

English Entrance Test

Duration - 90 minutes / Продолжительность – 90 минут

Maximum score – 100 points / Максимальная оценка – 100 баллов

Variant 5 Section 1 READING

Task 1. (7 points / 7 баллов)

*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 Absolutely Credible Characters

2 The Value of Improvisation

3 Actors Feed off One Another

4 Acting and Improv Go Hand in Hand

5 Characters Inevitably Change

6 Do You Really Improve?

7 Horse Riding for Brave

Comedians!

8 A Lively Show Must Go On

- A.** Improv (from improvisation) training can be incredibly valuable for the would-be comedy actor. Improv doesn't necessarily help the actor with script analysis, or with producing emotion on the spot, but it does help in recognizing and reflecting the "given circumstances" of a scene, and with determining the "actions" of a character.
- B.** It can be argued that improv occurs all the time. It is outside the script, a way of providing context for the character, an exercise to loosen up the actor, to prepare him for the demands of the play "proper", whether it is feeling comfortable before the audience or learning how to enhance the sense of fun and pleasure that mark a good performance. Improv assists the actor as he prepares for his role in a comedy, from the very moment the actor is assigned his part and begins underlining it in his script.
- C.** In exploring the "craft" of comedy, improv can be used as something freestanding, a performance responsible only to itself, or as part of the rehearsal process and therefore in service of the play at hand. Underscoring the uses of improv techniques is our firm belief that the best actors, whether in comedy or tragedy, are the most playful actors, and by that we mean actors willing to take outrageous risks, eager to embrace bizarre, ridiculous, and nonsensical circumstances. This makes the audience believe in their performance 100 percent.
- D.** It is true that no two performances are exactly the same, just as no two audiences are — there is a different mood and hence a different reaction in the Saturday matinee audience from the audience who comes that evening. Improv makes you think on your feet. You will be able to adjust to these nuances. And what is more, you will be able to find new dimensions to your character, new ways and variations in enacting him over the course of a run.
- E.** The "paradox" of improv is that the more you do it, the less spontaneous it becomes, therefore it looks scripted and rehearsed. Do enough improv and you build up a bank account of lines, physical shtick (funny tricks), and responses. Work long enough with your company and you can often predict where they are going in the performance, or what they need from you.

- F.** Still, it is very much like riding a bucking wild horse: you are generally good for a minute or so, but the skill is in going longer — without falling off. You are taking risks and thereby trusting your imagination, but when creating and rehearsing your comic scripted character, you have to watch and listen very carefully to what your fellow actors do on stage as it affects what you do. Improv takes this notion to the extreme by teaching the absolute need to work with others, to support them, to give as well as take.
- G.** Improv highlights how to create a beginning-middle-end structure for the arc of the character as it progresses through various structural phases as well as an exposition (“who”/“what”/“when”/“where” of a scene), rising action/conflict, and the need for resolution. In details, performances vary from night to night, and so improv forces actors to abandon the ideal performance they thought they had developed in rehearsal in favor of dynamic events that are ostensibly happening right now for the first time.

A	B	C	D	E	F	G

Task 2. (12 points / 12 баллов)

Read the text carefully and complete the gaps A-F with the parts of sentences 9-15. There is one extra part. Fill in the table below. / Прочитайте текст и заполните пропуски A-F частями предложений, обозначенными цифрами 9–15. Одна из частей в списке 9–15 — лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.

My First Scuba Diving Experience

Scuba diving gives people an opportunity to be in the underwater world, to see the different colours and marine wildlife, even if it is just for a short period of time. It is so impressive **A**_____.

I’ve dreamt of scuba diving since I saw a documentary about the ocean and I immediately wanted to go underwater and see all those astonishing sea creatures myself, but **B** _____. However, last week my dream came true, and I went scuba diving for the first time.

My birthday gift turned out to be a scuba diving lesson. I was absolutely amazed! It wasn’t a solo lesson, **C** _____. They were all as excited as me. Thomas, the instructor, started by teaching us how to use the equipment, such as snorkel, and diving fins. At that moment, I was a bundle of nerves.

A lot of beginners start in the swimming pool, but we went straight into the sea. The boat took us to a place about fifteen minutes from the coast. There, we got into the water. It **D** _____ my body wasn’t. My heart was beating fast, and I suddenly felt cold. I took some deep breaths and tried to calm down.

We were shown some breathing exercises to start, then we went down into the water. We got down to about ten metres. I could only pay attention to my ears at first, **E** _____. I tried to get the water out of them and after a minute or two, they stopped hurting. I looked around. The sea was a beautiful shade – not the same as it looked from the boat at all. There were fish all around me. They were all different colours. I started to relax.

