

**ПЛЕХАНОВСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ
2018/19
ПО АНГЛИЙСКОМУ ЯЗЫКУ**

1 вариант

Transfer all your answers to the answer sheet

LISTENING TEST

You will hear a radio interview with a businessman called Brett Porter, who developed a product called Rainaway, a type of waterproof map.

You will listen to the interview only once.

Task 1 . Questions 1 – 8 Choose the correct answer A,B or C

1. Why did Brett decide to try to produce the Rainaway map?

- A He was assured that it was better than existing products of that type.
- B He could see a way of manufacturing it reasonably cheaply.
- C He was unable to buy anything similar himself.

2. When he started to develop Rainway, Brett was confident of his knowledge of

- A target customers.
- B distribution methods.
- C pricing strategies.

3. What helped Brett's business to grow?

- A a low-interest loan from a commercial bank.
- B an informal discussion with a business adviser.
- C free software from a firm called Croner Consulting.

4. What problem was there with the trial production of Rainaway?

- A the small size of the printed product.
- B the low quality of print materials.
- C the slow printing process used.

5. What problem did Brett have with printing companies?

- A They were unwilling to make a long-lasting product.
- B They misunderstood his business idea.
- C They wanted to charge more for a high-risk project.

6. Brett realizes that Herne Publishing might try to

- A copy his idea.
- B use his contacts.
- C take over his business.

7. Since the company was launched in 2001,

- A turnover has reached more than 700,000 pounds.
- B the average retail price per map has reached 24 pounds.
- C a total of 200,000 copies of Rainaway maps have been sold.

8. What is the next challenge for Brett's company?

- A maintaining the effectiveness of its advertising.
- B developing a new range of publications.
- C expanding the size of its call centre.



READING

Task 1 For questions 1 – 6 read the text and answer the questions

London's Cafe Oto: Britain's coolest music venue

It's a Thursday night at Cafe Oto and emotions are running high. A hushed crowd has just spent two hours listening to the legendary Robert Wyatt play tracks, mainly from his old albums. The huge windows in this converted warehouse building are steamed up and one audience member is close to tears, having just been telling Wyatt how much his music means to him. Wyatt receives an ecstatic cheer.

Cafe Oto, founded by Englishman Hamish Dunbar and his Japanese partner Keiko Yamamoto, claims to be the only UK venue that exclusively promotes experimental music and musicians. One concert featured Japan's Otomo Yoshihide, who performed there last year. They had to switch off the bar fridges as the hum coming from them was louder than the show, which featured Yoshihide 'playing' the edge of a credit card on a record player that wasn't plugged in.

Having survived without funding since its opening, Cafe Oto has just celebrated its fourth anniversary - and a sudden turn in its financial fortunes. Not only has Arts Council England, a government-funded organization, given it a £20,000 grant, it has also won a new £30,000 prize from the Genesis Foundation, a UK-based charity, for its work in providing a platform for musicians. Cafe Oto has also received acclaim from abroad, with the Italian version of Vogue Magazine recently calling it the coolest venue in Britain.

However, even though it's situated in Dalston in east London, one of the most fashionable places to see the latest art and hear the newest music, the crowd watching Robert Wyatt are hardly high fashion, even if there is a pop star, singer Alexis Taylor, present. It's mostly the kind of serious young men you see scrutinizing the shelves of small, independent record shops throughout the country. Cafe Oto is not the sort of place where you stand around chatting while the bands play. 'You'd have to be socially inept to talk when there are 200 people totally silent,' says Dunbar. 'But it's very rare that I have to tap someone on the shoulder. It becomes self-policing.'

Dunbar, 32, grew up in Devon, southwest England, listening to his father's jazz records. He met Yamamoto at Central Saint Martins College of Art in London, where he was studying painting and she fine art. After a short while in Tokyo, Japan, enjoying the city's experimental music venues, the pair got the idea of setting up something similar in London. Every bank turned them down for a loan; but, says Dunbar, 'there was this thing in the Borough of Hackney where the council would give you loans to start a business if you got refused by a bank.' They were awarded £25,000, which they recently paid back.

Cafe Oto (the word means 'noise' or 'sound' in Japanese) opened four years ago and, for the first two years, Dunbar and Yamamoto worked 17-hour days, seven days a week. 'Just a couple of hours of sleep,' says Yamamoto. 'Just me and Hamish from morning to night, making coffee and booking bands from a laptop behind the counter. We didn't have any money, but at least we were doing what we wanted to do.' The secret of the venue's success is its focus on what Yamamoto describes as 'underground music'. 'We turn down huge amounts of stuff,' she says. 'If it's bland and boring and being done in other places, why do it here?'

The extra funding from the Arts Council will help the couple to cover the running costs of the venue, and the Genesis Foundation money will be used to support five local musicians, set up collaborations with musicians from outside of Europe and get them onto the bills of European festivals, where Dunbar says experimental music is better funded. Dunbar seems unshakably



Плехановская олимпиада школьников по английскому языку заключительный этап. 24.03.2019г.
committed to his project. 'Sometimes I think this is too much work.' But we're stubborn and that's really important. To do something like this you have to be determined. '

1. Why does the writer mention Otomo Yoshihide?

- A to show how having the latest technology is unnecessary in music venues.
- B to demonstrate how the venue contributed to his popularity in Britain.
- C to give an example of the kind of music that the venue supports.
- D to illustrate the superiority of experimental music.

2. The writer says that the funding Cafe Oto received from Arts Council England

- A led to the venue being awarded further funding by another organization.
- B helped overcome the difficult financial situation that the venue was in.
- C enabled the venue to make a profit in four years.
- D drew the attention of journalists at Vogue Magazine.

3. The writer believes that the people who go to Cafe Oto

- A tend to be socially inadequate.
- B are men working in the music industry.
- C respect the way they are expected to behave.
- D make every effort to be seen in the company of celebrities.

4. Dunbar and Yamamoto first decided to create a music venue in London

- A during a trip to Japan.
- B while they were at art college.
- C after they were given £25,000.
- D as they were listening to jazz music.

