВЕТОВ № 1! Запишите ответ справа от номера соответствующего задания, начиная с первой клеточки. При переносе ответов на задания 10 и 11 цифры записываются без пробелов, запятых и других дополнительных символов. Каждую цифру пишите в отдельной клеточке в соответствии с приведёнными в бланке образцами.

Раздел 3. Грамматика и лексика

Прочитайте приведённый ниже текст / приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 19–24, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 19–24.

Arthur Conan Doyle

- 19 Sherlock Holmes, the famous detective, was brought to life by the brilliant mind of Sir Arthur Conan Doyle, a Scottish author and physician. Life _____ hard for the future writer at that time. BE
- 20 He wanted to work as a doctor but nobody trusted the young man so he _____ earn enough money to make ends meet. He decided to write a story about a genius detective. NOT CAN
- 21 The _____ story about Sherlock Holmes, *A Study in Scarlet*, became an immediate success and made Conan Doyle a very rich man. ONE
- 22 Sherlock Holmes is an iconic literary character. He _____ by Arthur Conan Doyle in 1887. INVENT
- 23 Since that time, this character _____ interesting for many readers all over the world. He had a sharp intellect and keen observation skills which enabled him to solve the most mysterious puzzles. BE
- 24 He paid attention to even the smallest details. At the same time, he was very kind. He could help people for free if he _____ that they needed it but had no money. SEE

Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами 25–29, однокоренные слова, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 25–29.

The mysterious world

- 25 There are five oceans on our planet. There are many _____ facts connected with them. AMAZE
- 26 To begin with, the oceans are not only _____, but also scary. WONDER
- 27 They have a lot of dangers for _____, scientists or anyone who wants to deal with them. SAIL
- 28 The fact is that only 5% of our oceans is _____ studied. What lingers in the depth of those remaining 95%? There can be some monsters or lost continents there. Only time and technology will tell because it's very hard to explore the underwater world. FULL
- 29 For example, the world's longest chain of mountains is underwater, stretching across a distance of 65,000 kilometres. This chain of mountains is almost _____ – people know very little about this mysterious place. EXPLORE

Прочитайте текст с пропусками, обозначенными номерами 30–36. Эти номера соответствуют заданиям 30–36, в которых представлены возможные варианты ответов. Запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.

At the exhibition

Lucy was in the National Museum of Anthropology enjoying her favourite exhibition about the Maya civilization. It was a wonderful 30 _____ to learn more about the mystery of this ancient culture. While she was walking among the exhibits, Lucy met a very interesting woman wearing a hat.

“Do you often come to the museum?” Lucy 31 _____ started a conversation.

The woman smiled and pulled out a museum badge stamped with her photo and name, Dr. Green. “Every day,” the woman said.

“But you’re dressed so differently from the others,” Lucy said. She had 32 _____ that all of the museum employees wore the same uniform.

Dr. Green smiled again. “They make an 33 _____ for me. I’m not a security officer or a guide.”

“Do you know much about the Mayan civilization?” asked Lucy.

“I studied them in university,” Dr. Green responded.

“They’re my favourite,” Lucy confided.

Lucy heard a group of children enter the room and turned to see if any of them were from her school. They weren’t, but as 34 _____ as she turned back, the woman was gone.

Lucy 35 _____ through the rooms, carefully reading the placards describing Mayan society. She paused by the exit, not quite ready to move on. Just then she saw a door that she hadn’t seen before. It was cracked open a few inches, and on the other side Lucy could just make out the silhouette of a woman in a hat. She was not one to 36 _____, so she walked in as though the room was part of the exhibition.

30

- 1) opportunity 2) ability 3) capacity 4) reality

Ответ:

31

- 1) eventually 2) fortunately 3) immediately 4) apparently

Ответ:

32

- 1) recognized 2) noticed 3) remarked 4) mentioned

Ответ:

33

- 1) intention 2) addition 3) exception 4) objection

Ответ:

34

- 1) long 2) well 3) far 4) soon

Ответ:

35

- 1) wandered 2) wasted 3) warned 4) wondered

Ответ:

36

- 1) estimate 2) demonstrate 3) hesitate 4) indicate

Ответ:

По окончании выполнения заданий 19–36 не забудьте перенести свои ответы в БЛАНК ОТВЕТОВ № 1! Запишите ответ справа от номера соответствующего задания, начиная с первой клеточки. При переносе ответов на задания 19–29 буквы записываются без пробелов, запятых и других дополнительных символов. Каждую букву или цифру пишите в отдельной клеточке в соответствии с приведёнными в бланке образцами.



