

Олимпиада школьников РАНХиГС 2012-2013 (очный этап)

**RUSSIAN ACADEMY OF NATIONAL ECONOMY AND
STATE ADMINISTRATION**

under the President of the Russian Federation

Variant 1

PART I. GRAMMAR ISSUES (20 points).

Task 1. The Nouns

- choose from each pair of words the singular form of the noun.

- 1 a) phenomena b) phenomenon ; 2 a) analyses b) analysis ; 3 a) criterion b) criteria
; 4 a) theses b) thesis; 5 a) nucleus b) nuclei

Task 2. The Articles

- put a, an, the, where necessary.

1. In my job, I do ____ business with people from all over the world.
2. I'm going to do ____ shopping. Do you want anything?
3. I was late for ____ work this morning.
4. Can you keep ____ secret? I'm getting married.
5. He got ____ sack because he was caught stealing money.

Task 3. The Prepositions

- choose the correct answer (A,B,C,D) to fill in the gap.

1. I'll be in London next week. I hope to see Tom _____ there.
A while I will be B while I am C during my visit D during I am
2. Fred is away at the moment. I don't know exactly when he's coming back
but I'm sure he'll be back _____ Monday.
A by B until C on D before
3. I'll be at home _____ Friday morning. You can phone me then.
A at B on C in
4. I'm going away _____ the end of January.
A at B on C in
5. When we were in Italy, we spent a few days _____ Venice.
A at B to C in

Task 4. The Verbs. (part one)

- choose the correct answer (A,B,C,D) to fill in the gap.

1. If this discovery... in the XVII century, it would not have been recognized by contemporaryscientists.

a) was made b) had made c) would have made d) had been made

2. Some people ...easily... by other people's opinion.

a) are influencing b) is influenced c) are influenced d) have influenced

4. He doesn't appear ...with the problem.

a) to concern b) concern c) to be concerned d) having concerned

5. A few more functional elements, germanium perhaps ..a good candidate, may be discovered in the future.

a) having b) is c) having been d) being

PART I. VOCUBULARY ISSUES (20 points).

Task 1. Collocations (Verb + Adverb).

Match the verbs from column A with the adverbs from column B (mind that two adverbs are extra):

A. 1. stroke

2. consider

3. whisper

4. listen

B. a. deeply

b. gently

c. peacefully

d. softly

e. attentively

f. carefully

Task 2. Confusing words.

- Choose the correct word in each of these sentences:

1. Our new neighbours seem to be a very (nice/sympathetic) couple.

2. Was it Bell who (invented/discovered) the telephone?

3. I wonder if I might get a (recipe/receipt) for the things I've bought.

4. Oh, Jan, could you (remember/remind) me to phone the dentist this afternoon?

Task 3. Idioms.

- Match each idiomatic expression in English (a-e) with a suitable sentence in Russian (1-4). Mind that one expression is extra:

- a. white elephant
- b. to be in the pink
- c. to see red
- d. to look green
- e. white knight

- 1. Он, похоже, не очень здоров.
- 2. Я взорвался от гнева, когда услышал это.
- 3. Я чувствую себя прекрасно, я абсолютно здоров.
- 4. Этот подарок очень некстати. Он же не умеет водить

Task 4. Informal speech.

- Put one of the words (a-e) in the gap to intensify the meaning of the sentence (1-4). Mind that one word is extra:

- a. dead
- b. bone
- c. solid
- d. stiff
- e. fast

- 1. I can't eat the ice-cream. It's frozen
- 2. The film was awful. I was bored ... from beginning to end.
- 3. My son won't get out of bed. He's ... idle.
- 4. I didn't hear the phone. I was ... asleep.

Task 5. Word-formation.

- Read the passage and change the word at the end of some lines so that it can fill in the gap correctly:

Dear Sir or Madam,

I read your ... (1) in International Business Magazine and now I am writing for more information concerning the entry ... (2) for the course in the English language.	Advertise Require
Could you tell me what language ... (3) are necessary?	Qualify
I do not possess the First Certificate and I would like to know if ... (4) to the course depend on having the FCE.	Accept

PART II. CULTURAL ISSUES (15 points).

Task 1.

- Say if these sentences are true or false:

- | | |
|--|-----|
| 1. Australia is a member of British Commonwealth. | T/F |
| 2. In 1770 Captain Cook declared Australia an independent territory. | T/F |
| 3. The musical group "The Beatles" started their career in London. | T/F |
| 4. Thanksgiving Day is celebrated as a national holiday in all English-speaking countries. | T/F |
| 5. Basketball originated in Canada in 1891. | T/F |

Task 2.

- Complete each sentence with one of the given options (a-d):

- The home of the British Queen in London is
 - The Whitehall
 - The Buckingham Palace
 - The Tower of London
 - The Kensington Palace
- The biggest cathedral in London is
 - St. Peter's
 - St. James's

- c. St. Paul's
 - d. St. Martin's
3. The capital of the American state of California is... .
- a. Los Angeles
 - b. San Francisco
 - c. Sacramento
 - d. San Diego
4. The symbol and nickname of New York is... .
- a. Big Plum
 - b. Big Apple
 - c. Big Ben
 - d. Big Bang
5. The biggest state in the USA is
- a. Texas
 - b. California
 - c. Alaska
 - d. Colorado

Task 3.

