

## **THE FATE OF THE DISCOVERERS (Tutankhamon's tomb)**

**Curse** – a solemn utterance intended to invoke a supernatural power or inflict harm or punishment on someone or something

Among the many tales of the curse of the Pharaohs one deserves close attention. After Tutankhamon's tomb had been discovered everyone could read the inscription on the outside of the tomb: "Death shall come on swift wings to him who disturbs the peace of the King."

After visiting the tomb in 1922 Lord Carnarvon, the patron of the discovery expedition, died of high fever caused by an infected mosquito bite on his cheek. As he died, an unexpected power cut struck Cairo and the city was in darkness. In England, his pet dog, Susie, started barking and by the morning she had died too. Back in Cairo, a cobra ate Carnarvon's pet canary – the cobra being considered the protector of the Pharaohs. Later, a small blemish was found on Tutankhamon's cheek in the same spot as the infected mosquito had bitten the archaeologist.

The curse of the Pharaoh has remained the subject of much speculation over the years, fueled by unexplained occurrences and tragic deaths. Of all the members of the expedition to uncover Tutankhamon's tomb, by 1969 only two members of the team had avoided the curse. In the 1970s when an exhibition of the treasure of Tutankhamon's tomb was being held in Britain a successor of one of the original teams died the same night as he finished packing the treasures. Two men who were organizing the exhibition and who were flying the treasures from Egypt died from heart attacks.

There are theories to explain these occurrences. One scientist put forward the theory that the floors of the tomb were covered with radioactive substances, for example, uranium.

However, to this day, no one has managed to explain satisfactorily the occurrences surrounding the strange events following the opening of Tutankhamon's tomb. And perhaps the strangest fact of all is that the man who discovered the tomb, Howard Carter, survived the curse and died of natural causes at the age of 66. Why did the man who made the famous discovery escape the curse while many of his colleagues met untimely and tragic deaths? Only the Pharaohs can say.

### **True/ False Statements 1 through 10**

1. The inscription on Tutankhamon's tomb was kept in secret for safety measures.
2. The inscription on Tutankhamon's tomb frightened away the members of the expedition.
3. The inscription on Tutankhamon's tomb was a warning for posterity.
4. Tutankhamon's death was caused by a blemish on his cheek.
5. The cause of Lord Carnarvon's death could not be explained.
6. Very strange coincidences were happening one by one in a row after Lord Carnarvon's death.
7. The exhibition of Tutankhamon tomb's treasures in Britain was accompanied by unexpected tragic deaths of its organizers.

8. Not a single theory managed to give a thorough explanation of the weird occurrences around the famous discovery.
9. The curse affected all the members of the team; they all had died by 1969.
10. It can be easily explained why Howard Carter, the man who had discovered the tomb, escaped the curse.

## **Text 2**

**Read Text 2 and choose the correct answer. In boxes 11-15 on your answer sheet write your answers.**

### **Learning Foreign Languages**

A friend of mine once told the story of his first lesson as a newly qualified foreign language teacher. At the end, full of enthusiasm, he asked for questions and was pleased to see a hand go up. The question, however, was not what he expected. "Why are we learning Spanish, Sir?", asked the 12-year-old pupil slightly aggressively.

Amusing as it may be to imagine the young teacher's introduction to the real world, the question is worth asking, and requires an answer. In a climate where subjects compete to demonstrate their usefulness in the marketplace and demand spending on resources, how can foreign language learning justify its place in the timetable?

Outside the English speaking world the value of learning English is almost taken for granted. For English speaking students, however, the value is less easy to describe, precisely because the use of English for international communication is so widespread. Native English speakers often express amazement at the level language ability reached by foreigners, sometimes even assuming that they have some natural 'gift' for language learning or that English is somehow easy to learn.

Neither, of course, is true. Learning another language needs a lot of time and hard work, and for many native English speakers these attitudes are simply an excuse for not making the necessary effort. After all, why bother to learn someone else's language when they are so good at yours?

