

English Entrance Test

Duration - 90 minutes / Продолжительность – 90 минут

Maximum score – 100 points / Максимальная оценка – 100 баллов

Вариант 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. 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 5th 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 9th 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.

Amelia Earhart

Amelia Earhart was a pioneer pilot, an aviator who was the best-known and most popular female flyer of her time. She established many records in the early days of flight. She was born in Atchison, Kansas in 1897, and grew up in a time period **A** _____. It took great skill and courage to zoom up into the unknown sky, **B** _____. Earhart would grow into a successful woman who would capture the attention and admiration of all Americans as well as citizens around the world.

Her flying adventures in the 1920s and 1930s were very dramatic **C** _____ were still being developed and improved upon. In fact, very few people flew anywhere to travel between cities. Instead they drove or rode the trains **D** _____. The United States at that time was just learning how to fly airplanes and how to enhance other ways of travel like automobiles.

Pilots such as Earhart were treated as heroes as they established new records for flying. They made records for how many hours they flew in the air and how far they flew. Earhart was the first woman to fly across the Atlantic Ocean. **E** _____ pilots Bill Stulz and Louis Gordon in 1928. It was very courageous of her and she received fame and honors for the accomplishment. Later, Earhart gained even greater fame around the world – and more medals and awards – **F** _____ across the Atlantic Ocean in 1932.

- 9) and Amelia exhibited both of those traits
- 10) though there is no proof about what occurred
- 11) because the lightweight planes she flew
- 12) when piloting was mostly for men
- 13) for becoming the first woman to fly solo
- 14) she completed this feat alongside
- 15) since they were thought to be safer

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.

What About Esperanto?

When you think of an international language you might think of English. Schools teach English all over the world and it is often the language of international business. But there is another international language – Esperanto!

In 1887, a man called LL Zamenhof wanted to design a language that didn't come from any country and that was purely international. He came up with Esperanto - the language with a predictable grammar and a lexicon derived from common European languages. While earlier lingua francas, such as Greek, Latin, and French, had originated from empires, Zamenhof invented a language that would commit its users to transcend nationalism. Free of imperial or national identity, Esperanto would serve neither dogma nor nationalism, nor arms, nor money but the conscience and reason of its users who had determined to become a better people of the future.

The “international language,” as Zamenhof initially called it, was designed not to replace national languages but to be a second language for the world and unite people. When he designed the language, he made it easy to learn – he thought the basics could be mastered in a week, but it wasn't always easy to find books or teachers in the past. You couldn't learn it at school either. But now, with the internet, it is much easier to find ways to learn Esperanto, like apps or programmes.

In fact, there are over a million speakers of Esperanto around the world. The most interesting thing is that you don't know where they might be – they aren't from a specific country! You have to join Esperanto groups to find other speakers.

There are also a small number of people who have Esperanto as their first language. You might think this is impossible, but it can happen when parents don't have the same language. They learn a completely different one to communicate with at home.

This is what happened to Vito. Vito is 17 years old. His father is from New Zealand and his mother is from Spain. “When my parents met, they couldn't communicate very well. My mother spoke the language of her home area as well as Spanish, and my father only spoke English. He then learnt a little Spanish to help them talk to each other. When I was born, they didn't want me to have a favourite; English or Spanish. So, we all learnt Esperanto! It was the first language I knew. I then went to school in New Zealand and learned more English there.”

Vito also says, “It's really great having Esperanto as a first language. It's like having a secret code that only some people know. And there are great Esperanto groups online. They are full of people from all around the world. We sometimes meet up. There is a group where you can find, and go and stay with, another Esperanto speaker in a different country. So, I can speak Esperanto and learn about a whole new place!”

16. In the first paragraph, what is true about English?

- A) It's not an international language
- B) It's the only international language.
- C) Business people use it.
- D) It is easy to learn.

17. What does the writer say about the origins of Esperanto?

- A) It is based on many well-known languages.

- B) It is deeply connected with Greek and Latin.
- C) It is a brand-new language, completely different from any existing ones.
- D) It is an old language that was forgotten.

18. Why did LL Zamenhof design Esperanto?

- A) Because he didn't like his first language.
- B) Because he thought most languages were too hard to learn.
- C) Because he didn't like the language of his country.
- D) Because he wanted to create an international language.

