

ФРАЗОВАЯ СВЯЗНОСТЬ

You are going to read an article culture.

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 the number and the corresponding letter.

Example. 11 – M.

1.	To the majority of Maori, being Maori means recognizing and honouring their Maori ancestors, having claims	A	alive in contemporary New Zealand.
2.	It means the acceptance of group membership and the shared recognition of distinctly Maori ways	B	of 120 are reserved for Maori in the New Zealand Parliament.
3.	There has been some revival	C	of a special court, but later legislation made it easier for Maori to sell their ancestral land.
4.	Quite a few Maori cultural practices are kept	D	of any moves toward changes of land law that are initiated by the government.
5.	All formal Maori gatherings are accompanied by formal receptions of visitors, accompanied by the <i>hongi</i> , or pressing together	E	of Maori opinion, however, which holds that land is held in trust by one generation for the next.
6.	For many Maori people, the most important issue in New Zealand remains that	F	of noses on greeting, and sometimes by ritual challenges.
7.	Acutely aware of the injustices of European land dealings in the 19th century, they are suspicious	G	of the land.
8.	Formerly, land defined as "Maori land" could be sold by its owners only after the approval	H	of the teaching of the Maori language, and in 1987 Maori was made an official language of New Zealand.
9.	There is a strong body	I	of thinking and behaving.
10.	Seven seats out of a total	J	to family land, and having a right to be received as <i>taangata whenua</i> ("people of the land") in the village of their ancestors.
		K	up with it.

ЛЕКСИКО-ГРАММАТИЧЕСКАЯ ЧАСТЬ

You are going to read an article on art. 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.

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.*

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

Example. 11 – has become

come	employ	move
consist	enrol	raise
derive	institutionalize	share
embrace		

Paul Jackson Pollock was the youngest son of Stella May McClure and LeRoy Pollock, who were both of Scotch-Irish ancestry and born and raised in Iowa. The family left Cody, Wyoming, 11 months after Jackson's birth; he would know Cody only through family photographs. Over the next 16 years his family lived in California and Arizona, eventually 1. ... nine times. In 1928 they moved to Los Angeles, where Pollock 2. ... at Manual Arts High School. There he 3. ... under the influence of Frederick John de St. Vrain Schwankovsky, a painter and illustrator who was also a member of the Theosophical Society, a sect that promoted metaphysical and occult spirituality. Schwankovsky gave Pollock some rudimentary training in drawing and painting and introduced him to advanced currents of European modern art. At this time Pollock, who 4. ... an agnostic, also attended the camp meetings of the former messiah of the theosophists, Jiddu Krishnamurti, a personal friend of Schwankovsky. These spiritual explorations prepared him 5. ... the theories of the Swiss psychologist Carl Jung and the exploration of unconscious imagery in his paintings.

In the fall of 1930 Pollock followed his brother Charles, who left home to study art in 1922, to New York City, where he studied at the Art Students League under his brother's teacher, the regionalist painter Thomas Hart Benton. He studied life drawing, painting, and composition with Benton for the next two and one-half years, leaving the league in the early months of 1933. For the next two years Pollock lived in poverty, first with Charles and, by the fall of 1934, with his brother Sanford. He 6. ... an apartment in Greenwich Village with Sanford and his wife until 1942.

Pollock 7. ... by the WPA Federal Art Project in the fall of 1935 as an easel painter. This position gave him economic security during the remaining years of the Great Depression as well as an opportunity to develop his art. From his years with Benton through 1938, Pollock's work was strongly influenced by the compositional methods and regionalist subject matter of his teacher and by the poetically expressionist vision of the American painter Albert Pinkham Ryder. It 8. ... mostly of small landscapes and figurative scenes such as *Going West* (1934–35), in which Pollock utilized motifs 9. ... from photographs of his birthplace at Cody.

In 1938 Pollock suffered a nervous breakdown, which caused him 10. ... for about four months. After these experiences, his work became semiabstract; Jungian symbolism and the Surrealist exploration of the unconscious also influenced his works of this period.

ЧТЕНИЕ И ПИСЬМО

1. You are going to read an excerpt from an article. Answer the questions that follow. Decide whether each statement is *True* or *False* and provide your arguments drawn from the text to justify your choice.

Write out your answers in your answer sheet.

Example. 11- False because <quotation from the text>

The term 21st century skills refers to a broad set of knowledge, skills, work habits, and character traits that are believed—by educators, school reformers, college professors, employers, and others—to be critically important to success in today’s world, particularly in collegiate programs and contemporary careers and workplaces. Generally speaking, 21st century skills can be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student’s life. While the specific skills deemed to be “21st century skills” may be defined, categorized, and determined differently from person to person, place to place, or school to school, the term does reflect a general—if somewhat loose and shifting—consensus.

Generally speaking, the 21st century skills concept is motivated by the belief that teaching students the most relevant, useful, in-demand, and universally applicable skills should be prioritized in today’s schools, and by the related belief that many schools may not sufficiently prioritize such skills or effectively teach them to students.

The basic idea is that students, who will come of age in the 21st century, need to be taught different skills than those learned by students in the 20th century, and that the skills they learn should reflect the specific demands that will be placed upon them in a complex, competitive, knowledge-based, information-age, technology-driven economy and society.

While there is broad agreement that today’s students need different skills than were perhaps taught to previous generations, and that cross-disciplinary skills such as writing, critical thinking, self-initiative, group collaboration, and technological literacy are essential to success in higher education, modern workplaces, and adult life, there is still a great deal of debate about 21st century skills—from what skills are most important to how such skills should be taught to their appropriate role in public education. Given that there is no clear consensus on what skills specifically constitute “21st century skills,” the concept tends to be interpreted and applied in different ways from state to state or school to school, which can lead to ambiguity, confusion, and inconsistency.

Calls for placing a greater emphasis on cross-disciplinary skills in public education are, generally speaking, a response to the perception that most public schools pay insufficient attention to the postsecondary preparation and success of students. In other words, the concept has become a touchstone in a larger debate about what public schools should be teaching and what the purpose of public education should be. For example: Is the purpose of public education to get students to pass a test and earn a high school diploma? Or is the purpose to prepare students for success in higher education and modern careers? The push to prioritize 21st century skills is typically motivated by the belief that all students should be equipped with the knowledge, skills, work habits, and character traits they will need to pursue continued education and challenging careers after graduation, and that a failure to adequately prepare students effectively denies them opportunities, with potentially significant consequences for our economy and society.

1. There is a universal agreement on the list of 21st century skills.
2. The concept of '21st century skills' prioritizes the more general skills that can be applied in different areas over the more specific ones.
3. 21st century skills include the ability to communicate and work with other people effectively.
4. Most schools focus on the success of their students after they leave school.
5. Inclusion of "21st century skills" into the secondary education may have a wider positive influence on other areas of public life.

2. How far do you agree with the statement?

Practical skills are more important than general knowledge.

Express your opinion about the issue providing **two arguments** (one from the text above, the other of your own) and **two examples** (one from the text above, the other of your own).

Do not quote the text: a copied sequence of 4 words and more is considered a quotation.

Your essay **must contain**

1. The introduction
2. Two paragraphs of the body
3. The conclusion

Write 170-200 words.