- Answer the questions (1-5) using not more than 5 words:

1. Where does the United Nations Organisation sit?
2. What is the most important religious holiday in the UK and the USA?
3. What is the name of the famous business street in New York?
4. How do Americans call their underground?
5. What is the Potomac?

PART III. READING (15 points).

Task 1.

- Read three texts about potentially dangerous situations and decide which text:

- a. describes a location which feels threatening?
- b. describes a situation where someone knows that they are in danger?
- c. describes a situation which causes extreme discomfort?

1. A night of fear

Cal turned over to go to sleep. But it was too quiet. Now and again he raised his head off the pillow and listened. Once a dog barked in the distance. Then another and another, from different farms. Just as suddenly they stopped and the silence returned. He listened so hard there was a kind of static in his ears - like listening to the sea in a shell. He expected whispering voices, the squeak of a rubber-soled shoe on the concrete path. He lay on his back and listened to the echoes: waiting for his window to explode.

The first threat had been posted the same way and written in the same crude felt-tip printing. His father had been worried and angry and had told *some* of his workmates about it, including Crilly. The very same night Crilly had arrived at the house with a friend of his. Cal had been out at the *time* but later heard the story from his father. They had offered him a .38 for his own protection and he had accepted it. He was happy to know that in the house he had the means to frighten off *mob* that *some* night he knew would march up to his door. Or to get a doorstep killer before the killer got him.

2. An unpleasant night

Last night was desperately uncomfortable. A fierce wind blew, occasionally gusting with such ferocity that I feared it might tear the windows out. I lay awake, mouth dry despite regular swings of water, listening to the village dogs and detritus in the yard being flung about the wind. As soon as I dropped off to sleep my breathing slowed and within moments I was wide awake, gasping for breath. I needed to sleep so much, but I found myself fighting it, forcing myself to stay awake and breathe slow and deep.

One advantage of the wind is that when daylight comes it is clear and pristine. The summit of the mountain trails a plume of spindrift, blown off the mountains by winds which, at that height, must be in excess of a hundred miles

an hour. The rest of the mountain, including the long flanking shoulders below the arrow-head peak, is crystal clear.

We had hoped to move up to Base Camp today, but with the wind still strengthening the decision is taken to stay down here acclimitise. With atmospheric pressure about half that at sea level, everyone is suffering to some degree and Mr. Yang, our minder, and John Pritchard, our sound recordist, are particularly uncomfortable.

3. A night among the trees

Woods are not like other spaces. Their trees surround you, 100ft over you, press in from all sides. Woods choke off views, and leave you muddled and without bearings. They make you feel small and confused and vulnerable, like a small child lost in a crowd of strange legs. Stand in a desert or prairie and you know you are in a big space. Stand in a wood and you only sense it. They are a vast, featureless nowhere. And they are alive. So woods are spooky. Quite apart from the thought that they may harbour wild beasts and armed, genetically challenged fellows named Zeke and Festus, there is something innately sinister about them - some indescribable thing that makes you sense an atmosphere of pregnant doom with every step and leaves you profoundly aware that you are out of your element and ought to keep your ears pricked. Though you tell yourself it's preposterous, you can't quite shake the feeling that you are being watched. You order yourself to be serene - it's just a wood for goodness' sake - but really you are feeling jumpy. Every sudden noise - the crack of a falling limb, the crash of a bolting deer - makes you spin in alarm and stifle a plea for mercy. Whatever mechanism within you is responsible for adrenalin, it has never been so sleek and polished - so keenly poised to pump out a warming squirt of adrenal fluid. Even asleep you are a coiled spring.

Task 2.

- Read the texts again and for questions 1-6 choose the answer (A-D) which you think fits best according to the text:

Text 1.

1. The writer uses the phrase Then another and another in lines 7-8 to
 - A. indicate that there are a lot of dogs in the area.
 - B. suggest that someone could be moving around outside.
 - C. emphasise the silence of the night once the dogs stop.
 - D. suggest that it will soon be morning.
2. How did Cal receive the first threatening message?
 - A. The postman delivered it through his letterbox.
 - B. A schoolchild delivered a note to the house by hand.
 - C. His farther heard it from one of his work colleagues.
 - D. It come through the window, tied to something heavy.

Text 2.

3. What made the night particularly uncomfortable for the writer?
 - A. He found it difficult to breathe normally.
 - B. He was continually thirsty.
 - C. He found it impossible to fall asleep.
 - D. The noise of the dogs and objects in the wind.
4. Why did the group decide not to move to the Base Camp?
 - A. They needed to get used to the weather conditions first.
 - B. The wind was getting stronger.
 - C. Everyone was feeling stressed.
 - D. Everyone in the group was feeling ill.

Text 3. What is the writer describing?