We spent around forty-five minutes in the sea before the instructor told us to swim slowly up to the surface so we could head back to the coast. I **F** _____, I wanted to stay there longer to enjoy the fascinating sea life but sadly the day had come to an end. If you ever get the chance to dive, you should take it.

- 9) was calm and warm, but
- 10) they were a real surprise
- 11) didn't want to return to land, though
- 12) didn't think it would be possible
- 13) that people do it over and over again
- 14) there were four other beginners with me
- 15) as they were in pain

A	B	C	D	E	F

Task 3. (21 points / 21 балл)

Read the text and do tasks 16-22. 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 16–22. В каждом задании обведите букву A-D, соответствующую выбранному вами варианту ответа. Запишите свои ответы в таблицу.

Dinosaurs at Magnets' Service

Since the first dinosaur fossils were uncovered in England during the 1820-1830s, and dubbed Dinosauria by the anatomist Richard Owen in 1841, for a long time they did not stand out among all the large and strange-looking ichthyosaurs and plesiosaurs. The change occurred in the end of the 19th century: a sensational series of new discoveries in the American West elicited enormous excitement. American dinosaurs struck observers as bigger and more imposing than their European counterparts. The local entrepreneurs spotted a fertile niche for the towering behemoths that wow visitors in the newly created large, corporately organized, and bureaucratically managed museums of natural history.

At precisely the same time of the dinosaur bones' sensational discovery, the U.S. was transforming into a global industrial powerhouse primarily due to the growing mineral exploration. The Rocky Mountain region, with the most bountiful mineral resources, came to be seen as a land of almost unlimited possibilities. Simultaneously, more and more people were moving to New York, Chicago, Philadelphia, and Pittsburgh. The railroad linked the city and the countryside into an increasingly dense network of supply and demand. Resources flowed in one direction and capital in the other. A class of wealthy merchants, bankers, and entrepreneurs grew, fueling the process of industrialisation.

The industrial elite were quick to embrace dinosaurs as the nation's iconic extinct creatures. Widely heralded as having been larger, fiercer, and more abundant than prehistoric animals from Europe, they meshed well with a conventional narrative that celebrated American exceptionalism. Their origin in the deep past ensured that dinosaurs would be associated with evolutionary theory, which was often invoked to explain social, cultural, and economic developments.

Along with an unprecedented economic growth the industrial might, however, produced frequent episodes of financial panic and economic depression. Working people were especially

hard-hit during these downturns. A sense of revolutionary uprising was in the air, leading to widespread moral panic among the social and financial elite, who feared that radical immigrants and labor leaders were spreading an anarchist message that could bring the industrial economy to its knees.

So, the elite's representatives became avid philanthropists, founding organizations designed to uplift, edify, and educate working people by exposing them to the highest achievements of modern civilization and demonstrate that capitalism could be altruistic as well as competitive — that it worked for the good of all in society, not just the wealthy few.

In addition to universities, libraries and art galleries, wealthy capitalists founded natural history museums. Of all the branches of natural history, dinosaur paleontology offered a particularly attractive target for philanthropic investment. Dinosaurs lent themselves to the building of spectacular displays that drew throngs of visitors to the museum, which was crucial to cementing the argument that industrial capitalism could produce genuine public goods in addition to profits.

Naturally enough, dinosaurs did not function as a straightforward image of constant progress. The mass extinction event that killed them off at the end of the Cretaceous period mirrored the era's widespread anxieties about degeneration and decline, and dinosaurs were often inserted into a cyclical narrative that characterized evolutionary development as a predictable series of fits and starts. The same evolutionary process was understood, in turn, to result in a familiar pattern of boom and bust that mirrored the emerging conception of what came to be called the business cycle.

16 . The difference between English and American dinosaurs was in

- A) their age.
- B) their size.
- C) their breed.
- D) the method of excavation.

17 . What characterised the industrialisation era in the U.S. was

- A) mining operations feeding the economic boom.
- B) people actively leaving rural areas.
- C) railway networks covering the country.
- D) wealthy people taking control of capital.

18. The U.S. elite believed that the discovery of dinosaurs on their land meant that

- A) the dinosaurs represented the superiority of the country.
- B) the U.S. was larger and more abundant than Europe.
- C) economic growth was possible in the deep past.
- D) the elite couldn't go without the national symbols.

19. Economic failures frightened the elite because

- A) they made social inequalities visible.
- B) immigrants wanted to return to their motherland.
- C) protests could disrupt the industry.
- D) they led to bankruptcy.

