

ДЕМОНСТРАЦИОННЫЙ ВАРИАНТ
задания для вступительных испытаний по дисциплине
«Иностранный язык»
для поступающих на обучение по программам бакалавриата и специалитета

Часть 1 (задания 1-9, 40 баллов)

1. Установите соответствие между текстами А–Г и заголовками 1–8. Запишите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.

1. A shop that inspired writers
2. Country's brave defenders
3. A truly international place
4. Governesses of rich children
5. Birth of a popular sport
6. Textile business links
7. A nice-sounding building
8. The initial steps of commerce

A. Moscow has always been a multicultural city. If we look back at its history, we will see that there were several foreign communities living in Moscow on a permanent basis. We all know about German people inhabiting the banks of the Yauza river, where little Peter, the future tsar of all Russia, ran around, made friends and got his first ideas of learning about ships and fleets. But what do we know about the British community of Moscow? Did it even exist?

B. The first ties between Russia and Britain were formed in the middle of the 16th century in the time of Ivan the Terrible. It was then that some wealthy British merchants founded the Muscovy Company which held a monopoly on trade between Britain and Russia until 1698. The building of its Moscow headquarters was granted to the company by the tsar in 1556 and can be still visited at 4, Varvarka Street, known to us now as The Old English Court.

C. Beginning from the time of Peter the Great, several talented British military men moved to Russia. Many of them served as army generals and navy admirals, defending Russian borders in different wars and battles. Among the most famous ones were Field Marshall James Bruce, Field Marshall Barclay de Tolly and Admiral Thomas Mackenzie, all of them of Scottish origin.

D. In the 18th century, British industrialists made themselves known in Russia. One of the most outstanding figures was Robert McGill, who lived in Moscow and served as an intermediary between Lancashire mill engineers and the Russian cotton industry, and built over 150 mills (cotton factories) in Russia. Robert McGill had a house in Spiridonovka Street and together with his wife Jane was a prominent member of the British community in Moscow.

E. If you talk to Moscow concert musicians who were active between the 1960s and the 1990s, they will tell you of the fantastic acoustics of the “Melodiya”

recording studio at 8, Voznesensky Lane, which they lovingly called 'kirche', mistakenly thinking it was a German church. This building, designed in the English neo-gothic architectural style, was in fact built in 1885 by Robert McGill and is St. Andrew's Anglican Church, which was used as a recording studio in Soviet times.

F. Another spectacular example of British architecture in Moscow is the old building of TsUM next to the Bolshoy and Maly theatres. Built in the early 1900s, it was back then the biggest department store in Moscow. It was owned by Scottish merchants Andrew Muir and Archie Mirrieles. Mayakovsky mentions Muir&Mirrieles in several of his poems, while Chekhov named his dogs after its two owners.

G. In 1887, two other cotton industrialists from Lancashire, Clement and Harry Charnock, moved to work at a cotton factory in Orekhovo-Zuevo, near Moscow. They were both great football fans and decided to introduce this game to the workers of the factory. This resulted in the first professional football team in Russia which after the Revolution became the core of Moscow Dynamo team.

Текст	A	B	C	D	E	F	G
Заголовок							

2. Прочитайте текст и заполните пропуски **A–F** частями предложений, обозначенными цифрами **1–7**. **Одна из частей в списке 1–7 — лишняя.** Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

Secrets of Long Life

There are places in the world where people live longer than anywhere else. The remote Japanese island of Okinawa is one of these places. While the lifespan in Britain is 77 years for men and 81 for women, Okinawa has a population of about one million, of which 900 are centenarians — A_____ in Britain or the USA. So what is their secret of long life?

"The calendar may say they're 80, but their body says they're 60," says Bradley Willcox, a scientist researching the extraordinary phenomenon. The research has shown hormonal differences between Okinawans and B_____ but their longevity has been linked to diet. They eat more tofu and soya than any other people in the world and also enjoy a range of different fruit and vegetables, all rich in anti-oxidants. But the most significant thing isn't what they eat but how much. The Okinawans C_____ known as 'hara hachi bu', which translates as 'eat until you are only 80 % full'.

Scientists refer to this way of eating as 'caloric restrictions'. No-one knows exactly why it works, but scientists believe it D_____ that there is the danger of famine. This in turn E_____ and so may lead to better preservation and slower aging.

"It's a stark contrast with the cultural habits that drive food consumption in F_____ " says Mr. Willcox. If we look at high streets and

supermarkets in most other countries, you will see that he is right. Restaurants offer all-you-can-eat menus and supersize portions. Supermarkets are full of special offers encouraging us to buy more food than we need.

