

English Entrance Test

Duration - 90 minutes / Продолжительность – 90 минут

Maximum score – 100 points / Максимальная оценка – 100 баллов

Variant 4 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. 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 a human brain. Humans have a much bigger neocortex, but the core emotions aren't located there. They are 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-organised behaviour sequences that can be evoked by localised 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 behaviours 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. (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.

Becoming a Celebrity

Some people work for years to become a celebrity, only to find that fame wasn’t as great as they expected. It’s not that they dislike it exactly, they just realise that there is more to life than being famous.

Formed in 2005, the boyband The Jonas Brothers quickly became world-famous. Their albums sold in millions and **A**_____, but Kevin, one of three brothers in the band, suddenly decided he’d had enough. But why? Had he fought with his brothers? Or found something better? Actually, **B**_____, so he left. He created a restaurant-searching app called Yood shortly after quitting, and became a dad. He’ll certainly have more time for his children now that he’s not touring and recording!

Freddie Prinze Jr. became famous after appearing in well-known Hollywood films such as “I Know What You Did Last Summer”. Recently, however, **C**_____. He grew up seeing his mum creating amazing dishes for the family – she’s worked in restaurants all her life – and has been trying to cook as well as her ever since. He hasn’t launched a career as a celebrity television chef yet, but he’s written a book containing seventy-five of his favourite recipes.

When rapper Vanilla Ice released “Ice Ice Baby” in 1990, it became a huge hit. Although he still makes music, **D**_____, at least musically. Ice bought his first house long before recording Ice Ice Baby. He was only seventeen, but even back then realised he could make money by buying and selling property, so **E**_____. He also started racing jet-skis and became one of the best jet-skiers in the world.

Research suggests that wanting to be famous comes from a basic human need to be part of a group and **F**_____. As these celebrities perhaps demonstrate, achieving fame doesn’t always meet this need and looking for other things in life is actually more likely to give us what we want.

- 9) he felt the group were no longer making music he wanted to listen to
- 10) this makes us want other people to like us
- 11) he decided to stop acting to follow another of his passions: cooking
- 12) he didn’t think it would be possible

- 13) they played to thousands of fans
 14) that's what he did after his musical success disappeared
 15) he's never been able to repeat this success

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.

What About Esperanto?

When you think of an international language you might think of English. Schools teach English all over the world and it is often the language of international business. But there is another international language – Esperanto!

In 1887, a man called LL Zamenhof wanted to design a language that didn't come from any country and that was purely international. He came up with Esperanto - the language with a predictable grammar and a lexicon derived from common European languages. While earlier lingua francas, such as Greek, Latin, and French, had originated from empires, Zamenhof invented a language that would commit its users to transcend nationalism. Free of imperial or national identity, Esperanto would serve neither dogma nor nationalism, nor arms, nor money but the conscience and reason of its users who had determined to become a better people of the future.

The “international language,” as Zamenhof initially called it, was designed not to replace national languages but to be a second language for the world and unite people. When he designed the language, he made it easy to learn – he thought the basics could be mastered in a week, but it wasn't always easy to find books or teachers in the past. You couldn't learn it at school either. But now, with the internet, it is much easier to find ways to learn Esperanto, like apps or programmes.

In fact, there are over a million speakers of Esperanto around the world. The most interesting thing is that you don't know where they might be – they aren't from a specific country! You have to join Esperanto groups to find other speakers.

There are also a small number of people who have Esperanto as their first language. You might think this is impossible, but it can happen when parents don't have the same language. They learn a completely different one to communicate with at home.

This is what happened to Vito. Vito is 17 years old. His father is from New Zealand and his mother is from Spain. “When my parents met, they couldn't communicate very well. My mother spoke the language of her home area as well as Spanish, and my father only spoke English. He then learnt a little Spanish to help them talk to each other. When I was born, they didn't want me to have a favourite; English or Spanish. So, we all learnt Esperanto! It was the first language I knew. I then went to school in New Zealand and learned more English there.”

Vito also says, “It's really great having Esperanto as a first language. It's like having a secret code that only some people know. And there are great Esperanto groups online. They are full of people from all around the world. We sometimes meet up. There is a group where you can find, and go and stay with, another Esperanto speaker in a different country. So, I can speak Esperanto and learn about a whole new place!”

