

## English Entrance Test

Duration - 90 minutes / Продолжительность – 90 минут

Maximum score – 100 points / Максимальная оценка – 100 баллов

Variant 6

### 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. Занесите свои ответы в таблицу.

- 1. Christianity Takes Hold**
- 2. A New Country and a New Nation**
- 3. After the Romans**
- 4. Vikings hunt for resources**

- 5. New Religion is Spreading**
- 6. Another Powerful Empire**
- 7. The Map of Europe is Drawn**
- 8. Vikings attack other territories**

- A.** The Dark Ages, or early medieval times, began with the collapse of the Roman Empire in the 5<sup>th</sup> century C.E.. In 285, the Romans had divided their empire in two: the western half would become Europe; the Eastern half would become the Byzantine Empire. In the west, Germanic tribes formed kingdoms on old Roman lands.
- B.** The Germanic tribes included the Angles, Jutes, and Saxons. Their kingdoms set up the borders for much of Europe, as we know it today. They travelled from what is now Denmark to Britain, which the Romans had left in 410. Here, they created a new people – the Anglo-Saxons, and eventually named their country England.
- C.** The Byzantine Empire in the east was in its most powerful state in 555. Its capital was Constantinople (now Istanbul in Turkey). The language and culture they practiced was mainly Greek.
- D.** Christianity had been the official religion of the Roman Empire since 313. Many of the Germanic tribes had dropped pagan worship to practice their own version of Christianity. The popes of Rome tried to spread Roman Catholicism throughout western Europe. In eastern Europe, they developed their own tradition of Catholic worship.
- E.** The people of the north became known as Vikings. They lived in Norway, Sweden, and northern Denmark. The Vikings lived in coastal communities surrounded by mountainous forests. They were skilled at shipbuilding and crafts, and traded with other groups. In the 700s, with resources scarce at home, the Vikings set off in their ships. Norwegians raided the north coast of England, Danes raided the south, and Swedes sailed deep into the river systems of northeastern Europe.
- F.** The Muslim prophet Muhammad had united Arabia by the time he died in 632. Under a series of leaders of Islamic states, Islam had conquered all of North Africa. Its Muslim people were known as Moors. In 711, the Moors invaded Hispania, conquered Visigoths, and brought Islam to the edge of Christian Europe.

G. During the 9<sup>th</sup> century, the Danes stopped raiding and joined forces with the Vikings from Sweden. They formed a large army and landed in England in 865. They were to conquer new lands. By 871, they had taken East Anglia and York, and threatened Wessex next. The following year, the Vikings, led by Guthrum, invaded Wessex.

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.*

**The Settlement of Virginia**

On December 20, 1606, a group of 105 English boys and men embarked on a voyage across the Atlantic Ocean. In April 1607, they spied land. As their fateful journey came to an end, **A** \_\_\_\_\_. Their expedition led to the founding of the first permanent English settlement in what was to become the United States of America.

For several weeks, **B** \_\_\_\_\_. They were looking for a suitable location for a settlement. On May 13, the group, led by Captain Christopher Newport, chose a location. Captain Newport named the settlement after the British King James I. The settlement was called alternately James Forte, James Towne, or James Cittie. Today, the settlement is known as Jamestown.

Once the site was selected, **C** \_\_\_\_\_, a storehouse, a church, and a few houses. Most of the men had no intention of remaining there for long. They were on a mission to look for gold and to develop new sources of wealth for the British crown. Some of them were devout Anglicans who sought to convert the Native people to Christianity.

Early on, a local tribal chief greeted the English. He welcomed the men generously because the newcomers had assured him that **D** \_\_\_\_\_. The chief offered to share the tribe's food and agreed to trade for goods. However, a more powerful chief, Chief Powhatan, lived a distance away, and he was not inclined toward welcoming the English. There were numerous clashes throughout the years, **E** \_\_\_\_\_.

In June 1607, Captain Newport departed for England, taking forty men and two ships loaded with timber. Those left behind were ill-prepared to survive in the wilderness. As few had taken to farming, the settlers had little food and were forced to rely on the native people's willingness to share theirs. By the time Captain Newport returned, there were only thirty-four people still alive. But the captain had brought supplies and more settlers, **F** \_\_\_\_\_, Margaret Forrest and Anne Burras, and with them, hope for success was renewed.