- A. The memory of a past experience which frightened him.
 - B. A past situation in which he was attacked by a wild animal.
 - C. Feelings anyone might experience in a particular situation.
 - D. A childhood experience which made a great impression on him.
5. How does the writer react to the kind of feeling he describes?
 - A. He persuades himself there is nothing to fear.
 - B. He thinks of a logical explanation for his reactions.

C. He succeeds in staying completely calm.

D. He realizes that his feelings are irrational.

Task 3.

- Read two texts about educational systems in different countries and decide if the sentences are true (T) or false (F):

Mexico

In Mexico, the educational system reflects some of the country's many contrasts. On the one hand, it is believed that the nation can achieve equality of rights for everyone through education. The basis of the Mexican educational system is the country's constitution, which was written in 1917. It requires education to be free, compulsory, and universal. It also states that education should support national unity and lead to social, economic, and cultural improvement of the people. At lower levels, this means that there is emphasis on the country's rich cultural history. Children write historical essays, participate in activities for national holidays, and read about national heroes—especially native people (Indians). However, it is often difficult to provide education in rural areas, where many of the indigenous people live. People in these areas are poor and isolated geographically. There aren't enough schools, and rural teachers must be able to teach all six grades of primary school. Also, traditions among some indigenous people do not typically include school attendance.

Japan

The Japanese value education highly. One statistic reflects this: the Japanese place such importance on education that 88 percent of all students complete not only primary school but also high school. Public schools are all both free and egalitarian; all students are considered equal and learn the same material. For social reasons, it's important for a student to receive a university degree—and a degree from "the right university." To reach this goal, students have to go through "examination hell." There are difficult exams for entrance to all universities, to many of the better primary and secondary schools, and even to some kindergartens! Japanese students need great discipline; in order to make time for their studies, they need the self-control to give up hobbies, sports, and social life. Results of these exams affect the entire family because there is high status, or social position, for the whole family when the children have high test scores.

1. Education is not regarded as the basis for equal rights in Mexico.
2. Japanese families are affected by the results of their children's exams.
3. There're different entrance exams to a few universities in Japan.
4. In Mexico education is not for everyone.
5. In rural areas in Mexico there're over 5 levels of primary schools.

6. The education in Japan is highly-appreciated.

PART IV. WRITING

Choose one of the tasks and write a formal letter(a), an e-mail letter(b) or an informal letter(c) in 100-120 words.

A

Your friend has sent you an email asking you about arrangements to attend a music festival next week. Reply to her email.

B

The mother of one of your school friends has sent you some information about financial support for young filmmakers. Reply to her letter thanking her and asking if she will act as a referee.

C

A boy you met last summer on an English course has written to say that he will be visiting your country on holiday next month. He has asked for advice on what places he and his family should visit. Reply to his letter.

PART V. LISTENING

You will hear five people talking about rescues. Look at the questions (a-f) below and try to decide in which extracts the person was the rescuer and in which extracts the person was rescued by someone else. Mark the questions RR(rescuer) or RD(rescued).

Which speaker (1–5):

- A nearly drowned?
- B had given up hope?
- C had the right equipment?
- D called someone for help?
- E acted without thinking?
- F heard what sounded like an animal?

- Speaker 1 **1**
- Speaker 2 **2**
- Speaker 3 **3**
- Speaker 4 **4**
- Speaker 5 **5**

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ETEFS 2013 – February 2013

Variant 2

PART I. GRAMMAR ISSUES (20 points).

Task 1. The Nouns

- Change the following nouns into the correct plural forms
1. phenomenon
 2. thesis
 3. criterion
 4. datum
 5. hypothesis

Task 2. The Articles

- Put a, an, the where necessary.
1. It isn't easy, but I think we're making ____ progress.
 2. I lost ____ control of the car and crashed into a wall.
 3. Make ____ love, not ____ war.
 4. If you make ____ promise, you must keep it.
 5. When buying a house, you should take into ____ consideration how near it is to public transport.

Task 3. The Prepositions

- choose the correct answer (A,B,C,D) to fill in the gap.
1. What time did they _____ the hotel?
A arrive to B arrive at C arrive in D get to E get in
 2. Tom's away at the moment. He's _____ holiday in France.
A at B on C in D for
 3. We travelled _____ 6.45 train, which arrived at 8.30.
A in the B on the C by the D by

4. Have you read any books _____ Agatha Christie?

A of B from C by

5. The accident was my fault, so I had to pay for the damage ____ the other car.

A of B for C to D on E at

Task 4. The Verbs. (part one)

- choose the correct answer (A,B,C,D) to fill in the gap.

1. Mendeleev'sa periodic law of nature has entered his name into the history book of world science.

a) being established b) having established c) having been established

2. They considered all water on the surface of this planet... by volcanic action.

a) having liberated b) to be liberated c) to have been liberated

3. Molecular biology ... to dominate other sciences .

a) expects b) is expected c) is expecting

4. Such phenomena should ... as early as the 18 century.

a) know b) have known c) have been known

5. If the distance to the star...., its light power would be judged from its brightness.

a) is know b) was known c) were known

PART I. VOCABULARY ISSUES (20 points).

