

## ВАРИАНТ 1

Блок 1 Вариант 5.....30 баллов

*For questions 1-30, read the text below and decide which answer best fits each gap.*

Access to quality lectures for free is a fantastic achievement, **1 (letting/ allowing/ getting)** hundreds of thousands to access knowledge for its own **2 (behalf/ good/ sake)**. But, with the democratisation of education removing it **3 (from/ for/ with)** the restrictions of consumerism and the market, there is a risk that such developments will be detrimental **4 (for/ to/ on)** the exploration of knowledge in the long **5 (term/ period/ time)**.

Some believe that free online access to tertiary courses and lectures **6 (were/ was/ are)** set to **7 (revolutionise/ revolutionate/ revolutionite)** education. And United Kingdom could be a country where the 'second-tier' universities could struggle in the brave new free education market world.

**8 (Despite/ Apart from/ However)**, these universities are already struggling, not because of the "free education market", but because of the hegemony of free market strategies in education. This is **9 (practically/ necessarily/ particularly)** striking in the humanities, an area of study that could be the greatest loser in this recent transformation of the education **10 (stage/ landscape/ scenery)**.

A world where online learning is generalised and ends up **11 (to replace/ having replaced/ replacing)** other education delivery modes could seriously impact the original purpose of a university. **12 (Although/ Even/ Unlike)** in 'hard science' disciplines, a problem **13 (lies/ lays/ lies)** in the central element of higher education learning: the development of **14 (criticised/ criticising/ critical)** abilities and the potential for students to express their own original analytical skills. Assessment marked automatically does not leave **15 (spot/ space/ seat)** for human imagination and, **16 (by/ in/ to)** extension, progress.

The development of online courses in lieu of university-based teaching also **17 (proposes/ posts/ poses)** a more practical problem for the humanities. The humanities depend **18 (from/ in/ on)** public funds for teaching students. If students can access online modules for free from Ivy League universities, they **19 (may/ need/ dare)** not want to spend tens of thousands on a degree at a traditional university.

The hard sciences can seek industry partners for research funding, **20 (on contrary/ while/ unlike)** the humanities largely rely on government grants. In a system where 'impact' is **21 (more/ growingly/ increasingly)** driving research, this would be the death knell for many departments who would struggle to make a case for the short-term practical **22 (reliance/ relevance/ reverence)** of their research in a free-market economy.

This is where we hit the crux of the matter: if we surrender education to the online **23 (realm/ reality/ realization)** without prior guarantee, will universities be able to remain a space for fundamental thinking about humanity and humankind, whether that research is profitable or not?

But education should be and indeed is **24 (in/ within/ at)** everybody's reach. Financial pressures will obviously make students think twice about undertaking expensive courses; just like many tend to think twice before undertaking studies in humanities as job **25 (perspectives/ prospectives/ prospects)** appear limited.

Imagine a **26 (come-back/ return/ refund)** to a pre-revolutionary world where such a form of knowledge and study would only be practised by a very small elite, rich enough to delve **27 (into/ up to/ on to)** 'unprofitable' questions in their spare time. This would even be a threat to democracy, as discussions central to our future in **28 (words/ terms/ notions)** of philosophy, ethics and the human condition would be left to a small clique of 'entrepreneurs' of the future whose interests are bound to be **29 (narrow/ narrower/ most narrow)** than those of humanity **30 (in the/ as a/ in a)** whole.

*Restore the order of sentences in the following text. There are no extra letters.*

- A.** India finished second bottom.
- B.** A team of researchers worked under her guidance in one hundred different countries between May and July 2011.
- C.** The HSBC bank conducted the Expat Explorer Survey to find out which countries offered the most comfortable lifestyles.
- D.** The researchers asked 3,385 respondents to assess how willing they would be to make different countries their second home.
- E.** Having analyzed all the 3,385 questionnaires, the team reported that the top-ranked country was New Zealand, followed by Australia, South Africa, Canada and the United States.
- F.** However, most of these are poorly paid labourers who are unlikely to be eligible for HSBC's survey.
- G.** The bank's Head of Marketing, Lisa Wood, explained why the HSBC chose to carry out such a challenging project: "Expat Explorer allowed us to capture invaluable insights into expat life and how it differs from country to country, continent to continent and from an expats' home country of origin."
- H.** The lowest ranked country was the United Arab Emirates, which is surprising as around 80 per cent of the whole population comprises of expatriates.
- I.** In other words, the questions were based on how easy it is to make friends with the local people; learning the local language, fitting in with the new culture, and integrating into the local community.
- J.** Danish expat PiaMollback-Verbic said that India "is simply a minefield of relentless mental, emotional and practical daily challenges for most non-Indians."

