



CONCOURS D'ENTRÉE 2025-2026 / ԸՆԴՈՒՆԵԼՈՒԹՅԱՆ ՄՐՅՈՒՅԹ 2025-2026

ANGLAIS / ԱՆԳԼԵՐԵՆ
FINANCES, GESTION, MARKETING / ԿԱՌԱՎԱՐՈՒՄ, ՄԱՐՔԵԹԻՆԳ, ՖԻՆԱՆՍՆԵՐ
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Temps imparti / Ժամանակը: 2.5 heures / 2.5 ժամ

Les dictionnaires ne sont pas autorisés. / Բառարանների գործածումն արգելվում է:

Պատասխաններն անհրաժեշտ է գրառել ձևաթղթի վրա: Թեստի վրա կատարված նշումները ՉԵՆ հաշվարկվելու, քանզի քննությունից հետո թեստերը ոչնչացվում են:

Ուշադիր կարդացեք առաջադրանքների պահանջները, որպեսզի ձևաթղթի վրա ճիշտ գրառեք, քանզի սխալ կամ թերի գրառումները/նշումները ՉԵՆ հաշվարկվելու:

Task 1: Grammar

Instructions:

You will read **30 individual sentences**, each followed by **three answer choices: a, b, and c**. **Select the one correct answer** that best completes or explains the sentence.

- The **total score** for this task is **30 points**.
- You will receive **+1 point** for each **correct answer**.
- No points will be awarded for **incorrect or unanswered** questions.

Choose only one option for each question. If more than one option is selected for a single question, the response will be considered invalid and no points will be awarded.

Put a tick (✓) to mark the correct option. No other sign than a tick (✓) will be counted.

1. I musicals. And this is a great show, isn't it?
a) am liking b) was liking c) like
2. What this evening? I am really hungry!
a) are we eating b) do we eat c) have we been eating
3. I didn't see where the bus stop was, so I the bus.
a) was missing b) missed c) have missed
4. I my lunch when Sarah phoned.
a) have had b) had been having c) was having
5. By next week I over 1000 euros for charity.
a) will have collected b) will be collected c) collect
6. I am not out of work now. I a new job.
a) just start b) have just started c) had just started
7. Luckily the flat didn't look too bad when my parents called in. I it.
a) have just cleaned b) just cleaned c) had just cleaned
8. Soldiers obey orders.
a) have to b) needn't to c) must to
9. He be touring the country, this is what I saw scrolling down his Facebook profile.
a) should to b) must c) have to
10. If Nick a bit early, he can help Tom to get things ready.
a) arrives b) arrived c) will arrive
11. If you had phoned me yesterday, I you the news.
a) would given b) gave c) would have given
12. This portrait by Picasso.
a) was painted b) has painted c) was painting
13. Did you see my sister out?
a) to go b) go c) went
14. I wonder if an interesting movie.

- a) it is b) is it c) does it
15. We haven't seen each other for a long time.
- a) So have we b) Neither we have c) Neither have we
16. John can speak Italian.
- a) So can Tom b) So can't Tom c) Nor can Tom
17. I expect you in the morning.
- a) seeing b) to see c) see
18. I don't like singing. I dance.
- a) would rather b) had better to c) would prefer
19. Dick was bored his work.
- a) on b) in c) with
20. I am thinking of buying new pair of trousers.
- a) -- b) the c) a
21. Paul is good at painting.
- a) a b) -- c) the
22. I wrote it on back of an envelope.
- a) the b) a c) --
23. Is there we can go?
- a) somewhere b) nowhere c) anywhere
24. "Is your friend British or American?" "..... She's Australian."
- a) Neither b) Either c) Both
25. It was task that he had to ask for help.
- a) so big b) such a big c) such big
26. The tests results were
- a) surprising b) surprised c) more surprised
27. The old lady made a parachute jump now wants to swim the English Channel.
- a) which b) whose c) who
28. Don't touch anything. Leave everything it is.
- a) where b) there c) same
29. Ketty wanted to write a report on the war the danger.
- a) however b) although c) in spite of
30. The film starts at eight, but we should get to the cinema a few minutes
- a) more early b) earlier c) earliest

Task 2: Grammar

Instructions:

Complete each sentence by using the correct form of the word provided in **capital letters**. You may need to change the form to fit the sentence grammatically and contextually.

- The **total score** for this task is **10 points**.
- You will receive **+1 point** for each **correctly formed word**.
- **No points** will be awarded for **incorrect answers** or answers that contain **spelling errors**.

Please check your spelling carefully before submitting your answers.

