

## English Entrance Test

Duration - 90 minutes / Продолжительность – 90 минут

Maximum score – 100 points / Максимальная оценка – 100 баллов

### Variant 2 Section 1 READING

#### Task 1. (7 points / 7 баллов)

*Choose the most suitable heading from the list 1-8 for each part A-G. There is one extra heading which 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. Запишите свои ответы в таблицу.*

1. Telegraphist Turned Inventor
2. First Failures
3. A Promising Collaboration
4. First Steps in Making Pictures Move

5. Becoming a Top Scientist
6. A Talented Opponent
7. Taking the Lead
8. Solving a Challenging Task

- A.** In 1847, when young Thomas Edison was born in Milan, Ohio, the telegraph was the only way to communicate. This invention would lead young Thomas to his life as an inventor. By the age of fifteen, Thomas was a telegraph operator for the whole railroad system. He learned all he could about electrical science and technology and began to invent. In 1867, he made a device that allowed him to record telegraph messages more accurately.
- B.** In 1869, Edison settled in New York City. The city was the perfect training ground for the rising superstar. He soon had contracts for his telegraph inventions, and in 1876, he opened his laboratory in New Jersey. Edison stepped up to the big leagues in November 1877 with his invention of the phonograph, the first machine that could record and play back sound.
- C.** British photographer Eadweard Muybridge became interested in Edison's phonograph. Muybridge visited Edison in February 1888 with an idea: What if they could find a way to pair the phonograph's sound with a series of photographs? That would mean talking and moving pictures. Edison was on his way to creating a movie camera.
- D.** The other heavy hitter hoping to bring moving pictures to life was British photographer William Friese-Greene. Born in Bristol in 1855, William developed an interest in chemistry and physics at a young age. Around 1874 he struck out on his own, opening a photography studio in Bath, England. He was talented at taking portraits and was on his way to becoming a very successful portrait photographer. Just like Edison, Friese-Greene was interested in creating moving pictures.
- E.** When Friese-Greene met John Rudge in 1880, the photographer faced an unexpected problem. Rudge had been working on a magic lantern. These machines illuminated single glass slides and projected their images. Rudge made a new lantern, which held seven slides on a rotating disk. Each slide showed a stage of a movement, and when the machine rotated, it created the illusion of a moving image for a few seconds.
- F.** Rudge's machine sparked Friese-Greene's curiosity: How could he record and show movement? Cameras couldn't take photos that fast then. So, Friese-Greene began working on a camera that could. He was prepared to do anything to find the answer.

**G.** In June 1889, Friese-Greene filed a patent on his movie camera. Inside the camera was a roller with toothed edges. It gripped and quickly pulled a roll of film in front of the shutter to capture an image. The camera could take up to ten pictures per second. He called it a chronophotographic camera.

| A | B | C | D | E | F | G |
|---|---|---|---|---|---|---|
|   |   |   |   |   |   |   |

**Task 2. (12 points / 12 баллов)**

*Read the text carefully and complete the gaps A-F with the parts of sentences 9-15. There is one extra part. Fill in the table below. / Прочитайте текст и заполните пропуски A-F частями предложений, обозначенными цифрами 9-15. Одна из частей в списке 9-15 — лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.*

**The Physics of Waves**

Have you ever done the wave at a football game? One section of the crowd stands up waving their arms. They sit down, and the next section does it. The movement travels from one part of the stadium to the next.

The crowd's wave starts at a source. That's where the energy is most intense. From there the energy spreads. Sound and light travel in a way that is similar to the crowd's wave at a football game. They are forms of energy that **A** \_\_\_\_\_. Their energy spreads out from a source in all directions.

Have you seen a duck rising and falling as it floats on the water? The duck moves with the water's waves **B** \_\_\_\_\_. This type of wave is known as a transverse wave, a wave that travels in a perpendicular direction along its path. The high point of this kind of wave – the part where the duck bobs up in the water – is called the crest. The low point, where the duck dips down, is the trough.

In the early nineteenth century, British doctor Thomas Young used his observations of transverse waves in water to help him determine how light traveled. **C** \_\_\_\_\_, there had been two theories about light: one insisted light was made of waves, and the other said that light was made of particles.

Young was determined to find out **D** \_\_\_\_\_. He saw that when two waves of water collided, **E** \_\_\_\_\_ to make a bigger wave or they stopped moving as the water evened out. This happened because the trough of one wave hit the crest of the other wave. The waves cancelled each other out, **F** \_\_\_\_\_. Young wondered if light behaved in the same way. He designed his famous double-slit experiment where he sent light through a series of screens with small slits cut out and observed the same things he saw in the water. This proved that light moved in transverse waves, just like water.

