

English Entrance Test - 2021

Duration - 90 minutes

Section 1 READING

Task 1.

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.
Transfer your answers to the answer sheet.

- | | |
|--|---|
| 1. Bigger and bigger. | 5. You are “rich”! |
| 2. What to begin with. | 6. Humans can exist without numbers. |
| 3. Using other measurements. | 7. Money makes the world go round. |
| 4. Our relationship with numbers. | 8. Make it smaller! |

- A.** Most of us are pretty good at counting; we’ve been doing it since we were small. We all understand the difference between 1 of something and 10 of something, and we understand that 100 of something is much more. But a funny thing happens when those numbers get bigger. Our brains can’t cope. We get taught how to do calculations with big numbers, but we can’t relate them to anything that feels real to us.
- B.** In fact, it shouldn’t be a great surprise that we aren’t very good with big numbers. Our ancestors lived in a world where people were counted and food was divided; ‘millions’ and ‘billions’, however, weren’t discussed by early humans. Even today, there’s a tribe of hunter-gatherers, who have no words for numbers. They talk about ‘a small amount’, ‘a bigger amount’ and ‘a lot’, but they’re unable to specify the exact quantity of anything – proof that numbers are not required for humans to survive.
- C.** So how can we help our brains to make sense of the huge? A good starting point is to get our heads around the enormous difference between a million, a billion and a trillion. A trillion makes a million look tiny. A million seconds, for example, is 12 days, but a billion seconds is 30 years, and a trillion seconds is 30,000 years, which would take us back to the Ice Age!
- D.** Another idea, when something is too big to imagine, is to picture it as something smaller. Take space, for example. If you imagine our solar system, as the size of tiny bacteria, our galaxy would be the size of a standard pizza; the part of the universe that astronomers can study, however, would be the size of Belgium.
- E.** But what about large numbers of people? As a football fan, I’m used to the sight of my team’s stadium with 30,000 people in it, so I like to imagine big numbers of people in relation to that: a million people is 33 full stadiums. But that’s not very helpful when the numbers get too big. I recently went to Tokyo, which has a population of more than 36 million people – more than any other city in the world.
- F.** What about money? Do you ever try to imagine what it’s like to be a billionaire? The average billionaire made US\$160 million last year, or US\$5 a second. That’s 40,000 times more than the average teenager! To really understand the feeling of being a billionaire, divide the cost of everything you might want to buy by 40,000. A new games console? That would cost less than 2 cents. A cool new Porsche? 3 or 4 dollars, the cost of a cup of coffee. You could buy everything you ever dreamt of and still have money left over.
- G.** As scientific progress continues and our population increases, the numbers that will be discussed in our daily lives will get bigger. Lots of creative thinking is going to be needed to make sense of them all!

A	B	C	D	E	F	G

Task 2.

Read the text carefully and complete the gaps A-F with the parts of sentences 1-7. There is one extra part. Fill in the table below. **Transfer your answers to the answer sheet.**

The way we communicate

Over thirty-three percent of the world's population is on the internet and this means the way we communicate is very different now than in the past. But this also means **A**_____ eating their dinner and taking photos of themselves. These sites are all about sharing with other people. They can tell us news about our friends and others. Many people use social media networks **B**_____. Maybe some people share too much, and it's better to keep some things to ourselves. But sharing is just one part of communication that is different because of the internet.

The internet is also very international. We can share our lives with people all around the world. But what does this mean for communication? Well, we can find out about places we want to visit and what other cultures are like. This can make us think about different ways of living and **C**_____.

We also now spend more time texting and instant messaging. In this way, we have more time to think about replies, compared to in spoken conversations. But will this change in the future? People often don't talk to people face-to-face **D**_____. This means that we need to reply quicker. These apps will probably be more popular in the future, and they create a more life-like way to communicate.

The internet also makes us do certain things more quickly. Apps like Snapchat make messages that **E**_____. Back then, people bought newspapers and read articles with thousands of words. Now, online news stories are shorter and many readers get bored if articles have too many words. The way we read is very different now, **F**_____. People will use their screens to search and look at information on the internet now, but in just a few years' time, screens will probably be different. Like in the film Iron Man 2, we might just move our head and arms to find things on a screen in the air!

- 1) compared to the past
- 2) spend more time on the internet
- 3) like Facebook and Twitter
- 4) we can only see for a short time
- 5) and prefer talking in messages
- 6) it also makes the world feel smaller
- 7) that we often see photos of people

A	B	C	D	E	F

Task 3.

Read the text and do tasks 3-9. For each question choose the answer (A-D) which you think fits best. Fill in the table below with corresponding letters. Transfer your answers to the answer sheet.

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 completely 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 issued 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 programs.

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 and also 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 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!’

3. 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.