Проверьте, чтобы каждый ответ был записан рядом с номером соответствующего задания.

Раздел 4. Письменная речь

Для ответов на задания 37 и 38 используйте БЛАНК ОТВЕТОВ № 2. Черновые пометки можно делать прямо на листе с заданиями или использовать отдельный черновик. При выполнении заданий 37 и 38 особое внимание обратите на то, что Ваши ответы будут оцениваться только по записям, сделанным в БЛАНКЕ ОТВЕТОВ № 2. Обратите внимание также на необходимость соблюдения указанного объёма текста. Тексты недостаточного объёма, а также часть текста, превышающая требуемый объём, не оцениваются. Соблюдайте нормы письменной речи, записывайте ответы аккуратно и разборчиво. Укажите номер задания 37 в БЛАНКЕ ОТВЕТОВ № 2 и напишите текст своего ответного электронного письма зарубежному другу по переписке.

- 37 You have received an email message from your English-speaking pen-friend Sandra:

From: Sandra@mail.uk

To: Russian_friend@ege.ru

Subject: Russian food

...I enjoyed looking at your colourful photos of traditional Russian food, but I don't know what these dishes are called. What traditional Russian food is popular with teenagers? Can you cook it or would you like to learn how to do it? Do you think traditional Russian food is healthy, and why or why not? I've started to read a new book on British history...

Write an email to Sandra.

In your message:

- answer her questions;
- ask **3 questions** about the book she started to read.

Write 100–140 words.

Remember the rules of email writing.

Выберите только **ОДНО** из двух предложенных заданий (38.1 или 38.2), укажите его номер в БЛАНКЕ ОТВЕТОВ № 2 и выполните согласно данному плану. **В ответе на задание 38 числительные пишите цифрами.**

- 38.1 Imagine that you are doing a project on **why Zetland teenagers learn foreign languages**. You have found some data on the subject – the results of a survey (see the table below). **Comment on the survey data and give your opinion on the subject of the project.**

The survey question: Why do you learn foreign languages?	
Reasons	Number of respondents (%)
To improve cognitive abilities	37
To develop communication skills	25
To increase career opportunities	16
To appreciate different cultures	12
To facilitate travelling	10

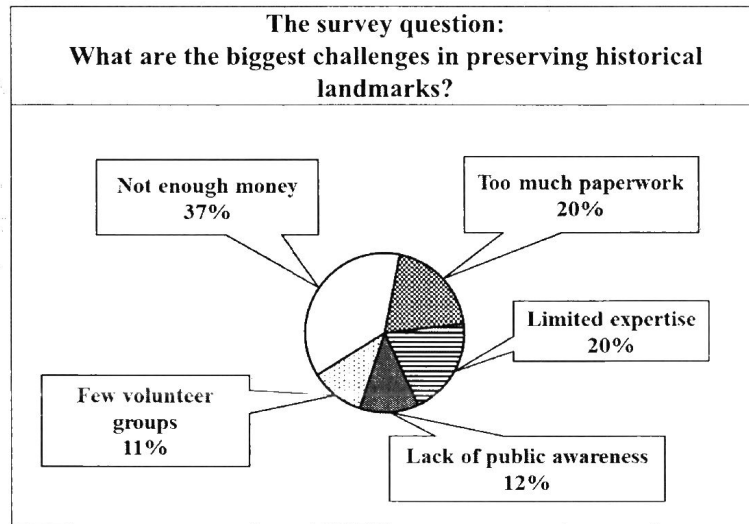
Write 200–250 words.

Use the following plan:

- make an opening statement on the subject of the project;
- select and report 2–3 facts;
- make 1–2 comparisons where relevant and give your comments;
- outline a problem that can arise with language learning and suggest a way of solving it;
- conclude by giving and explaining your opinion on the importance of learning foreign languages for teenagers.

38.2 Imagine that you are doing a project on **preserving historical landmarks in Zetland**. You have found some data on the subject – the results of a survey (see the pie chart below).

Comment on the survey data and give your opinion on the subject of the project.



Write 200–250 words.

Use the following plan:

- make an opening statement on the subject of the project;
- select and report 2–3 facts;
- make 1–2 comparisons where relevant and give your comments;
- outline a problem that can arise with preservation of historical landmarks and suggest a way of solving it;
- conclude by giving and explaining your opinion on the importance of preserving historical landmarks for future generations.



Проверьте, чтобы каждый ответ был записан рядом с номером соответствующего задания.