5. What does Yamamoto say about her first two years working in Cafe Oto?

- A It was more exhausting than she had thought.
- B The lack of staff created some problems.
- C It made her appreciate her partner more.
- D The work she was doing made her feel content.

6. What does Dunbar intend to do with the money from Genesis Foundation?

- A redecorate the venue.
- B organise European festivals.
- C create links with foreign musicians.
- D help local musicians set up businesses.

Task 2 For questions 7-13 answer questions by referring to the information members of the Brett family give about their education.

An English Family, 80 Years of Schooling

Freda Brett, 85

I started school when I was four. I didn't learn anything at my first school, we just played. Then we moved and I went to a school a mile from home - I used to walk with my brother, the roads were safe then. The headmaster really was a cruel man, he used to beat the boys. I was about eight when we moved again and I went to another school where I was very happy. I don't think we learnt all that much - we did reading, writing, arithmetic, history and geography. The boys did gardening and the girls did needlework and housewifery. The whole school was in one room, divided into classes. We sat in rows of wooden desks facing the teacher who would write



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on the board and ask questions. We learnt to add up in our heads - they can't do that now. We never got any homework. We had singing lessons but no piano. There were nature lessons but no art lessons. Only two people went on to secondary education in my time. We had no ambition, but our parents never put us forward either. I suppose it was as much as they could do to support us. I wish we had the opportunity to have done more - there were not the chances there are now. We never had any special training for anything specific at school.

Brian Brett, 65

Discipline was enforced by fear at my first school. The headmaster was very brutal. The teachers tended to be elderly spinsters. Most learning was by rote. There wasn't a great deal of individual attention, and no homework. School was very much divorced from your home and parents.

We were a very poor family. It was a grind just to stay alive. You had no expectations really. Everyone worked locally. Each year the top class was entered for the county scholarship exam for grammar school in Stowmarket. Only one place each year went to someone from my school, and I got it. My parents had to make a great financial sacrifice to send me there. My fees were paid for, but I needed things like a uniform which cost two or three weeks' worth of my father's wages. I got a free bus pass and was entitled to free school meals too, but that was looked upon by my parents as charity, so I took sandwiches. If I hadn't got the scholarship, I would have gone to the area school and left at about 14. Instead, my parents signed a piece of paper saying I would stay until I was 16. They were aware it might lead to something better. It tended to mean you went from blue collar to white collar. I was an outcast among my own kind: virtually ostracised. It was very difficult, not being part of the troop that roamed the village.

We did English grammar and literature, chemistry, botany and religious education. French was compulsory. The girls did cookery and prepared school meals, the boys did woodwork. There were no visual aids. There was much greater discipline because there was always the threat of being expelled. It was a very narrow education.

Mike Brett, 42

I went to four different primary schools. I quite liked school, although I didn't know what was going on. My last year was spent in a middle-class urban school that was much more formal. There was a lot of rote-learning, and I was introduced to some subjects for the first time, such as classics. It was obvious that the II-plus examination figured prominently in the school's thoughts. I think it was a shock to my parents, because it was also obvious that I wasn't going to pass it. They got me a private tutor, but I failed anyway. My father was very disappointed. All my friends bar one passed the II-plus; that still hurts today. It was totally iniquitous. I felt a failure for years after that. Education for me was a dawning process: I was a late developer. My mother told me recently that when one teacher wrote: 'He will never achieve anything in life' in my report, I was determined to prove him wrong.

So I went to the secondary modern. Discipline was rigorously enforced. Some of the teachers were absolutely brutal. It was part of the culture of the institution. It was expected that everyone in my class would do 0 level examinations. I scraped five. My father was amazed. I was surprised, to be honest. I remember my parents visiting the school. There had been some discussion at home about my progress. I had another private tutor for a few years, so they were obviously interested and concerned. They thought of education as a positive force in life, a passport. My mother in particular wanted me to have the opportunities she hadn't had. And by then I knew I wanted to teach.

We moved, and I applied for a place at Felixstowe Grammar School. The head wasn't too keen to take me, but I got in to do history, geography and economics A levels. One of my economics teachers was quite different from other teachers I'd had. He asked us to read things and discuss them. I found it much easier to learn that way. I even remember having a lesson on



a fishing boat. But the other subjects were still taught formally from the teacher's notes, a very prescriptive approach. The school wouldn't support my going to university. I was pointed towards teacher training. But then the A level examination results came out, the school changed its mind and gave me a reference, so I went to Lancaster University to read history and economics.

Elizabeth Brett, 14

Mum taught me to read before I went to school. I remember waiting for Dad to come home so that I could read to him; I used to love it. At school you had reading cards to take home. You had to read three more pages of your book to your parents, then they had to sign a card to say you'd done it. I loved primary school. The thing I enjoyed the most was the music. I played the recorder in school concerts and started to learn the violin. We had penpals in Tasmania who we communicated with by computer. There was lots of painting. Most of my teachers made particular emphasis that boys and girls are equal: if one of the children made a sexist comment, the teacher always made sure they were stopped.

My present school is very big. You don't feel like an individual really. I had to decide on my GCSE examination options last month - it was really hard. I couldn't do what I wanted to do - music and two languages. They wouldn't let me, they insisted I took a course like home economics, child development or business. I could see the point but felt it was putting me behind in what I wanted to do. I'm having to do an extra evening class in music which means more work.

I don't know what I'd like to do afterwards something to do with music. I want to go to university definitely. I'm proud of what my parents have done and I don't think they'd have got this far if they hadn't gone to university. I don't just want to leave school and get a job. I don't think I'd be ready to face the world.