Task 1. Collocations (Verb + Adverb).

- Match the verbs from column A with the adverbs from column B (mind that two adverbs are extra):

A. 1. progress

B. a. peacefully

2. die

b. soundly

3. breathe

c. gently

4. sleep

d. deeply

e. softly

f. steadily

Task 2. Confusing words.

- Choose the correct word in each of these sentences:
 1. What (more/else) did you do in Spain besides swimming and sunbathing?
 2. We'll have to change the curtains, darling. They don't (match/fetch) the new suite.
 3. It's an (economical/economic) car to run: it needs a litre of petrol for 20 km.
 4. I'm not sure if the sweater (washable/washing) or not.

Task 3. Idioms.

- Match each idiomatic expressions in English (a-e) with a suitable sentence in Russian (1-4). Mind that one expression is extra:

- a. blackmail
- b. a black look
- c. red line
- d. in a brown study
- e. feel blue

1. Он очень одинок и несчастен.
2. Она сидит за столом, глубоко задумавшись.
3. Его обвиняют в шантаже.
4. У вас очень мрачный вид. Что случилось?

Task 4. Informal speech.

- Put one of the words (a-e) in the gap to intensify the meaning of the sentence (1-4). Mind that one word is extra:

- a. stone
- b. fast
- c. dead
- d. wide
- e. sick

1. I don't like this tea. It's ... cold.
2. The work was ...dead easy.

3. Thank goodness you phoned. I was worried ... about you!
4. Morning shower makes me feel ... awake.

Task 5. Word-formation.

- Read the passage and change the word at the end of the lines so that it can fill in gap correctly:

I am an ... (1) for an international company. I would be	Account
interested in a course which focuses on language ... (2)	Develop
for both social and ... (3) purposes. I would also	Busy
like to know the ... (4) from the college to London.	Distant

PART III. CULTURAL ISSUES (15 points).

Task 1.

- Say if these sentences are true or false :
1. Australia is the second largest island in the world. T/F
 2. In his free time Sherlock Holmes would play the piano. T/F
 3. The capital of New Zealand is Wellington. T/F
 4. The Niagara Falls is located only on the territory of the USA. T/F
 5. Canada is a bilingual country. T/F

Task 2.

- Complete the sentences with one of the given options (a-d):
1. The largest park in London is
 - a. Hyde Park
 - b. Kensington Gardens
 - c. Regent's Park
 - d. Covent Garden
 2. The capital of Australia is
 - a. Sydney
 - b. Adelaide
 - c. Melbourne
 - d. Canberra

3. The home of the President of the USA is
 - a. The Capitol
 - b. The Pentagon
 - c. The White House
 - d. Downing Street, 10
4. Red double-deckers are symbols of
 - a. Edinburgh
 - b. Dublin
 - c. Oxford
 - d. London
5. The biggest part of the United Kingdom is
 - a. Scotland
 - b. Northern Ireland
 - c. Wales
 - d. England

Task 3.

- Answer the questions (1-5) using not more than 5 words:
 1. How long has Queen Elizabeth II been reigning?
 2. When is Thanksgiving celebrated?
 3. What is the name of the street where major English newspapers have their offices?
 4. How do Londoners call their underground?
 5. What part of Great Britain is called the Highlands?

PART III. READING (15 points).

Task 1.

- Read three extracts which are all concerned in some way with emigration and decide which text comes from:
 - a. a website information page for potential students
 - b. a magazine article
 - c. a travel book

1. The Atlantic Passage

There is a sentence that has stirred the imagination of Europe as powerfully as any call to arms. I've seen it written a hundred times, and have always felt a pang of envy for its lucky author. It is so jaunty, so unreasonably larger than life. It promises to deliver the unexpected - some fantastic reversal of fortune, some miraculous transfiguration in the character of the writer. It deserves a paragraph to itself, and should be printed in ceremonious italics.

Having arrived in Liverpool, I took ship for the New World.

Behind the sentence crowd the emigrants themselves - a crew of people dingy enough to take the shine out of the words. They stand in line: the long-out-of-work, the illiterate, the hapless optimists, the bankrupt adventurers. Some are dignified by the involuntary heroism that attaches itself to any persecuted people; but most of the single men and families on the dock are not - were not - refugees. If they were on the run, they were more likely to be fleeing tallymen and creditors than cruel kings and despots. Very few of them could seriously claim to earn the sentimental welcome which would meet them on them on the side of the ocean as their ship passed the Statue of Liberty on its way into dock at Ellis Island. Few of them would be able to read (or understand) the words of Emma Lazarus's poem on Liberty's plinth, that grandiloquent advance advertising of 25 America as the sanctuary of freedom and democracy. To most of the immigrants America was simply a tantalizing rumor of easy money - of jobs, clothes, food.

