

## English Entrance Test

Duration - 90 minutes / Продолжительность – 90 минут

Maximum score – 100 points / Максимальная оценка – 100

баллов

Вариант 1/ Variant 1

### 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. 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 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.*

Diego Rivera was born in Mexico in a city called Guanajuato, which means the “land of frogs”. As a boy, he enjoyed playing with trains, **A**\_\_\_\_\_ . He loved drawing so much that when he was a young man, he crossed the ocean and went to Madrid, Spain, to study realism under the direction of a well-known painter.

After his studies he moved to Paris, France, where he started to experiment with new methods of painting. **B**\_\_\_\_\_, in which the painting did not exactly resemble its subject but was composed of geometric shapes such as squares circles, and triangles.

One day a politician named José Vasconcelos **C**\_\_\_\_\_. He wanted Diego Rivera and other artists to paint murals around the city dedicated to the Mexican people’s history and customs. The artist was thrilled by this new project.

**D**\_\_\_\_\_, the artist travelled around Mexico, met people, and visited the ruins of ancient Mexican civilizations. Having returned, with the help of his apprentices **E**\_\_\_\_\_ so that everyone in the country – the rich and the poor, the young and the old – could learn from them.

In his murals, Diego combined the classical way of painting he had learned as a young man and the new styles of art **F**\_\_\_\_\_. But he merged what he had learned with the simple yet elegant forms of traditional Mexican art that he had grown passionate for after his travels. The murals depicted different scenes from the history of his country, traditions and celebrations, and even dances (for example, La Zandungs and los listones) from all the distant parts of the land.

9) to get inspiration for the murals

- 10) he had experimented with abroad
- 11) but more than anything he liked to draw
- 12) to learn about their culture and feel proud
- 13) one of the methods was called Cubism
- 14) he began to paint murals on a large wall
- 15) urged Diego to return to Mexico

| 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. Запишите свои ответы в таблицу.*

**Dinosaurs at Magnets' Service**

Since the first dinosaur fossils were uncovered in England during the 1820-1830s, and dubbed Dinosauria by the anatomist Richard Owen in 1841, for a long time they did not stand out among all the large and strange-looking ichthyosaurs and plesiosaurs. The change occurred in the end of the 19th century: a sensational series of new discoveries in the American West elicited enormous excitement. American dinosaurs struck observers as bigger and more imposing than their European counterparts. The local entrepreneurs spotted a fertile niche for the towering behemoths that wow visitors in the newly created large, corporately organized, and bureaucratically managed museums of natural history.

At precisely the same time of the dinosaur bones' sensational discovery, the U.S. was transforming into a global industrial powerhouse primarily due to the growing mineral exploration. The Rocky Mountain region, with the most bountiful mineral resources, came to be seen as a land of almost unlimited possibilities. Simultaneously, more and more people were moving to New York, Chicago, Philadelphia, and Pittsburgh. The railroad linked the city and the countryside into an increasingly dense network of supply and demand. Resources flowed in one direction and capital in the other. A class of wealthy merchants, bankers, and entrepreneurs grew, fueling the process of industrialisation.

The industrial elite were quick to embrace dinosaurs as the nation's iconic extinct creatures. Widely heralded as having been larger, fiercer, and more abundant than prehistoric animals from Europe, they meshed well with a conventional narrative that celebrated American exceptionalism. Their origin in the deep past ensured that dinosaurs would be associated with evolutionary theory, which was often invoked to explain social, cultural, and economic developments.

Along with an unprecedented economic growth the industrial might, however, produced frequent episodes of financial panic and economic depression. Working people were especially hard-hit during these downturns. A sense of revolutionary uprising was in the air, leading to widespread moral panic among the social and financial elite, who feared that radical immigrants and labor leaders were spreading an anarchist message that could bring the industrial economy to its knees.

So, the elite's representatives became avid philanthropists, founding organizations designed to uplift, edify, and educate working people by exposing them to the highest achievements of modern civilization and demonstrate that capitalism could be altruistic as well as competitive — that it worked for the good of all in society, not just the wealthy few.

In addition to universities, libraries and art galleries, wealthy capitalists founded natural history museums. Of all the branches of natural history, dinosaur paleontology offered a particularly attractive target for philanthropic investment. Dinosaurs lent themselves to the building of spectacular displays that drew throngs of visitors to the museum, which was crucial to cementing the argument that industrial capitalism could produce genuine public goods in addition to profits.

Naturally enough, dinosaurs did not function as a straightforward image of constant progress. The mass extinction event that killed them off at the end of the Cretaceous period mirrored the era's widespread anxieties about degeneration and decline, and dinosaurs were often inserted into a cyclical narrative that characterized evolutionary development as a predictable series of fits and starts. The same evolutionary process was understood, in turn, to result in a familiar pattern of boom and bust that mirrored the emerging conception of what came to be called the business cycle.

16 . The difference between English and American dinosaurs was in

- A) their age.
- B) their size.
- C) their breed.
- D) the method of excavation.

17 . What characterised the industrialisation era in the U.S. was

- A) mining operations feeding the economic boom.
- B) people actively leaving rural areas.
- C) railway networks covering the country.
- D) wealthy people taking control of capital.

18. The U.S. elite believed that the discovery of dinosaurs on their land meant that

- A) the dinosaurs represented the superiority of the country.
- B) the U.S. was larger and more abundant than Europe.
- C) economic growth was possible in the deep past.
- D) the elite couldn't go without the national symbols.

