

ФРАЗОВАЯ СВЯЗНОСТЬ

You are going to read an article on linguistics. 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.	Throughout history individuals have tried to describe their own languages in ways that make the workings of these languages	A	a philosophical or literary point of view.
2.	Panini, a 5th-century BC Indian grammarian, described the sounds and construction of sentences of the Sanskrit language in	B	appear more meaningful and orderly.
3.	The ancient Greeks and Romans were also curious about their languages and wrote grammatical descriptions, frequently from	C	between Sanskrit, Greek, and Latin.
4.	The works of Donatus, a 4th-century AD Roman, and the 6th-century Latin grammarian Priscian had a profound influence	D	for the description of medieval and modern European languages, including English.
5.	Until recent times the grammar of Priscian in particular served as a model	E	from Priscian's work.
6.	Such concepts as parts of speech and case stem	F	great detail.
7.	In the late 18th century the English scholar Sir William Jones noticed similarities	G	have developed from a common source.
8.	He suggested that the three languages might	H	on a number of consistent sound correspondences between Gothic, Latin, and Greek in words with similar meanings.
9.	He also discovered that Gothic, Old High German, Old Norse, Old Persian, and Celtic showed similarities	I	on Western thought about language.
10.	In the early 19th century the scholars Jacob Grimm, a German, and Rasmus Rask, a Dane, developed a technique of comparing words based	J	to the other three.
		K	vast number.

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 become*

describe	move	unpublish
exile	serve	withdraw
fall	shatter	
graduate	sum	

Mandelstam Osip Emilyevich is a major Russian poet and literary critic. Most of his works went 1. ... in the Soviet Union during the Stalin era (1929–53) and were almost unknown outside that country until the mid-1960s.

Mandelstam grew up in St. Petersburg in a cultured Jewish household. After 2. ... from the elite Tenishev School in 1907, he studied at the University of St. Petersburg as well as in France at the Sorbonne and in Germany at the University of Heidelberg.

His first poems appeared in the avant-garde journal Apollon (“Apollo”) in 1910. Together with Nikolay Gumilyov and Anna Akhmatova, Mandelstam founded the Acmeist school of poetry, which rejected the mysticism and abstraction of Russian Symbolism and demanded clarity and compactness of form. Mandelstam 3. ... up his poetic credo in his manifesto *Utro Akmeizma* (“The Morning of Acmeism”). In 1913 his first slim volume of verse, *Kamen* (“Stone”), was published.

During the Russian Civil War (1918–20), Mandelstam spent time in Crimea and Georgia. In 1922 he 4. ... to Moscow, where his second volume of poetry, *Tristia*, appeared. He married Nadezhda Yakovlevna Khazina in 1922.

Mandelstam's poetry, which was apolitical and intellectually demanding, distanced him from the official Soviet literary establishment. After having his poetry 5. ... from publication, he wrote children's tales and a collection of autobiographical stories, *Shum vremeni* (1925; “The Noise of Time”).

In May 1934 he was arrested for an epigram on Joseph Stalin he had written and read to a small circle of friends. In addition to 6. ... Stalin's fingers as “worms” and his moustache as that of a cockroach, the draft that 7. ... into the hands of the police called Stalin “the murderer and peasant slayer.”

8. ... by a fierce interrogation, Mandelstam 9. ... with his wife to the provincial town of Cherdyn. After some time he won permission to move to Voronezh.

In May 1937, 10. ... his sentence, Mandelstam returned with his wife to Moscow.

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>

A student portfolio is a compilation of academic work and other forms of educational evidence collected for the purpose of evaluating coursework quality, learning progress, and academic achievement; determining whether students have met learning standards or other academic requirements for courses, grade-level promotion, and graduation; and creating a lasting archive of academic work products, accomplishments, and other documentation. Advocates of student portfolios argue that compiling, reviewing, and evaluating student work over time can provide a richer, deeper, and more accurate picture of what students have learned and are able to do than more traditional measures—such as standardized tests, quizzes, or final exams—that only measure what students know at a specific point in time.

Portfolios come in many forms, from notebooks filled with documents, notes, and graphics to online digital archives and student-created websites, and they may be used at the elementary, middle, and high school levels. Portfolios can be a physical collection of student work that includes materials such as written assignments, journal entries, completed tests, artwork, lab reports, physical projects (such as dioramas or models), and other material evidence of learning progress and academic accomplishment, including awards, honors, certifications, recommendations, written evaluations by teachers or peers, and self-reflections written by students. Portfolios may also be digital archives, presentations, blogs, or websites that feature the same materials as physical portfolios, but that may also include content such as student-created videos, multimedia presentations, spreadsheets, websites, photographs, or other digital artifacts of learning.

In some cases, blogs or online journals may be maintained by students and include ongoing reflections about learning activities, progress, and accomplishments. Portfolios may also be presented—publicly or privately—to parents, teachers, and community members as part of a demonstration of learning, exhibition, or capstone project.

It's important to note that there are many different types of portfolios in education, and each form has its own purpose. For example, "capstone" portfolios would feature student work completed as part of long-term projects or final assessments typically undertaken at the culmination of a middle school or high school, or at the end of a long-term, possibly multiyear project. Some portfolios are only intended to evaluate learning progress and achievement in a specific course, while others are maintained for the entire time a student is enrolled in a school.

Student portfolios are most effective when they are used to evaluate student learning progress and achievement. When portfolios are used to document and evaluate the knowledge, skills, and work habits students acquire in school, teachers can use them to adapt instructional strategies when evidence shows that students either are or are not learning what they were taught.

Advocates typically contend that portfolios should be integrated into and inform the instructional process, and students should build out portfolios on an ongoing basis—i.e., portfolios should not merely be an idle archive of work products that's only reviewed at the end of a course or school year.

1. Some educators believe that portfolios tell more about student learning than tests.
2. Portfolios can be used with students of different age groups.
3. Student's own thoughts about their learning are not considered part of their portfolios.
4. All types of portfolios have the same goals.
5. Portfolios can demonstrate the efficiency of learning and teaching.

2. How far do you agree with the statement?

Portfolios are a more effective form of assessment than traditional tests and exams.

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**.