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

1. When the Pope joined Twitter last month, the Vatican said his aim was to "begin dialogue"
2. His messages came down in eight different languages, and his followers soon
3. From Sunday, it has been
4. Within hours of the announcement, the Twitter username @pontifex\_in
5. Sceptics suggest the universal Church's official language might not be an obvious tool for
6. Although some believe Latin is very well suited to the
7. It is a language which helps to think
8. And it has produced an exceptional heritage of
9. The Pope's tweets have so far been confined to the
10. His first post as Benedictus PP. XVI will be

**A** began tweeting in Latin.

**B** brevity necessary on new social networks, even more so than English.

**C** had nearly 2,000 followers.

**D** published on Sunday.

**E** revealed, he will also be tweeting in Latin.

**F** science, knowledge and faith.

**G** sphere of the living language and sent out in English, French, Spanish, Italian, German, Polish, Arabic and Portuguese.

**H** spontaneous exchange and debate.

**I** totalled 2.5 million.

**J** with ordinary men and women all over the world.

**K** with precision and sobriety.

*Choose the correct answer to each question. The questions concern the life in English speaking countries.*

**1. Boston Tea Party** is

- 1) a protest (1773) against the British duty on tea imported by the American colonies: colonists boarded British ships in Boston harbor and dumped the tea overboard.
- 2) a festival in Boston when people meet to drink tea and eat a small amount of special food.

**2. What is Mount Rushmore** famous for?

- 1) The four figures of former U.S. Presidents carved in stone on it.
- 2) For being the highest mountain in the USA.

**3. A child benefit** is

- 1) money received regularly by families from the government to help pay for the costs of looking after children.
- 2) the rights of a child.

**4. The first President** of the United States was

- 1) Abraham Lincoln.
- 2) George Washington.

**5. What does the following abbreviation stand for?**

MA

*Read the text and answer the questions.....10 баллов*

The worst possible time to make a complex decision, such as choosing what to wear, is first thing in the morning. However, that's exactly when most people do it.

For women, this is an especially tricky moment. Smart or casual is the first big choice (smart-casual is a male thing, you see). No one really minds if you wear jeans in a meeting, as long as you don't expect to be taken seriously.

Then there's your mood: if you're feeling super-perky, you can wear that bright orange top and combat pants; if you're feeling like a grumpy old bag, then it's the black skirt and boring top. Just make sure you don't change from one mood to another during the day.

Avoid colourful patterns in the morning, as trying to accessorise will take forever. (If a woman's wardrobe looks like a curtain shop, you can guarantee that she doesn't start work early.) And don't bother looking for anything that's dry-clean only: those items live permanently at the bottom of your laundry basket.

There's also that one day in every week when you fling open your 70m drive-in wardrobe and decide that you have nothing to wear. One option is to wear the new outfit you liked enough not to take back but not quite enough to wear; you'll feel a bit of dork all day, but at least it's better than the second option, which is wearing the outfit that's curled up on the floor after a weekend of continual use.

A good tip it is to start with your shoes and work your way up. Go for black sensible shoes to be safe, because if you start with green platforms you're going to get in big trouble the further up you go.

Finally, give a thought to your colleagues. If you're going to be in a meeting with the 9ft blonde bimbo from hell, you need to make an effort to keep your self respect intact. (Then again, if you are a 9ft blonde bimbo, you know you can wear a bin-liner and still lead men to their doom.)

And how do men decide what to wear in the morning? Well, when they wake up, anything that they can't smell from the bed will do just fine.

- 1.** Women find it difficult
  - a. to behave like men.
  - b. to opt for either a formal outfit or an informal one.
  - c. to opt for casual trousers for a meeting.
- 2.** Brightly coloured tops and cargo pants are recommended
  - a. when one feels gloomy.
  - b. when one feels irritable.
  - c. when one feels cheerful.
- 3.** Dull and dark colours are advisable
  - a. when one is bad-tempered.
  - b. when one is boring.
  - c. when one is bored.
- 4.** Adding fashionable items or extra decorations to one's outfit is especially difficult
  - a. in the morning.
  - b. when a person is wearing bright or richly varied colours.
  - c. when even one item of clothing is dirty.
- 5.** Extremely attractive young women
  - a. never think about their colleagues.
  - b. are judgmental.
  - c. can wear a plastic bag and still look beautiful.

