

АНГЛИЙСКИЙ ЯЗЫК

Время выполнения заданий – 240 мин., язык – английский.

Задание 1.

Проанализируйте представленный текст с точки зрения основных текстовых категорий: информативности, модальности, целостности, связности, коммуникативно-прагматической направленности. Результаты анализа текста в объёме 600-800 слов занесите в бланк ответов на английском языке.

To the North (by Bill Bryson)

In winter, Hammerfest is a thirty-hour ride by bus from Oslo, though why anyone would want to go there in winter is a question worth considering. It is on the edge of the world, the northernmost town in Europe, as far from London as London is from Tunis, a place of dark and brutal winters, where the sun sinks into the Arctic Ocean in November and does not rise again for ten weeks.

I wanted to see the Northern Lights. Also, I had long harbored a half-formed urge to experience what life was like in such a remote and forbidding place. Sitting at home in England with a glass of whiskey and a book of maps, this had seemed a capital idea. But now as I picked my way through the gray late December slush of Oslo, I was beginning to have my doubts.

Things had not started well. I had overslept at the hotel, missing breakfast, and had to leap into my clothes. I couldn't find a cab and had to drag my ludicrously overweight bag eight blocks through slush to the central bus station. I had had huge difficulty persuading the staff at the Kreditkassen Bank on Karl Johansgate to cash sufficient travelers' checks to pay the extortionate 1,200-kroner bus fare — they simply could not be made to grasp that the William McGuire Bryson on my passport and the Bill Bryson on my travelers' checks were both me — and now here I was arriving at the station two minutes before departure, breathless and steaming from the endless uphill exertion that is my life, and the girl at the ticket counter was telling me that she had no record of my reservation.

"This isn't happening," I said. "I'm still at home in England enjoying Christmas. Pass me a drop more port, will you, darling?" Actually, I said: "There must be some mistake. Please look again."

The girl studied the passenger manifest. "No, Mr. Bryson, your name is not here."

But I could see it, even upside down. "There it is, second from the bottom."

"No," the girl decided, "that says Bernt Bjørnson. That's a Norwegian name."

"It doesn't say Bernt Bjørnson. It says Bill Bryson. Look at the loop of the y, the two l's. Miss, please." But she wouldn't have it.

"If I miss this bus when does the next one go?"

"Next week at the same time."

Oh, splendid.

"Miss, believe me, it says Bill Bryson."

"No, it doesn't."

"Miss, look, I've come from England. I'm carrying some medicine that could save a child's life." She didn't buy this. "I want to see the manager."

"He's in Stavanger."

Олимпиада НИУ ВШЭ для студентов и выпускников – 2019 г.

"Listen, I made a reservation by telephone. If I don't get on this bus I am going to write a letter to your manager that will cast a shadow over your career prospects for the rest of this century." This clearly did not alarm her. Then it occurred to me. "If this Bernt Bjørnson doesn't show up, can I have his seat?"

"Sure."

Why don't I think of these things in the first place and save myself the anguish? "Thank you," I said and lugged my bag outside.

Задание 2.

Составьте предложения с инверсией из представленных ниже предложений. Запишите получившиеся предложения (1-10) в бланк ответов.

1. His wish to see her was so strong that he cast off the restrictions of his class and ordered a coach to take him to Rosemary's.
2. Such reports are under no circumstances to be made public without the prior clearance by the Committee.
3. A young girl sat with a book in her lap in the far corner of the park, under a magnificent oak.
4. Michael later realized the true meaning of his father's words.
5. The small shed where his grandfather had kept all his tools was hidden by the overgrown lilacs.
6. He was physically exhausted after a long journey and also felt the overwhelming desire to close off all the troubles of the last year.
7. As soon as the teacher entered the classroom, the students stood up.
8. They could only get to the island by hiring a helicopter.
9. She remembered well the last time they met.
10. They saw the extent of the damage when they switched on the light.

Задание 3.

В каждом из семи представленных ниже предложений подчеркнуто четыре слова или словосочетания (A, B, C, или D), одно из которых содержит орфографическую, лексическую или грамматическую ошибку. Определите, какая часть предложения содержит ошибку и исправьте её. В графу ответа внесите соответствующую букву и Ваш вариант исправления ошибки.

1. It is sobering to consider (A) that when Mozart was my age (B) he was already (C) dead for (D) a year (*T. Lehrer*).
2. All books are divisible (A) into (B) two classes, the books of the (C) hour, and the books of all time (D) (*J. Ruskin*).
3. No one is born hating the other (A) person because of (B) the colour of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught (C) to love, for love comes more naturally (D) to the human heart than its opposite. (*N. Mandela*)
4. You will recognize (A), my boy, the first sign of the old age (B): it is when you go out into the streets of London and realize for the first time (C) how young the policemen look (D). (*S. Hicks*)

Олимпиада НИУ ВШЭ для студентов и выпускников – 2019 г.