1. make it a healthy diet
2. other parts of the world
3. four times higher than the average
4. have a cultural tradition
5. sends a signal to the body
6. the rest of the population
7. makes the body protect itself

Пропуск	A	B	C	D	E	F
Часть предложения						

3. The people in the cafe were all in a hurry because

- 1) they had to buy their lunch far away from the office.
- 2) they wanted to be the first in line to pay for the food.
- 3) it was the way they normally behaved at lunch time.
- 4) they had to buy their lunch before the cashier left for her lunch.

Getting What He Deserved?

There were seven or eight of us in the line, waiting to pay the cashier for our lunches. We were all in a hurry because that's the way of the American business-day lunch. At the front of the line there was a pretty woman with a small boy of about eight. He was a cute little fellow wearing black jeans, white sneakers and a blue pullover sweater. A shock of dark hair fell over his eyes. He looked very much like his mother. The boy had a charming face with chiseled features but he was depressed.

As the woman fumbled in her purse, looking for money to pay her check, the kid noticed a display of candy bars beside the cash register and immediately wanted one.

"You can't have any candy", said his mother. "You had a pie with your lunch". She took out her handkerchief, then put it back and went on fumbling in her purse.

"But I want some candy", said the kid. His tone was surprisingly insistent. Almost aggressive.

The mother continued her search for money in her purse, and the kid continued to whine about the candy. Then he began to stamp his feet and shout.

The rest of us in line were beginning to get fidgety. We bunched a little closer together and several folks began mumbling under their breath. "Ought to snatch him bald", said one man quietly.

The kid by now was reaching for the candy display in open opposition to his mother. She grabbed his arm and pulled it away, but not before he clutched a Snickers bar in his hand.

“Put it back”, she said.

“No!” shouted the child. It was an arrogant “No!”

The line bunched even more closely together, and the man who had suggested snatching the kid bald appeared ready to do so himself. So much for the kid’s shock of dark hair, I thought.

But the mother moved suddenly and with purpose. She paid the cashier, took back her change and dropped it into her purse. Then with one quick motion, she grabbed hold of the child’s pullover sweater and lifted him off the floor. The moment his sneakers came back to earth, she turned his back toward her and began flailing him. A look of disbelief came across the kid’s face. His eyes filled with tears. He tried to break away but that made his mother flail him again.

When she had finished administering the punishment, she turned the child around and pointed a finger squarely in his sobbing face. With a voice strong and certain, she said, “The next time I tell you do something, young man, will you do it?”

The child looked at the floor. Meekly and sincerely, he replied, “Yes, ma’am.”

The mother turned to go. The child returned the Snickers bar without further hesitation and marched dutifully out behind her.

The people in a line broke into spontaneous applause.

“Did the kid deserve the punishment he had? What would I do if I were his mother? She may have been absolutely right for all I know. I have no children. I have no right to argue with the mother” I thought. “There is nothing I can do but wait. Perhaps the best way to get an idea of normal behavior of children is to get married and raise a few”.

4. The woman was fumbling in her purse because she wanted to

- 1) pay for her food.
- 2) buy a candy bar.
- 3) find her phone.
- 4) pay with a check.

5. The mother would not let the child buy a candy bar because she

- 1) didn’t have enough money to pay for it.
- 2) was unreasonably strict with the little kid.
- 3) thought that he had enough candy already.
- 4) didn’t trust the quality of the candy from the display.

6. The boy was persistent in getting what he wanted and the people in the line

- 1) supported him.
- 2) started to show irritation.
- 3) started to shout at the kid.
- 4) remained indifferent to the incident.

7. Judging by the child's reaction to the punishment we can say that

- 1) it did not teach him anything.
- 2) he wasn't used to being punished.
- 3) he was indifferent to being punished.
- 4) he wasn't ready to change his behavior.

8. The people in a line broke into spontaneous applause because the child

- 1) was forced to obey.
- 2) managed to get his way.
- 3) Had already eaten the candy bar.
- 4) manipulated his mother skillfully.

9. Reflecting on the incident the narrator thought that

- 1) The mother had overreacted.
- 2) The mother was right in her reaction.
- 3) he/she wanted his/her own children badly.
- 4) One should be a parent to have a right to judge.

Часть 2 (задания 10-27, 36 баллов)

10. Преобразуйте, если это необходимо, слово **LOCATE** так, чтобы оно грамматически соответствовало содержанию текста.

What country has no rivers?

Hard to believe it, but there is such a country! Libya _____ in North Africa and borders on the Mediterranean Sea.

11. Преобразуйте, если это необходимо, слово **FIFTEEN** так, чтобы оно грамматически соответствовало содержанию текста.

It's the _____ largest country on Earth. But more than 90 percent of Libya is desert, and there's not a single permanent river in Libya!

12. Преобразуйте, если это необходимо, слово **SMALL** так, чтобы оно грамматически соответствовало содержанию текста.

This huge country, more than four times the size of California, has a _____ population than a number of cities in California.

