

ФРАЗОВАЯ СВЯЗНОСТЬ

You are going to read an article.

Match two halves of the sentences below. There is one extra ending you do not need to use.

The beginnings of the sentences follow the same order as the full sentences in the original text.

Write out full sentences.

1. The exquisitely preserved tomb of Egyptian pharaoh Tutankhamun instantly became a worldwide sensation, leading many to wonder what the undiscovered chambers inside the great structures	dark about what other rooms might or might not be inside the pyramids of Egypt.
2. But despite the fact that they've been standing in the desert for millennia,	glimpse of what is in this long-lost chamber of the Great Pyramid.
3. However, there's no easy way of knowing - the scientists involved in the research projects are under	human eyes for thousands of years.
4. Scanning and sensing technologies are likely to be the main tools for pyramid investigators in years	humans was, four years ago, explored with machines.
5. Infrared analysis from satellites in orbit around the earth has even helped locate buried pyramids, so there are plenty of examples now of how such technologies can enhance	might hold.
6. One chamber in the Great Pyramid not accessible by	our understanding of these enigmatic structures.
7. One of the devices captured mysterious red hieroglyphs, which hadn't been seen by	part of our cultural relationship with the pyramids for hundreds of years.
8. Even this high-tech expedition provided just a tantalising	strict orders not to make invasive excavations.
9. Until the scientific evidence can enlighten us, we will remain in the	to come.
10. That sense of mystery has been	to hold.
	we still don't really know much about the pyramids' interiors.

ЛЕКСИКО-ГРАММАТИЧЕСКАЯ ЧАСТЬ

You are going to read an essay. Choose a word from the list to complete each gap (1-10). Change its form where necessary to make a word/a group of words that fits in the gap. Different aspects of form change are possible: active or passive voice; indicative, imperative or subjunctive mood; finite or non-finite forms (infinitive, gerund, participle); tense for finite forms or aspect for non-finite forms; full or bare infinitive, etc.

Write out the number of the gap and the form of the verb.

administer

deny

entitle

give

impose

maintain

punish

take

wander

waste

Have you ever wondered what it must be like to wake up on a cold pavement, knowing that you will have to spend the day **1.** ... from place to place, penniless, and hungry? For thousands of people in the western world this is an everyday experience – although in my opinion, it does not have to be that way if the state **2.** ... benefits properly and fairly.

In the first place, I think it is wrong **3.** ... state benefits to any person in need. It seems to me totally unfair that a homeless person should be denied state benefits simply because they have no fixed address. In effect, the homeless person **4.** ... for being homeless, whereas state benefits would allow that person to find and maintain a home.

In addition, it is not only the homeless who suffer from lack of state aid but the handicapped are also neglected. Although all disabled people **5.** ... to state benefits, many are unaware of the range and variety of benefits they could be receiving in order to improve the quality of their lives. This is a result of the complexity of the state system and the lack of clear information about benefits.

Furthermore, the elderly are another sector of society who suffer both from lack of information and lack of concern. It is often the case that medical benefits are denied simply because a person is not visibly or dramatically ill, whereas in fact this person is in need of additional benefits in order **6.** ... a reasonable level of health. Such people obviously deserve to receive all the necessary benefits.

There are those who argue, on the other hand, that many people receive state aid although they do not deserve it. It is true that there is such a problem. Certain people **7.** ... advantage of the system by registering for benefits in more than one country, or claim to have dependents who do not even exist. It is my belief that it is the responsibility of the state **8.** ... tighter controls so that only those who are truly in need of benefits receive them.

While it cannot be denied that state benefits sometimes **9.** ... on those who do not deserve them, it is my firm belief that, with proper controls, all those who are truly in need should receive financial help from the state. I believe that the homeless, the disabled and the elderly should all **10.** ... the chance to lead productive and healthy lives.

ЧТЕНИЕ И ПИСЬМО

1. You are going to read an excerpt from an interview. Summarise the text in your own words. Do not quote the text: a copied sequence of 4 words and more is considered a quotation. Write 150-170 words.
2. Give your own opinion on the issue raised in the text. Write 70-80 words.

Presenter: So, today we're delving into the depths of the human brain. Juliet, Tim, do you think we underestimate the general ability of the brain, even today?

Juliet: No doubt about it. And in the same way as in the past we underestimated the capacity of memory. It applies to every sphere of life but especially to academic subjects. Take mathematics, for instance. It was always assumed that some people were basically capable in mathematics, and that others weren't – no matter how much assistance they were given. But we now know better.

Tim: A bit late for some of us who failed miserably in maths tests, I have to say! But, to take up Juliet's point, we do now realise that the brain has an almost limitless capacity, and that ranges over all subjects, including the so-called 'sciences' and 'arts', although the distinction between these two groups of subjects is not always that clear!

J: Yes, research on the left and right halves of the brain has also shown that each of us has a mathematical brain and an imaginative brain, and that our potential in each is fundamentally equal. Any disability that we may or may not have is probably due to our leaving that area of the brain unattended, or unused if you like, rather than to any inherent fault in the working of the brain.

T: Mm, but you know, a weakness in maths can also be the result of early ability being dampened in some way. I know of one particular case which happened in a school maths lesson. One six-year-old boy could always give his teacher answers to maths questions the minute the teacher had finished asking the question. The boy never wrote anything down, and as a result he was told he was doing wrong.

J: Actually, I remember that case. He was the one who came to class and said he was using 'moon' numbers to do the calculations in his head, wasn't he? Moon numbers, it turned out, was his name for special numbers that he used to reduce other larger numbers to more simple numbers to work out the answers.

T: That's the one, yes. The other parents actually complained that the entire class was being dragged along too fast and the other children were unable to keep up. But we shouldn't be put off by stories like this. We have to realise that if our brains weren't doing mathematical calculations (which they are continuously), we wouldn't be alive.

J: To be fair, though, there are some tricks that can help you cash in on that mathematical potential. One that's certainly helped me is a pencil. If you've ever seen an expert mathematician or accountant adding columns of numbers, you've probably noticed that they guide their eyes down the columns using a finger or a pencil. It helps the eyes maintain direction and concentration. But there are others...

T: I'm afraid that doesn't work for me. I'm one of those who uses the 'don't mumble' technique. Anybody who's a real whizz at doing calculation tries to stop themselves muttering or mentally sounding the numbers. The technique is always to see the numbers and answers in the mind's inner eye.

J: Now I do have proof that really does work – because I've seen several people who've tried it and been successful, but it takes some time to get it right. You need to persevere with it.

T: Actually, another thing I've found useful, and I've tried to teach other people to do, is play mathematical games. You can get quite quick at thinking what the response is if you practise enough - or if you can find anyone to play with you!

J: There's no doubt that games like these really can motivate people. I wouldn't recommend scoring, by the way. The game's really just another way of proving to yourself that your brain really is capable of doing far, far more than you think.

ПИСЬМО

Вариант 1

Вариант 1

Albert Einstein once said, "It has become appallingly obvious that our technology has exceeded our humanity."

To what extent do you agree or disagree with this opinion? Give at least two reasons for your answer and include at least one relevant example from your own knowledge and experience.

Write at least 250 words.

Remember! Your essay should consist of the introduction, the body of paragraphs and the conclusion.

Advice to the student:

Remember to paraphrase the initial wording and try not to repeat all the words the way they stand after each other in the original.

Remember about linking phrases.

Remember to provide support for your arguments, which can be illustrations from life, or some scientific facts, critical reasoning.