

**Английский язык**

**Вариант 1**

1-1

**ЛЕКСИКО-ГРАММАТИЧЕСКИЙ ТЕСТ**

*You are going to read a text on the life of a famous person. For questions 1-15, read the text below and decide which answer (A, B, or C) best fits each gap.*

O'Connor was an Irish-born Chartist leader. The Chartists were the first to build a party representing the interests of the English working classes.

During agitation for reform in (1) \_\_\_\_ early 1830s, he emerged as an advocate of Irish rights and democratic political reform. In 1832, he (2) \_\_\_\_ member of parliament for Cork with the help of Daniel O'Connell, leader of the Irish radicals. They (3) \_\_\_\_ quarrelled and became enemies. O'Connor was an (4) \_\_\_\_ critic of the Whig government's policies in England and Ireland. In London, he allied himself with popular radicals and after losing his seat in 1835, embarked (5) \_\_\_\_ a career as a leader of English popular radicalism.

O'Connor toured the country (6) \_\_\_\_ for political reform, universal male suffrage and better working conditions, (7) \_\_\_\_ in the industrial districts of England and Scotland. He was well-known for his charismatic and incendiary speeches, which stirred up violence, and his efforts (8) \_\_\_\_ the groundwork for Chartism. This was (9) \_\_\_\_ an umbrella movement of the 1830s and 1840s which drew together many strands of radical grievance. O'Connor's newspaper 'The Northern Star', which he established in 1837, (10) \_\_\_\_ the most effective link between these different strands. O'Connor was (11) \_\_\_\_ with the more radical side of the movement and was imprisoned for libel in 1840. The same year, he attempted with (12) \_\_\_\_ success to unify the Chartist movement and give it direction with the National Charter Association (1840).

From the early 1840s, O'Connor's attention began to shift to (13) \_\_\_\_ he believed was working people's alienation from the land. He developed an idea to buy up agricultural estates, divide them into smallholdings and let these (14) \_\_\_\_ individuals. This developed into the 'National Land Company' (1845 - 1851). The scheme was a disaster and soon went (15) \_\_\_\_ .

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1	A. an	B. the	C. –
2	A. elected	B. was electing	C. was elected
3	A. later	B. lately	C. of late
4	A. speaking out	B. outspeaking	C. outspoken
5	A. with	B. at	C. on
6	A. campaigning	B. being campaigned	C. having campaigned
7	A. specially	B. particular	C. particularly
8	A. lay	B. laid	C. lain
9	A. essentially	B. specially	C. especially
10	A. providing	B. to provide	C. provided
11	A. dependent	B. identified	C. suspected
12	A. little	B. a little	C. the little
13	A. that	B. what	C. which
14	A. to	B. for	C. –
15	A. banking	B. bankrupt	C. bankruptcy

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**ФРАЗОВАЯ СВЯЗНОСТЬ**

*You are going to read a film review.*

*First, read the text and fill in the blanks (A-F) with the words from the list. One word is extra.*

*Then, read the text again and fill in the blanks (1-5) with the sentences from the list. One sentence is extra.*

1. It seems that the proportion of English material on the internet is declining, but	A exist users who can understand them.
2. Estimates suggest	B seem to be roughly correct.
3. Although it is difficult to estimate how much content is in each of the major languages, these figures	C that 25% of the world population is constantly on the move.
4. This may be simply a time-lag – internet sites in local languages appear only when there	D that 8–15% of web content in English represents lingua franca usage.
5. Surveys of bilingual internet users in the USA suggest	E that their use of English sites declines as alternatives in their first language become available.
	F that there remains more English than is proportionate to the first languages of users.

### ТЕКСТОВАЯ СВЯЗНОСТЬ

*You are going to read a film review.*

*First, read the text and fill in the blanks (A-E) with the words (F-K) from the list. One word is extra. Then, read the text again and fill in the blanks (1-5) with the sentences (6-11) from the list. One sentence is extra.*

Hugo Cabret lives at the Paris Railway Station in the 1930s. His home is in the clock tower, and Hugo makes sure that all the clocks at the station are wound up. He is a clever boy, especially when it A ... to mechanics, and he enjoys keeping sprockets and other mechanical gizmos in tip-top shape.