5. I think that people want peace (A) so much that one of these days (B) governments would (C) better get out of the way and let them have (D) it. (*D. D. Eisenhower*)
6. Be (A) nice with (B) people on your way up (C) because you'll meet (D) them on your way down. (*W. Mizner*)
7. I have long been of (A) the opinion that if work is (B) such a splendid thing the rich (C) would have kept more of it (D) for themselves. (*B. Grocott*)
8. We must face (A) the fact that the (B) United Nations are (C) not yet the international equivalent of of (D) our own legal system and the rule of law. (*Lord Darling*)
9. Life has got to be lived (A) – that's all it (B) is to it. At 70, I would say the advantage is that you take (C) life more calmly (D). You know that 'this, too', shall pass!' (*A. A. Milne*)
10. Life is as (A) a sewer. What you get out of (B) it depends on (C) what you put into (D) it. (*E. Roosevelt*)

Задание 4.

Переведите текст на английский язык, используя сравнительные конструкции, включающие сложение/вычитание или умножение/деление. Перевод занесите в бланк ответов.

Оптимизация бизнеса

Компания NxN решила в этом году тратить в три раза меньше времени на производство водяных насосов. Для этой цели было принято решение нанять в пять раз больше сотрудников и инвестировать в новое оборудование на пять миллионов долларов больше. Рабочие помещения для сотрудников сделали на на сто кв.м. шире, а потолки на метр выше. Но обеденные перерывы стали длиться на сорок минут дольше, поскольку в столовой оказалось в два раза меньше столов, чем сотрудников, и очереди стали на три метра длиннее. В конце года оказалось, однако, что компания выполнила в два раза меньше проектов, а доход компании увеличился лишь в полтора раза.

Задание 5.

Ознакомьтесь с предложенной ситуацией взаимодействия культур в деловой среде, проанализируйте её и ответьте на вопросы после текста. Результаты анализа ситуации занесите в бланк ответов на английском языке.

I am a few months into a new job with a big corporate firm. I came here after four years working for successful high-growth websites and startups. I was enticed by a very impressive pay package, but they also offered an interesting challenge. However, I'm feeling a lot of culture shock that isn't dissipating. Despite the work being interesting and challenging, there's a lot about how stuff gets done that is making me unhappy and is getting in the way of me doing the things the business needs to succeed: there's a lot more bureaucracy than I'm used to working with; people care about hierarchies in a way that I'm not accustomed to; different teams seem very soloed; and it takes months to get access to basic software and tools that are industry standard.

There is support from senior management to change to a more "agile" (a wonky term, but it is a working practice) tech/startup/get-stuff-done/entrepreneurial approach, and the desire to change the culture is one of the reasons they hired me. But while I can encourage and champion change, it's not in my remit to make it happen and I don't think I'll win friends if I keep trying to get established practices to change.

I'm thinking of just chalking it up to being a bad cultural fit and leaving at the end of my probation. I specialize in the booming high-tech industry and won't struggle to get another job.

Олимпиада НИУ ВШЭ для студентов и выпускников – 2019 г.

But I'm worried this will burn bridges, be the coward's way out, and could look bad on my CV (i.e., like I was fired). I'm also concerned about Brexit and think it might be wiser to ride out 2019 in a large firm that could weather market shocks. So should I rough it out for a year and see if things improve? Or leave to go back to the culture I like to work in?

What cultural differences may be interfering with effective communication in this situation? How might an employee from a culture that is high in Power Distance react to a newcomer trying to approach the boss directly? What differences can you find between high and low Uncertainty Avoidance cultures in terms of the structure and regulations of the company? Which types of corporate cultures (F. Trompenaars) are illustrated by these examples?

Задание 6.

В каждом задании нужно вставить в пропуск одно подходящее по смыслу слово. Все пропущенные слова относятся к разряду местоимений или детерминативов. Запишите ответы (1-10) в бланк ответов.

1. He bought a present for _____ of the children.
2. You have _____ right to object, but think of the consequences first.
3. Actually, it's his best movie, though he made many _____.
4. He keeps on calling me for some reason or _____.
5. _____ of the two suitcases was big enough for everything I wanted to take with me.
6. He gave us _____ one slice and kept the rest for himself.
7. There were trees on _____ side of the road.
8. Some people like dogs, _____ prefer cats.
9. _____ Tim and Kate were badly injured in the accident.
10. Cats clean _____ by licking their fur.

ОТВЕТЫ К ДЕМОНСТРАЦИОННОМУ ВАРИАНТУ

Задание 1.

The analysis of the extract “To the North” by Bill Bryson is aimed at characterizing its categorical aspects: informativeness, cohesion, coherence, modality, pragmatics and communicativeness.

First of all, we shall focus on the **informativeness** of the text. By genre this is a piece of fiction stylized as biographical prose. It is an ironical travelogue with some elements of description and a dialogue. The character is presented explicitly: it is a first-person narration and the author doesn't change his name describing what happened to the main character (*Bill Bryson*), which intensifies the impression that the author is writing about his own experiences.