6. Write your answer to the following question in **150-200** words.

Suppose people were to live only where they were born and never to travel: what good and harm would it do? Give your reasons.....30 баллов



## Вариант 2.

Блок 1 Вариант 9.....30 баллов

Maintaining classroom discipline is a growing problem for many schools. Some children seem (1) \_\_\_\_ (**incapable of/uncapable of/unlikely about**) following the rules, perhaps because they feel they are (2) \_\_\_\_ (**irreasonable/reasonless/unreasonable**) or unclear.

There can be no such excuses at Bebington High School. When children misbehave at Bebington, the teacher immediately writes their name on the classroom blackboard. They know they are in trouble and they know what the penalty is (3) \_\_\_\_ (**like/likely/planning**) to be. Their classmates know too that the choice to break the rules was (4) \_\_\_\_ (**there/their/theirs**) own.

The (5) \_\_\_\_ (**affect/affectation/effect**), claim the supporters of this American system of discipline, has been to improve behavior, allowing more time to be spent on teaching. Since the program (6) \_\_\_\_ (**has been introduced/was introduced/had introduced**) into England two years ago, 450 schools (7)\_\_\_\_(**have adopted/adapted/adopted**) the scheme. (8)\_\_\_\_(**If/Whether/Although**) the program spreads more widely depends to some extent (9)\_\_\_\_(**at/on/for**) the government's attitude.

Bebington, a 100-pupil secondary school (10) \_\_\_\_ (**was always considering/was always considered/always considered**) good for a school of this type, but the (11) \_\_\_\_ (**stuff/staff/stuffing**) claim that standards of behavior (12) \_\_\_\_ (**increased/has increased/was being increasing**) dramatically last term, with an improvement in the work rate of the children and (13)\_\_\_\_(**less/fewer/better**) stress on the teachers. The basis of the program is that all children have a right to choose how they will behave but they must (14) \_\_\_\_ (**head/face/hand**) the consequences of that choice. A set of straightforward rules is displayed on a wall in each classroom (15)\_\_\_\_(**alone/along/loaned**) with a set of rewards and consequences.

The rules in Bebington are: come (16) \_\_\_\_ (**at /for/on**) time to lessons and enter the room quietly; remain in your seat (17) \_\_\_\_ (**if/unless/whether**) asked to move; come to lessons properly equipped; listen to and follow instructions the first time they are given; (18) \_\_\_\_ (**raise/rise/arise**) your hand before answering or speaking; and treat others, their work and equipment with respect.

Pupils who behave well during a lesson are rewarded with an "R" mark in the teacher's record book. Teachers can also award a certificate of merit for individual pieces of good work or for (19)\_\_\_\_ (**long-term/long/very excellent**) punctuality and (20) \_\_\_\_ (**visiting/attendance/being**). The sanctions open to teachers for pupils who break the rules are: detention of 5, 15 or 30 minutes at lunchtime. The (21) \_\_\_\_ (**least/ultimate/livable**) sanction before being excluded is (22) \_\_\_\_ (**sending/being sent/to have sent**) to the academic remove, where children are isolated from the

(23) \_\_\_\_ (**remains of/rest of/remnants of**) the school for periods ranging from one lesson to a whole day.

This scheme allows the teachers to deal quickly with (24) \_\_\_\_ (**disrespectful/respectless/unrespecting**) and disruptive pupils: children can see the consequences of their actions on the wall (25) \_\_\_\_ (**with their own eyes/in their own eyes/by the eyes**). As a result, the time spent on teaching in the classroom is up substantially, teachers say. They also say that the (26) \_\_\_\_ (**subject/knowledge/curriculum**) was covered 25% (27) \_\_\_\_ (**more quicklier/more quickly/quickest**) last term than in previous years.

Sadly, it can (28) \_\_\_\_ (**conclude/be concluded/have concluded**) that our society has moved on from the time where teachers could expect the majority of pupils (29) \_\_\_\_ (**behaving/to behave/ behave**) well as a matter (30) \_\_\_\_ (**of course/certainly/surely**). Now they have to reward it.

*Restore the order of sentences in the following text. There are no extra letters.*

- A. This disease can cause a person to breathe too fast, resulting in a loss of important carbon dioxide.
- B. As we know, 'stress' means a state of mental or emotional strain or tension resulting from adverse or demanding circumstances.
- C. For example, stress can affect the heart, increasing the pulse rate, making the heart miss beats, and causing high blood pressure.
- D. This expression refers to a feeling of panic, or stress, that makes a person want to stop whatever they are doing, try to relax, and become calm again.
- E. What is more, stress can also affect the respiratory system, which might lead to asthma.
- F. Finally, stress can affect the stomach, causing stomach aches and problems digesting food.
- G. There is strong medical evidence suggesting that too much stress results in physical, emotional, and mental health problems.
- H. There is a famous expression in English: "Stop the world, I want to get off!"
- I. These are only a few examples of the wide range of illnesses and symptoms resulting from stress.
- J. It is believed to be one of the most common causes of health problems in modern life.