2. When talent goes abroad

In general, when immigrants send money home, this has the greatest impact in country districts, which tend to send the unskilled, not the skilled, abroad. And because the most educated are more likely to emigrate with their families and to integrate quickly into their new homeland, they seem less likely to send money back. One of the few attempts to estimate whether remittances by the skilled offset the loss of intellectual capital to the sending country concluded that they did not. On the other hand, emigration may bring other benefits to the sending country. The possibility of leaving and the higher income to be earned abroad may encourage

more people to go into higher education. As not everyone will leave, the result will be a bigger pool of skills than would otherwise be the case.

What rich countries should do is make migration simple, but temporary. The tougher it is for migrants to enter a country, the more reluctant they will be to risk leaving to go home. However, the longer they stay abroad, the more likely their stay is to become permanent. The old contacts go, and it becomes harder to fit in. Mobility, which fits in comfortably with today's employment patterns, is more likely to benefit both sending and receiving countries than the old idea of migrating for good.

3. Getting a Student Visa or Permit

You must provide all the relevant evidence listed on the checklist on the front pages of the *Application to Study in New Zealand* (NZIS 1012). If you do not provide a " of the necessary documents, your application may be returned to you. A" applicants under Student policy must be bona fide applicants, be of good character and of an acceptable standard of health.

A bona fide applicant is a person who can show they genuinely intend a temporary stay in New Zealand for a lawful purpose. Evidence of genuine intent and lawful purpose may include, but is not limited to, the following:

- any information or submissions showing you have a legitimate need to spend time in New Zealand for a specific period; and
- any documents or submissions showing you meet the Student policy provisions.

Character requirements

If you are aged 17 years or over and intend being in New Zealand (*or 24 months or longer*, or are required by a specific policy or a visa or immigration officer to provide evidence of your character, you must provide police certificates from your country of citizenship (unless you can provide satisfactory evidence that you have never

lived there) and from any country in which you have lived for five or more years

since attaining the age of 17 years. Note: All police certificates must be less than six months old when you make your application.

Task 2.

- Read the texts again and for questions 1-6 choose the answer (A-D) which you think fits best according to the text:

Text 1.

1. How does the writer feel about the person who wrote the sentence in line 9?
 - A. He wishes he was in the writer's situation.
 - B. He worries that the writer will have an unpleasant surprise.
 - C. He is delighted that the writer will benefit from the journey.
 - D. He thinks the writer deserves some good luck.
2. According to the writer, why did most migrants want to leave their own country?
 - A. to escape from oppression
 - B. to live in a free society
 - C. to escape poverty
 - D. to escape family ties.

Text 2.

3. What point does the writer make in the first paragraph?
 - A. People in rural areas benefit from emigration more than urban dwellers.
 - B. Sending countries do not benefit financially from the emigration of skilled workers.
 - C. Emigration places an enormous strain on the education systems of sending countries.
 - D. Skilled workers are more likely to emigrate than unskilled workers.
4. According to the writer, rich countries should ease immigration restrictions in order to
 - A. help immigrants to integrate
 - B. attract skilled immigrants into key industries
 - C. give immigrants the chance of permanent jobs.

D. Make it easier for immigrants to return to their home country.

Text 3.

5. A bona fide applicant is someone who
 - A. behaves well and meets health requirements.
 - B. wishes to make New Zealand their permanent home.
 - C. intends to stay in New Zealand for a limited period.
 - D. Has never been in trouble with the police
6. Applicants should provide police certificates if they
 - A. have never lived in their country of citizenship.
 - B. are over a certain age and wish to spend long periods in the country.
 - C. have lived for long periods in countries where they are not citizens.
 - D. have recently been convicted of a criminal activity.

Task 3.

- Read two texts about educational system in different countries and decide if the sentences are true (T) or false(F):

Britain

In the United Kingdom (Britain), the educational system reflects the class system. All state schools—primary, secondary, and university—are free, and the first nine years are egalitarian; all students learn the same material. At age eleven, students take an important national exam. After this, they attend one of three possible secondary schools: college preparatory, vocational (for job training), or comprehensive (with both groups of students). However, 6 percent of British students attend expensive private schools. These are students from upper-class families. Half of the students at Oxford and Cambridge universities come from such expensive secondary schools. It might seem that anyone can afford to go to a university because all universities are free, but only 1 percent of the lower class goes to university. Because graduates from good universities get the best jobs, it is clear that success is largely a result of one's social class.

The United States

Education in the United States is available to everyone, but not all schools are equal. Public primary and secondary schools are free for everyone; there is no tuition. Almost 80 percent of all Americans are high school graduates. Students themselves decide if they want college-preparatory or vocational classes in high school; no national exam determines this. Higher education is not free, but it is available to almost anyone, and about 60 percent of all high school graduates attend college or university. Older people have the opportunity to attend college, too, because Americans believe that “you're never too old to learn.” On the other hand, there are also problems in U.S. schools. In many secondary schools, there are problems with lack of discipline and with drugs and crime. In addition, public schools receive their money from local taxes, so schools in poor areas receive less money. As a result, they don't have enough good teachers or laboratory equipment, and the buildings are often not in good condition. Clearly, U.S. education reflects both the best and the worst of the society.

