

English Entrance Test

Duration – 90 minutes

Variant 5

Section 1 READING

Task 1.

Choose the most suitable heading from the list 1-8 for each part A-G. There is one extra heading that you do not need to use. You can use each number only **once**. Fill in the table below. / Установите соответствие между заголовками 1–8 и текстами A–G. В задании один заголовок лишний. Используйте каждую цифру только один раз. Занесите свои ответы в таблицу.

1 Emotions engrained at birth

2 Manageable core emotions

3 Wishes as the driving force

4 Animals feel blue

5 More joy in wanting than getting

6 Foreseeing troubles

7 Basic emotions for us and our pets

8 Looking for further explanation

A There are veterinarians and researchers who deprive animals of having emotions. Unless you are a practicing brain surgeon, it's difficult to tell the difference between the lower parts of an animal and human brain. Humans have a much bigger neocortex, but the core emotions aren't located there. They're in the lower part. When people suffer mentally they want to stop having bad emotions and start feeling better and having good emotions. That's the right goal with animals, too.

B Dr. Jaak Panksepp, the author of the *Affective Neuroscience*, calls the core emotional systems the "blue-ribbon emotions", because they "generate well-organized behavior sequences that can be evoked by localized electrical stimulation of the brain."

This means that when you stimulate the brain systems for one of the core emotions, you always get the same behaviors from the animal. If the anger system is stimulated, the animal snarls and bites. If you reach the fear system, the animal freezes or runs away.

C Electrodes in the "seeking" system make an animal start moving, sniffing, and exploring environment. When you stimulate these parts of the brain in people, they don't snarl and bite, but they report the same emotions animals show. Neuroscientists know a fair amount about how they work inside the brain, particularly, that nobody learns them from the parents or environments. People and animals (and possibly birds) are born with these emotions.

D Dr. Panksepp says that seeking is "the basic impulse to search, investigate, and make sense of the environment." It's a combination of emotions people usually think of as being different: fiercely wanting something really good, looking forward to getting something really good, and curiosity, which most people probably don't think of as being an emotion at all. The wanting part of seeking gives you the energy to go after your goals, which can be anything from food or shelter to a new car or fame.

E When a deer or a dog hears a strange noise, he turns his head and pauses trying to decide, 'Do I keep seeking, run away or attack? New things stimulate the curiosity part of the seeking system. People react in the same way. They are attracted by novelty even if the object of interest is known to them. Curiosity gets them willing to clarify the aspects of familiar things that they don't understand.

F Seeking is a very pleasurable emotion. If you implant electrodes into the seeking system of an animal's brain, you will see that animals like to self-stimulate the seeking system so much that researchers used to think the seeking system was the brain's "pleasure center". But the pleasure

people feel when their seeking system is stimulated is the pleasure of looking forward to something good, not the pleasure of having something good.

G It's possible the seeking system causes you to anticipate bad things, too. There is research showing that one area in the *nucleus accumbens* (or 'pleasure centre') responds to negative stimuli the animal is afraid of. The seeking system might therefore turn out to be an all-purpose emotion engine that produces both positive and negative motivations to approach or to avoid.

A	B	C	D	E	F	G

Task 2.

Read the text carefully and complete the gaps A-F with parts of sentences 1-7. There is one extra part. Fill in the table below. / Прочитайте текст и заполните пропуски A-F частями предложений, обозначенными цифрами 1-7. Одна из частей в списке 1-7 — лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.

DO COUNTRIES LEARN ECONOMIC LESSONS?

From 1926 to 1929 the attention of the world was chiefly focused upon the question of American prosperity. As in all the previous booms brought about by the expansion of credit, it was then believed that prosperity would last forever, and the warnings of the economists were condescendingly disregarded. The turn of the tide in 1929 and the subsequent severe economic crisis were not a surprise for economists; they had foreseen them, even if they had not been able to predict the exact date of their occurrence.

The remarkable thing in that situation was not the fact that we had just passed through a period of credit expansion that was rather naturally followed by a period of depression, but the way in which governments reacted to these circumstances. The universal attempts were made, in the midst of the general fall of prices, to maintain the same level of salaries thus defending against **A** _____, sometimes fatal to many people. They were also necessary to give an artificial stimulus to economic life by public works schemes.

Paradoxically, these efforts had quite an opposite effect and eliminated just those vital forces which in the past **B** _____accommodating prices and wages to the existing circumstances and thus normally paved the way for recovery.