- | |
|--------------|
| A. Freda |
| B. Brian |
| C. Mike |
| D. Elizabeth |

7. says fellow-pupils expected to find jobs near where they lived? _____
8. had potential that was not realized early? _____
9. regrets the lack of career choice? _____
10. passed an examination to go on to secondary education? _____
11. was prevented by the school from doing the desired choice of subjects? _____
12. had teachers who treated boys and girls in the same way? _____
13. exceeded the school's expectations? _____

Task 3 For questions 14 - 22 read the text

One Who Hopes

A
Language lovers, just like music lovers, enjoy variety. For the latter there's Mozart, The Rolling Stones and Beyonce. For the former there's English, French, Swahili, Urdu... the list is endless. But what about those poor overworked students who find learning difficult, confusing languages a drudge? Wouldn't it put a smile on their faces if there were just one simple, easy-to-learn tongue that would cut their study time by years? Well, of course, it exists. It's called Esperanto, and it's been around for more than 120 years. Esperanto is the most widely spoken artificially constructed international language. The name derives from Doktoro Esperanto, the pseudonym under which L. L. Zamenhof first published his *Unua Libro* in 1887. The phrase itself means 'one who hopes'. Zamenhof's goal was to create an easy and flexible language as a universal second language to promote peace and international understanding.

B
Zamenhof, after ten years of developing his brainchild from the late 1870s to the early 1880s, had the first Esperanto grammar published in Warsaw in July 1887. The number of speakers grew



rapidly over the next few decades, at first primarily in the Russian empire and Eastern Europe, then in Western Europe and the Americas, China, and Japan. In the early years, speakers of Esperanto kept in contact primarily through correspondence and periodicals, but since 1905 world congresses have been held on five continents every year except during the two World Wars. Latest estimates for the numbers of Esperanto speakers are around 2 million. Put in percentage terms, that's about 0.03% of the world's population - no staggering figure, comparatively speaking. One reason is that Esperanto has no official status in any country, but it is an optional subject on the curriculum of several state education systems. It is widely estimated that it can be learned in anywhere between a quarter to a twentieth of the time required for other languages.

C

As a constructed language, Esperanto is not genealogically related to any ethnic language. Whilst it is described as 'a language lexically predominantly Romanic', the phonology, grammar, vocabulary, and semantics are based on the western Indo-European languages. For those of us who are not naturally predisposed to tucking languages under our bells, it is an easy language to learn. It has 5 vowels and 23 consonants. It has one simple way of conjugating all of its verbs. Words are often made from many other roots, making the number of words which one must memorize much smaller. The language is phonetic, and the rules of pronunciation are very simple, so that everyone knows how to pronounce a written word and vice-versa, and word order follows a standard, logical pattern. Through prefixing and suffixing, Esperanto makes it easy to identify words as nouns, verbs, adjectives, adverbs, direct objects and so on, by means of easy-to-spot endings. All this makes for easy language learning. What's more, several research studies demonstrate that studying Esperanto before another foreign language speeds up and improves the learning of the other language. This is presumably because learning subsequent foreign languages is easier than learning one's first, while the use of a grammatically simple and culturally flexible language like Esperanto softens the blow of learning one's first foreign language. In one study, a group of European high school students studied Esperanto for one year, then French for three years, and ended up with a significantly better command of French than a control group who had studied French for all four years.

D

Needless to say, the language has its critics. Some point to the Eastern European features of the language as being harsh and difficult to pronounce, and argue that Esperanto has an artificial feel to it, without the flow of a natural tongue, and that by nature of its artificiality, it is impossible to become emotionally involved with the language. Others cite its lack of cultural history, indigenous literature - "no one has ever written a novel straight into Esperanto" together with its minimal vocabulary and its inability to express all the necessary philosophical, emotional and psychological concepts.

E

The champions of Esperanto - *Esperantists* - disagree. They claim that it is a language in which a great body of world literature has appeared in translation: in poetry, novels, literary journals, and, to rebut the accusation that it is not a 'real' language, point out that it is frequently used at international meetings which draw hundreds and thousands of participants. Moreover, on an international scale, it is most useful – and fair - for neutral communication. That means that communication through Esperanto does not give advantages to the members of any particular people or culture, but provides an ethos of equality of rights, tolerance and true internationalism.

F

Esperantists further claim that Esperanto has the potential - were it universally taught for a year or two throughout the world - to empower ordinary people to communicate effectively worldwide on a scale that far exceeds that which is attainable today by only the most linguistically brilliant among us. It offers the opportunity to improve communication in business, diplomacy, scholarship and other fields so that those who speak many different native languages will be able



to participate fluently in international conferences and chat comfortably with each other after the formal presentations are made. Nowadays that privilege is often restricted to native speakers of English and those who have special talents and opportunities for learning English as a foreign language.

G

What Esperanto does offer in concrete terms is the potential of saving billions of dollars which are now being spent on translators and interpreters, billions which would be freed up to serve the purposes of governments and organizations that spend so much of their resources to change words from one language into the words of others. Take, for example, the enormously costly conferences, meetings and documentation involved in the European Union parliamentary and administrative procedures - all funded, essentially, by tax payers. And instead of the World Health Organization, and all NGOs for that matter, devoting enormous sums to provide interpreters and translations, they would be able to devote those huge amounts of money to improving the health of stricken populations throughout the world.

For questions 14 - 16 choose the correct heading for paragraphs B, D, F from the list below (a - i)

14 (B) _____	a) A non-exclusive language
15 (D) _____	b) Fewer languages, more results
16 (F) _____	c) Language is personal
	d) What's fashionable in language
	e) From the written word to the spoken word
	f) A real language
	g) Harmony through language
	h) The mechanics of a language
	i) Lost in translation

For questions 17 – 19 choose the correct letter A, B, C, D

17. What advantage is there to learning Esperanto as one's first foreign language?

- A** Its pronunciation rules follow those of most European languages.
- B** There are no grammar rules to learn.
- C** It can make the learning of other languages less complicated.
- D** Its verbs are not conjugated.

18. What do its critics say of Esperanto?

- A** It is only used in artificial situations.
- B** It requires emotional involvement.
- C** It cannot translate works of literature.
- D** It lacks depth of expression.

19. How could Esperanto help on a global level?

- A** It would eliminate the need for conferences.
- B** More aid money would reach those who need it.
- C** More funds could be made available for learning foreign languages.
- D** The world population would be speaking only one language.