But Hugo is lonely and carries a great sorrow. His mother died while he was a young boy, and his father was killed in a terrible fire. (1) \_\_\_\_\_. Hugo is certain that the robot will B ... a message from his father once it is in working order. Still, in order to start the robot, he needs a very special heart shaped key.

Soon, Hugo encounters the well-read and adventurous Isabell, and an amazing adventure begins. (2) \_\_\_\_\_.

"Hugo" has hardly lasted ten seconds when you realise that you are in for a special C ... . The film opens with a picture of a wintery Paris, before we move down to the railway station and through the madding crowd. (3) \_\_\_\_\_. In 1896, this film made the audience shout in shock, as they thought a real train was about to run over them. (4) \_\_\_\_\_. You almost D ... in your chair to let them pass by.

These are the first of a large number of elaborate and wonderful details – both technically and story wise. (5) \_\_\_\_\_. Combined with pure storytelling joy, imagination and an entertaining and engaging story, this E ... for a truly pleasurable cinematic experience.

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<b>F</b> comes
<b>G</b> convey
<b>H</b> gets
<b>I</b> makes
<b>J</b> shift
<b>K</b> treat

- |                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>6. It's all a reverse variant of one of the very first successful films – “The arrival of a train at La Ciotat station”.</p>                                                                          |
| <p>7. Not since “Avatar” has a film utilised 3D in such a stylish way.</p>                                                                                                                               |
| <p>8. The heart shaped key doesn't only start the robot; it also opens the door to an incredible story involving the legendary film maker Georges Méliès, one of the great pioneers of fiction film.</p> |
| <p>9. The heart shaped key is nowhere to find.</p>                                                                                                                                                       |
| <p>10. The only thing he has left is a human-like robot, which his father wanted to repair.</p>                                                                                                          |
| <p>11. Watching “Hugo” with 3D spectacles, you get the feeling that the snowflakes are hitting you on the nose tip, and that all the people on the station flow by you inside the cinema.</p>            |

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**СОКРАЩЕННЕПИСЬМЕННОГО ТЕКСТА**

*You are going to read an article on an intellectual movement from an encyclopaedia. Read the text and, in a sentence of 15-30 words, summarise in your own words the main idea of each paragraph.*

§1 To understand the natural world and humankind's place in it solely on the basis of reason and without turning to religious belief was the goal of the wide-ranging intellectual movement called the Enlightenment. The movement claimed the allegiance (i.e. support) of a majority of thinkers during the 17th and 18th centuries, a period that Thomas Paine called the Age of Reason. At its heart it became a conflict between religion and the inquiring mind that wanted to know and understand through reason based on evidence and proof.

§2 Like all historical trends and movements, the Enlightenment had its roots in the past. Three of the chief sources for Enlightenment thought were the ideas of the ancient Greek philosophers, the Renaissance, and the scientific revolution of the late Middle Ages.

§3 The ancient philosophers had noticed the regularity in the operation of the natural world and concluded that the reasoning mind could see and explain this regularity. Among these philosophers Aristotle was preeminent in discovering and explaining the natural world. In the history of human thought, Aristotle is virtually without rivals. The first sentence of his *Metaphysics* reads: "All men by nature desire to know." He has, therefore, been called the "Father of those who know."

§4 The birth of Christianity interrupted philosophical attempts to analyze and explain purely on the basis of reason. Christianity built a complicated world view that relied on both faith and reason to explain all reality. According to the Christian doctrine, He held that revelation is a divine source of knowledge and that revealed truths must be believed even when they cannot be fully understood.

§5 The Renaissance, with its revival of classical learning, and the Reformation of the 16th century, which broke up the Christian church, ended the world view that the church had presented for a thousand years. Coupled with these events was the scientific revolution, a modern discipline that soon lost patience with religious objections and what was seen as the attempts of churches to prevent progress in thought. Among the leaders of this revolution were Francis Bacon, René Descartes, Nicolaus Copernicus, Galileo, Gottfried Wilhelm Leibniz, and—most significant of all—Isaac Newton. It was Newton who explained the universe and who justified the rationality of nature.

