

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).**

associate	decrease	initiate	realize
abolish	drain	ignore	regain
aim	cherish	follow	think
be	confiscate	get	take
afford	become	go	stop

The Gunpowder Plot (1605) – a horrifying conspiracy (1) \_\_\_\_\_ at exploding the building of the English Parliament on the day of its opening session – was the result of the criminal domestic and foreign policy of Queen Elizabeth’s administration, (2) \_\_\_\_\_ to the letter by the government of King James I of England.

Though by 1605 Queen Elizabeth (3) \_\_\_\_\_ dead for two years, the devastating effect of her reign was still very much felt. One of the key problems was prosecution on religious grounds. When Elizabeth Tudor (4) \_\_\_\_\_ queen, the better part of her subjects were Catholic, and the Protestant queen (5) \_\_\_\_\_ a policy of zero tolerance towards them, heavy fines, interminable imprisonment and execution of religious opponents being the common practice of the ruling elite. The Catholics’ property (6) \_\_\_\_\_ by the crown on the regular basis and given to the queen’s supporters for free or sold to them for ridiculous sums which under normal circumstances (7) \_\_\_\_\_ the buyer a dilapidated thatched peasant hut. No major rebellion, however, (8) \_\_\_\_\_ place, because the childless queen’s subjects were more or less patiently waiting for a new beginning (9) \_\_\_\_\_ with the perspective of James Stuart, king of Scotland, (10) \_\_\_\_\_ the crown of England. The English were sure that the son of Mary Stuart,

the Catholic Queen of Scots executed on the orders of Elizabeth in 1587, would not betray his mother's memory should he become their king.

When James actually ascended the throne, the members of the former administration were somewhat disappointed, as the prosecution of Catholics (11) \_\_\_\_\_ and the income of the king's ministers (12) \_\_\_\_\_ sharply. But it was not only their revenues that went down – the royal treasury (13) \_\_\_\_\_ as well. This was the awkward fact the new king could not (14) \_\_\_\_\_, and decisive measures were to be taken, otherwise the crown (15) \_\_\_\_\_ bankrupt. As a result the initially (16) \_\_\_\_\_ fines were levied again with ferocious intensity, the followers of the old religion never (17) \_\_\_\_\_ their social and political influence, the Spanish king who could have helped his English coreligionists (18) \_\_\_\_\_ it fit not to interfere. It was Queen Elizabeth of unblest memory resurrected, the nightmarish scenario of all dreams Catholics used (19) \_\_\_\_\_ coming untrue. And it was at this point that the future Gunpowder-plotters (20) \_\_\_\_\_ that it was time for them to act.

## ЧТЕНИЕ И ПИСЬМО

**1. You are going to read an excerpt from a radio programme. 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:** Good evening. This week on *Right to Speak* we will be looking at the revival of some of the British Isles' dying languages, and it gives me great pleasure to welcome our speaker. Philip McNair is a teacher of Gaelic and a member of an action group endeavouring to revive Gaelic-medium teaching in Scottish schools. Philip, a lot has been happening recently in Scotland with regard to the revival of the Gaelic language. Can you tell our listeners a little bit about it?

**Philip:** Certainly. Well, the Scottish Parliament recently passed a bill recognising Gaelic as an official language of Scotland, and this constitutes the culmination of a long struggle on the part of many people, myself included, to gain official support in promoting the teaching of Gaelic in schools.

**Presenter:** But you've taken it a step further than that, haven't you?

**Philip:** We have indeed. Following the success of the Welsh initiative in using their native language as the teaching medium in schools, we decided to try to do the same for Scotland.

**Presenter:** And would you say the internet is there, among young people, as well as old?

**Philip:** Oh, aye, definitely. There are already a fair number of pupils who have been educated in Gaelic throughout primary school and who would like to continue their secondary education in the same vein. The problem is that facilities are as yet insufficient for them to do so. It all boils down to a matter of staff. There's a lack of trained secondary school teachers who are able or even willing to use Gaelic as their teaching medium. According to figures, in 2013 there were 352 primary school teachers teaching through the medium of Gaelic, while in secondary education they numbered only 97. So our action group aims to encourage and recruit more teachers at this level. There are intensive language courses available for already qualified teachers, which it is hoped will motivate them to build their knowledge of the language up to the level required for secondary teaching. We've also set up several part-time teacher-training courses, and there are currently 20 distance learning courses run by Glasgow, Strathclyde and Aberdeen Universities and Lews Castle College. In fact, the first group of trainees from Aberdeen graduated with flying colors in June this year, providing Gaelic-medium schools with 20 new primary teachers and 5 secondary school teachers. And numbers are growing.

**Presenter:** This still shows an imbalance, though, doesn't it?

**Philip:** For the moment, yes, but I think the tide's turning. We've secured 4 million pounds from the government to spend on training and to the provision of classroom resources for Gaelic medium teaching. The important thing is, I think, to encourage people as a whole to want to revive the language, at home as well as at school, not only to prevent it from dying out, but in order to develop it as part of their cultural identity once more.

Linguistically, Scottish Gaelic is a member of the Goidelic branch of Celtic languages along with Irish and Manx. In the case of the latter, the last native speaker died on the Isle of Man in 1974, and Manx was then officially declared a dead language. This sent shockwaves through many Celtic communities, and sparked a renewed interest in reviving Celtic languages. It's worth noting that today there are several hundred Manx speakers, and I think this is proof that people care about their cultural identity and want to hold onto it. Gaelic represents an important part of our cultural heritage, and as Celts, whether we are Scottish, Irish, Manx or Welsh, we have a duty to protect and uphold it. We are lucky in Scotland because the forming of the Scottish Parliament enabled the Gaelic revival movement to gain political clout and as a result provided us with the financial means to make our ideas work. This in turn has encouraged an increase in interest among the general public because they no longer see the language as a lost cause.

## ПИСЬМО

P.G. Wodehouse once said, "There is no surer foundation for a beautiful friendship than a mutual taste in literature."

*To what extent do you 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.