For questions 20 – 22 agree or disagree with the information given in the text.

Yes – if the statement agrees with the information **No** – if the statement contradicts the information

Not given – if there is no information on this



20. Supporters of Esperanto say it gives everyone an equal voice. Yes No Not given
 21. Esperanto is the only artificially-constructed language. Yes No Not given
 22. Esperanto can be learned as part of a self-study course. Yes No Not given

USE OF ENGLISH

Task 1 For questions 1 – 10 use the verbs in the correct form

Normally I don't enjoy 1 (spend) time in public places on week-ends after a busy week. My friend Alan knows that I prefer being left alone in my citadel in a good company of TV and grand pizza Margarita. It's a long standing habit and I can't bear 2 (talk into) doing things I don't like. And I never change my plans until 3 (make) sure that the event is really worth attending.

But on one occasion I gave in. It happened because Alan, who is an ardent film fan, 4 (go on) about a new film all week and eventually I had myself 5 (persuade). So, one Friday evening I reluctantly dragged myself to the cinema 6 (lead) by Alan. The film 7 (star) some ephemeral Hollywood actor whom I vaguely had heard of but couldn't put a face to.

I was really shocked when we got to the cinema. It 8 (be) the first run of the film, there were crowds of people waiting outside. It made me feel optimistic. In the end, the film turned out to be a hilarious comedy not as bad as I had expected. Since then I have become a real cinema goer. If it were not for my friend I still 9 (sit) glued to the TV at home. Now I wish I 10 (spend) less time sitting at home and putting on weight. It is all in the past!

Task 2 For questions 11-16 match sentences halves (11-16) with a - f to make complete sentences.

11. He never seems to get caught by his dishonesty - he's	a) always try to call a spade a spade.
12 .We should be honest and	b) but nobody I know supports him
13. The polls indicate that our man is making headway	c) good at covering his tracks.
14. He spoke as if I had nothing to do with it	d) do our best to pass the buck.
15. The other candidates have more money than me	e) going through the motions.
16. You will progress quickly in this company	f) as though his friend has stabbed him in the back.
	g) as though I haven't been in the picture at all.
	h) so we don't expect it to be successful
	i) if you keep your nose clean
	j) so it's not a level playing field
	k) when you go round in circles
	l) because there is no such thing as free lunch

Task 3 For questions 17-26 fill in the blanks with an appropriate phrasal verb in the correct form . Some of the verbs you don't need to use at all and some you will have to use more than once.

Наличие любых электронных устройств (даже в выключенном состоянии), а также шаргалок, приравнивается к их использованию

ФГБОУ ВО «РЭУ им. Г. В. Плеханова»



talk smb into talk smb out of turn up turn out tell off make up make out
take back talk down to take smb for give in run out of turn down take aback

17. Jane was so determined to become a model that her parents couldn't ___ her ___ it.
18. You can't ___ me ___ giving you more money. I've given you enough already.
19. Ann was _____ by her father for coming home late.
20. We were so _____ by his decision to resign that we didn't know what to say.
21. Could you please _____ the volume a bit? I can't hear it very well.
22. He _____ to be a liar and a cheat.
23. The boss asked her to _____ the hours she missed last week.
24. Although Mark said he'd be there at 8.00, he didn't _____ until 10.30
25. After not speaking for several days they finally managed to _____ .
26. We'll _____ coffee soon. Could you go and buy some?

Task 4 For questions 27 – 35 replace the underlined words with the idioms.
Make all necessary changes. There are more idioms than you will need

27. When his boss criticizes his work, Jason never complains and is ready to **accept criticism and punishment**
28. John managed **not to be discouraged** despite his failure.
29. If you **act cleverly** and speak nicely to your father, he might take you to the fair this afternoon.
30. Please don't bring up that old argument with Joe when you see him. Just **avoid mentioning the subject**
or taking action which could cause trouble.
31. All the money I'd invested **was lost** when the stock market crashed.
32. Some people always **grieve over something that cannot be put right** when they should be getting on
with their lives.
33. He felt **depressed** when he heard he had failed all his exams.
34. He told his son that he ought **to make a great effort** or he'd never make a success of himself.
35. The detectives admit that they have been **following the wrong track** for some time.

- a) in the pipeline
- b) let the sleeping dogs lie
- c) cry over spilt milk
- d) take sth on the chin
- e) keep one's chin up
- f) bark the wrong tree
- g) get one's act together
- h) play one's cards right
- i) cut corners
- j) pull one's socks up
- k) down in the mouth
- l) go down the drain
- m) cross one's mind



Task 5 Questions 36 -39. The words in the following sentences have been jumbled up. Unjumble them and write the correct sentences.

36. catch she too for up quickly was with walking me to her

37. out orders, the what he told carried been doing had to do exactly soldier his

38. over the again with I to sure make instructions understood went he me

39. was nobody in his although story, taken seemed at convincing first by it

Task 6 For questions 40 – 44 complete the sentences with commonly used foreign words borrowed from French and Latin languages. You don't need to use all of them.

rapport forte carte blanche connoisseur fiasco saga crescendo
guru hors d'oeuvres

40. He found that running long distances isn't his _____ .
41. It is important for teachers to establish a good _____ with their students.
42. The exhibition will be of great interest not only to a _____ of art but also to mass media representatives.
43. The election campaign was such a _____ that organizers were shocked.
44. In response to the _____ of public criticism, the national coach had nothing but to resign.

Task 7 For questions 45-50 write the text in *American English*

An American student came to London for the first time and now is describing his experience to his friend. Choose the correct options in *American English*.

A trip to London

Last week I drove to London by car. As there was an accident on the highway I had to take a detour. I stopped in front of a theater to ask for directions. A young man told me to turn right at the intersection and ask again at the (45) gas station/petrol station . There a friendly (46) sales clerk /shop assistant told me to take the second exit of the traffic circle. After I had passed a (47) zebra crossing /crosswalk I saw a bookstore and a large (48) car park/parking lot. The only place I could park my car was near a huge (49) garbage collector/dustbin. I parked my car there and walked to the center of London. This was my first (50) holiday/vacation abroad.