The painful truth was ignored that the stabilisation of wages inevitably involves ever increasing unemployment and, consequently, frustrating disproportion between prices and costs. Sooner or later, clear **C** _____became visible to all.

Governments did not want to cause unrest among the masses of their wage-earning subjects. They neither considered the very possibility of abandoning that **D** _____ as the only reliable foundation of the economic stability, nor did they believe that trade-union policy and government intervention could maintain the level of wages during a period of falling prices and by doing this they lessen or remove entirely the pressure exerted by circumstances upon the level of wages.

So, they paid unemployment benefits to the growing masses of those out of work and they prevented the central banks from raising the interest rate and restricting credit and so giving free play to the purging process of the crisis.

When governments defy common sense dictating **E** _____ collecting taxes or borrowing the resources to reasonably meet what they regard as irreducible expenditure, or alternatively, limit their expenditure so that they are able to make do with the revenue that they have, the printing press is put in action. What happens next is quite

predictable **F** _____. The consequences that occurred more than once in European and American history.

Expansion of credits as chiefly advocated remedy was and is bound to lead to a transitory boom ending up in a correspondingly more sever crisis. The difficulties of the monetary and credit systems are those greatest economic problems which the world was and is still facing.

- 1) the way to keep going by
- 2) a dramatic drop in earnings
- 3) signs of economic breakdown
- 4) favorite thesis of the stable salaries
- 5) relieved depression by
- 6) devaluation of national currency
- 7) appropriate economic experience to

A	B	C	D	E	F

Task 3.

Read the text and do tasks 3-9. For each question choose the answer (A-D) which you think fits best. Fill in the table below with corresponding letters. / Прочитайте текст и выполните задания 3–9. В каждом задании обведите букву A-D, соответствующую выбранному вами варианту ответа. Занесите свои ответы в таблицу.

A BROTHERHOOD OF PYTHAGOREANS

There is a handful of facts about Pythagoras that each of us has known since our math lessons at school. Pythagoras was born at Samos around 569 B.C. He studied first under Pherecydes of Syros, and then under Anaximander; by the latter he was recommended to go to Thebes, and there or at Memphis he spent some time. After leaving Egypt, he travelled in Asia Minor, and then settled in his motherland where he gave lectures but without much success. About 529 B.C., he migrated to Sicily with his mother, and with a single disciple who seems to have been the sole fruit of his labours at Samos. Thence, he went to Tarentum, but very shortly moved to Croton in the south of Italy.

Here, the schools that he opened were crowded with enthusiastic audiences; citizens of all ranks, especially those of the upper classes, attended, and even the women broke the law which forbade their going to public meetings and flocked to hear him. Amongst his most attentive auditors was Theano, the young and beautiful daughter of his host Milo, whom, in spite of the disparity of their ages, he married. She wrote a biography of her husband, but unfortunately it was lost.

Pythagoras divided those who attended his lectures into classes of trainees and Pythagoreans. The majority were trainees, but it was only to the Pythagoreans that his chief discoveries were revealed. The latter formed a brotherhood with all things in common, holding the same philosophical and political beliefs, engaged in the same pursuits, and bound by oath not to reveal the teaching secrets of the school. Their food was simple. Their discipline was severe. And their mode of life was arranged to encourage self-command, temperance, purity, and obedience.

This strict discipline and secret organisation gave the society a temporary supremacy in the state which brought on it the hatred of various classes. And, finally, instigated by his political opponents, the mob murdered Pythagoras and many of his followers. Though the political influence of the Pythagoreans was thus destroyed, they seemingly re-established themselves at

once as a philosophical and mathematical society and continued to flourish for more than a hundred years.

Although Pythagoras himself did not issue a book and at his school the knowledge was veiled from the outside world, as the society became more scattered, this custom was gradually abandoned. Treatises containing the substance of the teaching along with the most prominent discoveries and doctrines were written and thus became widely known.

Pythagoras was primarily a moral reformer and philosopher whose system of morality and philosophy was built on a mathematical foundation where mathematical subjects were split up into four divisions: absolute numbers or arithmetic, applied numbers or music, magnitudes at rest or geometry, and magnitudes in motion or astronomy. Pythagoras gave geometry that rigorous character of deduction which it still bears and was the first to arrange the leading propositions of the subject in a logical order. It was also the glory of his school that they raised arithmetic above the needs of merchants. It was their boast that they sought knowledge and not wealth, or in the language of one of their maxims, “a figure and a step forward, not a figure to gain three oboli*”

(* oboli – Greek currency)

3. Over the span of the first 40 years of his life Pythagoras...

- A) studied, taught, and traveled a lot.
- B) became a famous scientist in his birthplace.
- C) was accompanied everywhere by his mother.
- D) was unfortunate to progress in sciences.

