

# English Entrance Test

Duration - 90 minutes

## Variant 2

### 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. Seeds of revolution
2. Colonial fashion
3. Life goes on
4. You have to start young

5. All in a day's work
6. Establishing independence
7. American-made fabrics
8. Colonial cuisine

- A. From 1607 to 1775, Great Britain claimed dominion over 13 colonies on the East Coast of the United States. Life in the colonies was never easy. Colonists were mainly concerned with survival: growing food, building homes, making clothing. But by the mid-1700s, colonial life was becoming easier. Colonists still had to work hard, but most people had food and a home. The 13 colonies were very different from one another. Each of the colonies had its own government. The colonies traded with one another but were not officially connected.
- B. In 1763, trouble began brewing between Great Britain and the colonies. Great Britain considered the 13 colonies to be a part of its Empire. King George III and British Parliament forced new taxes and trade restrictions on the colonies. In 1774 and 1775, a group of delegates met in Philadelphia, Pennsylvania for the First and Second Continental Congresses. Some delegates went to Great Britain to talk to Parliament and King George about removing some of the restricting laws. But in the meantime, the delegates also ordered US general George Washington to build an army.
- C. When Great Britain did not change the laws, the colonists rebelled against King George who did not let them go without a fight. The Revolutionary War lasted for seven years. However, regular life did not stop during the war. Even as battles were fought, most children still learned to read and write, while their parents worked and went to church on Sunday. Much of colonists' everyday lives during the Revolutionary War depended on where they lived. Houses were especially different across the colonies.
- D. As important as houses were to the colonists, they spent most of their time finding or producing food. British settlers liked beef. Many cows were herded in the colonies by 1776. Any colonists living along a body of water ate fish often. New Englanders also traded salted codfish. Many vegetables grew in North America that the colonists had not eaten in their former homes. Some of these included pumpkins, green peppers, corn, and sweet potatoes.
- E. The type of clothing the colonists wore depended on their social class. Wealthy colonists used their clothing to let others know how successful they were. They often wore many layers of expensive cloth. Working class people wore clothing suited to their job. They wore fewer layers. Their clothing was usually made of homespun cloth. This was a coarse fabric woven from wool and flax.
- F. The first American colonists were farmers who grew their own food and made everything else

they needed to live. As the years went by, farmers began to branch out. Many farmers had other businesses. They often learned a new skill that was needed in their community. A farmer who learned carpentry when helping his neighbors build their houses could become a full-time builder. His carpentry skills became more important to the community than what he could produce as a farmer.

- G.** Early Americans never had enough workers. The apprentice system helped fill that gap. Young boys were apprenticed to a craftsman who owned a shop or business. Boys were usually between 12 and 14 years old when their families sent them to live with a man who taught them his trade in exchange for their unskilled labor. Apprentices did not have an easy life. They sometimes had to work in a trade they did not like.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>

### **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.*

### **Europeans come to America**

In 1492, Italian explorer Christopher Columbus had discovered a new world. At least, that's what he thought. He had spent five weeks sailing from Spain across the Atlantic Ocean. His crew grew restless, afraid that they would never make landfall. But then the crew started to see birds flying and vegetation floating in the water. These were signs **A** \_\_\_\_\_. Columbus's ships landed in modern-day Haiti in the Caribbean Sea on October 12.

The world he found was new only to Europeans. Native people had inhabited these lands for centuries. They had their own beliefs and customs **B** \_\_\_\_\_. These differences - and the European desire for land - would eventually lead to conflicts and in some cases war.

Columbus's arrival in 1492 laid the groundwork for the period known as Colonial America. European powers including England, Spain, and France established colonies in what would one day become the United States of America. European colonists **C** \_\_\_\_\_. More Native Americans died from violence and disease. Settlers continued to pour across the Atlantic.

Many people came to the New World for a better life. Others came because they had no choice. Europe's economies were struggling. Finding work was difficult, and people **D** \_\_\_\_\_. English trading companies, such as the Virginia Company, found a solution. They offered employment and land to those willing to develop new colonies in different parts of the world.

Those who wanted to come to the New World but couldn't afford the trip often came as indentured servants. In the colonies they often helped clear land, farm, or build homes. After they had paid back what they owed through their work, they **E** \_\_\_\_\_.