Perhaps another personal story will help to answer this. Returning from a school trip to France, my teenage son, who had never been very good at languages, described going into a shop and trying to buy something. His lack of ability to say what he wanted and having to resort to a mixture of simple English and sign language left him, he said, 'feeling stupid'. Part of our responsibility as international citizens, in other words, is to deal with people from other countries on equal linguistic terms.

### **Questions 11 through 15**

11. What does the writer think about the student's question?

- A. It can't be answered.
- B. It shows imagination.
- C. It is a valid one.
- D. It is irrelevant.

12. What does the writer say about the learning of English in most countries?

- A. It is rarely questioned.
- B. It is easily described.
- C. It is usually valuable.
- D. It is time-consuming.

13. What are native English speakers always surprised by?

- A. The ease with which others learn English.
- B. The natural language skills of foreigners.
- C. The standard of English that foreigners have.
- D. The effort foreigners put in learning English.

14. What does the writer suggest about English speakers' views on language learning?

- A. They are excusable in the circumstances.
- B. They are reasonably simple to explain.
- C. They are often motivated by laziness.
- D. They do not care about it.

15. What important reason for learning another language by the final story?

- A. to increase self-respect.
- B. to buy things in shops.
- C. to improve intelligence.
- D. to become international citizens.

### **Text 3)**

#### **My Life in Football**

**Rounders** – a ball game similar to baseball, played chiefly in British schools

Since I was a child, all I've ever wanted to do was to kick a football about. I was programmed by my dad to some extent and he encouraged me to play. It wasn't imposed on me, though, and I'm grateful for that.

I had a friend who used to come to the park with us and his dad was really pushy. He was always saying, "You can't do this, you can't do that" My mate could have been a good player, but he just stopped wanting to play and has never been involved in football since. I'm glad it didn't turn out the same way for me, but I realized that things could have easily been so different.

When I score a heart-stopping goal from a long way out, people often say that it's just luck, but it isn't. I have worked on taking shots at goal from a distance since I was a kid. It's only by practicing that you get to score the spectacular goals which give you such a

buzz. The best players in the world, who obviously have amazing natural talent, would never have achieved what they have without year and years of practice. Sometimes you see young players **crashing into each other**, but I was taught technique. If I'm teaching kids, the most important thing I try to get across is to enjoy learning skills.

I used to do every sport going to school. I'd get involved in anything, from rounders and baseball to athletics and basketball. I know now it's important to get a good education, but football was the only thing on my mind then. The teachers were doing a pretty good job, but I wasn't aware of it at the time. I don't want it to be like that for my son. We're already trying to read him books even though he's far too young to sit still for long enough. I hope the fact that he usually wants to kick them around on the floor doesn't mean that he takes after me in that way.

At the beginning of my professional football career, the manager made big sacrifices so that some of us young players could move up to play for the first team, but he never made a big deal about it. He never called us together and said, "This is your big chance to move yourself" but we all knew we had to. Although I scored in the opening game of the season, we lost, and a respectful TV presenter famously said, "You can't win anything with kids". That really made us aware of how we had to do. You always have a few doubts, but we had faith in ourselves as a team despite what he said.

I rely on close friends and family a lot. But having so much money can sometimes cause problems. For example, people sometimes say to me, "I can't believe you let your mother carry on working". Of course, I've helped out my family financially. I paid off the loan on their house and I bought them a car last Christmas. My family are strong individuals and I think they would be offended at the idea that they would somehow be on the payroll. My mum doesn't earn much as a hairdresser but she loves what she does. On the other hand, it gives me a lot of pleasure to use my money to make things a bit easier for the people around me. I have a lot of money, though not as much as people say, but that doesn't give me all the answers.

After I've stopped playing, I'll have a year off or perhaps even longer, doing the things I haven't been able to do all these years. I want to go skiing the day after I stop playing. I can't do that now because I wouldn't be covered by my insurance if I were to break a leg on the ski slopes.