Transfer all your answers to the answer sheet



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You will listen to the interview only once.

Task 1 . Questions 1 – 8 Choose the correct answer A,B or C

1. Why did Brett decide to try to produce the Rainaway map?

- A He was assured that it was better than existing products of that type.
- B He could see a way of manufacturing it reasonably cheaply.
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4. What problem was there with the trial production of Rainaway?

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- B the low quality of print materials.
- C the slow printing process used.

5. What problem did Brett have with printing companies?

- A They were unwilling to make a long-lasting product.
- B They misunderstood his business idea.
- C They wanted to charge more for a high-risk project.

6. Brett realizes that Herne Publishing might try to

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7. Since the company was launched in 2001,

- A turnover has reached more than 700,000 pounds.
- B the average retail price per map has reached 24 pounds.
- C a total of 200,000 copies of Rainaway maps have been sold.

8. What is the next challenge for Brett's company?

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READING

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Freda Brett, 85

I started school when I was four. I didn't learn anything at my first school, we just played. Then we moved and I went to a school a mile from home - I used to walk with my brother, the roads were safe then. The headmaster really was a cruel man, he used to beat the boys. I was about eight when we moved again and I went to another school where I was very happy. I don't think we learnt all that much - we did reading, writing, arithmetic, history and geography. The boys did gardening and the girls did needlework and housewifery. The whole school was in one room, divided into classes. We sat in rows of wooden desks facing the teacher who would write on the board and ask questions. We learnt to add up in our heads - they can't do that now. We never got any homework. We had singing lessons but no piano. There were nature lessons but no art lessons. Only two people went on to secondary education in my time. We had no ambition, but our parents never put us forward either. I suppose it was as much as they could do to support us. I wish we had the opportunity to have done more - there were not the chances there are now. We never had any special training for anything specific at school.

Brian Brett, 65

Discipline was enforced by fear at my first school. The headmaster was very brutal. The teachers tended to be elderly spinsters. Most learning was by rote. There wasn't a great deal of individual attention, and no homework. School was very much divorced from your home and parents.

We were a very poor family. It was a grind just to stay alive. You had no expectations really. Everyone worked locally. Each year the top class was entered for the county scholarship exam for grammar school in Stowmarket. Only one place each year went to someone from my school, and I got it. My parents had to make a great financial sacrifice to send me there. My fees were paid for, but I needed things like a uniform which cost two or three weeks' worth of my father's wages. I got a free bus pass and was entitled to free school meals too, but that was looked upon by my parents as charity, so I took sandwiches. If I hadn't got the scholarship, I would have gone to the area school and left at about 14. Instead, my parents signed a piece of paper saying I would stay until I was 16. They were aware it might lead to something better. It tended to mean you went from blue collar to white collar. I was an outcast among my own kind: virtually ostracized. It was very difficult, not being part of the troop that roamed the village.

We did English grammar and literature, chemistry, botany and religious education. French was compulsory. The girls did cookery and prepared school meals, the boys did woodwork. There were no visual aids. There was much greater discipline because there was always the threat of being expelled. It was a very narrow education.

Mike Brett, 42

I went to four different primary schools. I quite liked school, although I didn't know what was going on. My last year was spent in a middle-class urban school that was much more formal. There was a lot of rote-learning, and I was introduced to some subjects for the first time, such as classics. It was obvious that the II-plus examination figured prominently in the school's thoughts. I think it was a shock to my parents, because it was also obvious that I wasn't going to pass it. They got me a private tutor, but I failed anyway. My father was very disappointed. All my friends bar one passed the II-plus; that still hurts today. It was totally iniquitous. I felt a failure for years after that. Education for me was a dawning process: I was a late developer. My mother told me



recently that when one teacher wrote: 'He will never achieve anything in life' in my report, I was determined to prove him wrong.

So I went to the secondary modern. Discipline was rigorously enforced. Some of the teachers were absolutely brutal. It was part of the culture of the institution. It was expected that everyone in my class would do O level examinations. I scraped five. My father was amazed. I was surprised, to be honest. I remember my parents visiting the school. There had been some discussion at home about my progress. I had another private tutor for a few years, so they were obviously interested and concerned. They thought of education as a positive force in life, a passport. My mother in particular wanted me to have the opportunities she hadn't had. And by then I knew I wanted to teach.

We moved, and I applied for a place at Felixstowe Grammar School. The head wasn't too keen to take me, but I got in to do history, geography and economics A levels. One of my economics teachers was quite different from other teachers I'd had. He asked us to read things and discuss them. I found it much easier to learn that way. I even remember having a lesson on a fishing boat. But the other subjects were still taught formally from the teacher's notes, a very prescriptive approach. The school wouldn't support my going to university. I was pointed towards teacher training. But then the A level examination results came out, the school changed its mind and gave me a reference, so I went to Lancaster University to read history and economics.

Elizabeth Brett, 14

Mum taught me to read before I went to school. I remember waiting for Dad to come home so that I could read to him; I used to love it. At school you had reading cards to take home. You had to read three more pages of your book to your parents, then they had to sign a card to say you'd done it. I loved primary school. The thing I enjoyed the most was the music. I played the recorder in school concerts and started to learn the violin. We had penpals in Tasmania who we communicated with by computer. There was lots of painting. Most of my teachers made particular emphasis that boys and girls are equal: if one of the children made a sexist comment, the teacher always made sure they were stopped.

My present school is very big. You don't feel like an individual really. I had to decide on my GCSE examination options last month - it was really hard. I couldn't do what I wanted to do - music and two languages. They wouldn't let me, they insisted I took a course like home economics, child development or business. I could see the point but felt it was putting me behind in what I wanted to do. I'm having to do an extra evening class in music which means more work.

I don't know what I'd like to do afterwards something to do with music. I want to go to university definitely. I'm proud of what my parents have done and I don't think they'd have got this far if they hadn't gone to university. I don't just want to leave school and get a job. I don't think I'd be ready to face the world.

