RNE Training

Reading Task 1414

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

1. Stars for a repertoire
2. Ladies enter
3. A step to a wider variety
4. Modern problems
5. Origin of theatre
6. Not the least important
7. Varieties of theatre
8. Theatre and politics

A. Modern Western theatre comes in large measure from ancient Greek drama, from which it takes technical terminology, classification into genres, and many of its themes, stock characters, and plot elements. The Greeks also developed the concepts of dramatic criticism, acting as a career, and theatre architecture. The theatre of ancient Greece consisted of three types of drama: tragedy, comedy, and the satyr play.

B. Western theatre developed and expanded considerably under the Romans. The Roman historian Livy wrote that the Romans first experienced theatre in the 4th century BC. The theatre of ancient Rome was a thriving and diverse art form, ranging from festival performances of street theatre, nude dancing, and acrobatics, to the staging of broadly appealing situation comedies, to the high style, verbally elaborate tragedies.

C. Theatre took on many different forms in the West between the 15th and 19th centuries, including commedia dell'arte and melodrama. The general trend was away from the poetic drama of the Greeks and the Renaissance and toward a more naturalistic prose style of dialogue, especially following the Industrial Revolution. Theatre today, broadly defined, includes performances of plays and musicals, ballets, operas and various other forms.

D. The eighteenth century in Britain introduced women to the stage, which would have been extremely inappropriate before. These women were looked at as celebrities but on the other hand, it was still very new and revolutionary that they were on the stage and some said they were unladylike and looked down. Charles II did not like young men playing the parts of young women, so he asked that women play their own parts.

E. Theatre took a big pause during 1642 and 1660 in England because of Cromwell's Interregnum. Theatre was seen as something sinful and the Puritans tried very hard to drive it out of their society. Because of this stagnant period, once Charles II came back to the throne in 1660, theatre (among other arts) exploded because of a lot of influence from France, where Charles was in exile the years previous to his reign.

F. Stagecraft is a term referring to the technical aspects of theatrical, film, and video production. It includes constructing scenery, hanging and focusing of lighting, design and procurement of costumes, makeup, props, stage management, and recording and mixing of sound. Considered a technical rather than an artistic field, it is equally crucial for the practical implementation of a designer's artistic idea.

G. While most modern theatre companies rehearse one piece of theatre at a time, perform that piece for a set "run", retire the piece, and begin rehearsing a new show, repertory companies rehearse multiple shows at one time. Repertory theatre generally involves a group of similarly accomplished actors, and relies more on the reputation of the group than on an individual star actor.

A	B	C	D	E	F	G

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

Hunter in the Sky

Stargazing takes imagination. People who love stargazing see the stars **A**_____. They imagine lines that connect groups of stars called constellations. A constellation is a group of stars **B**_____.

The constellation Orion is known as the hunter, **C**_____. To find Orion, first find the Big Dipper. The Big Dipper looks like a huge cup with a long handle. After you find the Big Dipper, turn around. There's Orion! He is outlined by four bright stars **D**_____. Their tips seem to come together. Where they meet, there are three more bright stars. These form Orion's belt. Some fainter stars appear to hang from the belt. These are Orion's sword.

There are different kinds of stars in the constellation Orion. The star Betelgeuse makes Orion's right shoulder. Betelgeuse is an Arabic word that means "shoulder of the giant". The star itself is so huge **E**_____. Its diameter is 400 times greater than that of our Sun. Betelgeuse is considered a cool star. It is probably not as hot as our Sun. Rigel is the star **F**_____.

Rigel is much brighter than Betelgeuse because it is much hotter. It's more than three times as hot as our Sun. However, Rigel is just a baby in size compared to Betelgeuse.

