



SSST English Language Entrance Exam

- Sample 2

Time allowed: 2 hours

Total points allowed: 80 points

This written exam will be followed by an interview with the English Department faculty (20 points)

GOOD LUCK!

Section A - Grammar (40 pts)

PART 1. Make the following sentences **negative** (using 'not'). Write out the whole sentence. [3 pts]

a.. The student is making progress. _____

b. The technician completed the database. _____

c. The Government has sufficient resources. _____

PART 2. Write **true answers** in **full** sentences. Use the **correct form** of the **underlined verb**. [3 pts]

a. Where do you **come** from?

Answer: _____

b. How long have you been **studying** English?

Answer: _____

c. In which town did you **go** to primary school?

Answer: _____

PART 3. Fill in the blanks with the correct word - **much/many/some/any**. Use each word only once. [4 pts]

a. How _____ exams did he have to take?

b. How _____ of the total budget is spent on defence?

c. They do not provide _____ grants for the purchase of technical equipment..

d. Although the budget was cut this year, there are still _____ funds available for research.

PART 4. Comparative and superlative adjectives: Correct the **underlined words** in the space provided. [3 pts]

a. Your internet connection is more fast than mine. _____

b. This is the interestingest essay any student has ever written.

c. The most good presentations are those delivered with enthusiasm.

PART 5. Present Continuous or Present Simple: Insert the **correct form** of the **verb** in bold. [4 pts]

a. drive

Most Londoners usually _____ outside the city centre because of the congestion charge.
Today, more people than usual _____ through the city.

b. go

She often _____ goes home late from work.

She _____ home early today because she is not feeling well.

PART 6. Possessive adjectives and pronouns: Circle the correct choices. [6 pts]

a. **Ours** / **Our** grades were good, but **their** / **theirs** were higher.

b. **Whose** / **Who's** been assigned as finance officer for **my** / **mine** project?

c. **Whose / Who's** responsibility is that - **yours / your** or your colleague's?

PART 7. Simple past questions.

[3 pts]

On the right is a **statement** in the simple past tense.

On the left, **make the question that the statement answers**. Use in the simple past tense, using the underlined pronoun and verb, but changing the **form of the verb**, and the **word order** where necessary.

- a. _____ too quickly? Yes, he spoke too quickly.
b. _____ the eclipse last night? Yes, they saw the eclipse last night.
c. _____ the country two weeks ago? Yes she left the country two weeks ago.

PART 8. Present Perfect or Simple Past. Circle the letter in front of the correct sentence.

[3 pts]

- a. He saw the Minister yesterday.
b. He has seen the Minister yesterday.
c. I lived here since I was 10 years old.
d. I have lived here since I was 10 years old.
e. The professors have visited the archaeological site last year.
f. The professors visited the archaeological site last year.

PART 9. Fill in the gaps with **would, should, can, could**. Use each verb once only.

[4 pts]

- a. If you want to keep fit you _____ exercise at least half an hour a day.
b. He said that if he were very rich, he _____ follow Bill Gates' example and set up a foundation.
c. When I read the report I _____ not believe how many errors there were.
d. My grades are not as good as I would like them to be; is there anything I _____ do this semester to improve?

PART 10. Fill in the gaps with the correct form of the verb in brackets, ie one of these: **past tense form, -ing (progressive) form or past participle form.**

[4 pts]

- a. The technician could not repair the _____ (break) projector.
b. The pilot _____ (fly) for 10 hours in storm conditions yesterday.
c. She thinks she is _____ (lose) her eyesight, and blames it on the computer screen.
d. After she had _____ (teach) the students the correct method, she gave them a test.

PART 11. Prepositions of time and place: Fill in the gaps with **at, in** or **on**.

[3 pts]

- a. There was a meeting _____ the first day of the semester.
b. He is not in Sarajevo; he is _____ a trade fair.
c. The performance was _____ Dutch, so I could not understand it.

Section A: Total marks: _____ / 40

SECTION B - READING (20 pts)

Read the passage below and answer questions 1 to 15.

A) There are now over 700 million motor vehicles in the world - and the number is rising by more than 40 million each year. The average distance driven by car users is growing too - from 8 km a day per person in Western Europe in 1965 to 25 km a day in 1995. This dependence on motor vehicles has given rise to major problems, including environmental pollution, decrease of oil resources, traffic congestion and safety.