- | | |
|---|--------------------|
| 1 She must have a lot of to think of ideas like that. | IMAGINE |
| 2 I love the way they've designed this cup without a | HAND |
| 3 Kevin said he loved classical music and his favourite was Mozart. | COMPOSE |
| 4 When you look at his notebooks, you can see that Leonardo da Vinci was really | INTELLIGENT |
| 5 Todd is really He loves painting, playing music and writing poetry. | ART |
| 6 Would it be safer if all houses had windows made out of glass? | BREAK |
| 7 It took a lot of to get the show right, but it was worth it. | PREPARE |
| 8 Mum asked if I wanted to go to the Dali and I said yes. | EXHIBIT |
| 9 You might create something that's wonderful, but remember that it's impossible to achieve | PERFECT |
| 10 Our art teacher gives us a lot of to paint what we want to. | FREE |

Task 3: Vocabulary-Matching

Instructions:

Match each word to its correct definition or synonym.

There are **more options than necessary** – **3 extra definitions** are included that do not match any word.

- The **maximum score** for this task is **15 points**.
- You will receive **+1 point** for each **correct match**.
- **No points** will be awarded for **incorrect matches**.

Read all the words and options carefully before completing the task.

N	Word	Letter	DEFINITION/SYNONYM
1	slender	a	having great mental ability; clever
2	wretched	b	make less; make easier
3	ingenious	c	go on after having stopped; move forward
4	uneasy	d	very unsatisfactory; miserable
5	captive	e	uncover; make known
6	relieve	f	show scorn or contempt by looks or words; a scornful look or remark
7	delinquent	g	praise; hand over for safekeeping
8	proceed	h	make calm; quiet down; bring peace to
9	sneer	i	long and thin; limited; slight
10	prosecute	j	leave; quit,
11	pacify	k	empty completely; use up; tire out
12	exhaust	l	bring before a court
13	reveal	m	understand; comprehend
14	commend	n	prisoner
15	appoint	o	decide on; set a time or place; choose for a position; equip or furnish
		p	an offender; criminal; behind time
		q	restless; disturbed; anxious
		r	Sure to die

Task 4: Grammar

Instructions:

Read each line of the text carefully. Some lines are correct, while others contain **one unnecessary word**.

- If the line is **correct**, put a **tick (✓)** next to it. No other sign than a tick (✓) will be counted.
- If the line contains an **extra word**, write the **unnecessary word** clearly next to the line.

There are **10 lines** in total.

- The **maximum score** for this task is **10 points**.
- You will receive **+1 point** for each **correct response** (either a tick or the correct extra word).
- No points will be awarded if you **miss a mistake** or **incorrectly mark a correct line**.

Please ensure your answers are clear and legible.

Lines 0 and 00 are marked as examples for you!

When I was young I had argued with my brothers and sisters all the time. I used to share with most of my toys with my brother, but he specialised in to keeping them for himself. When I asked about him for anything he simply used to refuse to give it to me, and then I became and very angry with him. Our sisters blamed for everything on us when our parents accused us of quarrelling all the time. My brother and I got up annoyed about this, but only succeeded them in making matters worse. Our parents didn't approve of our quarrelling so much, and insisted us on not taking sides.

- *had*
..... ✓
1)
2)
3)
4)
5)
6)
7)
8)
9)
10)

Task 4. Reading

Instructions:

You will read **two texts** and complete the tasks that follow each one.

1. **Text One** is followed by **7 multiple-choice questions** with options **a, b, and c**.
 - The **maximum score** for this section is **7 points**.
 - You will receive **+1 point** for each **correct answer**.
 - **No points** will be awarded for **incorrect or unanswered questions**.
 - **Important:** If **more than one answer** is selected for a single question, the response will be **disqualified** and **no points** will be given.
2. **Text Two** is followed by **8 statements**. Decide whether each statement is **True (T)**, **False (F)** or **Not Given (NG)**.
 - The **maximum score** for this section is **8 points**.
 - You will receive **+1 point** for each **correct answer**.
 - **No points** will be awarded for **incorrect or unanswered statements**.

Please read each text carefully and follow the instructions precisely.

Text 1: PANDEMICS THROUGH HISTORY

Throughout history, pandemics have reshaped societies, altered economies, and changed the course of human development. A pandemic refers to the widespread outbreak of a disease that affects people across countries or continents. While recent memory is dominated by COVID-19, this is far from the first time humanity has faced such a crisis.

One of the earliest recorded pandemics was the **Plague of Athens** in 430 BCE, which struck the city during the Peloponnesian War. Though the exact cause remains debated, historians believe it significantly weakened Athens, both militarily and socially.

Perhaps the most infamous pandemic in history is the **Black Death**, which swept through Europe in the 14th century. Caused by the bacterium *Yersinia pestis*, it spread rapidly via fleas carried by rats and is estimated to have killed up to 50% of Europe's population. Its effects were so profound that it reshaped the structure of medieval society, leading to labor shortages and increased demand for workers.

In the 20th century, the **Spanish Flu of 1918** emerged in the aftermath of World War I. Unlike most flu outbreaks, it affected young, healthy adults as much as the elderly and sick. It is estimated to have infected one-third of the world's population, with tens of millions of deaths. What made it

especially deadly was the limited medical knowledge and the lack of antibiotics to treat secondary infections.

