

Лексико-грамматическая часть

**You are going to read an essay. Choose a word from the list to complete each gap (1-20). 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.*

**Each verb can be used only once.**

**Write out the number of the gap and the form of the verb (example: 0. was delivered).**

figure	subject	find	promise
stretch	afford	imprison	prove
lend	withstand	take	protect
hope	control	get	justify
seize	finance	provide	convoy

When Elizabeth Tudor became Queen of England in 1558, King Philip of Spain, her former brother-in-law, had every reason (1) \_\_\_\_\_ for the normal working relations with England. After all he was the one (2) \_\_\_\_\_ his sister-in-law when his wife Mary Tudor, the then ruling queen, decided (3) \_\_\_\_\_ Elizabeth. Not that Mary Tudor's anger was totally unjustified, but still Elizabeth's main fault was her status of the generally recognized heir to the throne of England. Philip was shrewd enough (4) \_\_\_\_\_ out that Elizabeth for all her secret protestant leanings was a much better choice as the next ruler of England than the distinctly pro-French Mary Stuart who was next in line of succession. Philip's own family had a long tradition of fighting with the French, and an English-born person like Elizabeth was definitely more preferable.

When Elizabeth eventually got the crown of England, Philip (5) \_\_\_\_\_ a vast empire he had inherited from his father. His resources (6) \_\_\_\_\_ to the utmost, and friendship with England would alleviate the extreme strain the Spanish king (7) \_\_\_\_\_ to on the daily basis. The last thing Philip could (8) \_\_\_\_\_ was to antagonize yet another ruler, however insignificant the role of England in the international politics of the time could have been.

With certain reservations it might be said that the first ten years of Elizabeth's reign (9) \_\_\_\_\_ Philip's hopes, but in 1568 a decisive change for the worse (10) \_\_\_\_\_ place, (11) \_\_\_\_\_ a full-scale disaster in the future. The change was due to the fact that Elizabeth I and her ministers decided (12) \_\_\_\_\_ a number of Spanish payships (13) which \_\_\_\_\_ into the English ports at the end of this year. The money meant for (14) \_\_\_\_\_ the Spanish army in the Netherlands (15) \_\_\_\_\_ its way into Elizabeth's coffers. Initially the Queen seemed willing (16) \_\_\_\_\_ a passport for the money to proceed overland. She was even thinking of (17) \_\_\_\_\_ a ship (18) \_\_\_\_\_ the vessels to the Netherlands. But in the end the temptation (19) \_\_\_\_\_ to be too great, and Elizabeth was unable (20) \_\_\_\_\_ it.

## 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 at least 150 words.
2. Give your own opinion on the issue raised in the text. Write at least 70 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

Aldous Huxley once said, "There is no substitute for talent. Hard work is of no use."

*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 200 words.**

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