

# Вступительное испытание по английскому языку

## ТЕСТ 2019

Время выполнения – 90 минут

### VARIANT I

#### Section 1. READING

1

Установите соответствие между заголовками 1–8 и текстами A–G. Занесите свои ответы в таблицу. Используйте каждую цифру **только один раз**. В задании **один заголовок лишний**.

1. Regular Spring drama

2. Gone but not forgotten

3. Demonstration of thanks

4. Remembered by colleagues

5. A brave effort

6. Winter contest

7. Sweet success

8. Winter performance

- A. On the 12th night after Christmas, since the 1790's, actors at the Drury Lane Theatre drink wine and eat a cake, inside which is baked a pea and a bean. It is called the Baddeley cake - named for an 18th century actor, Robert Baddeley, who left his money to help "decrepit actors" who are out of work. I can't imagine why he thought the cake would be improved by a pea or bean.
- B. Every February in St. Ives, Cornwall, the mayor throws a silver ball into a crowd of youngsters. It is fought for, thrown and passed around in the streets and on the beaches whilst fruit is thrown, toasts are given and speeches made. The ball is then returned to the mayor and the one who does so wins the traditional prize of 5 shillings. Being more valuable than the prize, I am surprised the ball is returned.
- C. On March 25th, since the 13th Century, the village of Tichbourne remembers Lady Maybela de Tichborne. She carried a burning torch around the village when she was sick and dying because her mean husband had promised that all the land she could circle would be used to feed the poor. He never imagined that his wife would find miraculous strength to leave her bed and complete the journey.
- D. In Midgley, Yorkshire, every Good Friday, the "Pace Egg play" is performed by local children. Characters include St George, The King of Egypt, Bold Slasher and Tossplot. Easter eggs are given out and kisses offered. Apparently the play dates back via the English "Mummers plays" to ancient Syria and Egypt. I was Tossplot once but nobody wanted to be kissed by me!
- E. Until the mid 19th century, children were used in England to climb down chimneys and clean them. In fiction, the most famous of all these children was "Oliver Twist". Every May, in Rochester, these exploited youngsters are remembered in the Sweeps Festival. Children and adults dress up, and folk players sing and act, Morris dancers perform and a good time is had by all.
- F. Mummers' Plays are one of the oldest surviving features of the traditional English Christmas. Mumming in England goes back for over a thousand years and is still popular — especially in Northern England. Mumming is best described as early pantomime. The plays are based loosely on the legend of St. George and the dragon. The plays are intended to show the struggle between good and evil.

- G. Every summer more than 60 towns in Derbyshire celebrate “well dressing”. This is the practice of decorating wells, springs and fresh water sources with wooden frames, clay and flowers. It is thought to date back to a pagan ceremony of blessing the water source: The sweeter and fresher the water, the more elaborate the “dressing”. Some of the locals take it all very seriously indeed.

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

2

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.

### The Application Form

Mike finished reading the application form and then set it down. It was a nervous moment. He needed this job. It was only a weekend job but it A\_\_\_\_\_ of income during this last term of college. Some of his friends were working three or even four days a week. Mike didn’t understand how they could cope with their course work. But a weekend job B\_\_\_\_\_ to study. It was ideal.

He picked up the form again. If successful, he’d have to help with a touring market, selling soap products. He’d travel C \_\_\_\_\_ and work from 5.00 am Saturday until late Sunday night — depending how far away the market was that weekend.

Again he put the form down, scanned the pages once more, and got his pen ready. He was still anxious. For a start, he only had one copy. If he made a spelling mistake D \_\_\_\_\_. For a moment he considered trying to create a replica form on his computer. “Why on earth” he pondered aloud “do they use paper and ink for this?” Jim overheard him. “Because it is a real test Mike — everybody faces the same form. Tidy, easily readable handwriting tells an employer quite a lot about the candidate applying for the job. If a form comes in smudged, with too many words E \_\_\_\_\_, mistakes crossed out etc — an employer will know so much more about who is applying for a job. Online applications all look the same.”

“I suppose so” — said Mike, yet again picking up and scrutinizing the form “but it’s only a job selling soap in markets — not working for the Civil Service!”

“Whatever!” laughed Jim. “My advice is to photocopy the form and do two or three practice runs. You need this job right? Ok — then take time F \_\_\_\_\_”.