4. In Italy, Pythagoras’s lectures were...

- A) lacking in pupils keen on learning from him.
- B) were a place where people met and got married.
- C) aimed at attracting citizens of the higher social rank.
- D) open for all regardless of their social status.

5. What was special about Pythagoreans?

- A) Their teacher confided in them his crucial findings.
- B) They showed their superiority to trainees.
- C) They went about without tasty food.
- D) They made vows which they never broke.

6. What was the cause of Pythagoras’s murder?

- A) Widespread rumors of severe discipline in his society.
- B) The rising influence of his brotherhood in the country.
- C) Accidental conflict with a violent mob.
- D) The betrayal by his former loyal followers.

7. Pythagoras’s discoveries eventually became known because...

- A) members of his society didn’t feel obliged to veil them.
- B) keeping them secret was no longer reasonable.
- C) they were reproduced on paper.
- D) a book written by Pythagoras himself was found.

8. Which of the following relates to Pythagoras’s chief achievement?

- A) music, math, and astronomy.
- B) moral values based on math.
- C) math subjects split up into logical groups.
- D) teaching tradesmen to respect arithmetic.

9. In general, Pythagoras's school was outstanding for...

- A) valuing knowledge over material possessions.
- B) seeking knowledge and political power.
- C) glorifying the knowledge of its founder.
- D) promoting severe discipline in society.

3	4	5	6	7	8	9

Section 2 GRAMMAR AND VOCABULARY

Task 4.

Read the text below. Change the form of the words given in capitals at the end of each line (10-16) to fit in the gap in the same line. Fill in the table below with your answers. / Прочитайте приведённый ниже текст. Измените форму слов, написанных заглавными буквами, в конце каждой строки (10-16), чтобы заполнить пропуски. Занесите свои ответы в таблицу.

IN SEARCH OF DINOSAURS

10	The dinosaur is an offspring of biological evolution and human ingenuity 10 _____ by artists, scientists, and technicians in a laborious process spreading from the dig site to the naturalist's study and the museum's preparation lab.	MANIFEST
11	A single skeleton mounted in natural history museums 11 _____ a landmark is also an assembly of numerous disparate elements that include plaster, steel, and paint, in addition to fossilized bone.	BE
12	Whoever stands before one of these towering creatures, such as the T-rex skeleton named Sue in Chicago's Field Museum of Natural History, 12 _____ by a neat blend of ancient and modern features and that virtually invisible boundary where prehistory ends and imagination begins.	CONFUSE
13	An avid observer arguing that, in some respects, dinosaurs are like subatomic particles sounds a lot more surprising for 13 _____ comprehension. Both are inaccessible to direct observation and, while electrons or positrons are too small to be seen, dinosaurs are too old.	WE
14	But in a number of aspects dinosaurs are unlike electrons. For one, scientific experiments cannot 14 _____ upon these stupendous reptiles.	UNDERTAKE
15	The first dinosaur discoveries consisted of only a few bones and a handful of teeth. So, what remained for scientists was an interpretation of fossil records that were patchy at 15 _____.	GOOD
16	Before long, more complete skeletons were gradually discovered, but the individual pieces were usually scattered about in a mess of material. Paleontologists toiled in their labs to assemble dinosaurs into something that resembled real animals. By 16 _____ this, they relied not only on the available evidence, but also on judgment and imagination.	DO

10	11	12	13	14	15	16

Task 5.

Read the text below. Use the words given in capitals at the end of each line (17-22) to form a word that fits in the gap in the same line. Fill in the table below with these words. / Прочитайте приведённый ниже текст. Измените форму слов, написанных заглавными буквами, в конце каждой строки (17-22), чтобы заполнить пропуски. Занесите свои ответы в таблицу.

