

English Entrance Test

Duration - 90 minutes / Продолжительность – 90 минут

Maximum score – 100 points / Максимальная оценка – 100

баллов

Вариант 2 / Variant 2

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. Cleaning and Excavation

2. Making a Mummy

3. A Desert Cemetery

4. The Special Mummies

5. Egypt's Ancient Secrets

6. Together for Eternity

7. Eyes in the Sand

8. The People of the Oasis

- A.** It was March 2, 1996. Archeologist Zahi Hawass was excavating a skeleton in the Egyptian desert. Suddenly, two coworkers interrupted him. According to the workers, a local man had been riding his donkey in a desert valley near the Bahariya Oasis. All of a sudden, the animal stumbled into a hole. When the man looked down, he saw a shiny yellow face with lifelike eyes staring back at him. He had found a tomb containing a golden mummy!
- B.** Hawass and his team rushed to investigate the discovery near the oasis. They soon confirmed that a huge ancient Egyptian graveyard was located there. Many tombs had been cut into the desert rock. Then, over the centuries, they had filled with sand and disappeared from view. In 1999, as Hawass and his team were excavating, they found steps leading to a small room, beyond which there were two burial chambers packed with mummies.
- C.** Inside the burial chamber, Hawass and his team discovered that the mummies were laid in niches, or shelf-like spaces, cut into rocky walls. Everything was covered in sand. Once a mummy was almost uncovered, workers used paintbrushes to gently brush away more sand. Finally, the team squeezed tools called blowers to puff away any remaining particles. In total, Hawass found 100 mummies, and excavated four of them.
- D.** Hawass and his team discovered many different kinds of mummies in the tombs. The most spectacular were the golden mummies. These mummies were wrapped in linen bandages and wore golden masks and chest plates. The gold coverings were formed using a material called cartonnage made from a thin layer of melted gold. Because of all the valuable gold, Hawass thought that these mummies had probably been very wealthy people.
- E.** Each of the corpses had been preserved before it was laid in its tomb. The ancient

Egyptians believed that when someone died, he or she lived on in the afterlife. To do this, however, a person needed his or her body. So, embalmers transformed a person's corpse into a mummy. Over the centuries, different methods were used.

- F. As Hawass and his team examined the mummies and their tombs, they found no names or other identifying marks. The desert cemetery is close to the Bahariya Oasis. So, the mummified people were probably residents of ancient villages in the area. Experts know that in ancient Egyptian times, the people who lived near the oasis grew grapes and dates for making wine.
- G. Two of the most beautiful mummies found in the first tomb were most likely a married couple. Experts believe the husband and wife had been buried alongside each other so they could remain by each other's side in the afterlife. The female's mask was made to look as if it was smiling. Also, the mummies head was slightly turned toward her husband.

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 Meteorite

Because scientists crave the excitement of discovery, they sometimes love the search for answers **A** _____. That is why they are so excited about a rock. Deep within this rock are structures and substances that will allow scientists to explore one of the most intriguing questions of all time: Is there life in other worlds?

The rock is known as meteorite ALH 84001. It is about the size and shape of a potato and weighs 1.94 kilograms. It landed in the Allan Hills area of Antarctica about 13,000 years ago, and **B** _____ the Antarctic Search for Meteorites (ANSMET) project, originally led by William A. Cassidy.

ANSMET scientists have found more than 20,000 meteorites **C** _____. After each meteorite-hunting season, the ANSMET scientists send their extraterrestrial rock collection to the Lyndon B. Johnson Space Center in Houston, Texas. There, the meteorites are numbered and carefully cut into pieces, **D** _____. ALH 84001 was the most interesting and unusual item in the Allan Hills 1984-1985 rock collection.

Some meteorites come from wandering chunks of rock left over from the formation of Earth and other planets of the Solar System. Other meteorites appear to be fragments of Moon-sized bodies **E** _____. Like the planets, meteorites travel at very high speeds around the Sun in paths called orbits. **F** _____, it may enter the Earth's atmosphere and collide with our planet.

