

МГУ имени М.В. Ломоносова
ДВИ по иностранному языку
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Блок 1 Вариант 7

стр. 1 из 4

Фразовая связность

You are going to read an article. Match two halves of the sentences below. There is one extra ending you do not need to choose. The beginnings of the sentences below follow the same order as the full sentences in the original text.

Write out the number and the corresponding letter.

Example: 16 – M

1	In 1891, Australian farmer John Bradshaw discovered a rock painting in the Kimberley region of western Australia while	are featured in the paintings.	A
2	The rock painting that he uncovered turned out	how old they are.	B
3	This collection, which came to be known as the Bradshaw rock paintings, has	taking his cattle out to graze.	C
4	Art historians marvel at the realistic representations of humans and animals that	are extremely rare in ancient art.	D
5	These representations are interesting in that these subjects	to the formulation of two competing theories about who created the ancient rock paintings.	E
6	Archaeologists, meanwhile, are more concerned with identifying the artists who were responsible	that the rocks have experienced.	F
7	This task has proven to be a difficult undertaking and has led	to be only one of 100,000 that were scattered throughout the region.	G
8	In order to find out more about who painted the Bradshaws, scientists first needed to get an idea of approximately	the paintings were created.	H
9	Unfortunately, archaeologists have mostly been unsuccessful in determining when the Bradshaws were painted, due to the chemical changes	gained the attention of art historians and archaeologists alike.	I
10	Over time, iron oxide and other chemicals have blended with the rocks on which	involve testing the age of the paint.	J
		for creating the Bradshaws.	K

Лексико-грамматическая часть

You are going to read an essay. 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.*

Each verb can be used only once. Write out the number of the gap and the form of the verb (example: 0. *was delivered*).

abandon

mean

begin

note

buy

overtake

compete

settle

explain

shift

In the later part of the nineteenth century, the direction of expansion in the United States 1) _____ from the countryside to the city. During the crises of the 1870s and the 1890s, tens of thousands of families 2) _____ their farms and ranches and headed for urban areas. Even prosperity produced migration from the countryside to the city. As pioneers 3) _____ rural districts, eventually the number of farms or ranches approached the maximum number the land would support. Landowners sought to increase their productivity through mechanization, and those who were successful invested their returns in the purchase of additional land and equipment, expanding their holdings by 4) _____ the farms of less fortunate neighbors, who moved on. Compare this pattern of economic development with that of the city, where innovations in manufacturing led to the creation of new opportunities and new jobs. But in the countryside, economic development inevitably 5) _____ depopulation. Rural areas in the central part of the country 6) _____ to lose population by the 1880s, and over the next half century most of the rural West 7) _____ by this trend. For every industrial worker who became a farmer, 20 young men from farms rushed to the city 8) _____ for his job. Less well-known is the fact that for every 20 young farm men, as many as 25 or 30 young farm women moved from the rural West to the cities. As a government report 9) _____ in 1920, young farm women were more likely to leave the farm and move to a western city than were young farm men. This amounted to a stunning reversal of the traditional pattern of western urban settlement, which featured the presence of many young, unattached men among the migrants but almost no single women. What 10) _____ the greater rates of female migration to the cities? In the opinion of many contemporaries, young women were pushed out of the countryside by constricted opportunities, particularly limited educational and vocational options.

ЧТЕНИЕ И ПИСЬМО

1. You are going to read 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>

Come to a full stop. The perils of punctuation.

Punctuation makes written language intelligible. It does the job, on the page, of the changes in pitch, pace, and rhythm that make speech understandable. Unsurprisingly, therefore, a requirement for some knowledge of how to punctuate appears early in the English curriculum.

The trouble is, necessary though punctuation is, teaching it to adults and children is considerably more challenging than it might appear. To believe, for example, that it is possible to instruct children about writing in sentences simply by telling them about full stops and capital letters is to court frustration and failure. The notion of a sentence as a statement—a free-standing chunk of information—is something children grasp gradually. Interestingly, they do not start with short sentences and then progress to longer ones. For a child, the piece of information that "free-stands" in the mind may be a whole description or a section of narrative. She may read three-word sentences in her book, but her own writing may consist of chunks up to a page long.

Gradually, as written work grows longer and more complex, the perception of shorter sentences develops. Good teachers, when teaching early writing, will watch for the child's ability to compose in sentences and then point out how punctuation can define them more clearly.

So where does the mechanical definition of a sentence—that it needs a verb, for example—fit into all this? The pragmatic answer, I suspect, is that it doesn't. Adult writers do not, on the whole, review their sentences to ensure they contain verbs. We all, surely, sense our sentences intuitively. Most of the time, they will contain verbs—but occasionally, they may not, and where's the harm? What is certain is that you cannot use grammatical rules as a tool to teach a seven-year-old about writing sentences. The child can be nudged and helped toward writing in sentences, but she will not do it consistently until she is ready.

The key point is that punctuation is an aid the writer uses to clarify an already-formed idea. Before learning punctuation, one must first know what needs to be punctuated. A child's readiness to learn punctuation is best judged by her ability to use the constructions that require it. Thus, you teach capital letters, full stops, and question marks to a child already writing dialogue. The development of a child's writing will always be a step ahead of punctuation, and reversing this process—say, in response to short-term curriculum demands—risks hindering later progress.

This, incidentally, makes assessment extremely difficult. How do you compare the writing of a child who uses correctly punctuated simple sentences with that of a child who writes good but unpunctuated dialogue?

Finally, what about the most misused device in the English language—the apostrophe? The problem teachers face here is that we are living through a period of change. The rules we were taught are not especially difficult, but they require a fairly sophisticated level of conceptual understanding. There are traps, too, lurking in distinctions like *it's* vs. *its*, and even

the most competent writers may stumble over words ending in *'s* that are not plurals. How confidently, for example, would you render "*The string of the double bass*» in apostrophised form, for example?

1. Punctuation in writing serves a similar function to changes in pitch, pace, and rhythm in speech.
2. Children naturally learn to write short sentences before progressing to longer ones.
3. Teaching punctuation rules is the most effective way to help young children write in complete sentences.
4. Apostrophes are easy to teach because the rules never change and are simple to understand.
5. A child's ability to use punctuation correctly should develop before their ability to write complex sentences.

2. How far do you agree with the statement?

Punctuation is the most difficult language phenomenon.

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.