1. There're four types of secondary schools in Britain.
2. Children from upper-class families go to Oxbridge.
3. About 20 % of all Americans haven't graduated from high schools.
4. School funding comes mainly from the Federal budget in the USA .
5. Prestigious universities are beneficial for career opportunities in Britain.
6. Americans believe in “life-long learning”.

PART IV. WRITING

Choose one the tasks and write a formal letter(a), an e-mail letter(b) or an informal letter(c) in 100-120 words.

A

Your friend has sent you an email asking you about arrangements to attend a music festival next week. Reply to her email.

B

The mother of one of your school friends has sent you some information about financial support for young filmmakers. Reply to her letter thanking her and asking if she will act as a referee.

C

A boy you met last summer on an English course has written to say that he will be visiting your country on holiday next month. He has asked for advice on what places he and his family should visit. Reply to his letter.

PART V. LISTENING

- You will hear five people talking about rescues. Look at the questions (a-f) below and try to decide in which extracts the person was the rescuer and in which extracts the person was rescued by someone else. Mark the questions RR(rescuer) or RD(rescued).

Which speaker (1–5):

- A nearly drowned?
- B had given up hope?
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- D called someone for help?
- E acted without thinking?
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- Speaker 1 **1**
- Speaker 2 **2**
- Speaker 3 **3**
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- Speaker 5 **5**

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Variant 3

PART I. GRAMMAR ISSUES (20 points).

Task 1. The Nouns

- Change the following nouns into the correct plural forms

1. axis 2. formula 3. medium 4. bacterium 5. nucleus

Task 2. The Articles

- put a, an, the, where necessary.

1. When buying a house, you should take into ____ consideration how near it is to public transport.
2. He set ____ fire to his factory so that he could claim the insurance.
3. You must make ____ effort to get to know your neighbours.
4. I've been to all the countries of Europe with ____ exception of Albania.
5. If you're in Paris, take ____ opportunity to visit the Louvre.

Task 3. The Prepositions

- choose the correct answer (A,B,C,D) to fill in the gap.

1. Why were you so unfriendly ____ Tessa? Have you had an argument with her?

A of B for C to D with

2. I'm not very good ____ repairing things.

A at B for C in D about

3. I don't understand this sentence. Can you _____ ?

A explain to me this word B explain me this word C explain this word to me

4. If you're worried about the problem, you should do something _____ it.
A for B about C against D with
5. "Who is Tom Madely?" "I've no idea. I've never heard _____ him."
A about B from C after D of

Task 4. The Verbs. (part one)

- choose the correct answer (A,B,C,D) to fill in the gap.

1. No physicist untrained in biology would have ever solved the problem, ... would a biologist, without a sound physics background.
a) either b) so c) neither d) no
2. It has been suggested that an end ... to the barbarous treatment of nature.
a) has put b) should be put c) will be put d) is being put
3. If the distance to the star..., its light power would be judged from its brightness.
a) is know b) was known c) were known
4. Newton suggested that the light... as a stream of particles.
a) is interpreted b) be interpreted c) was interpreted
5. The instruments were packed carefully lest they ... during transportation.
a) will be damaged b) would be damaged c) should be damaged

PART I. VOCUBULARY ISSUES (20 points).

Task 1. Collocations .

- Match the verbs from column A with the adverbs from column B (mind that two adverbs are extra):
1. argue a. concisely
 2. react b. deeply
 3. investigate c. violently
 4. explain d. thoroughly

e.forcefully

f.heavily

Task 2. Confusing words.

- Choose the correct word in each of these sentences:
 1. We were approaching a small village in the middle of the (dessert/desert).
 2. Have you invited a new (chief/chef) to your restaurant?
 3. Is it made of (genuine/genius) leather?
 4. I'm going to study (policy/politics) at the University.

Task 3. Idioms.

- Match each idiomatic expression in English (a-e) with a suitable sentence in Russian (1-4). Mind that one expression is extra:
 - a. break one's heart
 - b. fall head over heels in love
 - c. bite one's tongue
 - d. set one's heart
 - e. keep smb on toes
 1. Как только Лаура увидела Фредди, она по уши влюбилась в него.
 2. По ее мнению работа в крупной компании заставляет ее всегда быть в тонусе.
 3. Он едва удержался, чтобы не проговориться.
 4. Я так любил ее, она просто разбила мне сердце.

Task 4. Informal speech.

- Match the lines from column A with the lines from column B to form a two-line dialogue. Mind that one line in column B is extra:
 - A. 1. - What a horrible day!
 2. - Did you buy anything?
 3. - Can you lend me a fiver?
 4. - How was your exam?
 - B. a. - No way! Sorry!
 - b. - Just a few bits and bobs.

- c. – You can say that again!
- d. – You dare!
- e. – I blew it!

Task 5. Word-formation.

- Read the passage and change the word at the end of some lines so that it can fill in the gap correctly:

Scientists and ... (1) have identified a range of threats to
ENVIRONMENT

plants and ... as diverse as right whales, Iberian lynxes, wild
CREATE

potatoes and peanuts. Global warming is adding to the existing
threats such as land ... for farms and cities, pollution, population
CLEAR

rise. Many experts believe that rates of species loss
are ... rising dramatically.