**Questions 16 through 20 (on your answer sheet circle the correct letter A, B, C, or D)**

16. What do we learn about the footballer's childhood?
  - A. He only started playing football in order to please his father.
  - B. He sometimes resented his father's ambition for him.
  - C. He saw the negative effect fathers could have.
  - D. He realized not all fathers were interested in sport.
17. The footballer uses the phrase '**crashing into each other**' to suggest that
  - A. The players are deliberately injuring their opponents.
  - B. The players are shouting loudly to each other.
  - C. The players are deliberately wasting time.
  - D. The players are not demonstrating their skills.
18. What do we learn about the footballer's education?
  - A. He thinks his school put too much pressure on students to do sport.
  - B. He acknowledges that he didn't appreciate it enough.
  - C. He now realizes he made some poor choices at school.

D. He believes it would have been better with different teachers.

19. The footballer uses the TV presenter's remark about using young players to underline
- A. How unwise the manager had been to choose them.
  - B. How difficult their task would be.
  - C. How much the comment damaged their confidence.
  - D. How angry the team was about the criticism.
20. Speaking about the money he was paid, the footballer is
- A. justifying the large amount of money he earns.
  - B. explaining why his family means so much to him.
  - C. responding to negative comments made about him.
  - D. defending his family for wanting to share in his financial success.

### Text 5)

**Read the article about the culture of Great Britain. Five sentences have been removed. Choose from the sentences A–G the one which fits each gap (26–30). There is one extra sentence which you do not need to use.**

#### Life in modern Britain

If you find yourself going to any country to study or on business, it's useful to know a little bit about the people before you get there. This could help avoid any embarrassing mistakes.

0 G But remember that no matter what the cultural guides say, you should not assume that all British people you meet will be the same.

The British have always been known for their 'stiff upper lip'. As a nation, the British tend not to use superlatives and may not seem terribly lively when they speak. **26** It's just that they choose not to display them in public. They are generally not keen on showing their feelings, so unless you know someone well, they may not like it if you put your arm around their shoulder. You'll also see that the British prefer to keep a considerable distance between themselves and the person to whom they are speaking.

Privacy is very important to British people. They will probably not give you a tour of their home, and, in fact, may keep most doors closed. They expect visitors to respect their privacy. **27** Even close friends do not cross the line by enquiring about someone's financial situation or relationships.

There is a proper way to act in most situations and the British do not like to break the rules. Take body language as an example. The British are generally more controlled in their body language and hand gestures while speaking, than say, North and South Americans and Southern Europeans. **28** Friendships take longer to build, but once established they may last over time and distance.

The British exchange presents between family members and close friends for birthdays and Christmas. The present need not be expensive, but it should demonstrate an attempt to find something related to that person's interests. Also, if you are invited to someone's home, it is normal to take along a box of good quality chocolates, some wine, or flowers.

**29**

British people enjoy entertaining people in their homes. Although Brits value people being on time, you may arrive 10–15 minutes later than invited to dinner. However, if you are meeting friends at a restaurant, you should not be late. Traditionally, it's considered bad manners to rest your elbows on the table. **30** If invited to a meal at a restaurant, the person who extended the invitation may offer to pay.

Remember, it takes time to get to know a country and its people and the best thing to do is keep your eyes and ears open. And above all else, as the British themselves would say, keep calm and carry on!

**Read the article about the culture of Great Britain. Five sentences have been removed. Choose from the sentences A–G the one which fits each gap (26–30). There is one extra sentence which you do not need to use.**

- A** For this reason, they may initially seem less open.
- B** This does not mean that they do not have strong emotions.
- C** This also includes not asking personal questions.
- D** Younger people, however, are a lot more relaxed about this, especially for less formal dining.
- E** It's best not to do this in public places.
- F** And unlike many other cultures, gifts are usually opened when received.
- G** And nowhere is this more the case than in Britain.