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Блок 1 Вариант 4

стр. 1 из 4

ФРАЗОВАЯ СВЯЗНОСТЬ

You are going to read an article on 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.	Cherokee are North American Indians of Iroquoian lineage who constituted one of the largest politically integrated tribes at the time of	A	as Keetoowah or Tsalagi.
2.	Their name is derived	B	be an extinct Hawaii tribe.
3.	However, many Cherokee prefer to be known	C	conducted in red towns.
4.	They are believed to	D	European colonization of the Americas.
5.	Traditional Cherokee life and culture greatly resembled that	E	for wrongdoers.
6.	The Cherokee nation was composed	F	from a Creek word meaning "people of different speech".
7.	The chiefs of individual red towns were subordinated	G	have numbered some 22,500 individuals in 1650.
8.	The officials of individual white towns were	H	of a confederacy of symbolically red (war) and white (peace) towns.
9.	The peace towns provided sanctuary	I	of the Creek and other tribes of the Southeast.
10.	War ceremonies were	J	to a supreme war chief.
		K	under the supreme peace chief.

ЛЕКСИКО-ГРАММАТИЧЕСКАЯ ЧАСТЬ

You are going to read an article. 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 developed

arouse

attain

follow

lend

make

sum

support

take

tell

turn

John Steinbeck, a prominent American novelist, received the Nobel Prize for Literature for 1962.

Steinbeck attended Stanford University, Stanford, Calif., intermittently between 1920 and 1926 but never 1. ... a degree. Before his books 2. ... success, he spent considerable time 3. ... himself as a manual labourer while writing, and his experiences 4. ... authenticity to his depictions of the lives of the workers in his stories. He spent much of his life in Monterey county, Calif., which later was the setting of some of his fiction.

Steinbeck's first novel, *Cup of Gold* (1929), 5. ... by *The Pastures of Heaven* (1932) and *To a God Unknown* (1933), none of which were successful. He first achieved popularity with *Tortilla Flat* (1935), an affectionately 6. ... story of Mexican Americans. The mood of gentle humour 7. ... to one of unrelenting grimness in his next novel, *In Dubious Battle* (1936), a classic account of a strike by agricultural labourers and a pair of Marxist labour organizers who engineer it. The novella *Of Mice and Men* (1937), which also appeared in play and film versions, is a tragic story about the strange, complex bond between two migrant labourers. *The Grapes of Wrath* (1939), which 8. ... up the bitterness of the Great Depression decade and 9. ... widespread sympathy for the plight of migratory farmworkers. It won a Pulitzer Prize and a National Book Award and 10. ... into a notable film in 1940. The novel is about the migration of a dispossessed family from the Oklahoma Dust Bowl to California and describes their subsequent exploitation by a ruthless system of agricultural economics.

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 class rank refers to the hierarchical order of students based on academic performance or their marks (grades). Rankings may be expressed in numerical order (first, second, third, top ten, etc.) or as percentiles (%) (top ten percent, top twenty-five percent, etc.). Class rank is typically determined at the end of middle school or high school, and it is used to determine academic honors such as valedictorian (first in the class) and salutatorian (second in the class). While schools do not typically make an entire set of rankings for a graduating class public, it is quite common for schools to publicly announce and celebrate top-ranked students, particular those who end up in the “top ten” or top-tenth percentile.

Some educators view class rankings as a disadvantage. In these cases, class rank may be viewed as an outdated system that has persisted largely due to institutional and cultural tradition, not because it provides genuine educational value. Reformers may argue that class ranking is fundamentally unfair or that it focuses students on academic competition rather than more authentic, meaningful, or beneficial ways of learning. Some educators would prefer to see class rank replaced with the “Latin honors” system of cum laude (*with honors*), magna cum laude (*with high honors*) or summa cum laude (*with highest honors*), which has long been widely used in universities and higher education institutions, but that has recently become more popular in secondary schools. The main argument for Latin honors (or any similarly designed system) is that it can recognize the achievements of more students, as well as a much broader spectrum of academic accomplishment, rather than only a handful of students whose performance may be based on relatively small or even numerically minimal differences in grades. In addition, Latin honors may be seen as a way to de-emphasize the perceived importance of academic competition in schools.

Critics of class rank argue that the practice can breed excessive academic competition, and that rankings are a misleading indicator of academic performance. In some schools, depending on the particular grading system in use, students’ marks may be so numerically close that it is hard to differentiate one student’s performance from another’s. In these cases, a mere thousandth of a point difference in the average mark may determine which student becomes the award or which students fall within the top tenth percentile. Such small differences in academic performance not only make class-rank comparisons essentially meaningless, some would argue, but such systems often create unintended consequences that underscore the meaningless of the rankings—for example, a graduating class with ten or twenty-five students who all achieved numerically perfect academic records. Critics of class rank tend to argue that intense academic competition can be academically unproductive and potentially harmful to students, since it can lead to a variety of negative outcomes: students experiencing greater anxiety, peer competitiveness, or feelings of failure based on fractional differences in their marks.

1. Class ranks compare the students in the same class.
2. Critics say that class rank system is too progressive.
3. Class ranks allow to reward more students.
4. The Latin honors system is less competitive.
5. In some schools there is very little difference between the results of the best students.

2. How far do you agree with the statement?

Marks (grades) help students to study better.

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.