

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.	Businesses in the private sector range	A	any age: even teens can have their own businesses.
2.	There are millions of businesses in the United States, each started by an entrepreneur, someone who sets	B	do not address.
3.	Entrepreneurs are perceptive people who follow business trends and discover needs other companies	C	do not exercise.
4.	Once an entrepreneur decides that the possible rewards	D	from very small businesses with one employee to large companies with thousands of employees.
5.	With their new ideas and their willingness to take	E	hours to keep their businesses profitable.
6.	Entrepreneurship provides the satisfaction	F	losing the money they invest in the business.
7.	However, entrepreneurs risk	G	of a new business is high, especially during its first years.
8.	The failure rate	H	of being one's own boss and the possibility of earning large sums of money.
9.	Most entrepreneurs work long	I	outweigh the downsides of a potential business, he or she accepts the challenge to build a new company from scratch.
10.	Most importantly, entrepreneurs can be	J	risks, entrepreneurs create the proprietorships, partnerships and corporations that give millions of people a place to work.
		K	up and operates a business.

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.

USE EACH WORDS ONLY ONCE.

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

Example. 11 – has become

add	paint
boast	portray
go	seek
have	show
look	treat

The portrait of Madame Moitessier by Jean-Auguste-Dominique Ingres depicts Marie-Clotilde-Inès Moitessier alone on her chaise longue, 1. ... out at the spectator. The reflection in the mirror almost 2. ... to her sense of voluminousness.

Her husband Monsieur Moitessier was a wealthy banker and a picture like this is very much a status symbol. Ingres, the painter, was top of the range. He was very expensive and highly 3. ... after when he painted this picture, so it's almost like Monsieur Moitessier 4. ... ; hanging this picture on the wall of his home for his banker friends to see it, says 'look at me, I'm so rich; not only have I got a slightly heavier than normal wife, I can afford to have Ingres 5. ... her and hang the picture in place of honour in my private home'. It looks like Monsieur Moitessier 6. ... his wife very much as a kind of possession, something 7. ... off.

One wonders what actually 8. ... on in her head. Probably there's not much there really, which is a bit sad, but of course that's what the husband wanted, an empty-headed piece of porcelain. In fact, there is a neat little joke in the picture, because Madame Moitessier 9. ... in that beautiful dress which looks almost like a piece of porcelain itself and you'll see her round figure rhymes with that round porcelain pot that's on the shelf in the background. I wonder if that's Ingres 10. ... a little joke about empty vessels?

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>

In education, the term *exhibition* refers to projects, presentations, or products through which students “exhibit” what they have learned, usually as a way of demonstrating whether and to what degree they have achieved expected learning standards or learning objectives. An exhibition is typically both a learning experience in itself and a means of evaluating academic progress and achievement. Defining exhibition is complicated by the fact that educators use many different terms when referring to the general concept, and the terms may or may not be used synonymously from place to place. In contrast to worksheets, quizzes, tests, and other more traditional approaches to assessment, an exhibition may take a wide variety of forms in schools: oral presentations, speeches, or spoken-word poems; video documentaries, multimedia presentations, audio recordings, or podcasts; works of art, illustration, music, drama, dance, or performance; print or online publications, including websites or blogs; essays, poems, short stories, or plays.

Exhibitions are typically designed to encourage students to think critically, solve challenging problems, and develop skills such as oral communication, public speaking, research, teamwork, planning, self-sufficiency, goal setting, or technological and online literacy—i.e., skills that will help prepare them for college, modern careers, and adult life. Exhibitions may also be interdisciplinary, in the sense that they require students to apply skills or investigate issues across many different subject areas or domains of knowledge. Exhibitions may also encourage students to connect their projects to community issues or problems, or to integrate outside-of-school learning experiences, including activities such as interviews, scientific observations, or internships.

It is important to note that exhibitions are typically purposeful teaching strategies designed to achieve specific educational results—i.e., they are not only “show and tell” opportunities. Although exhibitions can vary widely from school to school in terms of structure, evaluation criteria, and learning objectives, they commonly require students to share, explain, and defend their project design, theory or action, or results (as in the case of a scientific experiment, for example). Whether students solve a complicated math problem, write a position paper on a social issue, develop a business plan, or produce a work of art or engineering, exhibitions require them to articulate their ideas and respond to questions and inquiries from teachers or other reviewers.

Most criticism of or debate about exhibitions is not focused on the strategy itself, or its inner or potential educational value, but rather on the quality of its execution—i.e., exhibitions tend to be criticized when they are poorly designed or reflect low academic standards, or when students are allowed to complete relatively superficial projects of low educational value. In addition, if teachers and students consider exhibitions to be a formality, lower-quality products typically appear. And if the projects reflect consistently low standards, quality, and educational value year after year, educators, students, parents, and community members may come to view exhibitions as a waste of time or resources.

1. Exhibitions can be used to demonstrate the results of learning.
2. Exhibitions can include a lot of different projects and activities.
3. It is impossible to connect different school subjects in one exhibition.
4. Students usually have to present their ideas and answer questions during an exhibition.
5. Critics do not like the concept and principles of exhibitions.

2. How far do you agree with the statement?

Schools should teach all students to express their ideas and make presentations.

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**.