

English Entrance Test

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. It all came crashing down | 5. The stock market trap |
| 2. Trouble brewing | 6. Growing hungry |
| 3. Tales from the Dust Bowl | 7. Ineffective government |
| 4. The ripple effect | 8. From bad to worse |

- A.** In 1928, wealth and prosperity were on the rise in the USA. On the surface, the United States' future looked bright. But many factors would soon lead to the crash of the US economy. Unemployment was becoming a problem. Farmers had exported many of their products to Europe during World War I. This had provided them with extra profit. But after the war, Europe no longer needed US goods. Prices on farm products began to drop. Between 1920 and 1921, prices fell by 40 percent.
- B.** The stock market crash in 1929 exposed the financial issues of the United States. Buying and selling on the stock market increased during the 1920s. Large companies began selling shares in their businesses. Shareholders could profit from their investment either by bidding on a successful company, or by buying stock and selling it for more than the purchase price. Soon investors stopped worrying about whether a company's long-term prospects. They only cared about the current stock price.
- C.** Investors were the first to suffer from the stock market crash. But the effects slowly trickled down to other Americans. Businesses laid off workers, cut back on production, reduced wages, and cut the prices they charged for their goods. Even with lower prices, Americans could not afford to buy as much as before. Banks were short on cash and could not give the people their money back. People no longer trusted banks, which caused many banks to close.
- D.** During the 1920s, most people did not really understand how the stock market operated, especially the risks involved. A few dishonest investors made a deal to sell stocks to each other at high prices. This drove up the price of some stocks, making it more expensive for new investors. The dishonest investors would then sell their stocks for a profit. This way, the value of the stock decreased which made people sell their stocks quickly. This created panic among investors, which led to the Black Tuesday crash.
- E.** By 1932, the United States was in the throes of the Great Depression. As predicted, many factories closed due to the shattered economy. Unemployment went up from 8.7 percent in 1930 to 23.6 percent by 1932. The loss of jobs and wages led many Americans to become frugal. They only bought the essentials which further drove the industry into the ground. A lot of people could no longer pay off their debts, so their possessions were taken away. Some families ended up losing their homes.
- F.** As the number of broke and homeless people grew, crime rates went through the roof, ranging from petty crime to bank heists. Yet, some people simply couldn't afford to feed themselves and their families. They found solace in soup kitchens that served basic meals for free. People waited in line for hours to get a bowl of soup and some bread.
- G.** Herbert Hoover was the first president of the Great Depression. He refused to meddle in the economic situation, worried that government help could destroy the United States' strong spirit.

Hoover was convinced that the Great Depression would eventually fix itself. His passivity angered many Americans who previously had faith in Hoover's economic prowess. They gave him credit for the prosperous 1920s. But when the Depression hit, Americans blamed Hoover.

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.***

Life during the Revolutionary War

By the end of the 18th century, many American colonies had large farms to produce their own products. Southern colonies, such as Virginia, produced bountiful crops of tobacco. Thousands of slaves worked on tobacco plantations. Slaves were taken from their homes in Africa and **A**_____.

Houses in the northern colonies, such as Massachusetts and Connecticut, **B** _____. The houses had low ceilings and small windows. Northern houses often had a fireplace in the middle of the house so several rooms could be heated at once.

In southern colonies, such as Georgia and the Carolinas, ceilings were high and windows were large which **C** _____.

Chimney stacks were on the outside walls of houses. Unlike in the North, kitchens were often built in separate buildings which **D** _____. Slaves in the South lived in slaves' quarters on the plantations. These quarters were several small wooden shacks built near the main house. Dirt floors and small windows were common. Some shacks did not have any windows.

Thousands of Native Americans lived in the United States long before colonists arrived. They used their surroundings to survive. Different Native American groups had different kinds of homes. Some lived in long houses **E** _____. Many Native Americans in the southern colonies lived in small houses surrounded by bean and cornfields. Another tribe built four long buildings in a square surrounding a center field area.

By the Revolutionary War, many colonists spent less time directly producing food and clothing. As the population grew, colonists **F** _____. A barrel-maker no longer needed to make his own cloth or grow all of his own food too. Instead, he sold his barrels and used that money to buy goods from other merchants or farmers.

- 1) kept the heat of cooking out of the main house
- 2) were built to keep the heat inside throughout the cold winters
- 3) began to specialize their skills
- 4) helped keep the houses cool during the long, hot summers
- 5) depended on what they could afford
- 6) with shared cooking and sleeping areas
- 7) brought to the colonies to work

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.***

The Buy Nothing movement

Social media, magazines and shop windows bombard people daily with things to buy, and British consumers are buying more clothes and shoes than ever before. Online shopping means it is easy for customers to buy without thinking, while major brands offer such cheap clothes that they can be treated like disposable items – worn two or three times and then thrown away.

In Britain, the average person spends more than £1,000 on new clothes a year, which is around four per cent of their income. That might not sound like much, but that figure hides two far more worrying trends for society and for the environment. First, a lot of that consumer spending is via credit cards. British people currently owe approximately £670 per adult to credit card companies. That's 66 per cent of the average wardrobe budget. Also, not only are people spending money they don't have, they're using it to buy things they don't need. Britain throws away 300,000 tons of clothing a year, most of which goes into landfill sites.

People might not realize they are part of the disposable clothing problem because they donate their unwanted clothes to charities. But charity shops can't sell all those unwanted clothes. 'Fast fashion' goes out of fashion as quickly as it came in and is often too poor quality to recycle; people don't want to buy it second-hand. Huge quantities end up being thrown away, causing even more environmental problems.