13. Преобразуйте, если это необходимо, слово **BECOME** так, чтобы оно грамматически соответствовало содержанию текста.

Libya _____ an independent nation in 1951.

14. Преобразуйте, если это необходимо, слово **NAME** так, чтобы оно грамматически соответствовало содержанию текста.

A lesson on efficiency

I remember my last year at school very well. There were three boys _____ William in my class.

15. Преобразуйте, если это необходимо, слово **NOT KNOW** так, чтобы оно грамматически соответствовало содержанию текста.

Miss Fisher, one of the teachers, called them all William, and we _____ which one she was talking to.

16. Преобразуйте, если это необходимо, слово **THANKFUL** так, чтобы оно грамматически и лексически соответствовало содержанию текста.

When was the parachute invented?

Have you ever felt like jumping out of a plane? Plenty of people have, but _____ most of them did it after parachutes had been invented.

17. Преобразуйте, если это необходимо, слово **DRAW** так, чтобы оно грамматически и лексически соответствовало содержанию текста.

Leonardo da Vinci made the first real studies of flight in the 1480s. He had over 100 _____ that illustrated his theories on flight.

18. Преобразуйте, если это необходимо, слово **INVENT** так, чтобы оно грамматически и лексически соответствовало содержанию текста.

He designed a parachute in the 1480s, though he didn't try it out. Another _____, Faust Vrande, jumped using a similar design in 1617.

19.Преобразуйте, если это необходимо, слово **SUCCESS** так, чтобы оно грамматически и лексически соответствовало содержанию текста.

In 1783, around the same time as the first hot-air balloon, Sebastien Lenormand invented a parachute, which he demonstrated by jumping from a tree, but it was only four meters high. A few years later, having refined his design, he B14 made a _____ jump from a taller tower.

20.Преобразуйте, если это необходимо, слово **REAL** так, чтобы оно грамматически и лексически соответствовало содержанию текста.

In 1785, Jean Pierre Blanchard used a dog to test his parachute design. The dog was fine, and so was Blanchard when he used the parachute in 1793 to escape a balloon accident. These early parachutes didn't catch on because there weren't any flying machines around to make them _____ useful.

21.Вставьте пропущенное слово:

- 1) seem
- 2) think
- 3) look
- 4) believe

Growing up with Joey

I enjoy thinking of my childhood. But when I think of my home town where I grew up, all that I 21 _____ to remember is dust. I remember the brown, crumbly dust of late summer that gets into the eyes and makes them water. It is the kind of dust that gets into the throat and between the 22 _____ of bare brown feet. I don't know why I should remember only the dust. There must have been green lawns and paved streets under leafy shady trees somewhere in town.

One day returns to me clearly for some reason. I was resting under the great oak tree in the yard. I was deep in thought which I have now forgotten except that it involved some secret. Joey and a bunch of kids were bored now with the old tire hanging from an oak limb. It had 23 _____ them busy for a while. "Hey, Lizabeth," Joey yelled. He never talked when he could yell. "He, Lizabeth, let's go somewhere."

I came back from the thoughts of my private world. "Where at, Joey?"

The truth was that we were becoming tired 24 _____ the empty summer days. "Let's go over to Miss Lottie's," said Joey.

The idea caught on at once. Annoying Miss Lottie was always fun. I was still child 25 _____ to run along with the group.

We went over old fences and through bushes that tore our 26 _____ ripped clothes, back to where Miss Lottie lived. I think now that we must have looked partly funny and partly sad. There were six of us, all different ages, dressed in only

one thing 27 _____. The girls wore faded dresses that were too long or too short. The boys wore patched pants. A little cloud of dust followed our thin legs and bare feet as we tramped over the dusty ground.

22. Вставьте пропущенное слово:

- 1) fingers
- 2) thumbs
- 3) toes
- 4) pinkies

23. Вставьте пропущенное слово:

- 1) got
- 2) preserved
- 3) held
- 4) kept

24. Вставьте пропущенное слово:

- 1) from
- 2) for
- 3) of
- 4) by

25. Вставьте пропущенное слово:

- 1) yet
- 2) enough
- 3) so far
- 4) after all

26. Вставьте пропущенное слово:

- 1) before
- 2) already
- 3) earlier
- 4) sooner

27. Вставьте пропущенное слово:

- 1) everyone
- 2) anyone
- 3) all
- 4) each

Часть 3 (задание -28, 24 балла)

28. You have received an email message from your English-speaking pen-friend Jack:

From: Friend@mail.uk

To: Russian_friend@ege.ru

Subject: Welcome

...personally I hate school lunches. Do you like them? What kind of meal does your school offer? What is your favorite food anyway?

My elder brother is going to Nepal next month...

Write an email to Jack.

In your message

- answer his questions
- ask **3 questions** about his brother going to Nepal.

Write **100–140 words**.

Remember the rules of email writing.