- | |
|---|
| <p>A. Freda
B. Brian
C. Mike
D. Elizabeth</p> |
|---|

- | | |
|---|-----|
| 1. had an education that did not continue to secondary level? | ___ |
| 2. had parents who suffered financially to support his / her education? | ___ |
| 3. changed schools during secondary education? | ___ |
| 4. had to study with the constant fear of expulsion? | ___ |
| 5. used technology to communicate with pupils in another country? | ___ |
| 7. had decided on a profession before leaving school? | ___ |
| 7. was forced to study a favorite subject outside school? | ___ |

Наличие любых электронных устройств (даже в выключенном состоянии), а также шпаргалок, приравнивается к их использованию

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Task 2 For questions 8 - 17 read the text.

ESPERANTO

A

Language lovers, just like music lovers, enjoy variety. For the latter there's Mozart, The Rolling Stones and Beyonce. For the former there's English, French, Swahili, Urdu... the list is endless. But what about those poor overworked students who find learning difficult, confusing languages a drudge? Wouldn't it put a smile on their faces if there were just one simple, easy-to-learn tongue that would cut their study time by years? Well, of course, it exists. It's called Esperanto, and it's been around for more than 120 years. Esperanto is the most widely spoken artificially constructed international language. The name derives from Doktoro Esperanto, the pseudonym under which L. L. Zamenhof first published his *Unua Libro* in 1887. The phrase itself means 'one who hopes'. Zamenhof's goal was to create an easy and flexible language as a universal second language to promote peace and international understanding.

B

Zamenhof, after ten years of developing his brainchild from the late 1870s to the early 1880s, had the first Esperanto grammar published in Warsaw in July 1887. The number of speakers grew rapidly over the next few decades, at first primarily in the Russian empire and Eastern Europe, then in Western Europe and the

Americas, China, and Japan. In the early years, speakers of Esperanto kept in contact primarily through correspondence and periodicals, but since 1905 world congresses have been held on five continents every year except during the two World Wars. Latest estimates for the numbers of Esperanto speakers are around 2 million. Put in percentage terms, that's about 0.03% of the world's population - no staggering figure, comparatively speaking. One reason is that Esperanto has no official status in any country, but it is an optional subject on the curriculum of several state education systems. It is widely estimated that it can be learned in anywhere between a quarter to a twentieth of the time required for other languages.

C

As a constructed language, Esperanto is not genealogically related to any ethnic language. Whilst it is described as 'a language lexically predominantly Romanic', the phonology, grammar, vocabulary, and semantics are based on the western Indo-European languages. For those of us who are not naturally predisposed to tucking languages under our bells, it is an easy language to learn. It has 5 vowels and 23 consonants. It has one simple way of conjugating all of its verbs. Words are often made from many other roots, making the number of words which one must memorize much smaller. The language is phonetic, and the rules of pronunciation are very simple, so that everyone knows how to pronounce a written word and vice-versa, and word order follows a standard, logical pattern. Through prefixing and suffixing, Esperanto makes it easy to identify words as nouns, verbs, adjectives, adverbs, direct objects and so on, by means of easy-to-spot endings. All this makes for easy language learning. What's more, several research studies demonstrate that studying Esperanto before another foreign language speeds up and improves the learning of the other language. This is presumably because learning subsequent foreign languages is easier than learning one's first, while the use of a grammatically simple and culturally flexible language like Esperanto softens the blow of learning one's first foreign language. In one study, a group of European high school students studied Esperanto for one year, then French for three years, and ended up with a significantly better command of French than a control group who had studied French for all four years.

D

Needless to say, the language has its critics. Some point to the Eastern European features of the language as being harsh and difficult to pronounce, and argue that Esperanto has an artificial feel to it, without the flow of a natural tongue, and that by nature of its artificiality, it is impossible to



become emotionally involved with the language. Others cite its lack of cultural history, indigenous literature - "no one has ever written a novel straight into Esperanto" together with its minimal vocabulary and its inability to express all the necessary philosophical, emotional and psychological concepts.

E

The champions of Esperanto - *Esperantists* - disagree. They claim that it is a language in which a great body of world literature has appeared in translation: in poetry, novels, literary journals, and, to rebut the accusation that it is not a 'real' language, point out that it is frequently used at international meetings which draw hundreds and thousands of participants. Moreover, on an international scale, it is most useful and fair for neutral communication. That means that communication through Esperanto does not give advantages to the members of any particular people or culture, but provides an ethos of equality of rights, tolerance and true internationalism.

F

Esperantists further claim that Esperanto has the potential - were it universally taught for a year or two throughout the world - to empower ordinary people to communicate effectively worldwide on a scale that far exceeds that which is attainable today by only the most linguistically brilliant among us. It offers the opportunity to improve communication in business, diplomacy, scholarship and other fields so that those who speak many different native languages will be able to participate fluently in international conferences and chat comfortably with each other after the formal presentations are made. Nowadays that privilege is often restricted to native speakers of English and those who have special talents and opportunities for learning English as a foreign language.

G

What Esperanto does offer in concrete terms is the potential of saving billions of dollars which are now being spent on translators and interpreters, billions which would be freed up to serve the purposes of governments and organizations that spend so much of their resources to change words from one language into the words of others. Take, for example, the enormously costly conferences, meetings and documentation involved in the European Union parliamentary and administrative procedures - all funded, essentially, by tax payers. And instead of the World Health Organization, and all NGOs for that matter, devoting enormous sums to provide interpreters and translations, they would be able to devote those huge amounts of money to improving the health of stricken populations throughout the world.

For questions 8 - 10 choose the correct heading for paragraphs C, E, G from the list below (a - i)

8 (C) _____	a) A non-exclusive language
9 (E) _____	b) Fewer languages, more results
10 (G) _____	c) Language is personal
	d) What's fashionable in language
	e) From the written word to the spoken word
	f) A real language
	g) Harmony through language
	h) The mechanics of a language
	i) Lost in translation

For questions 11 - 13 choose the correct letter A, B, C, D



11. What advantage is there to learning Esperanto as one's first foreign language?

- A Its pronunciation rules follow those of most European languages.
- B There are no grammar rules to learn.
- C Its verbs are not conjugated.
- D It can make the learning of other languages less complicated.