However, a different trend is springing up in opposition to consumerism – the 'buy nothing' trend. The idea originated in Canada in the early 1990s and then moved to the US, where it became a rejection of the overspending and overconsumption of sale days like Black Friday. On Buy Nothing Day people organize various types of protests and cut up their credit cards. Throughout the year, Buy Nothing Groups organize the exchange and repair of items they already own.

The trend has now reached influencers on social media who share posts of clothing and make-up that they recommend for people to buy. Some YouTube stars now encourage their viewers not to buy anything at all for periods as long as a year. Two friends in Canada spent a year working towards buying only food. For the first three months they learned how to live without buying electrical goods, clothes or things for the house. For the next stage, they gave up services, for example, eating out or buying petrol. In one year, they'd saved \$55,000.

3. According to the article, the downside of cheap clothing is that...

- A) the items are poorly made
- B) the designs are unattractive
- C) the materials might cause allergies
- D) the items can be discarded quite easily

4. An ordinary British citizens spends ... of their annual income on clothing.

- A) less than a tenth
- B) a quarter
- C) half
- D) over half

5. Most of the money spent on clothes...
 A) comes from savings
 B) is borrowed from friends
 C) is loaned by banks
 D) comes out of the family budget
6. Unwanted clothes...
 A) go into recycling
 B) are handed down to relatives
 C) are exchanged for newer models
 D) end up in second-hand stores
7. The idea to reject shopping came from...
 A) the USA
 B) Canada
 C) the UK
 D) France
8. The Buy Nothing movement is active...
 A) on major holidays
 B) during major sales
 C) during the summer
 D) all year round
9. YouTubers use the Buy Nothing movement to...
 A) promote their products
 B) encourage people to quit shopping
 C) boycott major retailers
 D) boost recycling

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.***

Life on American plantations

10 Large southern plantations were similar to small towns. The people _____ there did everything for themselves.

LIVE

- 11 Luxuries came from Great Britain and other countries, but daily necessities _____ right on the plantation. MAKE
- 12 Slaves provided the labor for almost every job _____ on a plantation. DO
- 13 Slaves had no freedom and _____ from their families. They could be sold to another owner at any time. House slaves were servants in the homes. SEPARATE
- 14 But slaves also learned to do more _____ jobs, such as blacksmithing, barrel making, and weaving. A plantation could not function without the slaves. SKILL
- 15 Most women did not officially work but they did many of the same jobs as men, _____ as helpers. Farm women could do almost everything their husbands did. SERVE
- 16 When their husbands left the farms to join the army during the war, the women took over running the farms. _____. women had the responsibility of running large households. These households had many servants or slaves to supervise. WEALTHY

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.***

Surviving the Great Depression

- 17 In the months following President Roosevelt's _____, problems with the banking industry grew. More and more banks were closing. People hurried to banks to withdraw all of their cash. This made the banking crisis worse. ELECT
- 18 Despite Roosevelt's efforts, for most of the 1930s there was only slight _____ in the economy. The new programs put many people back to work. But daily life was still tough. PROVE
- 19 Americans were _____ to reuse, mend, and make do with items they had. Having little money to spend meant Americans learned to make what they needed on their own. COURAGE
- 20 People made their groceries go further by inventing recipes that did not use butter or eggs. Powdered milk, dried beans, and potatoes EXPENSE

were common in many households. These items were _____ and easier to find.

- 21** The Works Progress Administration put many people to work building parks, hospitals, roads, and public buildings. But it also funded cultural projects involving art, music, writing, and theater. Young artists taught art classes and helped set up _____ art centers. **COMMUNE**
- 22** President Roosevelt tried to put people back to work with his New Deal programs. But by 1938, approximately 20 percent of the population was still _____. By 1938, many Americans turned against the New Deal because it had failed to quickly bring recovery. **EMPLOY**

17	18	19	20	21	22

Task 6.

*For questions 34-40 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.***

Different lands, different jobs

In colonial America, jobs **23**_____ by colony. Shipbuilding and whaling were important in the New England colonies. In the Middle Colonies corn and wheat grew well. Rivers **24**_____ power for mills to grind grain. The land was rich with iron, creating jobs for miners. Farming continued to be an important **25**_____ throughout the colonies.

The Southern Colonies were known for their plantations. Plantations were large farms that used slave labor to produce **26**_____ to sell. Tobacco made some colonists especially rich. The wealthiest colonists owned plantations **27**_____ thousands of acres. Warehouses, slave quarters, and chapels were built alongside the mansions. As in the Middle Colonies, Native Americans were often **28**_____ their land so that settlers could build their plantations.

Colonist leader John Rolfe recognized the importance of growing tobacco. By 1630, Jamestown was exporting more than 1 million pounds of tobacco to countries in Europe every year. Indentured servants and slaves were used in the tobacco fields, providing cheap or free forced labor. Since they did not have to pay their workers much, tobacco planters made more money. Tobacco farmers grew rich and many in the colonies **29**_____.

- | | | | | |
|-----------|---------------|----------------|----------------|---------------|
| 23 | A) verified | B) varied | C) ventured | D) vaporized |
| 24 | A) protected | B) prompted | C) preserved | D) provided |
| 25 | A) occupation | B) application | C) habitation | D) possession |
| 26 | A) batches | B) assortments | C) collections | D) crops |
| 27 | A) lasting | B) bridging | C) Spanning | D) revolving |
| 28 | A) forced off | B) forced out | C) forced upon | D) forced by |
| 29 | A) proposed | B) propelled | C) prospered | D) projected |

23	24	25	26	27	28	29