B) While emissions from new cars are far less harmful than they used to be, city streets and motorways are becoming more crowded than ever, often with older trucks, buses and taxis, which emit excessive levels of smoke and fumes. This concentration of vehicles makes air quality in urban areas unpleasant and sometimes dangerous to breathe. Even several smaller global cities, such as Belgrade and Dublin, have joined the list of capitals afflicted by congestion and traffic fumes. In Mexico City, vehicle pollution is a major health hazard.

C) Until a hundred years ago, most journeys were in the 20 km range, and this distance could conveniently be crossed by horse. Heavy cargo could only be carried by water or rail. The invention of the motor vehicle brought personal mobility to the masses and made rapid delivery possible over a much wider area. Today about 90 per cent of inland cargo transport in the United Kingdom is carried by road. Clearly the world cannot go back to using the horse-drawn wagon. But can it avoid being locked into the congestion and pollution caused by transporting people and goods?

D) In Europe, most cities have adapted to the growing use of motor cars. This has involved adding ring roads, one-way systems and parking lots. In the United States, more land is given to car use than to housing. Mass use of motor vehicles has also killed or injured millions of people. Other social effects have been blamed on the car, such as such as social isolation and aggressive human behaviour.

E) A 1993 study by the European Federation for Transport and Environment found that car transport is seven times as costly as rail travel in terms of the external social costs, such as congestion, accidents, pollution, loss of cropland and natural habitats, depletion of oil resources, and so on. But cars easily surpass trains or buses as a flexible and convenient mode of personal transport.

F) Therefore, it is unrealistic to expect people to give up private cars in favour of mass transport. Technical solutions can reduce the pollution problem and increase the fuel efficiency of engines. But these problems depend on which cars are bought by customers, and how they are driven. Many people buy larger cars than they need for daily purposes or waste fuel by driving aggressively.

G) One solution that has been put forward is the long-term solution of designing cities and neighbourhoods so that car journeys are not necessary – that is, that all essential services are located within walking distance or easily accessible by public transport. Not only would this save energy and cut carbon dioxide emissions, it would also enhance the quality of community life, putting the emphasis on people instead of cars. Good local governments are already bringing this about in some places. But there are too few communities of this kind to make such deep changes in our modern lifestyle.

H) A more likely solution seems to be a combination of using mass transit systems for travel into and around cities, with small 'low emission' cars for urban use, and larger hybrid cars for use elsewhere. Also, electronic ticket systems on highways and motor roads could be designed so that drivers pay for the actual distance they have driven – which would allow them to drive less to save money. Cheaper public transport is also a good idea. But these are solutions for countries which can afford them. In most developing countries, old cars and old technologies continue to dominate.

Questions 1-4. Circle the appropriate letters.

1. In 1995, the average distance a person drove each day

- a) doubled in comparison to 1965.
- b) increased more than three times since 1965.
- c) did not change significantly in comparison with 1965.

2. Electronic ticket systems would

- a) allow drivers to spend less if they drive less.
- b) allow governments to set up a more efficient transport system.
- c) be difficult to set up technically in any country.

3. Redesigning cities, the solution to traffic problems proposed in Paragraph G, would

- a) help us decrease the amount of carbon dioxide in the air we breathe.
- b) allow us to get to know our communities.
- c) both of the above.

4. Cities like Belgrade and Dublin

- a) are as dangerous to live in as Mexico City.
- b) are facing the same problems with traffic and exhaust fumes as larger European metropolises.
- c) are more affected by busy traffic and dangerous fumes than other European cities.

Questions 4 – 10. Do the following statements agree with the information given in the passage?

Write **TRUE** in the blank on the left if the statement agrees with the information.

Write **FALSE** if the statement does not agree with the information.

- 5. _____ Today, transport by horse would be an excellent alternative to motor vehicles.
- 6. _____ Nowadays, cargo is rarely carried by water in the United Kingdom
- 7. _____ Ringroads and parking lots are a way for European cities to prevent the health problems caused by excessive traffic.
- 8. _____ People's choice of car and attitude to driving are important factors in the pollution problem.
- 9. _____ The solution of redesigning cities to allow less driving would only be temporary.
- 10. _____ Some people believe that the use of motor vehicles leads to a more isolated and aggressive society.

Questions 11 - 15 Answer the questions below. Each question is worth 2 points.

11. Why was travelling by horse a convenient option a hundred years ago?

12. In your own words, explain what the invention of the motor vehicle brought to our lives? (Paragraph C)

13. Why are cars ultimately a more realistic choice than trains?

14. What is the difference between how older and newer cars affect our cities and streets?

15. In your own words, what did the 1993 study by the European Federation for Transport and Environment show?

Section B: Total marks: _____ / 20

