**Part 1 Reading**

***Read the text and do the task that follows.***

**Culture, Logic, and Rhetoric**

Logic, which is the basis of rhetoric, comes from culture; it is not universal.

Rhetoric, therefore, is not universal either but varies from culture to culture. The rhetorical system of one language is neither better nor worse than the rhetorical system of another language, but it is different.

English logic and English rhetoric, which are based on Anglo-European cultural pattern, are linear – that is, a good English paragraph begins with a general statement of its content and then carefully develops that statement with a series of specific illustrations. A good English paragraph may also use just the reverse sequence: it may state a whole series of examples and then summarize those examples in a single statement at the end of the paragraph. In either case, however, the flow of ideas occurs in a straight line from the opening sentence to the last sentence. Furthermore, a well-structured English paragraph is never digressive. There is nothing that does not belong to the paragraph and nothing that does not support the topic sentence. A type of construction found in Arabic and Persian writing is very different. Whereas English writers use a linear sequence, Arabic and Persian writers tend to construct a paragraph in a parallel sequence using many coordinators such as ***and*** and ***but***. In English, maturity of style is often judged by the degree of subordination rather than by the degree of coordination. Therefore, Arabic and Persian style of writing, with their emphasis on coordination, seem awkward and immature to an English reader. Some Asian writers, on the other hand, use an indirect approach. In this kind of writing, the topic is viewed from a variety of angles. The topic is never analyzed directly; it is referred to only indirectly. Again, such development in an English paragraph is awkward and unnecessary vague to an English reader. Spanish rhetoric differs from English rhetoric in still another way. While the rules of English rhetoric require that every sentence in a paragraph relate directly to the central idea, a Spanish-speaking writer loves to fill a paragraph with interesting digressions. Although a Spanish paragraph may begin and end on the same topic, the writer often digresses into areas that are not directly related to the topic. Spanish rhetoric, therefore, does not follow the English rule of paragraph unity. In summary, a student who has mastered the grammar of English may still write

poor papers unless he/she has also mastered the rhetoric of English. Also, the students may have difficulty reading an essay written by the rules of English rhetoric unless he/she understands the ‘logical’ differences from those of his/her native tongue.

***For items 1-5, choose the answer (A, B, C, or D) which fits best according to the text.***

1. The author’s aim is to prove that

A. rhetoric is culturally specific.

B. foreign learners of English should acquire the rules of English rhetoric.

C. Asian and Spanish writers ignore English rhetoric.

D. English rhetoric is the best.

2. Mature English style can be characterized by

A. digression.

B. linear sequence.

C. degree of coordination.

D. vagueness.

3. Spanish writers tend to

A. neglect the central idea in the paragraph.

B. develop the topic in reverse sequence.

C. give a lot of examples.

D. wander away from the main topic.

4. It is difficult for the English reader to understand the Asian authors because

A. their texts follow different rules.

B. the rendering of ideas is too difficult.

C. the paragraphs contain subordinate clauses.

D. there is no coordination in the text.

5. The word “*those*” in the last sentence refers to

A. the rules of rhetoric.

B. other students.

C. logical differences.

D. foreign languages.

**Part 2 Use of English**

**Task 1**

***Complete the sentences with the correct preposition from the box. There is one preposition you do not need to use. Some of the prepositions can be used more than once.***

***(* at down off in over to through on from )**

**1.** Can you get the lid \_\_\_\_\_\_\_\_\_ this jar for me, please?

**2.** The river Thames flows \_\_\_\_\_\_\_\_\_\_\_ London.

**3.** As soon as we got \_\_\_\_\_\_\_\_\_\_\_ the plane, we were happy to be on solid ground again.

**4.** We are flying \_\_\_\_\_\_\_\_\_ Hamburg \_\_\_\_\_\_\_\_\_ 11th August.

**5.** \_\_\_\_\_\_\_\_\_\_ the end, we decided to move out of the flat.

**6.** Donna was standing \_\_\_\_\_\_\_\_\_\_ the top of the stairs! She must have

overheard what we were saying.

**7.** Patty is arriving \_\_\_\_\_\_\_\_\_ Athens \_\_\_\_\_\_\_\_\_\_ 8 o’clock tomorrow

morning.

**8.** Don’t run \_\_\_\_\_\_\_\_\_ the stairs! You’ll fall and hurt yourself.

**9.** You can fly \_\_\_\_\_\_\_\_\_ New York in a Helitour helicopter.

**10.** Rod is a genius. He got his degree in mathematics \_\_\_\_\_\_\_ the age of 15!

**Task 2**

***Complete the sentences using the words in bold.***

1. This film is so violent that I can’t watch it.

**me** This film is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

2. I packed several sweaters because I was afraid I would be cold.

**case** I packed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. He hasn’t signed the contract.

**still** The contract \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4. Is it necessary to write this report today?

**have** Does this report \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

5. Everyone thanked me except Paul.

**person** The only \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

6. They are building me a new shed.

**having** I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

7. I’d prefer him to be back before 11 o’clock.

**rather** I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

8. You should never park on double yellow lines.

**circumstances** Under \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

9. I regret ever telling her about my plans.

**wish** I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

10. The management won’t let passengers smoke on the train.

**are** Passengers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Part 3 Writing**

**Write an article for a school magazine (150-200 words) describing how Moscow marked its recent City Day.**

You should say:

- what events were organized

- what kind of atmosphere there was

- what was special about this particular celebration

**Учитель английского языка : Болдырева Ольга Ивановна**

**e-mail :** **olgaboldyreva2002@mail.ru**