

English Entrance Test

Duration - 90 minutes / Продолжительность – 90 минут

Maximum score – 100 points / Максимальная оценка – 100 баллов

Вариант 4 /Variant 4

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 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 Improvise?

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.

The valley of Teotihuacán is part of the central plateau of Mexico, **A** _____. The climate is semi-dry with most rain falling in the summer. However, **B** _____, from natural lakes and small streams and rivers that flow down from the mountains.

The first settlers came to the valley of Teotihuacán around 500 BC and established small farming villages there. They built irrigation ditches to provide water for their crops and dug the soil with wood and stone tools. Later, **C** _____, bountiful harvests grown in the rich soil of the valley helped provide food for the growing population.

The ancient farmers cultivated a variety of crops including corn, beans, chiles, squash, tomatoes, and edible cacti. These foods are still part of the traditional diet of Mexico. **D** _____ such as potatoes and fruits and hunted rabbits, deer, and other wild animals.

The society of Teotihuacán had a hierarchy of upper and lower classes. **E** _____ that included farmers, builders, craftspeople, traders, and soldiers. The ruling class was formed by the priests and religious leaders. **F** _____ were powerful religious leaders, and it was under their guidance that the great building programme of the pyramids and adjacent temples was launched in the first century AD.

- 9) the people of Teotihuacán also collected wild plants
- 10) water is available year round
- 11) an area of high fertile plains surrounded by mountains and foothills
- 12) as the growing community began to develop into a city
- 13) it is believed that the first rulers of Teotihuacán
- 14) the majority of the people belonged to the working class
- 15) where there was a temple with a huge stone

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.

A Father of Seismology

By the middle of the 1800s, scientists were conducting studies with sound waves. They described how such waves form and how they travel. Once scientists realised that earthquakes produce elastic waves through the ground, people began investigating the properties of these waves.

The family of Irish engineer Robert Mallet owned a foundry where metal supports for bridges, railroad stations, and buildings were produced. In the 1840s, Mallet devised and tested out a method to investigate elastic waves through the ground by using material from one of the family's foundries. On a beach near Dublin, Ireland, he buried a barrel of gunpowder. He lit a fuse to the barrel while he waited with a stopwatch at a safe distance. He also watched a primitive device to show ground movement. It had a crosshair sight above a drop of mercury. The mercury would move with any ground vibration, showing that the wave had arrived at his location.

His experiments showed that elastic waves moved at different rates through a variety of materials. They moved slower through sand and faster through rock, such as granite. Mallet's work was the first to measure the speed of elastic waves as they travelled through different substances.

Mallet went to Naples, Italy, to observe the aftereffects of an earthquake that hit in December 1857. His report said, "When the observer first enters upon one of those earthquakes-shaken towns, he finds himself in the midst of utter confusion." However, Mallet looked for patterns in the destruction. He concluded the first movement of the ground would be away from the direction of the earthquake, so objects would fall away from the center. He thought cracks in buildings would also point out the location. Scientists now know that waves produced by earthquakes are very complex, so the direction is not necessarily shown by how debris falls. Also, cracks in buildings are affected more by building materials and techniques than the direction of the earthquakes. Still, Mallet's work represented an early effort to collect detailed data about earthquake effects.

Mallet collected magazine and newspaper articles as well as books about earthquakes. He catalogued and mapped earthquakes recorded around the world. His maps were the first to show earthquake-prone areas, and they look much like maps we have today that show where earthquakes and volcano eruptions occur.

He thought earthquakes were produced by volcanoes, noting they often occurred in the same areas. He also thought each quake started from a single point, and he used his observations of the Naples earthquake to estimate it began 10 km under the surface of the earth.

Mallet made a significant impact on the study of earthquakes with the report he wrote on the Naples quake. He coined the term "seismology" in 1858. He also introduced the term "epicentre".