20. Charity for the elite was a tool to
 A) relieve dangerous social tension in the country.
 B) reduce illiteracy among hardworking people.
 C) guarantee that the wealth belonged to many.
 D) present capital as the source of common welfare.
21. By investing in natural history museums magnates
 A) found new sources of profits for themselves.
 B) got people to see real results of their social mission.
 C) were familiarising the whole society with dinosaurs.
 D) intensified paleontological research.
22. Mass extinction of dinosaurs was a symbol of
 A) inevitable concerns existing in any society.
 B) prosperity and decay being closely tied together.
 C) impermanence of any business model.
 D) the easily damaged human civilization.

16	17	18	19	20	21	22

Section 2

GRAMMAR AND VOCABULARY

Task 4. (14 points / 14 баллов)

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. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 1–7, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами.

World Chocolate Day

- | | | |
|----------|---|-----|
| 1 | Did you know that there's a World Chocolate Day? It takes place each year on 7 July. Chocolate was _____ used as a drink over 3,500 years ago in Central America. | ONE |
| 2 | It was very popular with the Maya and the Aztecs, who _____ cocoa beans with vanilla or chili peppers. | MIX |
| 3 | In fact, cocoa beans were so important to them that they _____ as money. | USE |

- 4 Cocoa was first grown in Ecuador, which was, for a long time, the world's number-one producer of cocoa beans. It is still one of the top ten producers of the beans, but nowadays _____ than 70 per cent of cocoa beans come from West Africa. MANY
- 5 Cocoa beans come from cocoa trees, that grow in tropical forests around the world. The beans come to life in colourful pods of red, yellow and purple. Inside the pods are the beans. Each tree _____ around 50 pods a year, and each pod can contain between 20 and 60 beans. GROW
- 6 It takes around 100 beans to make 100 grams of chocolate. The pods _____ by hand to protect the trees. PICK
- 7 The beans need to go through a number of different processes before they are ready _____ into chocolate. TURN

1	2	3	4	5	6	7

Task 5. (18 points / 18 баллов)

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. Преобразуйте слова, напечатанные заглавными буквами после номеров 8–13 так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

Do Countries Learn Economic Lessons?

- 8 From 1926 to 1929, the attention of the world was _____ focused upon the question of American prosperity. CHIEF
- 9 As in all the previous booms brought about by the _____ of credit, it was then believed that prosperity would last forever, and the warnings of the economists were condescendingly disregarded. EXPAND
- 10 The turn of the tide in 1929 and the subsequent severe economic crisis were not a surprise for economists; they had foreseen that, even if they had not been able to predict the exact date of their _____. OCCURE
- 11 The _____ thing in that situation was not the fact that we had just passed through a period of credit expansion that was rather naturally followed by a period of depression, but the way in which governments reacted to these circumstances. REMARK

- 12 Standard attempts were made, in the midst of the general fall of prices, EARN to maintain the same level of salaries thus defending against a dramatic drop in _____, sometimes fatal to many people.
- 13 They were also necessary to give an artificial stimulus to _____ life ECONOMY by public works schemes.

8	9	10	11	12	13

Task 6. (28 points / 28 баллов)

For questions 14-20 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 14–20. Эти номера соответствуют заданиям 14–20, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

Work Experience Abroad

If you are learning English and you want to get practical **14**_____ of the language, you should think about getting a job in an English-speaking country. It's a great way to learn English and **15**_____ some money too, which you can use to explore the country. There are several companies which will organise everything for you. They normally give you a brochure to **16**_____ through so you can decide what job you want to do. When you're doing this, it's important to pay attention to where the job is. Make sure you go somewhere interesting as you'll be there for some time. Once you've made your decision of **17**_____ you want to go, you should make some preparations. Start by working **18**_____ what you need to take with you. You'll need smart clothes for an office job, but if you'll be doing physical work, take something more suitable. It's common sense, really, but lots of people don't think of these things beforehand. Another thing you should think about is money. You'll need enough money to **19**_____ with any unexpected difficulties. You should also make sure that you have the correct currency for the country where you'll be staying. Watch the exchange **20**_____ so that you get the most for your money.

- | | | | | |
|-----------|-----------|----------|---------------|--------------|
| 14 | A) skill | B) level | C) experience | D) education |
| 15 | A) afford | B) earn | C) pay | D) waste |
| 16 | A) watch | B) see | C) stare | D) look |
| 17 | A) which | B) that | C) where | D) there |
| 18 | A) in | B) out | C) down | D) up |
| 19 | A) cope | B) face | C) manage | D) survive |
| 20 | A) cost | B) price | C) rate | D) value |

14	15	16	17	18	19	20