A MIRROR FOR HUMANS

17	It is by no means true that telling jokes embraces the aims of a comedy, really comic actor is never just trying to get a laugh. Comedy is based on creating characters who may do queer things, but spectators can 17 _____ quite unexpectedly.	ACT
18	Warren Beatty when recollecting his work in a 1965 film called <i>Mickey One</i> said that his character saw himself as an engaging performer but, from the audience's perspective, he was amusing only because he was so 18 _____ bad — a parody of all comedians desperate to get a laugh and yet not realizing how awful they are.	HOPE
19	Comedy and tragedy are complete strangers in regard to their views on humanity, their structure, the range of dialogues, in 19 _____ styles of acting each of them involves, not to mention the subject itself. There is still <i>something more</i> about comedy, its characters which are not like those on the darker side of the stage.	VARY
20	Samuel Beckett subtitled his most famous play, <i>Waiting for Godot</i> , a tragicomedy. Shakespeare turned to this genre in his latter plays, for instance <i>The Tempest</i> . Comedies end happily, tragedies 20 _____. Still this simple contrast leaves out a lot. By taking action that he knows will result in death, doesn't the tragic hero gain stature, see himself in a broader perspective and, in doing so, discover joy?	GRIEF
21	Similarly, characters in comedy may be lovable or disgusting, clumsy or ignorant to the degree that we want to strangle them, and yet they are gifted with 21 _____, however limited. The comedy so called happy endings come at a price: the ideal is reduced to the real, characters face the fact that they are not who they thought they were— not as noble, as bright, or even as attractive.	WISE
22	What happens when we see humans as something less than Hamlets, Macbeths or Malvolios, as sometimes pathetic, foolish, or frustratingly unaware of themselves or their world? We see they deserve our 22 _____; and this is, perhaps, because in them we see something of ourselves.	PASSION

17	18	19	20	21	22

Task 6.

For questions 23-29 read the text below and think of the word which best fits each space. Choose the correct answer from the options provided. Complete the table below with corresponding letters. /
 Прочитайте текст с пропусками, обозначенными номерами 23–29. Эти номера соответствуют заданиям 23–29, в которых представлены возможные варианты ответов. Занесите свои ответы в таблицу.

IS LOVING CUP THAT DANGEROUS?

The *Loving Cup* ritual is said to date back to Saxon times, when King Edward the Martyr was stabbed to death at Corfe Castle while he held a goblet of wine to his face with both hands and was thus **23** _____ of protecting himself: the king's stepmother, Queen Elfrida, thus succeeded in her treacherous instigation.

Fortunately, there is nothing to fret about today. In continuation of this ancient ceremony, it is normal for a cup with spiced wine to be passed in a clockwise direction from the head of the table as a symbol that nobody present at a social gathering wishes ill of his fellow guests. At the very large receptions the guests enjoy two cups making concurrent **24** _____ around the table to save time.

When there is more than one bowl moving around, it has been known for bets to be taken on which will reach the end of its journey first. Gathering often in small rooms, participants of the ritual have to get **25** _____ the natural inclination for dropping and spilling things. Remaining focused all the time really helps prevent accidents.

Rather like the tango, the procedure takes two. Upon receiving the cup, Guest A turns to his/her neighbour. This **26** _____, whom we call Guest B, stands, and both A and B, take a bow. With his right hand Guest B lifts the lid of the loving cup and holds it high as a sign of having no lethal plots and a signal to Guest A that a small symbolic sip can be taken without worries.

Nowadays, it is not **27** _____ at all for guests with heavy colds or concerns about the risk of infection from others sipping from the cup, to take the bowl to their lips but not actually drink from it. Nobody will be **28** _____ for pretending.

The cup keeps getting passed from Guest A to B and then to C. With Guest C standing the whole thing is re-enacted. And there is always a **29** _____ standing: the guest who has drunk from the cup, the guest who is in the process of drinking from it, and the one who is to partake of the secret draught.

23	A) unable	B) ineffective	C) helpless	D) incapable
24	A) marathons	B) rides	C) trips	D) exits
25	A) over	B) up	C) down	D) across
26	A) dinner	B) diner	C) din	D) dining
27	A) shameful	B) prudent	C) prejudiced	D) rational
28	A) sanctioned	B) blamed	C) disregarded	D) gossiped
29	A) threesome	B) threeful	C) threefold	D) triplet

23	24	25	26	27	28	29

Заполняется Приёмной комиссией. Пометки абитуриентов не допускаются!

Task 1

A	B	C	D	E	F	G

Task 2

A	B	C	D	E	F

Task 3

3	4	5	6	7	8	9

Task 4

10	11	12	13	14	15	16

Task 5

17	18	19	20	21	22

Task 6

23	24	25	26	27	28	29
Итого баллов						