

## 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 similarities between apes and people have long	a medium of thought.
2. Yet, the differences can be just as	an idea to the one addressed.
3. "When you look into the eyes of an ape you see an intelligent, self-aware animal looking back	as they are.
4. "I often wonder, what do they make	at you and appraising you," says primatologist Charlotte Uhlenbroek, who has spent years observing apes in their natural environment.
5. Apes and humans are so similar it is impossible not to wonder what exactly separates us	bonding, range of emotions and care of their young.
6. "There is no other creature that so charms and fascinates the beholder as	do these little effigies of the human race," wrote R L Garner in 1896.
7. In fact Garner was one of the first people to actively try to discern	fascinated scientists.
8. He noted their physical similarity, but also their social	from our closest relatives on earth.
9. When apes communicate, the speaker is conscious of the meaning of the sound used, and uses it with the definite purpose of conveying	of us when they look at us?"
10. He regulates the pitch and volume of the voice to suit the condition under which it is used and knows the value of sound as	the differences by living with chimpanzees in West Africa.
	thrilling.

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

advertise	generate
brainwash	hold
cause	raise
distract	reduce
expose	say

Advertising is an effective way of selling new products, and many people argue that its effectiveness 1. ... us into unnecessary spending. Others, however, disagree. As Jeremy Tunstall says, "Advertising can't sell any product, it can only help to sell a product the people want to buy."

One of the main arguments for advertising is that it 2. ... wealth for a country. That is 3. ..., taxes paid on goods sold, help governments to pay for essential services such as education and health care. Moreover, the number of jobs created for producing, marketing and servicing these goods helps 4. ... the unemployment problem, which is also a great advantage for a country's economy.

What is more, advertising 5. ... money for a huge number of sporting events and artistic performances which 6. ... otherwise ... . Without sponsorship from companies who advertise their products, these events would disappear due to lack of funding. In other words, although consumerism is promoted through advertising, it is beneficial to both the consumer and society.

On the other hand, advertisements can cause people to be dissatisfied with what they already have, and make them want more. 7. ... again and again to products which one cannot afford produces frustration and dissatisfaction. Furthermore, not all parents are in a position to afford the goods which their children see 8. ... and want to possess. This often leads to feelings of inadequacy, especially among the less well-off.

In addition to this, advertising creates materialism and causes people to place too much importance on material goods. The fact that people are prepared to work long hours, or even turn to crime in order to gain the goods on offer, shows that advertising persuades people go to great lengths to keep the same standard of living as those they see around them. It is a fact, though, that neither crime nor the stress 9. ... by overwork can benefit society.

In conclusion, I believe that advertising exists to accumulate wealth by encouraging people to spend unnecessarily, fosters greed and breeds dissatisfaction while 10. ... us from focusing on more vital things. As Marion Harper said, "Advertising is found in societies which have passed the point of satisfying the basic animal needs."

**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:** Since the birth of Dolly the Sheep, the question of the morality of cloning, and of human cloning in particular, has caused tremendous controversy. In fact, Britain has banned human cloning since 1990, and a further 18 European nations have signed an anti-cloning treaty. Nevertheless, many scientists believe that the clock cannot be turned back and that certain forms of human cloning are inevitable in the future. My guest today is Angela Armstrong, a professor of molecular biology at Cambridge University. Professor Armstrong, for many people the prospect of human cloning conjures up images of a world populated by multiple copies of Hitler, as in the film 'The Boys from Brazil', or of a world with a rigid caste structure of superior humans in positions of power and an underclass of genetically-engineered sub-beings, as described in Aldous Huxley's novel 'Brave New World'. How close is either of these scenarios to what may happen if research on human cloning is allowed to go ahead?

**Professor:** Let's deal with the fear of armies of power-crazed despots first. For a start, pressure to use cloning to reproduce humans is most likely to come from the private sector. It's people who want to have children, not governments. Even if government programmes were set up to clone multiple copies of one person, they wouldn't all end up the same, as development is affected by chemical and hormonal changes in the babies and by subsequent life experiences.

The second fear is perhaps more justified, though again developments are unlikely to be government-led – with the capacity nowadays to have many manual and repetitive tasks carried out by robots and automated processes, it wouldn't be in governments' interests to create an underclass of slave labour which would use up resources for food and housing. However, in the future, infertile couples who are unable to reproduce any other way than by cloning, are likely to want to choose the best in terms of genes for their children. As this will be expensive, only a few people will be able to afford to do it. This is where we could see the artificial creation of a genetically-enhanced upper class, rather than a deliberately genetically-impooverished subclass as postulated in Huxley's novel.

**Presenter:** Does this prospect not shock you?

**Professor:** The idea of genetic engineering is indeed morally repellent to many people. However, there are a number of very positive and humanitarian uses to which cloning and genetic engineering could be put – for example, they could be used to eliminate inherited diseases, an application which would greatly improve the human condition. But, in ethical terms, it is very hard to know where to draw the line between what is a legitimate and useful genetic improvement, as in this example, and what is morally unacceptable, such as an attempt to enhance intelligence or character. As a scientist, however, I am not in favour of blanket legislation against research into human cloning, as this could limit the development of many useful applications.

## ПИСЬМО

Mahatma Gandhi once said, "An eye for eye only ends up making the whole world blind."

*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.