More recently, **HIV/AIDS**, first identified in the early 1980s, became a global pandemic with both health and social consequences. Unlike the sudden outbreaks of earlier pandemics, HIV spread more slowly, often going undetected for years. It led to widespread fear, stigma, and the urgent need for international cooperation in public health research and policy.

Finally, the **COVID-19 pandemic**, caused by the novel coronavirus SARS-CoV-2, emerged in late 2019 and quickly became a global emergency. It led to lockdowns, overwhelmed hospitals, and massive changes to how people live, work, and interact. Unlike past pandemics, COVID-19 occurred in an age of digital communication, which enabled rapid information-sharing but also the spread of misinformation.

Although each pandemic is different, they share key features: rapid transmission, global reach, and the need for strong public health responses. Understanding these events can help future generations respond more effectively when the next outbreak inevitably occurs.

1. **What do all pandemics described in the text have in common?**
 - a) They were caused by the same type of virus
 - b) They required large-scale health responses
 - c) They were easily controlled with early vaccination
2. **Why was the Black Death especially transformational for Europe?**
 - a) It introduced new scientific theories
 - b) It created opportunities for workers due to massive population loss
 - c) It encouraged people to move to cities
3. **What made the Spanish Flu unusually deadly compared to seasonal flu?**
 - a) It primarily affected children under five
 - b) It occurred during the industrial revolution
 - c) It impacted healthy young adults just as severely as the elderly
4. **What distinguishes the spread of HIV/AIDS from that of other pandemics in the text?**
 - a) It spread over a longer period and often went unnoticed at first
 - b) It only affected a few countries
 - c) It was easily cured in the early stages

5. **How did the COVID-19 pandemic differ from earlier ones in terms of information sharing?**
 - a) There was no need for public awareness
 - b) Social media helped spread both facts and misinformation
 - c) Only scientists were informed about the outbreak
6. **What is one reason the Plague of Athens had a major historical impact?**
 - a) It caused the fall of the Roman Empire
 - b) It weakened a powerful city during wartime
 - c) It resulted in the first modern vaccines
7. **What is the main purpose of the text?**
 - a) To criticize modern health systems
 - b) To provide a timeline of medical breakthroughs
 - c) To compare pandemics and highlight their lessons for the future

Text 2: THE IMPACT OF SCREEN TIME ON TEENAGERS

In today's digital age, screens have become central to the lives of teenagers. From smartphones and tablets to laptops and gaming consoles, many adolescents spend hours each day engaging with digital devices. These tools offer benefits ranging from easy access to information and communication to entertainment and learning. However, concerns continue to grow regarding the long-term effects of extended screen time on young people's physical and mental well-being.

One of the most widely discussed effects of screen overuse is poor sleep quality. Teenagers who spend long periods using devices—especially late at night—may experience disruptions in their natural sleep cycles. The blue light emitted by screens can suppress melatonin, the hormone responsible for signaling the body when it's time to rest. This can result in difficulty falling asleep, lighter sleep overall, and greater fatigue during the day.

Physical activity is another area impacted by screen-heavy lifestyles. When teens spend excessive time in front of screens, they are often doing so in sedentary positions. This reduces opportunities for exercise and movement, leading to concerns about rising obesity levels and overall physical fitness. While digital media can encourage participation in fitness programs through virtual classes, this is often outweighed by time spent on passive consumption such as watching videos or scrolling through social media.

Mental health experts have also raised alarms about the emotional effects of constant digital engagement. Though moderate screen use can have positive aspects—such as providing access to support networks or mental health apps—excessive and unregulated use, particularly of social media, can lead to increased anxiety, low self-esteem, and even symptoms of depression. Teens are particularly vulnerable to social comparison, which is amplified by the idealized content frequently posted online.

That said, not all screen time is harmful, and the context in which screens are used matters greatly. Educational use, interactive games that promote problem-solving, or communication with family and friends can be enriching. What many experts now recommend is a shift in focus—from counting total hours of screen exposure to understanding the *quality*, *purpose*, and *timing* of screen use. Encouraging a healthy balance between online and offline life is now viewed as more effective than simply limiting screen access.

Parents, educators, and teenagers themselves all play a role in managing screen time wisely. Open conversations about healthy usage, setting screen-free routines before bedtime, and promoting diverse activities beyond the digital world can help teens develop lifelong habits that support both physical and mental wellness.

N	STATEMENT	T/F/NG
1	Teenagers rely on screens for both academic and social purposes.	T/F/NG
2	Blue light from screens can disrupt natural sleep cycles.	T/F/NG
3	Teenagers who exercise regularly are less likely to use digital devices.	T/F/NG
4	Spending a long time on screens can reduce how active a teen is physically.	T/F/NG
5	Social media can sometimes cause teens to feel anxious or inadequate.	T/F/NG
6	Watching educational videos has the same emotional effect as browsing social media.	T/F/NG
7	Experts recommend managing screen time by evaluating its purpose and timing.	T/F/NG
8	The text argues that all screen time is damaging to teenagers' health.	T/F/NG