16. In the 19th century, researchers
- A) were more interested in studying sound waves
 - B) did not know much about elastic waves
 - C) decided to study volcanoes for the first time
 - D) did not know how elastic waves travelled
17. During his experiment, Robert Mallet
- A) organised a small explosion
 - B) travelled to another city
 - C) used his knowledge of chemistry
 - D) used an already tested method

18. In Italy, Mallet was
- A) staying in Naples for a vacation
 - B) trying to understand the logic of the earthquakes' effects
 - C) helping to restore destroyed towns
 - D) collecting data on building techniques
19. The direction of the earthquake
- A) can be identified by the analysis of the debris
 - B) has no direct connection with the direction of objects' fall
 - C) was not studied until Mallet conducted his research
 - D) cannot be identified
20. Mallet' s maps were
- A) based on his observations
 - B) the prototypes of modern maps
 - C) based on various literary sources
 - D) not reliable
21. Mallet believed that
- A) volcanoes provoked earthquakes
 - B) there was no connection between volcanoes and earthquakes
 - C) all earthquakes began from the same point
 - D) earthquakes began underground
22. The last paragraph states that seismology
- A) was invented in the 19th century
 - B) did not have its name until the 19th century
 - C) was not studied until the 19th century
 - D) was not a science until the 19th century

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.

Megalodon

- 1 In a warm ancient sea _____ than 2 million years ago, a huge, MANY
deadly creature lurked beneath the waves.
- 2 Propelling itself with its powerful body and tail, this enormous fish CRUISE
_____ the depths like a giant torpedo.
- 3 Its gaping jaws _____ big enough to swallow objects the size of a BE
horse and contained razor-sharp teeth as big as your hand.
- 4 This fearsome predator was megalodon, the giant big-tooth shark. BIG
Now extinct, it was _____ predatory shark that ever lived.
- 5 Megalodon was more than twice as long as its modern relative LIVE
the great white shark, which is the largest _____ predatory fish.
- 6 Except for its massive size, megalodon probably looked much KNOW
like today's great white shark. This ocean predator _____ for its
compact torpedo-shaped body, big fins, and large crescent-shaped
tail.
- 7 The first sharks _____ in the oceans of the world 415 million SWIM
years ago, long before there were dinosaurs, mammals, or birds.

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.

Bigger, Better, Faster

- 8 The transatlantic shipping industry was dominated by a _____ of HAND companies, and in Britain the most successful were the White Star Line and the Cunard Line.
- 9 Throughout the late 1800s and into the early 1900s, these two COMPETE companies engaged in fierce _____.
- 10 Vying to engineer bigger and faster ships to _____ profits, the MAXIMUM companies traded the lead in cutting-edge technology for decades.
- 11 After the end of the American Civil War, shipping boomed and J.P. FINANCE Morgan, an American _____, made it his goal to build a transatlantic shipping monopoly.
- 12 Morgan's main goal was to force the Cunard Line to accept his buyout ULTIMATE offer, but this _____ failed.
- 13 However, in 1902 he succeeded in gaining control of the White Star NATION Line and making it part of his _____ Mercantile Marine company, a group of shipping companies he controlled.

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.

Railroads Bring Visions of Money and Speed

After gold was discovered in California in 1848, building a railroad seemed even more 14 _____. It took months of land and sea travel just to get minerals and other 15 _____ to market or to bring supplies to miners and settlers. To tap the rich resources of the West, people were convinced that everything would have to move faster.

One of the 16 _____ supporters of a transcontinental railroad was Asa Whitney, a New England merchant who wanted to trade with China. In 1845, he asked Congress to authorize a survey for a route between the 42nd and 45th parallels. He offered to build the railroad himself 17 _____. Congress would give him a strip of land 60 miles wide, reaching from Lake Michigan to the Pacific Ocean. Few 18 _____ the time took him seriously.

But Americans knew that someday a railroad 19 _____ be built. And when it happened, whatever route it followed would bring prosperity to the region. Towns and

farms would appear **20** _____ the tracks. Settlers would follow the railroad because they would know that they could receive supplies and send their farm products to market.

- | | | | | |
|----|---------------|----------------|--------------|-------------|
| 14 | A) urgent | B) quick | C) timed | D) rush |
| 15 | A) property | B) goods | C) stocks | D) products |
| 16 | A) beforehand | B) preliminary | C) early | D) ancient |
| 17 | A) provided | B) if | C) unless | D) in case |
| 18 | A) at | B) in | C) on | D) into |
| 19 | A) will | B) won't | C) will have | D) would |
| 20 | A) by | B) along | C) alone | D) onward |

14	15	16	17	18	19	20