- 9) move in waves from a source
- 10) neither of them reached each other
- 11) they either joined together
- 12) as they travel to the shore
- 13) and the wave of water disappeared
- 14) since the late seventeenth century
- 15) which theory was correct

| A | B | C | D | E | F |
|---|---|---|---|---|---|
|   |   |   |   |   |   |

### Task 3. (21 points / 21 балл)

*Read the text and do tasks 16-22. 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 16–22. В каждом задании обведите букву A-D, соответствующую выбранному вами варианту ответа. Занесите свои ответы в таблицу.*

#### The Great Depression

Several things happened to show that the economy was still in trouble, despite President Hoover's efforts and assurances. Congress revised America's tariffs, which are the taxes or duties that are paid on any goods that are imported into the country. These tariffs made it more expensive for companies in foreign countries to send their goods to the United States for sale. These foreign countries were not happy about America's tariffs. They retaliated by imposing or increasing their own tariffs on American goods. Now it was even harder for American companies to make money selling their products overseas.

Meanwhile, the Federal Farm Board had been trying to keep the prices of wheat and cotton high to benefit farmers. The board brought up excess crops to keep prices from falling. By the end of the 1930 growing season, the Federal Farm Board had accumulated 60 million bushels of wheat and more than 1 million bales of cotton. But all this buying only slowed the fall of prices. It did not halt the fall in prices completely.

Then a terrible drought stretched from the East Coast to the Midwest, causing crops to fail and wells to dry up. Unemployment rose again, leaving a total of almost 6 million people out of work by the end of the year.

Hoover believed that the American people must heal the economy themselves, not rely on the government to do it for them. He believed in "rugged individualism", in Americans pulling themselves back to prosperity through hard work. But the deteriorating economy wasn't something that average Americans could fix just by working hard.

There were other factors slowing down the economy after a long period of economic expansion. Since the end of the nineteenth century, the country had been growing at a rapid pace. The Industrial Revolution had created many new inventions and machines for producing goods more quickly and easily. Natural resources such as coal, oil, and metals had been discovered and exploited by big companies.

But all the economic development could not continue indefinitely. Natural resources don't last forever. There were fewer new places in the world to explore and to use for economic possibilities. The economy itself was more complicated and couldn't handle large amounts of debt as it might have once.

All of this expansion had made Americans feel that the economy would charge ahead, no matter what. It had given them the false sense that they could add debt, increase credit, and zoom ahead by speculating in stocks and real estate without any problems.

The worst was not over, no matter what President Hoover said. The government have argued about tariffs, and manufacturing, and expanding industry, but the average American knew that it all came down to whether they had a job. Without a job, they could not feed their families, or keep their homes, or buy what they needed. And as 1930 became 1931, having a job became something Americans could no longer rely on.

16. One of the consequences of taxes revision was

- A) a negative reaction of American citizens
- B) a strengthening of trade relations between countries
- C) a positive reaction of other countries
- D) a complication of the foreign sales of American goods

17. The measures taken by the Federal Farm Board

- A) affected the situation negatively

- B) helped to resolve the situation
- C) helped to reduce the pace of the situation
- D) did not influence the situation

18. Which of these statements reflect President Hoover's view on economy?

- A) Government must fully control the economy.
- B) People can control the economy on their own.
- C) Economy is self-regulated.
- D) No one but the President must interfere in the economic process.

19. The Industrial Revolution allowed

- A) to make production faster and less complicated
- B) to expand the amount of extracted fossil fuels
- C) to create more workplaces
- D) to increase trade volume

20. Besides the Industrial Revolution, what slowed down the American economic growth

- A) exhaustion of natural resources
- B) external debt
- C) a simple structure of the economy
- D) money shortage

21. One of the negative consequences of the American economic expansion was that

- A) banks gave credits to everyone
- B) the country accumulated a lot of debt
- C) people operated money thoughtlessly
- D) people lost a lot of money

22. 1930s in America became a time of

- A) rising tariffs
- B) growing production
- C) hunger
- D) instability in the labour market

| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    |    |

**Section 2**  
**GRAMMAR AND VOCABULARY**

**Task 4. (14 points / 14 баллов)**

*Read the text below. Change the form of the words given in capitals at the end of each line to fit in the gap in the same line. Fill in the table below with your answers. / Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 1–7, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами.*