- 9) the men began construction of a fort
- 10) leading to deadly consequences
- 11) including Jamestown's first female settlers
- 12) world history would be changed forever
- 13) they would work without a break
- 14) the men explored on foot and by boat
- 15) their settlement was temporary

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. Занесите свои ответы в таблицу.*

**A New World Language**

Emoji is the fastest-growing language in history. Emojis are those cute little symbols that help us express many thoughts and emotions graphically, with a simple keystroke. Their use in everyday communication has become second nature to many across the world. Five billion emojis are sent every day, just on Facebook Messenger. They're appearing in some surprising places too. One court judge in England used a smiley face emoji in a document to make it easy to explain the court's decision to children. It's not surprising that there's a day to celebrate emojis, but what do you know about it?

Emojis were created by Shigetaka Kurita while he was working for a mobile phone company. He wanted to design pictures that improved short text messages by making them sound friendlier, an aim he certainly achieved. Emojis weren't very popular when I was growing up but today, they're like a world language.

A written language that uses pictures isn't new, for instance, the Egyptians had one, called hieroglyphs. However, it's worrying that emojis are so popular. I developed a large vocabulary while I was learning English at school. That vocabulary helps me to communicate a lot of diverse, difficult ideas in a way that people understand. If we use emojis all the time, we lose the ability to write. We can only communicate ideas in simple ways in texts.

Of course, it's normal for languages to change over time and it's great that the written form continues today online. However, we spend a lot of time writing only short messages and using technology that guesses the word we want to type. It also changes spelling mistakes, so no one needs to learn how to spell anymore. As well as that, no one seems to bother with punctuation. Teachers can see the effect of this in written work in the classroom.

The ability to write well is important for our school lives. Using emojis is a good way to show our mood quickly, and they are fine to use with friends but using them in schoolwork is a bad idea. It just makes the writer seem like a weak communicator. Writing, especially handwriting is a key skill in education. Teachers need to make sure that young people can all write well so that they can communicate well. This means learning to write without emojis and understanding when they are and aren't OK.

Emojis can be bad when it comes to virtual communication as well. Researchers found that for someone on the receiving end of a work email, the use of a smiley face causes them to call into question how competent the person is. But here's where it gets more interesting. For the person who is sending a work email, using a smiley face makes them less likely to include more detailed information in the content of the email. How bad is it really? There's a bit of a silver lining in that if you already know the other person, then using a smiley face isn't so bad. However, you'll

absolutely want to resist that smiley face urge for an initial virtual encounter, where the use of a smiling emoticon is a big no-no. The same is true if you're communicating in English or in a foreign language.

16. What is stated about emoji language in the first paragraph?
  - A) It is the most popular language in the world.
  - B) It is one of several teenage languages.
  - C) It is used daily and grows rapidly.
  - D) It is replaced by other languages.
  
17. What does the author say about emojis in the second paragraph?
  - A) That they make conversation between people better.
  - B) That they encourage understanding between cultures.
  - C) That they persuade more people to text.
  - D) That they are a new language.
  
18. How does the writer think emojis affect written language?
  - A) People are no longer able to explain things clearly.
  - B) Emojis make messages unclear.
  - C) Not everyone knows what emojis mean.
  - D) There is too much focus on images, not words.
  
19. What is the author's stance on mobile phone spellcheck functions?
  - A) They make bad predictions about what we'd like to write.
  - B) They are a benefit to teachers.
  - C) They stop people from using their brains.
  - D) They help people to use punctuation correctly.
  
20. What does the writer say about emojis in schoolwork?
  - A) They make young people lazy.
  - B) They can cause confusion.
  - C) They bring in unnecessary feelings.
  - D) They make students appear to be bad at writing.
  
21. Which sentence best describes how the writer feels about emojis?
  - A) Emojis are a good way for us to avoid learning to spell.
  - B) Young people need to learn to write without emojis.
  - C) Social networks should stop using emojis.
  - D) Emojis can help create international friendships.
  
22. What might be the possible outcome of using emojis at work?
  - A) It casts doubts on the employee's professionalism.
  - B) It makes writing much more interesting.
  - C) It helps you make friends among colleagues.
  - D) Your communication in a foreign language becomes better.