**Блок 3 Вариант 4.....10 баллов**

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

1. The US census bureau recorded that just over two million babies were born
2. In 1990, just 37% of births were
3. It means for the first time non-Hispanic white babies being born in the US are
4. Analysts have pointed to several factors which could account
5. The overall birth-rate in the US is declining, but that drop is steepest among white people, thought
6. The economic slow-down could also account
7. Sociologists have suggested the data is evidence of a sweeping change
8. The older generation is dominated by white people, but the younger demographic
9. Racial minorities make up
10. Trends such as the one identified here suggest that

**A** for fewer Hispanics entering the United States from abroad.

**B** for the shift.

**C** from racial minorities.

**D** in the minority.

**E** is increasingly diverse.

**F** is likely to change over time.

**G** it is true.

**H** just over a third of America's population.

**I** to be the fault of the weaker economy.

**J** to ethnic and racial minorities in the year to July 2011, making up just over half of new arrivals.

**K** underway in the racial make-up of the United States.

*Choose the correct answer to each question. The questions concern the life in English speaking countries.*

**1. White-collar workers** are

- 1) people who work in offices, doing work that needs mental rather than physical effort.
- 2) people who do work needing strength or physical skill rather than office work.

**2. A Tory** is

- 1) a member of the British Conservative Party.
- 2) a man who takes part in a bullfight riding a horse.

**3. Who attacked the naval base in Pearl Harbour?**

- 1) Japan
- 2) the USA

**4. A constituency** is

- 1) a written document which forms the set of political principles by which a state or organization is governed, especially in relation to the rights of the people it governs.
- 2) the group of people who can vote belonging to any of the official areas of a country that elect someone to represent them nationally.

**5. What does the following abbreviation stand for?**

the BBC

*Read the text and answer the questions.....10 баллов*

It's exam time, and there's some serious business. Here are 10 expert tips to help prepare you for the dreaded exam room.

Try to be well rested and well nourished in preparation for exams. Drink plenty of fluids, eat a good healthy breakfast. The fresher and more energetic you feel, the more it will support your ability to tackle the cognitive challenges.

Some people concentrate better at night, others prefer to be up with the larks. Stick to a consistent working pattern so your mind and body can adjust, and take plenty of short breaks.

It is easy to forget practical details, so be clear about simple things like start times, venue, equipment, material you can or cannot bring, and so on. Being on top of all these can make a huge difference in your poise and performance and will help avoid unnecessary last-minute jitters.

Even if you feel underprepared, you can do a lot with the short time you have left. Night-before notes can be an active way of capturing, condensing and summarising your exam material. Sketching out short signposts is a great way of gaining last-minute command over some of the trickier aspects of your studies.

Be aware of what you can realistically do in the allotted time. If you have one hour per question, you might allow around 10 minutes to consider the question and jot down notes, then 45-50 minutes writing time. But don't be tempted to skimp on one question to lavish time on another. The first 50% of marks in any question are much easier to pick up than the next 20%.

As soon as one exam is over, move swiftly to focusing on the next one. Dwelling on an exam that you have completed wastes energy and time, and will drive you crazy. Remember, be positive, stay calm, and mobilise your energies to do the best job possible on the day.

- 1.** In the introduction, the writer describes an exam room
  - a. as a terrible one.

- b. as causing fear.
- c. as a dull one.

**2.** Healthy food is deemed to be

- a. favourable for mental processes of understanding.
- b. nourishing when it's fresh.
- c. more important than drink to fill one with energy.

**3.** In the third paragraph, the writer

- a. diminishes the importance of taking regular breaks.
- b. recommends keeping to the same schedule every day.
- c. advises to get out of bed as early as possible for a better adaptation to the daily routine.

**4.** Being in control of every minute detail

- a. allows one to relieve anxiety before an exam.
- b. makes one's behaviour different from everybody else's.
- c. makes one the best student.

**5.** Students are advised

- a. not to yield to a temptation to cheat.
- b. to carry out a post-mortem of the exams they have already taken.
- c. not to economise on one question to the detriment of another.

**6.** Write your answer to the following question in **150-200** words.

Suppose all people were to share one country: what good and harm would it do? Give your reasons.....*30 баллов*