Not everyone who came to the New World came by choice. Some criminals were sent to the new settlements overseas. Other people were brought by force as slaves. Most of these people **F**

\_\_\_\_\_. In the brutal system of slavery, African slaves were considered the property of those who purchased them. They were forced to work on farms or plantations..

- 1) pushed many Native Americans off the land
- 2) that land was nearby
- 3) were taken from their homes in Africa and placed on ships
- 4) were able to work for money
- 5) that were unfamiliar to the Europeans
- 6) had been killed off by mistreatment and disease
- 7) were unable to buy land in Europe

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. Занесите свои ответы в таблицу.*

### In Crops We Trust

Svalbard, located about 1,000 km off the North Pole, is one of the most remote places on Earth. Thus, it's not surprising that this site has been chosen to safeguard the vault that will keep a priceless component of our common heritage – the seeds of our staple crops. Here, seeds from the world's most vital food crops will be locked away for hundreds or even thousands of years. If something goes wrong in the world, the vault will provide the means to restore farming. We, or our descendants, will not have to retread thousands of years of agriculture from scratch.

Deep in the vault at the end of a long tunnel, are three storage vaults which are lined with insulated panels to help maintain the cold temperatures. The seeds are placed in sealed boxes and stored on shelves in the vaults. The minimal moisture level and low temperature ensure low metabolic activity. The remote location, as well as the rugged structure, provide unparalleled security for the world's agricultural heritage.

Seeds are being brought here from all over the world, from seed banks created by governments, universities and private institutions. Soon, there will be seed varieties from at least 100 crops in the Svalbard vault – extending to examples of all of the 1.5 million known crop seed varieties in the world. If any more are unearthed either in the wild or found in obscure collections, they can be added, too – the vault has room for at least 4.5 million samples. Inside the entrance area it is more than 10C below freezing, but in the chambers where the seeds are kept, refrigerators push down the temperature even further, to -18C. At this temperature, which will be kept constant to stop the seeds germinating or rotting, the wheat seeds will remain viable for an estimated 1,700 years.

Svalbard's Arctic conditions will keep the seeds cold. In order to maintain the temperature at a constant -10C to -20C, the cold Arctic air will be drawn into the vault during the winter, automatically and without human intervention. The surrounding rock will maintain the temperature requirements during the extremely cold season and, during warmer periods, refrigeration equipment will engage. Svalbard will disburse samples 'only if all the other seeds in other collections around the world are gone'. If seeds do have to be given out, those who receive them are expected to germinate them and generate new samples as soon as possible, to be returned to the vault.

**3.** Svalbard has been selected as the global crop storage due to its...

- A) favourable climate
- B) vast size
- C) geographical location
- D) advanced infrastructure

**4.** Svalbard could help restore the original crops by...

- A) housing enormous fields of plants and trees
- B) storing enough water for a massive regrowth of vegetation
- C) being the world's largest greenhouse
- D) storing all the seeds known to man

**5.** The temperature inside the vault is maintained by...

- A) air-conditioning
- B) encased panelling
- C) ice boxes
- D) radiators

**6.** Currently, Svalbard is home to...

- A) all the known seeds in the world
- B) a basic number of seeds
- C) an ever-growing collection of seeds
- D) only the most resilient seed

**7.** The temperature inside the vaults...

- A) remains the same all year round
- B) changes with the seasons
- C) varies according to types of seeds
- D) alternates to keep the germs out

**8.** Svalbard requires ... to monitor the conditions in the vaults.

- A) constant human presence on site
- B) constant remote supervision
- C) an occasional maintenance check-up
- D) no human interference whatsoever

**9.** If a need to give out Svalbard's treasures arises...

- A) the samples will have to be replenished instantly
- B) the seeds will be irreplaceable
- C) the integrity of the entire vault will be compromised
- D) other samples can take their place