**What Happened to the  
Titanic?**

- |          |  |         |
|----------|--|---------|
| <b>1</b> | On April 10, 1912, the Titanic left from Southampton, England, on its very _____ voyage.   | ONE     |
| <b>2</b> | Passengers were eager to ride on the largest, most luxurious ship ever built. It carried some of the world's _____ people as high-class passengers.  | WEALTHY |
| <b>3</b> | As the ship continued on its journey, it was moving fast toward icy waters. When other ships sent radio messages that they _____ icebergs in the sea, the ship's captain changed course to avoid them. | SPOT    |
| <b>4</b> | He took the Titanic _____ south than originally planned.   | FAR     |
| <b>5</b> | On its _____ day at sea, a nearby ship, the Californian, sent a telegraph message that it was surrounded by ice.   | FOUR    |
| <b>6</b> | But the person in charge of working the Titanic's telegraph _____ busy sending passengers' messages to friends and family.   | BE      |
| <b>7</b> | Lookout guard Frederick Fleet saw an iceberg and _____ his warning bell to call the bridge.  | RING    |

|          |          |          |          |          |          |          |
|----------|----------|----------|----------|----------|----------|----------|
| <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> |
|          |          |          |          |          |          |          |

**Task 5. (18 points / 18 баллов)**

*Read the text below. Use the words given in capitals at the end of each line 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. Преобразуйте слова, напечатанные заглавными буквами после номеров 8–13 так, чтобы они грамматически и лексически соответствовали*

содержанию текста. Заполните пропуски полученными словами.

### Consequences of the Gold Rush

- 8** New \_\_\_\_\_ in mining technology were good news for the men and women who went west. INVENT
- 9** However, the new techniques devastated California's natural \_\_\_\_\_. LAND
- 10** Hydraulic mining cleared \_\_\_\_\_ forests of oak and pine. The hillsides were left bare. MASS
- 11** When it rained, these hillsides were washed away by water. Towns downstream were hit by \_\_\_\_\_ floods of mud. The water was also contaminated. Water supplies were poisoned with mercury, arsenic, cyanide, and other toxic substances from mining tools. GIANT
- 12** By around 1858, the California Gold Rush was slowing down. The land had been stripped of \_\_\_\_\_ materials. VALUE
- 13** Many miners packed up to head back home. Others found new careers and settled down. The miners who chose to stay began creating the state we know today. \_\_\_\_\_ estimate that around 12 million ounces of gold was mined during the gold rush. HISTORY

|          |          |           |           |           |           |
|----------|----------|-----------|-----------|-----------|-----------|
| <b>8</b> | <b>9</b> | <b>10</b> | <b>11</b> | <b>12</b> | <b>13</b> |
|          |          |           |           |           |           |

#### Task 6. (28 points / 28 баллов)

*For questions 14-20 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 14–20. Эти номера соответствуют заданиям 14–20, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.*

#### Lincoln's Early Life

In the early nineteenth century, the small town of Hodgenville, Kentucky, was part of the American western frontier. Thomas and Nancy Lincoln and their young daughter, Sarah, lived **14** \_\_\_\_\_ on a small farm. Their home was a one-room log cabin with a dirt floor that Thomas had built. There **15** \_\_\_\_\_ February 12, 1809, Abraham Lincoln was born.

Abraham's parents were about the same age as the United States in 1783, which had won its independence from Great Britain only twenty-six years **16** \_\_\_\_\_.

Thomas was a hardworking farmer and carpenter. Like many people on the frontier, Thomas was illiterate, but he was also a **17**\_\_\_\_\_ storyteller, as Abraham would be too.

Nancy and Thomas opposed slavery, which was legal in Kentucky at the time. They **18**\_\_\_\_\_ a Baptist church where they heard antislavery sermons.

In 1816, the family moved west into Indiana. Abraham helped his father clear, plow, and harvest farm fields; cut down trees; and split logs into rails for fences. He also took care of the farm animals but hunting and shooting animals disgusted him.

Two years after they arrived, tragedy struck the Lincoln family and their community. The milk of some local cows became **19**\_\_\_\_\_ after the animals ate the **20**\_\_\_\_\_ plant white snakeroot. People who drank the milk became ill with a disease called milk sickness. The Lincoln family lost their mother. Abraham's sister, Sarah, took up her role.

- |           |              |                |               |            |
|-----------|--------------|----------------|---------------|------------|
| <b>14</b> | A) near      | B) nearby      | C) close      | D) next    |
| <b>15</b> | A) into      | B) at          | C) on         | D) in      |
| <b>16</b> | A) earlier   | B) before      | C) sooner     | D) until   |
| <b>17</b> | A) able      | B) imaginative | C) presented  | D) gifted  |
| <b>18</b> | A) visited   | B) came to     | C) attended   | D) went to |
| <b>19</b> | A) dead      | B) deadly      | C) fatal      | D) utter   |
| <b>20</b> | A) poisonous | B) contagious  | C) infectious | D) harmful |

| <b>14</b> | <b>15</b> | <b>16</b> | <b>17</b> | <b>18</b> | <b>19</b> | <b>20</b> |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
|           |           |           |           |           |           |           |