19. Economic failures frightened the elite because

- A) they made social inequalities visible.
- B) immigrants wanted to return to their motherland.
- C) protests could disrupt the industry.
- D) they led to bankruptcy.

20. Charity for the elite was a tool to

- A) relieve dangerous social tension in the country.
- B) reduce illiteracy among hardworking people.
- C) guarantee that the wealth belonged to many.
- D) present capital as the source of common welfare.

21. By investing in natural history museums magnates
- A) found new sources of profits for themselves.
  - B) got people to see real results of their social mission.
  - C) were familiarising the whole society with dinosaurs.
  - D) intensified paleontological research.

22. Mass extinction of dinosaurs was a symbol of
- A) inevitable concerns existing in any society.
  - B) prosperity and decay being closely tied together.
  - C) impermanence of any business model.
  - D) the easily damaged human civilization.

|           |           |           |           |           |           |           |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| <b>16</b> | <b>17</b> | <b>18</b> | <b>19</b> | <b>20</b> | <b>21</b> | <b>22</b> |
|           |           |           |           |           |           |           |

**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.*

**Earth's Moon**

- |          |   |        |
|----------|---|--------|
| <b>1</b> | On spaceship Earth, all of the humans, plants, and animals travel together like passengers on a long journey. Orbiting around Earth and travelling through space with _____ is a lifeless world we call the Moon.   | WE     |
| <b>2</b> | The Moon is our _____ neighbor in space, closer to the Earth than the Sun or any of the planets in the Solar System, and certainly much closer than any star in our galaxy.   | NEAR   |
| <b>3</b> | But nothing in space is that close, and the Moon is still about 400 thousand kilometers away. If you _____ to visit the Moon, it would be like driving your car ten times around the Earth's equator.   | WANT   |
| <b>4</b> | The Earth and the Moon have been together for nearly five billion years. Scientists think that the Moon _____ when a Mars-sized space object slammed into the Earth.  | FORM   |
| <b>5</b> | The gigantic explosion turned our planet into a ball of fiery, molten lava and a big piece of lava was hurled into orbit and _____ the Moon.  | BECOME |
| <b>6</b> | This means that the Moon is a true child of a younger Earth. But the Moon and the Earth have changed over time and _____ now quite different.   | BE     |
| <b>7</b> | Even though the Moon is very far from the Earth, its gravitational attraction is still strong enough to cause tides in the oceans. There are high tides two times a day, once when the Moon is _____ directly overhead and again when it is directly overhead on the other side of the Earth. | MANY   |

|          |          |          |          |          |          |          |
|----------|----------|----------|----------|----------|----------|----------|
| <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.*

- 8 To some people, geology can seem like an abstract subject, a bunch of ideas that has little \_\_\_\_\_ with daily life. CONNECT
- 9 But for John Wesley Powell, geology was so \_\_\_\_\_ that he risked his life to be the first person to explore the Grand Canyon by boat. FASCINATE
- 10 Powell’s river journey lasted 1,000 miles and 100 days, starting on the Green River in Wyoming. He had four \_\_\_\_\_ boats and nine other men. WOOD
- 11 They went through one long canyon after another and were amazed by their geology and beauty. \_\_\_\_\_, they started into the Grand Canyon. FINAL
- 12 Powell wrote: “We have a(n) \_\_\_\_\_ river to explore.” KNOW
- 13 The Grand Canyon had some of the worst rapids yet. Sometimes Powell’s boats were \_\_\_\_\_, pushed and filled by giant waves and spun by whirlpools. CONTROL

| 8 | 9 | 10 | 11 | 12 | 13 |
|---|---|----|----|----|----|
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**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.*

**A Fateful Meeting**

The year was 1519, and in Tenochtitlán, the greatest city of the Aztec Empire, Emperor Montezuma II received word that a fleet of ships had landed **14** \_\_\_\_\_ the town of Cempoala, on the Gulf coast of what is now Mexico. Reports **15** \_\_\_\_\_ of dirty and unkempt people, very unlike the Aztecs. The men had light skin, beards, and hair just to their ears. The strangers **16** \_\_\_\_\_ had no regard for normal, civilized Aztec behavior. These strangers were from Spain and their leader was Hernán Cortés. For ten years **17** \_\_\_\_\_ to the arrival of the Spaniards, the Aztec people has witnessed a

series of bad omens. Aztec legend narrated about a large flash that lit **18** \_\_\_\_\_ the night sky. In another omen, a temple burned from a fire that no one **19** \_\_\_\_\_. A woman's weeping cries were heard every night. A dark bird was caught in some fishermen's nets. It had a mirror on its head that reflected visions of fighting men **20** \_\_\_\_\_ rode animals like deer. In yet another omen, a man with two heads and one body ran through the city. These omens stayed in the minds of the Aztecs during the Spanish arrival.

- |    |              |            |           |                 |
|----|--------------|------------|-----------|-----------------|
| 14 | A) next      | B) near    | C) nearby | D) close        |
| 15 | A) told      | B) said    | C) spoke  | D) shared       |
| 16 | A) moreover  | B) as well | C) also   | D) what is more |
| 17 | A) prior     | B) before  | C) until  | D) far          |
| 18 | A) away      | B) of      | C) over   | D) up           |
| 19 | A) organized | B) set     | C) caught | D) made         |
| 20 | A) who       | B) whose   | C) which  | D) where        |

| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    |    |