<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>

## 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. Запишите свои ответы в таблицу.*

#### School days

- 10** Children learned reading, then writing, and then arithmetic in school. \_\_\_\_\_ to write came several years after reading. **LEARN**
- 11** Arithmetic \_\_\_\_\_ even later. It was not unusual for a five-year-old to learn to read but not learn to write until he or she was seven or eight years old. **STUDY**
- 12** Children who lived on farms miles from any village or town \_\_\_\_\_ to read by their parents. Many children who lived in villages or towns went to dame schools. **TEACH**
- 13** A village woman was paid a small fee for \_\_\_\_\_ children to read in the kitchen. She tended to her own family and performed other chores in the process. **INSTRUCT**
- 14** Children could read before they learned how to write. Penmanship was very important. On top of that, more girls between the ages of six and eight \_\_\_\_\_ to learn to read and write. **ALLOW**
- 15** Many Americans believed that, in the future, an education \_\_\_\_\_ the United States become a strong nation. **HELP**
- 16** Citizens of the \_\_\_\_\_ formed United States needed to be informed so they could understand the new changes happening. **NEW**

<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>

#### 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. Запишите свои ответы в таблицу.*

### Downtime in Colonial America

- 17** \_\_\_\_\_ church services on Sunday was a social event. ATTEND
- 18** Colonists also attended other church activities, such as revivals and holiday \_\_\_\_\_. Church members helped each other when a family suffered a tragedy such as a house fire. CELEBRATE
- 19** Wives and older daughters of wealthy colonists held teas and other afternoon \_\_\_\_\_. During the Revolutionary War, some wealthy women met to help American soldiers. Some collected money and others met to spin yarn for clothing. GATHER
- 20** Slaves had very little time for fun. Their lives were hard. However, they did enjoy themselves with \_\_\_\_\_ music and dance. TRADITION
- 21** By the time of the Revolutionary War, most colonists could read. They took advantage of the increasing number of books available to them. Almost all books were about \_\_\_\_\_ subjects, such as farming. PRACTICE
- 22** Thousands of pamphlets, or small books, were published in the years before and during the Revolutionary War. Pamphlets were cheap print. The most famous pamphlet published was Thomas Paine's Common Sense. The pamphlet spelled out the reasons for the American \_\_\_\_\_ of independence from Great Britain. DECLARE

<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>

### 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. Занесите свои ответы в таблицу.*

### Impact on the native population

Of the approximately 12 million Native Americans who **23**\_\_\_\_\_ North America in 1500, only 600,000 remained by 1800. That means more than 90 percent of the native population died due to epidemic diseases such as smallpox, and because of **24**\_\_\_\_\_ with the European settlers. Diseases such as measles, influenza, cholera, and scarlet fever wiped out entire groups. Native populations had no defense against the entirely **25**\_\_\_\_\_ European diseases. Many Native American children starved to death when many adults were too stricken by illness to provide food. During and after the colonial period, Native Americans were forced off their ancestral lands into smaller and smaller **26**\_\_\_\_\_ while European settlers and their descendants expanded across the continent.

Native Americans in the Southeast were mostly farmers who lived in small villages and large towns. The Spanish **27**\_\_\_\_\_ Hernando de Soto came to present-day Florida in 1539. At first, the Native Americans welcomed de Soto. But he forced many Native Americans into slavery. The Native Americans fought back, but their numbers were quickly **28**\_\_\_\_\_ by conflict and disease. The Spanish sold many of the **29**\_\_\_\_\_ Native Americans into slavery and converted others to Christianity.

- |           |                    |                 |                 |                 |
|-----------|--------------------|-----------------|-----------------|-----------------|
| <b>23</b> | A) initiated       | B) inhabited    | C) invaded      | D) incorporated |
| <b>24</b> | A) warfare         | B) welfare      | C) airfare      | D) fanfare      |
| <b>25</b> | A) unfair          | B) unfathomable | C) unjust       | D) unfamiliar   |
| <b>26</b> | A) representations | B) restorations | C) reformations | D) reservations |
| <b>27</b> | A) aviator         | B) exhibitor    | C) explorer     | D) expatriate   |
| <b>28</b> | A) reduced         | B) reformed     | C) repelled     | D) restored     |
| <b>29</b> | A) succeeding      | B) surviving    | C) suspicious   | D) supportive   |

<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>

**Заполняется Приёмной комиссией. Пометки абитуриентов не допускаются!**

**Task 1**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>

**Task 2**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>

**Task 3**

<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>

**Task 4**

<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>

**Task 5**

<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>

**Task 6**

<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>
<b>Итого баллов</b>						