12. What do its critics say of Esperanto?

- A It lacks depth of expression.
- B It requires emotional involvement.
- C It cannot translate works of literature.
- D It is only used in artificial situations.

13. How could Esperanto help on a global level?

- A It would eliminate the need for conferences.
- B More aid money would reach those who need it.
- C More funds could be made available for learning foreign languages.
- D The world population would be speaking only one language.

For questions 14 - 16 agree or disagree with the information given in the text.

Yes – if the statement agrees with the information **No** – if the statement contradicts the information

Not given – if there is no information on this

- | | | | |
|---|-----|----|-----------|
| 14. Esperanto is the only artificially-constructed language. | Yes | No | Not given |
| 15. Esperanto can be learned as part of a self-study course. | Yes | No | Not given |
| 16. Esperanto can be used equally in formal and informal situations | Yes | No | Not given |

Task 3 For questions 17-22 read the text and answer the questions

The Coolest Music Venue in Britain

It's a Thursday night at Cafe Oto and emotions are running high. A hushed crowd has just spent two hours listening to the legendary Robert Wyatt play tracks, mainly from his old albums. The huge windows in this converted warehouse building are steamed up and one audience member is close to tears, having just been telling Wyatt how much his music means to him. Wyatt receives an ecstatic cheer.

Cafe Oto, founded by Englishman Hamish Dunbar and his Japanese partner Keiko Yamamoto, claims to be the only UK venue that exclusively promotes experimental music and musicians. One concert featured Japan's Otomo Yoshihide, who performed there last year. They had to switch off the bar fridges as the hum coming from them was louder than the show, which featured Yoshihide 'playing' the edge of a credit card on a record player that wasn't plugged in.

Having survived without funding since its opening, Cafe Oto has just celebrated its fourth anniversary - and a sudden turn in its financial fortunes. Not only has Arts Council England, a government-funded organization, given it a £20,000 grant, it has also won a new £30,000 prize from the Genesis Foundation, a UK-based charity, for its work in providing a platform for musicians. Cafe Oto has also received acclaim from abroad, with the Italian version of Vogue Magazine recently calling it the coolest venue in Britain.

However, even though it's situated in Dalston in east London, one of the most fashionable places to see the latest art and hear the newest music, the crowd watching Robert Wyatt are hardly high fashion, even if there is a pop star, singer Alexis Taylor, present. It's mostly the kind of serious young men you see scrutinizing the shelves of small, independent record shops throughout the country. Cafe Oto is not the sort of place where you stand around chatting while the bands play. 'You'd have to be socially inept to talk when there are 200 people



totally silent,' says Dunbar. 'But it's very rare that I have to tap someone on the shoulder. It becomes self-policing.'

Dunbar, 32, grew up in Devon, southwest England, listening to his father's jazz records. He met Yamamoto at Central Saint Martins College of Art in London, where he was studying painting and she fine art. After a short while in Tokyo, Japan, enjoying the city's experimental music venues, the pair got the idea of setting up something similar in London. Every bank turned them down for a loan; but, says Dunbar, 'there was this thing in the Borough of Hackney where the council would give you loans to start a business if you got refused by a bank.' They were awarded £25,000, which they recently paid back.

Cafe Oto (the word means 'noise' or 'sound' in Japanese) opened four years ago and, for the first two years, Dunbar and Yamamoto worked 17-hour days, seven days a week. 'Just a couple of hours of sleep,' says Yamamoto. 'Just me and Hamish from morning to night, making coffee and booking bands from a laptop behind the counter. We didn't have any money, but at least we were doing what we wanted to do.' The secret of the venue's success is its focus on what Yamamoto describes as 'underground music'. 'We turn down huge amounts of stuff,' she says. 'If it's bland and boring and being done in other places, why do it here?'

The extra funding from the Arts Council will help the couple to cover the running costs of the venue, and the Genesis Foundation money will be used to support five local musicians, set up collaborations with musicians from outside of Europe and get them onto the bills of European festivals, where Dunbar says experimental music is better funded. Dunbar seems unshakeably committed to his project. "Sometimes I think this is too much work. But we're stubborn and that's really important. To do something like this you have to be determined."

17. In the first paragraph , the writer says that Robert Wyatt

- A played much longer than was expected.
- B had the complete attention of his audience.
- C deliberately avoided playing his new songs.
- D was deeply moved by the audience's reaction.

18. Why does the writer mention Otomo Yoshihide?

- A to show how having the latest technology is unnecessary in music venues.
- B to demonstrate how the venue contributed to his popularity in Britain.
- C to illustrate the superiority of experimental music.
- D to give an example of the kind of music that the venue supports.

19. The writer says that the funding Cafe Oto received from Arts Council England

- A led to the venue being awarded further funding by another organization.
- B helped overcome the difficult financial situation that the venue was in.
- C enabled the venue to make a profit in four years.
- D drew the attention of journalists at Vogue Magazine.

20. The writer believes that the people who go to Cafe Oto

- A tend to be socially inadequate.
- B are men working in the music industry.
- C respect the way they are expected to behave.
- D make every effort to be seen in the company of celebrities.

21. Dunbar and Yamamoto first decided to create a music venue in London

- A after they were given £25,000.
- B during a trip to Japan.
- C while they were at art college.
- D as they were listening to jazz music.



22. What does Yamamoto say about her first two years working in Cafe Oto?

- A It was more exhausting than she had thought.
- B The lack of staff created some problems.
- C It made her appreciate her partner more.
- D The work she was doing made her feel content.