CURRENT

PART II. CULTURAL ISSUES (15 points).

Task 1.

- Say if these sentences are true (T) or false (F):
 1. The American national flag has 50 stars and 13 stripes .
 2. Congress of the USA consists of the House of Commons and the House of Lords.
 3. The name of the largest airport in London is Gatwick.
 4. Shakespeare was born in London.
 5. William the Conqueror invaded England in 1066.

Task 2.

- Complete each sentence with one of the given options (1-3):
 1. The United States of America comprises ... states.
 - a. 50
 - b. 14

- c. 49
2. American people call their national flag ...
 - a. the Stars and Bars
 - b. the Union Jack
 - c. the Stars and Stripes.
 3. A well-known British food is ...
 - a. frog's legs
 - b. fish and chips
 - c. pasta
 4. The White Cliffs of Dover are made of
 - a. sandstone
 - b. granite
 - c. chalk
 5. The two leading national parties in the USA are ...
 - a. the Republican Party and the Democratic Party
 - b. the Conservative Party and the Labour Party
 - c. The Green Party and the Tea Party.

Task 3.

- Answer the questions (1-5) using not more than 5 words:
1. What is the address of the Prime Minister of the UK?
 2. What is the name of Shakespeare's famous theatre?
 3. When was the Declaration of Independence adopted?
 4. What type of schools provides free secondary education in the USA?
 5. Where are nearly all Kings and Queens of England crowned?

PART III. READING ISSUES (15 points).

Task 1.

Read three texts about people, their activities and relationships and decide which text comes from:

- a. a novel

b. a biography

c. an autobiography

The subject of a book

I spent hours listening to the bookseller's stories about his battles against the different regimes and their censors. How he launched his personal fight, riding books from the police, lending them out to others and finally going to prison for it. He was a man who had tried to save the art and literature of his country, while a string of dictators did their best to destroy them. I realized that he was 10 himself a living piece of his country's cultural history: a history book on two feet.

One day he invited me home for an evening meal. His family - one of his wives, his sons, sisters, brother, mother and a few cousins - 15 was seated on the floor round a sumptuous feast. Sultan recounted stories, the sons laughed and joked. The atmosphere was unrestrained and a huge contrast to the simple meals I'd shared with the people in the mountains. When I left I said to myself: 'How interesting it would be to write a book about this family.' The next day I called on Sultan in his bookshop and told him my idea. 'Thank you.' was all he said. 'But this means that I would have to come and live with you.' 'You are welcome.'

Starting a conversation

'Have I missed something here?'

It was an ordinary Thursday evening in January - at least I thought so. I was round at my girlfriend Mel's flat and it was to her that I'd aimed my question, as for some unknown reason she'd just turned off the TV even though I'd quite clearly been watching it. What really wound me up, however, was the fact that she'd used the remote control to do it, adding insult to injury. It was an unofficial rule of ours that I looked after all TV channel-changing duties - in the same way that Mel got first grazing rights on the top layer of any box of chocolates that came into our possession. We'd arrived at these and

other rules through a process of trial and error over the course of our four-year relationship. These rules made me happy. I always knew where I stood. But when you abandon rules there's bound to be chaos, and right now what I had on my hands was a serious case of anarchy.

My obviously deranged beloved pursed her perfect full lips together and blew into the end of the remote haughtily as if she'd just battled the TV for my attention and won. There's no need for you to be quite so pleased with yourself, I thought. After all, it was only a repeat of Star Trek.

'So what is it?' I asked carefully.

'It's us.'

'Us?'

'Us,' she said calmly. 'Let's talk about us.'

My Choice of Career

I am a woman. I am a fisherman. Neither abused nor neglected, I am the product of a blissful and unique childhood, a rare claim these days. Like all young children, I believed wholeheartedly in the words of my mother and father. It was only natural that I took seriously the assertions of my parents that I could do whatever I liked with my life, become anything I wanted. Although the advice they gave was well intentioned, my parents never dreamed that it might come back to haunt them when I decided that what I liked and wanted to become was a fisherman. One day, when I was just 12, my sister asked,

'Aren't you going to play in the woods today?' 'No.' I smiled. 'Today I'm going to sea.' And go to sea I did, every chance I got for the next twenty years. Rarely did a day leave me ashore. Fishing my way through college, I made my first deep-sea trip at the age of nineteen aboard the Walter Leeman. My primary job was cooking, and although I disliked the galley chores, I liked the money. It wasn't until a fellow crew member hit the bunk with a back injury that I was allowed to work on deck, work I enjoyed for years. By the time I graduated from college I had outlasted the original crew members I had started with, most of whom

moved on to boats of their own, and become captain of the boat by attrition.

Promising my parents that I would postpone law school for just one year, I became a full-time fisherman.

Task 2.

Read the texts again and for questions 1-6 choose the answer (A-D) which you think fits best according to the text:

Text 1.

