

English Entrance Test

Duration - 90 minutes

Variant 1

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

1. Career prospects
2. Impact on local tribes
3. Unsolved mystery
4. Pursuit of freedom

5. Dangerous voyage
6. Harsh healing methods
7. Seeking shelter
8. Educating future generations

- A.** In 1584, the first English colonists tried to settle on Roanoke Island, which offered bountiful land and resources. But tensions with the local Native Americans and lack of supplies forced the settlers to leave. The English tried to settle Roanoke again in 1587. However, the second expedition to Roanoke Island met with a strange end. When a ship bringing provisions returned to the colony in 1590, the settlement was deserted. To this day, no one knows for sure what happened to the Lost Colony.
- B.** The trip across the Atlantic Ocean lasted between one and six months, depending on weather conditions and the sailing experience of the crew. There were no private cabins for the colonists. They slept on the floor. Dinner was salted beef and a dry biscuit, and drinking water got contaminated. It was too dangerous to have a fire on the ship for heat, so colonists endured cold nights. Illness was common and killed many passengers.
- C.** Some Europeans travelled to the New World to get a chance to practice their religion freely. English kings had the authority to determine what religion their subjects would practice. Those who didn't follow the king's religion could be punished harshly. In September 1620, 102 English men, women, and children sailed to the New World on the Mayflower for 66 days. They had separated from the Church of England to practice their own religion.
- D.** The first colonists used to construct their homes inside palisades. Those were used as wooden fences built for protecting their colonies. Temporary houses were built out of sticks and brush. Eventually, colonists cleared land to make way for permanent homes. The abundant trees of New England were a great resource. Colonists built sawmills that could turn logs into usable planks of lumber. To acquire large areas of land, settlers often simply took land from the Native Americans who were already living there.
- E.** At first, colonists concentrated solely on survival. As they began to secure food, supplies, and shelter, colonists expanded their interests into creating new jobs. Some jobs were in demand all over the country. A miller was needed to make flour for bread. Blacksmiths smelted iron to create farming tools and weapons. Women also had important jobs, including raising children and overseeing their education. They grew, gathered, and preserved most of the food.
- F.** All children in the colonies received some form of instruction. However, the style of instruction differed by region and background. Many colonists, such as the Puritans, thought

it was important to read the Bible. Some women taught local children while tending to chores in their homes. These schools were called dame schools. Schooling in the Middle Colonies was mostly left to families until the 1680s when a Pennsylvania law required that all children be taught to read and write.

- G.** In colonial times, people had no concept of germs and disease. They believed the body contained different humours, or fluids. When a person had an illness, it was believed these humours were unbalanced. A common cure for many illnesses was bleeding or letting out large amounts of a person's blood. People thought that this would remove whatever was making the patient ill. Leeches were sometimes placed on a patient to suck out the blood in a process called leeching.

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. / 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.

Growing up bilingual

Raising bilingual children takes planning, effort, and dedication, **A**_____. There are (at least) three reasons why this is so. First, in the United States, monolingualism is considered the norm, **B**_____. Second, English is a high-status, high-prestige language. For children in the United States (and beyond), this means it's the language associated with nearly everything fun and cool. And third, wherever they live, children—even very young ones—are aware of the status encoded in language.

This means they pick up very quickly on who speaks which language when (and for instance, that most of the other big boys that they admire in the sandbox speak English, not Korean or Portuguese). Taken together, this means that bilingual parents are swimming against a very powerful monolingual riptide.

In order to be successful in raising bilingual children, parents need to be prepared with the best and most current research findings on second language learning **C**_____. Monolingual parents face many of the same challenges as bilingual parents, but with the added burden of not being able to use the second language fluently themselves with their children. However, for families like these, in many ways, things have never looked better. There are now literally thousands of opportunities **D**_____.

Bilingualism is increasingly seen as a highly desirable asset. And as a result, there are now more resources than ever, **E**_____. However, making sense of these opportunities and separating the good from the useless is not easy. Parents must pick and choose wisely among programs, activities, and materials. Not all the resources are of similar quality: some are fantastic and lay a solid foundation for successful language learning, **F**_____. However, with the right foundation of knowledge, any parent can raise a child who knows more than one language, even if that parent is monolingual.