19. Why was Esperanto difficult to learn?

- A) There were no speakers of it.
- B) There were no places to learn it.
- C) Nobody was interested in learning it.
- D) The textbooks on Esperanto were bad.

20. What reason does the writer give for having Esperanto as a first language?

- A) The parents cannot speak another language.
- B) The parents enjoy learning new languages.
- C) It becomes the only shared family language.
- D) The family thinks it will bring new opportunities.

21. How many languages can Vito's mother speak?

- A) Two
- B) Three
- C) Four
- D) Five

22. Where does Vito meet other Esperanto speakers?

- A) On the internet
- B) In his own country
- C) Through his family
- D) At meetings

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.

Ancient and Modern Sharks

- | | | |
|----------|---|--------|
| 1 | The first sharks were swimming in the oceans of the world 415 million years ago. Sharks are among _____ kinds of fish. | OLD |
| 2 | Some of their basic features _____ so little over time that people sometimes think of them as living fossils. | CHANGE |
| 3 | Sharks live throughout the world's oceans and play an important part in the balance of nature. Although sharks _____ as dangerous predators, most species are not a threat to humans. | VIEW |
| 4 | Today there _____ about 400 living species of sharks, which are grouped in about 30 scientific families. | BE |
| 5 | Megalodon roamed the oceans of the world for at _____ 17 or 18 million years, beginning about 20 million years ago, during a period that geologists call the Miocene Epoch. | LITTLE |
| 6 | The Miocene Epoch was followed by the Pliocene Epoch, which _____ about 5 million years ago. | BEGIN |
| 7 | Megalodon became extinct about 2 million years ago, near the end of the Pliocene Epoch. Although some people think they may have been alive much _____ recently, there is no accurately dated fossil to prove that. | MANY |

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.

A New Liner

- 8 The White Star Line developed a plan to build a fleet of sister ships: LUXURY the Olympic, the Titanic, and the Britannic. These ocean liners, aside from their record-breaking size, would feature the latest technology, and the design of their first-class suits would mimic _____ hotels.
- 9 The company planned to spend as much money as necessary on the RELY most _____ engineering and the best building materials.
- 10 The ships' _____ would surpass the Cunard Line's latest model at MEASURE 30 m longer and 13,600 kg heavier.
- 11 The only problem was that, at such a _____ scale, there were no MASS shipyards equipped to build them.
- 12 The ships that inspired the Titanic, the Cunard Line's Lusitania and DOMINANT Mauretania, represented more than just technological _____.
- 13 The rivalry between the White Star Line and the Cunard Line _____ DEEP into an international economic competition.

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.

One Railroad is not Enough

Cities began competing to become the eastern railroad terminus **14** _____ holding railroad conventions. Senator Stephen A. Douglas of Illinois wanted the eastern end-point to be Chicago, Southern Senators, such as Thomas Hart Benton of Missouri and Ian Houston of Texas, **15** _____ on a southern route. Major conventions were held in St. Louis, Missouri, Memphis, Tennessee, and other cities, but the only thing people could **16** _____ upon was the need for a survey. On March 1, 1853, Congress authorized the Corps of Topographical Engineers to find the most practical and **17** _____ route.

The survey's findings, published in 1855, showed that four routes were practical. Senator Douglas proposed that the federal government **18** _____ three railroad lines. A Northern Pacific line would run from Wisconsin to Puget Sound, Washington, a Central Pacific line would run from Missouri or Iowa to San Francisco, and a Southern Pacific line would run from Texas

to Southern California.

It was going to be difficult to pay for even one railroad, and Congress concluded **19** _____ private capitalists would demand rewards for investing so **20** _____ money. In the past, Congress had given lands to states, and the states issued bonds to sell to investors, using the money to build railroads.

- | | | | | |
|----|---------------|-------------|---------------|---------------|
| 14 | A) with | B) by | C) of | D) and |
| 15 | A) insisted | B) pressed | C) persisted | D) reached |
| 16 | A) assent | B) consent | C) agree | D) accept |
| 17 | A) economical | B) economic | C) saving | D) thrifty |
| 18 | A) build | B) to build | C) will build | D) have built |
| 19 | A) - | B) which | C) what | D) that |
| 20 | A) much | B) many | C) a lot of | D) plenty of |

14	15	16	17	18	19	20