USE OF ENGLISH

Task 1 For questions 1-10 use the verbs in the correct form

I am a loner – I prefer to keep myself to myself. I enjoy **(1) (leave)** _____ alone in my cozy apartment watching TV and eating popcorn. It’s a long standing habit and I can’t stand being talked into doing things I don’t like. And I never change my plans until **(2) (make)** _____ sure that the event is really worth **(3) (attend)** _____. But on one occasion I gave in. It happened because my friend Dan, who is an ardent film fan, was so insistent that eventually I had myself **(4) (persuade)** _____. So, one rainy evening I unwillingly went to the cinema **(5) (drag)** _____ by my friend Dan. The film **(6) (star)** _____ some ephemeral Hollywood actor whom I vaguely **(7) (hear)** _____ of but couldn’t put a face to. I was really shocked when we got to the cinema. It **(8) (be)** _____ the first run of the film, there were crowds of people waiting outside. It was a good sign. In the end, the film turned out to be a hilarious comedy not as bad as I had expected. Since then I have become a real cinema goer and I am so grateful to Dan! If it were not for him I still **(9) (sit)** _____ glued to the TV at home. Now I wish I **(10) (not lose)** _____ so much time staying at home and eating popcorn alone. Now I can do it in the cinema!

Task 2 For questions 11-16 match sentences halves (11-16) with a-f to make complete sentences

11. I never wanted to be famous and I like	a) but he might not be so lucky next time
12. The game was horribly disappointing	b) because there is no such thing as free lunch
13. He spoke as if I had nothing to do with it	c) to keep a low profile
14. He passed his exam by the skin of his teeth	d) but we were beaten fair and square
15. You will progress quickly in the company	e) but my heart wasn’t in it
16. They usually end up agreeing to disagree	f) as though I wasn’t in the picture at all
	g) to be a nosy poker
	h) but it wasn’t a level-playing field
	i) if you keep your nose clean
	j) and finish their arguments in a friendly way
	k) if you go round in circles
	l) and try to never agree with one another

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Task 3 For questions 17-26 fill in the blanks with an appropriate phrasal verb in the correct form . Some of the verbs you don't need to use at all and some you will have to use more than once.

make out keep up with give in put about get away with take after make up
put down to get away with put up with stand for look after take down stand by

17. I can't _____ who is in the room, as it's too dark.
18. How can you _____ the noise in the classroom?
19. She _____ her father; she has the same gestures and mannerisms.
20. I'll _____ Ryan, no matter what people say about him.
21. I need to _____ the latest developments in the stock market.
22. I don't know how he _____ cheating on his tests.
23. She tried to _____ that she is a successful actress, but in fact she's only played one small part.
24. He has _____ his failure in the exam _____ bad luck.
25. How can you _____ and watch him mistreat the children like that.
26. As I couldn't _____ my classmates, I transferred to a lower class.

Task 4 For questions 27 - 35 replace the underlined words with the idioms. Make all necessary changes. There are more idioms than you will need.

27. It never occurred to me that she might be offended by what I said.
28. You said exactly the right thing when you called him the slowest worker on earth.
I've never seen anyone do so little.
29. Ask Paul about the delivery dates as he is the only one who is aware of all the details.
30. We may as well stop trying to achieve victory on this issue – we're just wasting time.
31. You need to organize yourself and start studying for your final exam.
32. Almost everything at the auction was sold very cheaply. I've never seen so many bargains.
33. The detectives admit that they have been following the wrong track for some time.
34. All the money I'd invested was lost when the stock market crashed.
35. Please don't bring up that old argument, with Joe when you see him. Just avoid mentioning the subject or taking action which could cause trouble.

- a) cut corners
- b) hit the right nail on the head
- c) let the sleeping dogs lie
- d) go for a song
- e) go down the drain
- f) know the ropes
- g) keep one's chin up
- h) put down roots
- i) get one's act together
- j) flog a dead horse
- k) cross one's mind
- l) bark the wrong tree
- m) cry over spilt milk



Task 5 Questions 36 - 39. The words in the following sentences have been jumbled up. Unjumble them and write the correct sentences.

36. was nobody in his although story, taken seemed at convincing first by it

37. is tell one by haircuts their the way only twins the apart can

38. over the again with I to sure make instructions understood went he me

39. taken were so we by decision aback his to resign we that what didn't say to know

Task 6 For questions 40 – 44 complete the sentences with commonly used foreign words borrowed from French and Latin languages. You don't need to use all of them.

fiasco carte blanche hors d'oeuvres saga rapport guru nouveau
riche persona non grata connoisseur

40. The manager will be given _____ as long as he can increase the company's profits.
41. Harry became _____ at family dinners because he liked to bring up political issues that turned into screaming matches.
42. The neighbors are obviously _____ and they don't have the vaguest notion of good taste.
43. Once again we had to listen to the _____ of his failed job application.
44. At office parties, I rearrange the _____ while people are eating them, so that the platters will remain full.

Task 7 For questions 45-50 write the text in British English

An Englishman came to Boston for the first time and now is describing his experience to his friend. Choose the correct options in British English.

A trip to Boston

Last week I drove to Boston by car. As there was an accident on the highway I had to take a diversion. I stopped in front of a café to ask for directions. A young man told me to turn right at the

(45) underground station/subway station , then drive a bit further and ask again at the (46) gas station /petrol station . There a friendly (47) sales clerk/shop assistant told me to take the second exit of the

(48) roundabout/traffic circle. After I had passed a zebra crossing I saw a (49) bookstore/bookshop and a large car park. The only place I could park my car was near a huge (50) garbage collector/dustbin. I parked my car there and walked to the centre of the city.

Transfer all your answers to the answer sheet



ANSWER SHEET

Listening

Use of English

VARIANT: ___

1		1		32	
2		2		33	
3		3		34	
4		4		35	
5		5		36	
6		6		37	
7		7		38	
8		8		39	
Reading		9		40	
1		10		41	
2		11		42	
3		12		43	
4		13		44	
5		14		45	
6		15		46	
7		16		47	
8		17		48	
9		18		49	
10		19		50	
11		20			
12		21			
13		22			Listening: ____
14		23			Reading: ____
15		24			Use of English: ____
16		25			Writing: ____
17		26			
18		27			TOTAL: ____
19		28			
20		29			
21		30			
22		31			