1) and hundreds of ways for children to learn second languages in the United States

- 2) as well as many effective and fun tips and tricks based on this research
- 3) and monolingual parents bring up monolingual children.
- 4) even for parents who are bilingual themselves
- 5) and others are slickly marketed but impractical wastes of time
- 6) ranging from classes to bilingual toys like Dora the Explorer to the iPod
- 7) and child rearing in one language is seen as the most typical

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. / Прочитайте текст и выполните задания 3-9. В каждом задании обведите букву A-D, соответствующую выбранному вами варианту ответа. Запишите свои ответы в таблицу.

The Beginning of Architecture

Compared to other human activities, architecture is a young art that had its beginnings only 10,000 years ago when men and women, having discovered agriculture and husbandry, were able to give up roaming the surface of the earth in search of food. Until then they had been exposed to the weather, precariously protected by tents of animal skins.

All of this changed when people became sedentary. Tents were supplanted by more substantial abodes. Numerous huts sprang up in fertile areas; villages grew.

The clustering of huts created the need for larger huts where village issues could be discussed. These larger structures served both as town halls and churches, since spiritual needs have always gone hand in hand with the material ones.

The last ten thousand years spanned more than 300 generations, but we who have witnessed the incredible changes brought to our cultures by the industrial revolution may feel that architecture has not changed much, at least over the last 6 years. This constancy in the built environment should not surprise us, if we realize that architecture satisfies basic physiological needs, which have not changed since Homo sapiens appeared about 3 million years ago. We eat the same kinds of food as our prehistoric ancestors, and we cook food much as they did. We sleep on horizontal surfaces (though surely softer today than then), we protect ourselves from the weather, and we procreate in the only way we can. Architecture is the most conservative of the human arts because it caters to these unchanging needs of man.

Changes in architecture have been motivated by the conglomeration of people. The city is a friend to architecture. Whether we gathered first in villages, and then towns and cities, to better defend ourselves from enemies, or whether the exchange of trades and crafts required the proximity of first hundreds, and eventually millions, it was the city that led us to erect taller buildings and to enclose larger spaces.

Science and technology are motivated to satisfy genuine human needs. If architecture has never changed much in its functional aspects, it has undergone a fantastic technical revolution. The needs of the city will be satisfied, and technology, spurred by the discoveries and inventions of the industrial and scientific revolutions, has come to help.

The separation of art and technology is both unnecessary and incorrect. Instead, it is essential to understand that technology is often a necessary component of art and that art helps technology to serve man better.

3. Architecture is a relatively young art form in comparison to...

- A) technology
- B) science
- C) human affairs
- D) other art forms

4. According to the article, 10,000 years ago humans learned to remain in one place because...

- A) they found stable employment
- B) bountiful lands were discovered
- C) they figured out how to grow crops
- D) they found protection from enemies

5. Bigger buildings were being used for...

- A) government meetings
- B) religious gatherings
- C) social interactions
- D) all of the above

6. To our minds, architecture has remained fairly unchanged over the centuries due to...

- A) a lack of imagination
- B) a lack of variety in physiological needs
- C) a lack of resources
- D) government restrictions

7. The only major change in human activity in the past 3 million years has been...

- A) the bedding materials
- B) the way that humans consume food
- C) the style of cooking
- D) the need for shelter

8. The changes in architecture are usually brought on by...

- A) the changing environment
- B) the surrounding vegetation
- C) financial reasons
- D) the needs of people

9. The author claims that architecture is ... by science and technology.

- A) improved
- B) unaffected
- C) deterred
- D) destroyed

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. / Прочитайте приведённый ниже текст. Измените форму слов, написанных заглавными буквами, в конце каждой строки, чтобы заполнить пропуски. Занесите свои ответы в таблицу.