**ПОНИМАНИЕ ПИСЬМЕННОГО ТЕКСТА**

*You are going to read a newspaper article on education. Read the text and answer the questions that follow. Decide whether each statement is **True** or **False** and provide your arguments drawn from the text to justify your choice. The proof should be given in your own words.*

Juliette and I met seven years ago through the foreign exchange organised by our schools. We started as pen friends – the old-fashioned ink and paper kind. The letters we wrote introduced us to each other – and a new language.

I wrote in French, she wrote in English – with drawings scattered like commas throughout. Reading back through our letters gives an accurate account of what was on the curriculum at the time. "What do you like to do in your spare time?" "Tell me about your local area" and later (when I hit A-levels) "What do you think about nuclear power?"

When we eventually met in person I felt like we were already friends. Our bond was sealed by singing loudly to Kaiser Chiefs – her on air guitar, me on air drums – in her house in France. There are some things that transcend language.

I stayed with her family in Laval, and she came to Dorset to visit me. Over the years we stayed in touch and went back and forth to visit each other.

Attending her school helped me get to grips with French. I remember how proud I felt on the few occasions I knew the answers to questions during her classes.

As we got older going out gave me a quick dunk into a sea of new language. I remember talking to a police officer in French after my passport had been stolen in a bar. The passport was found, and so was a new confidence in my ability to solve problems in French.

Juliette's friends teased me for my English accent (they still do). Spending time with them introduced me to verlan – the slang that swaps the beginning and end of words – very annoying for anyone only just getting to grips with a language, but something I now know to listen out for.

Juliette has become part of my family. My mum calls her "my French daughter" and I'm pretty sure my friends like her more than they like me.

My French is a little shaky since finishing my A-levels. Thanks to the French university system Juliette has been able to keep up language learning alongside her business degree; her English now puts my faltering French to shame. I visited her recently in Paris, where she now lives. Juliette has always been far more elegant than me, and now her English is just as sophisticated as the chic outfits she wears.

Like all best friends, Juliette and I speak in a language of our own – we get each other even when we're using incorrect tenses or words that aren't words.

But I am determined to improve my language. I want to be able to speak to her in her native language as easily as I do in English. I want to communicate fluently with her friends and family. It gives me a reason for learning French that makes unknotting irregular verbs seem worthwhile.

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When I left school I wrote to my French teacher to thank him for organising the school's exchange. I was pleased to hear recently that the French exchange at my old school is still running – and now has nearly 100 students involved.

Apps and online courses are the latest trend, making pen pals and post feel like the leg warmers of language learning – dated. But we shouldn't overlook this unique method of discovering languages.

It was through the foreign exchange and many letters that I met my best friend, and found a reason for learning a language.

**1-5.** Choose whether the statements are **True (T)** or **False (F)** and, to justify your choice, provide your proof from the text in your own words.

**Example : (0)** The statement is true because the narrator has never read a single book in the original and has not demonstrated any interest in the subject.

1. The discussion topics in the letters of the friends became more complicated as time passed.
2. It was not easy for the author of the article to follow what was going on during her friend's classes in France, which made her rare achievements even more valuable.
3. The author's friend has a better sense of style while the author has achieved more in learning foreign languages.
4. The author's primary goal in learning French is to interact with people whose company she enjoys.
5. The author of the article believes that learning languages through exchange programmes is not supported by present-day British schools.

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**Письменная речь**

**Эссе**

Sidney Hook, an American philosopher, once said, "Everyone who remembers his own education remembers teachers, not methods and techniques. The teacher is the heart of the educational system."

*To what extent do you agree or disagree with this opinion? Give reasons for your answer and include any relevant examples from your own knowledge and experience. Write 200-250 words.*

**Remember!** Your essay must consist of the introduction, the body of paragraphs and the conclusion.

1-10