9) since the project began in 1976

- 10) that formed and then broke apart
- 11) even more than the answers themselves
- 12) which are sent to scientists all over the world to be studied
- 13) was discovered in December 1984 by the scientists of
- 14) leaving only vapour and bits of dust
- 15) if a rock's orbit brings it close to the Earth

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.

Zoo Awakening

- | | | |
|----------|---|----------|
| 1 | On a cold, rainy afternoon in November 1899, Director William T. Hornaday flung open the wrought-iron gates of the Bronx Zoo for the _____ time. | ONE |
| 2 | Horse-drawn carriages had arrived, _____ important people from all over the city. | CARRY |
| 3 | Three drivers parked outside the gates, and the excited guests _____ out. Women in their long skirts and fancy hats, men in dark suits rushed in and gathered for the opening ceremony. | STEP |
| 4 | The speeches _____ brief, and the crowds soon started staring in wonder at the bears in their new dens. | BE |
| 5 | New Yorkers came to view the Zoo as a pleasant diversion from the pressures of city life. Although zoo-goers enjoyed the excitement of seeing unfamiliar or exotic animals, few inquired about the habitats those animals came from or what ___ lives in the wild might have been like. | THEY |
| 6 | Today people know that many wild animal species _____ with extinction and that wild habitats are rapidly disappearing. | THREATEN |
| 7 | One hundred years ago, Hornaday and a few visionaries hoped to create a zoo that would give zoo-goers respect for the animals and a _____ understanding of the way they live in the wild. | GREAT |

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.

- 8 In 1889, 20 years before _____ the Titanic, the British shipping company White Star Line launched the world's first modern ocean liners. BUILD
- 9 The Teutonic and the Majestic were a new kind of ship for a new kind of market. Run entirely on steam power, the ocean liners looked very _____ from the previous models. DIFFER
- 10 Although steam engines had powered Britain's industry for decades, the _____ of steamships able to cross the Atlantic Ocean took some time. DEVELOP
- 11 It was, however, a key _____ for shipping companies. INVEST
- 12 Since the 1860s, the British shipping market had grown _____, thanks to, in large part, to the United States. SIGNIFY
- 13 In the second half of the 1800s, trade _____ between Britain and the United States increased 700 percent as the population of the United States grew 400 percent. RELATE

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.

The Aztec Empire

People have occupied the fertile highland basin in the Valley of Mexico, where Tenochtitlán was built, for more than 20,000 years. Three sides of the valley are flanked **14** _____ mountain ranges. Inside, the valley is **15** _____ in water sources and vegetation. On an island in Lake Texcoco was the great Aztec city, founded in 1325.

Tenochtitlán became the center of the ancient Aztec world. The Aztecs ruled **16** _____ much of Mesoamerica from the 1400s to the 1500s. They developed an impressive agricultural system and became large producers, bringing wealth and allowing for a growing population. By 1519,

the empire was at its **17** _____. It contained 400 to 500 city-states, covered 80,000 square miles, and had a population of **18** _____ 5 and 6 million people. The city of Tenochtitlán became the largest of all the Mesoamerican cities, with 140,000 people. After Cortés captured Montezuma, the Aztecs **19** _____ the Spanish for nearly two years. In the end, the Spanish conquered the mighty Aztec Empire, changing the **20** _____ of Mesoamerican history.

- | | | | | |
|----|--------------|-------------|-------------|--------------|
| 14 | A) with | B) by | C) for | D) around |
| 15 | A) rich | B) full | C) wealthy | D) crowded |
| 16 | A) on | B) of | C) over | D) around |
| 17 | A) height | B) altitude | C) pitch | D) elevation |
| 18 | A) among | B) around | C) about | D) between |
| 19 | A) struggled | B) fought | C) competed | D) wrestled |
| 20 | A) course | B) road | C) line | D) policy |

14	15	16	17	18	19	20