The roots of the Revolutionary War

- 10** If you lived in Massachusetts during the Revolutionary War (1775-1783), you might _____ Paul Revere heading north on his horse. SEE
- 11** To this day, Revere _____ for his ride to warn of British troops. KNOW
- 12** European settlers _____ in North America for more than 150 years by the time Revere made his famous ride. LIVE
- 13** Revere borrowed a horse and rode to _____ town of Lexington. NEAR
- 14** He warned military leaders that British troops _____ toward their towns. The American military leaders prepared to fight the British troops. MARCH
- 15** American colonists who remained loyal to Great Britain made a difficult decision and suffered for that choice. _____ Loyalists, they were often targeted by other colonists as enemies.. CALL
- 16** Loyalists had their houses burned down by Patriots for _____ the war. Patriots were colonists who supported the Revolutionary War. NOT SUPPORT

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. / Прочитайте приведённый ниже текст. Измените форму слов, написанных заглавными буквами, в конце каждой строки, чтобы заполнить пропуски. Занесите свои ответы в таблицу.

Memes and Internet culture

- 17** Here's a fascinating fact: every person has their own vision of life. We all interpret things differently. A common word, like "home", can mean vastly different things to different people. For some, it's a geographical location, for others, a spiritual notion. It's not just that people disagree: after all, you and I _____ also disagree about where "home" is, and this doesn't lead to arguments. PRESUME
- 18** But home is _____ personal—to claim otherwise would be like complaining that your "here" is my "there." Cities, landmarks, regions—those are personal and also cultural. NATURE
- 19** How we talk about them is a sign of where we belong. When it comes to the internet, the question of what truly belongs inside Internet Culture gets people just as _____ as the question of which city is The City. PASSION
- 20** I have, because I'm fun at parties, verified this through an extensive personal _____. When we write online, we don't do so in a vacuum. We remix. INVESTIGATE
- 21** We foster shared cultural references. We draw lines between insiders who get our various _____ and outsiders who don't. But one thing we know, if we spend more than a minute discussing internet culture, is that it somehow involves a thing called memes. REFER
- 22** The _____ of "meme" to the internet definition we're familiar with today was directly related to the question of what should and shouldn't be a part of internet culture. EXTEND

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. / Прочитайте текст с пропусками, обозначенными номерами 23–29. Эти номера соответствуют заданиям 23–29, в которых представлены возможные варианты ответов. Запишите свои ответы в таблицу.

The road to independence

By 1763, Great Britain ruled the 13 colonies on the eastern coast of North America. They obtained new colonies through **23**_____ and trade with other colonial powers such as Spain and the Netherlands. The colonies stretched from present-day Maine to Georgia. Great Britain also had colonies in the Caribbean. By 1775, the colonists were more than 2 million strong. They had **24**_____ while Native Americans had been killed off by war and disease.

The British government paid to protect its colonies. Great Britain **25**_____ the weapons and soldiers fought wars in the colonies. They helped the colonists fight against Native Americans and against other European powers such as the French. These conflicts were very **26**_____. The British government raised **27**_____ on the colonists to provide for the soldiers. This angered some colonists. They felt such measures were unfair.

Leaders from the colonies met to decide what to do. At first, most colonists only wanted the right to govern themselves as part of the British Empire. But Great Britain would not give in to colonists' **28**_____. Some colonists began **29**_____ of independence. The colonial way of life was about to change forever. The Revolutionary War was about to begin.

- | | | | | |
|-----------|---------------|-----------------|------------------|----------------|
| 23 | A) surrender | B) ascent | C) conquest | D) inquiry |
| 24 | A) thrived | B) thrilled | C) floundered | D) accumulated |
| 25 | A) surpassed | B) succeeded | C) supplied | D) supervised |
| 26 | A) extracting | B) expanding | C) expressive | D) expensive |
| 27 | A) salaries | B) taxes | C) payments | D) tickets |
| 28 | A) demands | B) propositions | C) negotiations | D) queries |
| 29 | A) wondering | B) dreaming | C) contemplating | D) planning |

23	24	25	26	27	28	29

Заполняется Приёмной комиссией. Пометки абитуриентов не допускаются!

Task 1

A	B	C	D	E	F	G

Task 2

A	B	C	D	E	F

Task 3

3	4	5	6	7	8	9

Task 4

10	11	12	13	14	15	16

Task 5

17	18	19	20	21	22

Task 6

23	24	25	26	27	28	29
Итого баллов						