1. that makes Orion's left foot
2. that looks like a person, an animal, or an object
3. after a hero of ancient Greek myths
4. as shining spots in a dot-to-dot drawing game
5. that it is called a supergiant
6. that form two triangles
7. as they may form new stars

A	B	C	D	E	F

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

Women and the maths problem

Women's underachievement in maths may not be due to their poor self-image in the subject, a new report suggests. Researcher Dr. Gijsbert Stoet at the University of Leeds says that the so-called "stereotype threat" theory - which holds that women perform worse than men because they expect to do badly - "does not stand up to scrutiny".

Earlier research had serious flaws, he says, with improper use of statistical techniques and methodology. Clearly, those who carried out this research need to review their own competence in maths. Stoet believes the gender gap may simply be that men and women have different interests from an early age, and says the answer to getting more women into maths and engineering is probably a matter of motivation.

According to last year's results, even though girls perform as well as boys in their maths GCSEs, 60% of A-levels in the subject are taken by boys, who achieve 60% of grade As.

I am an engineer, who has worked in the chemical industry for most of my working career. When I graduated in the 80, I assumed we were at the start of a new era for women in science: I studied alongside intelligent and motivated women, opportunities seemed aplenty, in-roads had been made.

But 20 years down the line, only 8.7% of British engineers are women, the lowest proportion in Europe, compared with 25% in Sweden. So what has happened?

One of the main problems is that careers in science, technology, engineering and maths (known as Stem) are not sufficiently promoted in schools, with fewer children taking up these subjects at

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GCSE and A-level. Year in, year out, we are told that Britain has a skills shortage. The general lack of interest among schoolchildren in maths and science subjects, together with the underlying social conditioning that still remains - that science subjects "aren't really for girls" - has led to a double-whammy effect, reducing female entrants even further.

Over the past few years, I have been involved in Stemnet, an organization dedicated to promoting these careers by getting people who work in jobs from biologists to builders to talk to schoolchildren about what *they* do. It's an attempt to debunk the myth that maths and sciences are too difficult or too boring. I was amazed to see hundreds of schoolboys and girls at a recent event at the Science Museum, presenting a range of experiments and projects they had prepared. And the ones prepared by girls were equally challenging and sophisticated.

I agree with the new study that rather than focusing on the problems of stereotyping, we should devote more time to encouraging girls into science and technology: they clearly respond.

But encouraging schoolgirls into university and careers is not all. As is typical in most sectors, I see a number of female engineers at the entry and midlevels of companies, but precious few at the top. This is a huge waste of talent. It also raises the issue of certain professional inequality and a biased attitude towards women. The report has done well to challenge the myths behind women's underachievement in schools, but more work still needs to be done to address the problem of women's lack of achievement in the workplace. At least in the spheres closely related to science and engineering.

12. Dr. Gijbert Stoet claims that women do worse than men at Maths because they ____

1) use improper methods in problem-solving.
2) are not encouraged to do the subject.
3) do not believe in their own competence.
4) employ wrong stereotypical techniques.

13. Last year's A-levels Maths results show that____

1) boys are more likely to fail.
2) more girls take the subject.
3) girls do better than boys.
4) boys get more A grades.

14. Which of the following statements is NOT true, according to paragraphs 5 and 6?

1) Britain has fewer women engineers than other European countries.
2) The author has worked in engineering for over 20 years.
3) The prospects for women in science are best in Sweden.
4) The author's expectations about women in science have not come true.

15. According to the author, social conditioning taking place in Britain implies that____

1) science could be interesting.
2) math is an optional skill.
3) boys are smarter than girls.
4) science is for boys.

16. *«They»* in «to talk to schoolchildren about what they do» (paragraph 7) may refer to ____

1) schoolchildren.
2) careers.
3) experiments.
4) scientists.

17. According to the final paragraphs, which of the factors discouraging girls from careers in science appears to be most important?

1) Academic underachievement.
2) Lack of opportunities in career growth.
3) Social stereotypes.
4) Lack of encouragement.

18. The author's attitude to the problem may be called ____

1) interested.
2) impartial.
3) negative.
4) biased.

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