

## Guidelines to the Entrance Examination Test

Dear Students,  
please, see the sample tasks for the entrance examination test below. For general information on the entrance examinations, click [here](#).

Time limit: **90 minutes**

Total score: **300 marks**.

A student is **not allowed to use any kind of dictionary**.

### Sample tasks:

#### LANGUAGE IN USE PART

##### **TASK 1. Read the article and underline the correct verb forms**

Born in 1919 in Auckland, New Zealand, Edmund Hillary **(0)** became / *had been becoming* interested in climbing as a schoolboy, and by the age of 30 he **(1)** *was climbing* / *had climbed* several 6,000-metre mountains.

##### **TASK 2. Read the article and underline the correct verb forms**

William Davies is an artist who makes incredibly small things. Recently, he **(0)** has been working / *had been working* on a sculpture of two polar bears which is about 0,005 millimetres high. I **(1)** *haven't been finishing* / *haven't finished* it yet, the artist said, but it's for an exhibition about endangered animals.

**TASK 3.** For questions **(1 – 8)** read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning **(0)**

I work **(0)** .....*as* ..... a motorbike stunt rider – that is, I do tricks on my motorbike at shows. The Le Mans race track in France was **(1)** ..... I first saw some guys doing motorbike stunts. I'd never seen anyone riding a motorbike using just the back wheel before and I was **(2)** ..... impressed I went straight home and taught **(3)** ..... to do the same.

**TASK 4.** For questions **(1- 8)** read the text below and decide which answer **(A, B, C or D)** best fits each gap. There is an example at the beginning **(0)**

Genealogy is a (0) branch of history. It concerns family history, (1) ..... than the national and world history studied at school. It doesn't merely involve drawing a family tree, however – tracing your family history can also (2) .....in learning about your roots and your identity.

- 0/    A) band                      B) set                      **C) branch**                      D) series
1.    A) instead                      B) rather                      C) except                      D) sooner
2.    A) cause                      B) mean                      C) result                      D) lead

**TAKS 5.** For questions (1 – 8), read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0)

**An incredible vegetable**

Garlic, a member of the Liliaceae family, which also includes onions, is  
(0) **commonly** used in cooking all around the world. China is currently the **COMMON**  
largest (1) .....of garlic, which is particularly associated with the **PRODUCT**  
Dishes of Northern Africa and Southern Europe. It is native to central  
Asia and has long had a history as a health-giving food, used both to  
prevent and cure (2) ..... . **ILL**

**TAKS 6.** For questions 1 – 5, complete the second sentence so that its meaning is similar to the first sentence, using the capitalised word. Do not change the capitalised word. You must use between two and five words, including the capitalised word.

**EXAMPLE:**

(0) **A very friendly taxi driver drove us into town**

**DRIVEN**

We .....a very friendly taxi driver.

We **were driven into town** by a very friendly taxi driver.

(1) Joan was in favour of visiting the museum.

**IDEA**

Joan thought it would be .....to the museum.

## READING PART

**TASK 7.** You are going to read an extract from a novel in which a young woman called Caitlin talks about her life on an island. For questions 1 – 6, choose the answer (A, B, C, or D) which you think fits best according to the text.

We live on the island of Hale. It's about four kilometres long and two kilometres wide at its broadest point, and it's joined to the mainland by a causeway called the Stand – a narrow road built across the mouth of the river which separates us from the rest of the country. Most of the time you wouldn't know we're on an island because the river mouth between us and the main land is just a vast stretch of tall grasses and brown mud. But when there's a high tide and the water rises a half a metre or so above the road and nothing can pass until the tide goes out again a few hours later, then you know it's an island.

As we approached the island on that Friday afternoon, the tide was low and the Stand welcomed us home, stretched out before us, clear and dry, beautifully hazy in the heat – a raised strip of grey concrete bound by white railings and a low footpath on either side, with rough cobbled banks leading down to the water. Beyond the railings, the water was glinting with that wonderful silver light we sometimes get here in the late afternoon which lazes through to the early evening.

1) In the photograph, what is Caitlin's main point about the island?

- A) It can be dangerous to try to cross from the mainland
- B) It is much smaller than it looks from the mainland.
- C) It is only completely cut off at certain times.
- D) It can be a difficult place for people to live in.

**TASK 8.** You are going to read a newspaper article in which a former ballet dancer talks about the physical demands of the job. Six sentences have been removed from the article. Choose from the sentences A – G the one which fits each gap. There is one extra sentence which you do not need to use.

## Good preparation leads to success in ballet dancing



*A former classical ballet dancer explains what ballet training actually involves.*

What we ballet dancers do is instinctive, but instinct learnt through a decade of training. A dancer's life is hard to understand, and easy to misinterpret. Many a poet and novelist has tried to do so, but even they have chosen to interpret all the hard work and physical discipline as obsessive. And so the idea persists that dancers spend every waking hour in pain, bodies at breaking point, their smiles a pretence.

As a former dancer in the Royal Ballet Company here in Britain, I would beg to question this.  With expert teaching and daily practice, its various demands are easily within the capacity of the healthy human body. Contrary to popular belief, there is no need to break bones or tear muscles to achieve ballet positions. It is simply a question of sufficient conditioning of the muscular system.

Those first classes I took were remarkably similar to the last. In fact, taking into account the occasional new idea, ballet classes have changed little since 1820, when the details of ballet technique were first written down, and are easily recognised in any country. Starting with the left hand on the barre, the routine unrolls over some 75 minutes.  Even the leading dancers have to do it.

These classes serve two distinct purposes: they are the way we warm our bodies and the mechanism by which we improve basic technique. In class after class, we prove the old saying that 'practice makes perfect'.  And it is also this daily repetition which enables us to strengthen the muscles required in jumping, spinning or lifting our legs to angles impossible to the average person.

- A Ballet technique is certainly extreme but it is not, in itself, dangerous
- B No one avoids this: it is ballet's great democratiser, the well established members of the company working alongside the newest recruits
- C Through endless tries at the usual exercises and frequent failures, ballet dancers develop the neural pathways in the brain necessary to control accurate, fast and smooth movement
- D As technology takes away activity from the lives of many, perhaps the ballet dancer's physicality is ever more difficult for most people to imagine.

**TASK 9.** Read the sentences and decide which syllable of the words in bold is stressed, the first syllable (e.g. **butter** – ●◦) or the second syllable (e.g. **above** – ◦●). Circle the right answer.

Two friends are in **conflict**

**conflict**                      first    second

There is quite a **contrast** between their political views

**contrast**                      first    second

We would like to **import** more coffee over the next few years

**import**                      first    second

What she said felt like an **insult**.

**insult**                      first    second