4. What does the writer say about the origins of Esperanto?
 - A) it is mainly based on many well-known languages.
 - B) it is deeply connected with Greek and Latin.
 - C) it is a totally new language, absolutely different from existing ones.
 - D) it is an old language that was forgotten.

5. 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 an international language.

6. Why was Esperanto difficult to learn?
 - A) There were no speakers.
 - B) There were no places to learn.
 - C) Nobody was interested.
 - D) The books were bad.

7. 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 think it will bring new chances.

8. How many languages can Vito's mother speak?
 - A) two
 - B) three
 - C) four
 - D) five

9. Where does Zito meet other Esperanto speakers?
 - A) on the internet
 - B) in his own country
 - C) through his family
 - D) at meetings

3	4	5	6	7	8	9

Section 2

GRAMMAR AND VOCABULARY

Task 4.

*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. **Transfer your answers to the answer sheet.***

How can I persuade my mum I should follow my dream?

- | | | |
|-----------|--|---------|
| 10 | While many schools and parents _____ to reduce the number of hours young people spend on playing games, teachers in Nordahl Grieg School in Bergen are making video games a central part of their lessons. | TRY |
| 11 | And we're not only talking about educational ones that _____ to teach something but aren't much fun. Bestselling games created just for fun are also used in class. | DESIGN |
| 12 | Students use the puzzle game <i>Portal</i> in physics to try experiments that would be too dangerous in the real world. Seeing the results makes the topic _____ to understand. | EASY |
| 13 | In <i>Civilization</i> , which _____ in social science classes, students focus on world politics. | USE |
| 14 | It also _____ memorable experiences of being in the shoes of people with very different opinions and aims. | PROVIDE |
| 15 | Aleksander Husøy, who is a teacher at the school, thinks this is just the start. 'I truly believe that within a few years we _____ a huge explosion in the use of games in education,' he says. | SEE |
| 16 | Students also say that playing video games allows them to be _____ than before. | FOCUS |

10	11	12	13	14	15	16

Task 5.

*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. **Transfer your answers to the answer sheet.***

Too easy!

- | | | |
|-----------|---|----------|
| 17 | My sister Clara was always getting into trouble when she was younger. She could never sit still at school and she was always talking in class. Her teacher, Mr Franks, thought she was a ____ girl so my mum had to go to the school several times to talk about her behaviour. | OBEDIENT |
| 18 | Clara behaved well at home so mum was _____ to find out what was going on. In the first meeting, the teacher explained that Clara hardly ever paid attention to his instructions. and that it was becoming impossible to control her. | ANXIETY |

- 19 He also said that it was becoming _____ to control her. I think this surprised my mum because Clara had never been like this with her. She had always been a curious girl who was interested in the world around her. At home, you could always have a good conversation with her. POSSIBLE
- 20 For the next few weeks, my mum and Mr Franks paid special attention to Clara's behaviour and they soon realised that she was getting bored at school. Clara was good at Maths and reading, and the things she was studying at school were too easy for her. She would often finish exercises before her classmates and she would become _____ waiting for the others to finish. PATIENCE
- 21 At first, my mum thought the _____ solution would be to give her more work to do. However, Clara found it difficult to work alone and Mr Franks couldn't spend all his time with her because the other children needed his help as well. LOGIC
- 22 In the end, they took the decision to move her into the next year at school and things changed immediately. Clara became much more interested and her new teacher said she was a very _____ student to have in class. PLEASURE

17	18	19	20	21	22

Task 6.

*For questions 23-29 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. **Transfer your answers to the answer sheet.***

The Iberian lynx: is the world's most endangered cat coming back?

The Iberian lynx (*Lynx pardinus*) is a wild cat species endemic to the Iberian Peninsula in southwestern Europe. The Worldwide Fund for Nature, which helps save endangered species through conservation, has reported that numbers of the Iberian lynx are **23**_____. In 2002, there were fewer than 100 left in the wild, but a 2015 count showed over 400 living in the forests of Spain and Portugal.

Several organisations have done their bit to stop the cat from completely **24**_____. Since 2014, around 50 lynxes have been re-introduced to certain areas of Spain and Portugal. These animals come from a conservation programme which breeds animals in a centre. When they're old enough, they can go back into their **25**_____ habitat of the forest.

However, conservationists want to **26**_____ the message across that there is still work to do. Humans have had a big **27**_____ on the places where lynx live, and rabbits, which they eat, are disappearing because of disease. Governments with **28**_____ over such land have been asked to make **29**_____ rabbit populations recover, so that the Iberian lynx populations continue to grow.

- 23** a) raising b) increasing c) adding d) gaining

- 24** a) dying out b) cutting down c) killing off d) chopping down
25 a) common b) existing c) standard d) natural
26 a) send b) get c) come d) give
27 a) strike b) hit c) result d) impact
28 a) authority b) command c) right d) ability
29 a) definite b) positive c) sure d) clear

23	24	25	26	27	28	29