16. In the first paragraph, what is true about English?
- A) It's not an international language
 - B) It's the only international language.
 - C) Business people use it.
 - D) It is easy to learn.
17. What does the writer say about the origins of Esperanto?
- A) It is based on many well-known languages.
 - B) It is deeply connected with Greek and Latin.
 - C) It is a brand-new language, completely different from any existing ones.
 - D) It is an old language that was forgotten.
18. Why did LL Zamenhof design Esperanto?
- A) Because he didn't like his first language.
 - B) Because he thought most languages were too hard to learn.
 - C) Because he didn't like the language of his country.
 - D) Because he wanted to create an international language.
19. Why was Esperanto difficult to learn?
- A) There were no speakers of it.
 - B) There were no places to learn it.
 - C) Nobody was interested in learning it.
 - D) The textbooks on Esperanto were bad.
20. What reason does the writer give for having Esperanto as a first language?
- A) The parents cannot speak another language.
 - B) The parents enjoy learning new languages.
 - C) It becomes the only shared family language.
 - D) The family thinks it will bring new opportunities.
21. How many languages can Vito's mother speak?
- A) Two
 - B) Three
 - C) Four
 - D) Five
22. Where does Vito meet other Esperanto speakers?
- A) On the internet
 - B) In his own country
 - C) Through his family
 - D) At meetings

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.

How to Count Time

- | | | |
|----------|--|---------------|
| 1 | The head of that Greek school was Anaximander who was believed to have made his name as an author of a treatise on geometry where special attention _____ to the properties of spheres and conceptions of infinity in space and time. | GIVE |
| 2 | Terrestrial and celestial globes were designed by _____ as well. | HE |
| 3 | Another example of his smartest implementations was a style or gnomon – a pole _____ upright in a horizontal piece of ground. It was originally used as a sundial, in which case it was placed at the centre of three concentric circles, so that every two hours the end of its shadow passed from one circle to another. | STICK |
| 4 | In support of their practical use, such sundials were found in Pompeii and Tusculum. Anaximander, in his turn, kept _____ the styles for defining meridian. | EMPLOY |
| 5 | He also inspected periods of time during the year when the altitude of the sun was greatest and _____ at noon. These observations clarified for him a phenomenon of solstice, even two solstices, to be more exact. There is also good reason to think that he did actually determine the latitude of Sparta. | LITTLE |
| 6 | All in all, it was the school flourishing till about 400 B.C. where young scholars gradually became _____ possessed by philosophy than mathematics. At least we know very little of the mathematicians belonged to it. | MANY |
| 7 | Instead, its members _____ increasingly inclined to spend all their time boning up on astronomy, and thus they exercised but slight influence on the further advancement of Greek mathematics which, as it is known now, was made almost entirely under the influence of the Pythagoreans. | BE |

1	2	3	4	5	6	7

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.

Improving Your Language Skills

- 8 Most sports or games involve _____ skills to win. DIFFER
- 9 When using these skills together, this determines the _____ success. Learning English is the same. You need to focus on reading, writing, listening, and speaking. Study your weaker skills and improve in these areas. ALL
- 10 Like in any game or sport, you must have a strategy to be _____. SUCCESS
- 11 Develop a plan and strategy for your English game. Each small goal helps you get stronger, become more confident, and be able to try more _____ things. CHALLENGE
- 12 There isn't a magic pill for better speaking. That would be too easy, right? _____, the best way to speak better is to, well – speak! BASE
- 13 Commit to practicing often and with as many different people of different _____ as possible. This is the only way to achieve your goal. NATION

8	9	10	11	12	13

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.

The Classic period of Maya history ended centuries before the arrival of the Spanish. **14** _____, most of what scholars know today about the **15** _____ classes of Maya society comes from archeological evidence found in their cities. This evidence includes the tombs of Maya kings, the carved records of the stelae, and detailed images and hieroglyphs on ceramic vessels and murals. In the ruins of the Maya city of Bonampak, located in the western edge of the Mexican state of Chiapas, ornate murals inside the tomb of a Maya king paint a **16** _____ picture of life at court during the Classic Period.

In these images, Maya society is portrayed as having **17** _____ social classes, with a king and queen at the top; priests, nobles, warriors, and artisans slightly lower in rank; and common people below that. Some Maya kings ruled **18** _____ the city-state in which they lived. Others through alliances, **19** _____ influence, intermarriages, and conquest, created dynasties that controlled several city-states from a central location.

Maya society had two classes of people: the elite and the commoners. The **20** _____ class – kings and queens – though few in number, occupied the highest level of society.

- | | | | | |
|-----------|------------|--------------|------------|---------------|
| 14 | A) And so | B) Therefore | C) Because | D) And |
| 15 | A) high | B) higher | C) up | D) upper |
| 16 | A) vivid | B) dull | C) graphic | D) passionate |
| 17 | A) exact | B) precise | C) strict | D) total |
| 18 | A) off | B) against | C) by | D) over |
| 19 | A) outside | B) outer | C) out | D) external |
| 20 | A) ruler | B) ruling | C) rule | D) leading |

14	15	16	17	18	19	20