1. In line 11, the writer uses the phrase “ a history book on two feet” to show that

A. the bookseller was working to conserve his country’s cultural heritage.

B. the cultural life of the country was very fragile.

C. the bookseller had to move from place to place frequently.

D. the bookseller could teach her a lot about the country.

2. What do we understand from the writer’s use of the word “unrestrained” in line 18?

A. Other people the writer had eaten with had been more reserved with her.

B. The family was more relaxed when they were with the writer.

C. The family members were always ready to express themselves openly.

D. The family was keen to feature in the book.

Text 2.

3. The writer was particularly upset as his girlfriend had

A. eaten all the chocolates.

B. interrupted his favourite TV programme.

C. scored a victory over him.

D. used something that normally he used.

4. What impression do we have of the writer from reading this text?

A. He dislikes talking about relationships.

B. He’s dominated by his girlfriend.

C. He dislikes clearly defined relationships.

D. He's highly sensitive to insults.

Text 3.

5. How did the writer's parents feel about her becoming a fisherman?

A. They encourage her to join the profession.

B. They thought it was a normal thing for her to do.

C. They hadn't expected her to make this choice.

D. They felt that her education had been wasted.

6. How did she become captain of the Walter Leeman, instead of the other crew members?

A. She studied harder.

B. She worked harder.

C. She stayed on the boat for longer.

D. She found the work more enjoyable.

Task 3.

Read two texts about professional success and decide if the sentences (1-6) are true (T) or false (F):

Maria Mutola

Former 800 metres Olympic champion

In 1988, Maria Mutola was playing football as the only girl in an all-boys team in a 'oca' competition in Mozambique. 'We won,' she said. 'At first no one thought it was a problem that I was a girl. But then the team we beat complained.'

The story appeared in a 'oca' newspaper and Jose Craveirinha, who had encouraged other African athletes, learnt about Maria. He went to meet her and found her kicking a ball around outside the football club. He realised immediately that she was fast. 'He talked to me about athletics. I had no idea what he meant. The only sport I knew about was football. Then he bought me running shoes and took me training. It was such hard work and my legs really ached.' But Jose visited her parents and persuaded them she could be successful and this would help end their poverty. They agreed to let him take her away to train.

In 1991, she finally accepted an invitation to train in the United States. She had refused previously because she knew she would miss her family. Her background was unlike those of the girls she met in the US. She explains, They were good athletes but, while I worried about my parents having enough to eat, they worried about dresses and make-up. They knew very little about me and even less about my problems. But I knew I was lucky to be there. The trainers were brilliant and I learnt a lot.'

Today, Maria still runs and for most of the year she lives happily in South Africa with her mother.

New TV Star

Caroline Benson talks about her first tv role

'I never expected to spend *some* of my first year at university filming *The Finnegans*. I'd only ever acted at school, but I'd loved the book since I was eleven. My grandmother used to say I was just like Polly Finnegan and I always imagined myself playing her.

- I'd taken a year off to go travelling before university. While I was in Chile, my mother emailed me to say there were plans to turn the book into a tv drama. I knew I had to go for the part. She was surprised at first, but sent my photograph to the director and persuaded him to meet me. I flew back and got the part.
- The outdoor filming started a week into term, so I got permission from the university to be away for three weeks. Once I was back at university, I got up at 6.00 am to write the essays I'd missed. I didn't tell my university friends, but they found out and thought it was great.
- It was an amazing experience - "I'm so lucky. After university, I definitely want to make acting my career. "I'm not from an acting family, though my grandfather was an opera singer. I've tried for other tv parts but haven't received any offers yet.

- I don't know how I managed it all, because I had a full social life too. When filming finished, I hardly knew what to do. I've since appeared in two college plays. Unfortunately, I haven't been home much and now my first year at university is over, I'm off to Greece for the summer with friends.

1. In 1988 Maria was the only female football player in the universe
2. In 1991 she finally sent an invitation to train in the USA.
3. Maria has been running for all her life
4. It was her mum to inform her about the adaptation of the book
5. Acting is a great thing to do
6. she is ecstatic about her Greek holidays

PART IV. WRITING

Choose one of the tasks and write a formal letter(a), an e-mail letter(b) or an informal letter(c) in 100-120 words.

A

Your friend has sent you an email asking you about arrangements to attend a music festival next week. Reply to her email.

B

The mother of one of your school friends has sent you some information about financial support for young filmmakers. Reply to her letter thanking her and asking if she will act as a referee.

C

A boy you met last summer on an English course has written to say that he will be visiting your country on holiday next month. He has asked for advice on what places he and his family should visit. Reply to his letter.

PART V. LISTENING

You will hear five people talking about rescues. Look at the questions (a-f) below and try to decide in which extracts the person was the rescuer and in which extracts the person was rescued by someone else. Mark the questions RR(rescuer) or RD(rescued).

Which speaker (1–5):

- A nearly drowned?
- B had given up hope?
- C had the right equipment?
- D called someone for help?
- E acted without thinking?
- F heard what sounded like an animal?

- Speaker 1 1
- Speaker 2 2
- Speaker 3 3
- Speaker 4 4
- Speaker 5 5