- 1) would be his only source
- 2) would leave him enough time
- 3) packed into a given space
- 4) to provide them enough money
- 5) to do the job properly.
- 6) to a different town each weekend
- 7) there was nothing he could do

| A | B | C | D | E | F |
|---|---|---|---|---|---|
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3

Прочитайте текст и выполните задания 3–9. В каждом задании обведите букву **A**, **B**, **C** или **D**, соответствующую выбранному вами варианту ответа.

### Book Review

There can be few countries (if any) that achieved as much as the Soviet Union did in relation to scientific discovery. Whether the advances were driven by a need to prove the superiority of communism or were simply by-products of the defence industry during the cold war has been much debated. But of immense value to students of political economy and even greater value to those interested in the history and development of science is Loren Graham's book "*Science in Russia and the Soviet Union*" priced £21.99 and published by Cambridge University Press.

An expert on the history of science in Russia, Graham has written several books which are all easily accessible and readable. But "*Science in Russia and the Soviet Union*" is the real masterpiece for many readers. It is a splendid work, a breathtaking synthesis that is stimulating to both — the academic and the ordinary reader. It fascinates with every page and is genuinely a pleasure to read.

Professor Graham explains why science developed so well in the Soviet state, bringing to his task not only immense learning but a solid appreciation of the powerful social and political factors that shaped the Russian scientific community. However, while Graham's book gives particular attention to the Soviet period, it in fact acts as an encyclopaedia of Russia's contribution to world science throughout the ages. All the great names are there — from Lomonosov and Peter the Great to Korolyov: but there are also some names recorded (either of Russians or scientists working in Russia) **which** perhaps not everybody will have heard of.

For example we can read about the contribution of Leonhard Euler (1707–83) a Swiss scientist who spent much of his career at the Academy in St. Petersburg. He is revered by both the Swiss and the Russians for the mathematical discoveries he made while working there. Then there were Daniel and Nicolaus Bernouilli, Dutch brothers and mathematicians, who spent a portion of their professional career at the Academy in St. Petersburg and would inspire Russian scholars for decades. They are noted for their development of an economic principle known as the St. Petersburg Paradox.

Graham also tells us about Sofia Kovalevskaya (1850–91) who was the first major Russian female mathematician: part of a generation of women benefiting from the reforms of Alexander II and the opportunity to obtain a higher education, she was also the first woman to be appointed a full professorship in Europe.

Graham's history takes us through to the 1980s, by which time the Russian scientific establishment had become the largest in the world. It is a remarkable history and one that shaped not only Russia but played a huge part in the making of the modern, technological age. But it is a little known history and one which for many years was shrouded in secrecy because of the political requirements of those times. But now the story has been told and "*Science and Philosophy in the Soviet Union*", has been nominated for the National Book Award for history. Graham is Professor of the History of Science at the Massachusetts Institute of Technology and Visiting Professor of the History of Science at Harvard University.

3

In the first paragraph the author claims that the Soviet Union

- A) proved the advantages of communism.
- B) was the world leader in science.
- C) practically won the cold war.
- D) had the biggest defense industry.

**4** The reviewed book is supposed to be most valuable to the people interested in

- A) economics.
- B) politics.
- C) history of science.
- D) developmental issues.

**5** An important feature of Loren Graham's books according to the reviewer is their

- A) accessibility.
- B) academism.
- C) ordinariness.
- D) entertaining character.

**6** "Which" in the last sentence of paragraph 3 refers to...

- A) Loren Graham's books.
- B) political factors.
- C) the achievements of Russian scientists.
- D) the names of Russian scientists.

**7** The St. Petersburg Paradox is related to the work of

- A) Leonhard Euler.
- B) the Bernouilli brothers.
- C) Graham.
- D) Sofia Kovalevskaya.

**8** Sofia Kovalevskaya's achievements became possible due to

- A) European professorship.
- B) the reforms of Alexander II.
- C) the women's liberation movement.
- D) compulsory higher education.

**9** According to the reviewer the history of the Soviet science was little known because

- A) it was done in secrecy.
- B) it was not a part of modern technology.
- C) of certain political requirements.
- D) of lack of publications.

| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
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## Section 2.