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.*

**Machu Picchu**

- |          |                                                                                                                                                                                                    |         |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>1</b> | Machu Picchu _____ above the Urubamba Valley, about 74 km from the Inca capital at Cuzco. The valley is not easily accessible.                                                                     | LOCATE  |
| <b>2</b> | The _____ slopes of the steep hillsides are covered in dense tropical vegetation.                                                                                                                  | LOW     |
| <b>3</b> | Despite this, Machu Picchu is not the only Inca site in the valley. The Spaniards _____ that other sites along the Urubamba included temples to the Sun and Moon, to the rain, stars, and rainbow. | REPORT  |
| <b>4</b> | The presence of so many other ceremonial sites in the valley _____ that Machu Picchu probably also had an important purpose.                                                                       | SUGGEST |
| <b>5</b> | Archeologists _____ that Machu Picchu only had 200 buildings, so relatively few people could have lived in the city.                                                                               | FIND    |
| <b>6</b> | Despite the small population, the steep sides of the mountains were cut into terraces to produce grain. Far _____ grain was produced than would have been needed.                                  | MANY    |
| <b>7</b> | Experts think perhaps the locals _____ the grain for use in religious ceremonies.                                                                                                                  | GROW    |

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>

**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.*

**The Grand  
Canyon**

- 8 \_\_\_\_\_ parks are the best places to have adventures, go for hikes, climb a mountain, raft a river, or see wild animals. Visitors aren't watching someone else having adventures in movies or TV. NATION
- 9 They aren't just pretending that they are having adventures with video games. These places are very real, and now anyone can do something really daring, difficult and \_\_\_\_\_. EXCITE
- 10 Hiking into the Grand Canyon is like having a time machine and travelling into the past. On top of the rocks that are 1.8 billion years old, younger layers of rock are stacked, like the layers of a \_\_\_\_\_ cake. BIRTH
- 11 Visitors can hike all the way to the bottom, but only if they've made plans to stay there \_\_\_\_\_. NIGHT
- 12 Hiking in the canyon is hard work, \_\_\_\_\_ coming back up. SPECIAL
- 13 Plenty of kids have hiked it, and so have people in their nineties, and \_\_\_\_\_ people with prosthetic legs. ABLE

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.*

**Egypt's Beginnings**

The first known nation-state was in the Nile Valley in around 3,000 B.C.. This nation-state **14** \_\_\_\_\_ from the unification of the Upper and Lower Egypt. The Nile Delta separated the two regions, with Upper Egypt being everything south of the Nile Delta and Lower Egypt being everything north of the Nile Delta. Because Upper Egypt **15** \_\_\_\_\_ looks lower on the map than Lower Egypt, many have questioned why they were named this way. Historians determined, **16** \_\_\_\_\_, that because the Nile River flows from south to north, the ancient Egyptians **17** \_\_\_\_\_ their understanding of geography on the flow, which led to the reversal. Long before there was a ruler on a throne, evidence discovered by archeologists indicates there were smaller villages that **18** \_\_\_\_\_ formed the upper and lower kingdoms. **19** \_\_\_\_\_ still, evidence has been uncovered of groups of people living in the Nile Valley.

The first leader of Egypt **20** \_\_\_\_\_ a dynasty, or family line of rulers. This dynasty was the first of many to follow in Egypt. Researchers sometimes use the term “Predynastic” to describe Egypt and its history before the rise of the nation-state and its kingship.

- |           |                |               |               |                |
|-----------|----------------|---------------|---------------|----------------|
| <b>14</b> | A) occurred    | B) arose      | C) showed up  | D) originated  |
| <b>15</b> | A) actually    | B) truly      | C) really     | D) factually   |
| <b>16</b> | A) but         | B) still      | C) yet        | D) however     |
| <b>17</b> | A) established | B) founded    | C) based      | D) built       |
| <b>18</b> | A) terminally  | B) eventually | C) ultimately | D) at last     |
| <b>19</b> | A) earlier     | B) before     | C) sooner     | D) formerly    |
| <b>20</b> | A) built       | B) based      | C) organized  | D) established |

<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>