### GRAMMAR AND VOCABULARY

4

*Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 10–16, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 10–16.*

#### Shopping Malls

- |           |   |       |
|-----------|---|-------|
| <b>10</b> | I think I may be allergic to shopping malls. I am not sure if my condition has ever been recorded officially by medical science but I am sure there are _____ who suffer as I do. | OTHER |
| <b>11</b> | All I have to do is walk inside one of these awful places and within minutes the artificial “day light” from a thousand “soft” lights _____ to give me a headache.                | BEGIN |
| <b>12</b> | Then there is the piped music which tunes in and out. _____ endlessly from shop to shop, my brain slowly turns into a large vegetable.  | WALK  |
| <b>13</b> | Christmas is in July and Valentines’ day is in October in these unreal labyrinths. A Christmas gift, paid for in August seems wrong to _____.                                     | I     |
| <b>14</b> | And surely no one can believe signs that promise the _____ sale ever virtually every day of the year.   | BIG   |
| <b>15</b> | Shopping should be exciting in my opinion with fresh sites and beautiful goods to buy. Instead it feels much _____ to being in a strange parallel universe.                       | CLOSE |
| <b>16</b> | Worst still is trying to leave. I can never find my way out to fresh air and daylight. I wonder if some poor souls remain _____ down there for weeks on end.                      | TRAP  |

| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 16 |
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*Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами после номеров 17–23 так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 17-23.*

#### Advantages of a regular homework

- 17** What is homework? Should it always be done in writing, or can it be oral?  
Is it \_\_\_\_\_ connected with the information and tasks from the text

- 18** Homework refers to any work or \_\_\_\_\_ that students are asked to do outside the classroom, either on their own or with other students or parents. ACTIVE
- 19** Sometimes it is based on comparatively simple drill exercises, sometimes it involves \_\_\_\_\_ challenging tasks, project or research work aimed at integrating skills and knowledge from different subject areas. HIGH
- 20** Research indicates that schools in which homework is \_\_\_\_\_ assigned and systemically assessed tend to have higher achieving students, as learning is not confined to the schoolroom environment. ROUTINE
- 21** Homework appropriately designed and well balanced is able to enhance self-discipline and good study habits; to develop students' \_\_\_\_\_ and initiative. DEPEND
- 22** It can also provide an opportunity to revise or complete classroom work, thus reinforcing what has been taught, to provide regular feedback on the students' progress in learning and raise \_\_\_\_\_ skills and standards. ACADEMY
- 23** Parents who are concerned with their kids' homework get an opportunity to become engaged in the \_\_\_\_\_ of their children. EDUCATE

| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
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*Прочитайте текст с пропусками, обозначенными номерами 24–30. Эти номера соответствуют заданиям 24–30, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.*

### Day schools VS Boarding schools

The majority of modern public schools in the UK and state schools in the USA — schools that offer free education— are co-educational day schools. Children that attend these schools remain in family settings with family support and nurture that helps to reduce the stress of **24** \_\_\_\_\_ any school for a child. They are able to retain contacts with friends and neighbours.

Being less expensive, these schools offer a wider **25**\_\_\_\_\_ of courses and activities. On the other hand, these schools have larger classes and lower academic standards as compared to more selective schools.

Pupils there have a greater **26**\_\_\_\_\_ of encountering bad social trends: drug culture, gangs, anti-intellectualism. Of course, much depends on the regional location and the administrative policy of each school.

Boarding or recreational schools have smaller classes with more individualized instruction; can often (though not always) boast higher academic standards that are focused **27**\_\_\_\_\_ making students more independent thinkers; encourage them to make many decisions on their own. Graduates of such schools may have an advantage when applying at more popular universities.

Students of such schools **28**\_\_\_\_\_ lifetime friendships and the so-called 'old school tie' — the system of afterschool, lifelong support and lobbying former schoolmates — can be truly applied in this case.

But there is the **29**\_\_\_\_\_ side of the medal: missed opportunities for parents to educate their children on values; disruption of family: homesick kids, parents missing their children; narrower and less-diverse **30**\_\_\_\_\_ contacts; expensive tuition.

- |           |             |                |              |              |
|-----------|-------------|----------------|--------------|--------------|
| <b>24</b> | A) entering | B) starting    | C) going     | D) getting   |
| <b>25</b> | A) group    | B) collection  | C) mixture   | D) selection |
| <b>26</b> | A) ability  | B) opportunity | C) chance    | D) prospect  |
| <b>27</b> | A) on       | B) at          | C) for       | D) to        |
| <b>28</b> | A) assemble | B) build       | C) construct | D) design    |
| <b>29</b> | A) another  | B) other       | C) different | D) optional  |
| <b>30</b> | A) social   | B) sociable    | C) society   | D) civil     |

| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    |    |