The informativeness of the text can be seen through the use of geographical names (Hammerfest, London, The Arctic Ocean, etc.), making the reader understand that the scene is set in a real place. The writer also reveals the time of the scene – late December – and the atmosphere (gloominess of winter time). We learn that the main character comes from England, is interested in travelling and indulges in cozy pleasures (e.g. *with a glass of whisky and a book of maps*). We also learn that he's going to the town named Hammerfest to see the Northern Lights. The writer introduces some cultural information that William and Bill are the same names. The last paragraph implies through information-denseness that Bill Bryson managed to get on the bus.

The next point of our analysis is the textual category of **cohesion**. The text is well-structured and straightforward. The narrative part is divided into three paragraphs (the writer's perspective on the place he wants to visit; his reasons for visiting Hammerfest; the trouble he deals with there) followed by a dialogue between the writer and the officer in which he finally finds the way out of his problem. In the dialogue, cohesion is seen in the contrasting use of exaggerations associated with the main character (*cast a shadow over your career prospects for the rest of this century*) and structures depicting the girl's calmness: *She didn't buy this, This clearly did not alarm her*.

The **coherence** of the text is presented in the common subject matter of the whole extract, travelling. All the events are presented chronologically through the use of tenses (Present Simple, Past Simple, Past Perfect). The exposition sets the tone for the whole story. The tension is gradually growing reaching the climax, bringing the reader a relief at the end.

As if by chance we learn the main character's name (William McGuire Bryson – Bill Bryson), which will become important in the humorously represented dialogue centered around the mispronunciation of his name (*Bill Bryson – Bernt Bjornson*). Ironic expressions (*passenger manifest – instead of list, Oh, splendid – instead of That's awful*), rhyming lines *I want to see the manager – He's in Stavenger* make the text coherent as well, allowing us to see the whole dialogue from the perspective of the author, for whom the situation seems like an absurd dream (*This isn't happening*).

The **modality** of the text is mostly humorous and self-ironic. The author uses the following means: exaggerations (*endless uphill exertion that is my life*), degrades (*I was starting to have my doubts*) and lies (*a medicine that could save a child's life*), ironic expressions (*ludicrously overweighted bag*), rhetorical questions (*Why don't I ... save the anguish?*). The simile “as far from London as London is from Tunis” clearly illustrates the distance. The author employs a wide range of epithets (*half-formed urge, extortionate bus fare*) and personification (*the sun sinks, brutal winters*), making the description vivid.

It is also worth mentioning such means as ironical description the author uses to talk about Norway, skillfully imposing on the reader the impression of Norway as being dark and cold. It can be considered ironical because the author is actually going to see this *remote and forbidding place* with *brutal winters*.

Represented speech discloses the characters' attitudes. The ticket counter girl's sentences are short (mostly elliptical or unextended: *He's in Stavenger...; Sure.*), which shows her indifference. The writer's sentences, on the contrary, reveal a lot of courtesy (*Miss, please... Miss, believe me...*).

On the whole, the tone is a mixture of seriousness, sympathy and hope. The author strongly imposes his view on the reader. All stylistic devices used by the author are in harmonious unity and achieve the positive impact on the reader.

The **pragmatics** of the text is realized in the use of informative-dense structures instead of long descriptive and narrative sentences. One of the examples is the episode with the "absent" name on the passenger list: instead of long narration that the author guessed that they had misspelled his name, the author tells us: *But I could see it, even upside down*. Thus, he also ridicules how the staff lacked imagination to see the similarity of these names and that it's evident that no Bernt Bjornson will arrive.

The same informative denseness serves the pragmatics when the author tells us about his reasons to travel to Hammerfest: seeing the Northern Lights and, in fact, curiosity. The author intentionally uses the phrase *half-formed urge* that conveys the idea that the author rather followed his emotions and curiosity than carefully planned. Additionally, instead of telling the reader why the journey appeared to be rather uncomfortable the author contrasts two atmospheres: *sitting at home ... with a glass of whisky – picked my way through the ... slush*.

The category of **communicativeness** is realized through all the categories analysed above. The author conveys in a humorous ironical manner the reader his vision of travelling, from learning something about a destination to forming a desire to go there; how the journey can start, what difficulties can arise and how they can be solved. Communicativeness is also realized through expressive adjectives and structures, exaggerations and jokes; contrasting things, omitting long descriptions and inviting the reader to reconstruct certain information. The author warns the reader against the downsides of a winter travel to the north, at the same time inviting the reader to laugh along and see how such a difficult situation can be resolved.

Задание 2.

1. So strong was his wish to see her that he cast off the restrictions of his class and ordered a coach to take him to Rosemary's.
2. Under no circumstances are such reports to be made public without the prior clearance by the Committee.
3. In the far corner of the park, under a magnificent oak, sat a young girl with a book in her lap.
4. Only later did Michael realize the true meaning of his father's words.
5. Hidden by the overgrown lilacs was the small shed where his grandfather had kept all his tools.
6. Not only was he physically exhausted after the long journey, but he also felt the overwhelming desire to close off all the troubles of the last year.
7. No sooner had the teacher entered the classroom than the students stood up.
8. Only by hiring a helicopter could they get to the island.
9. Well did she remember that last time they met.
10. Only after switching on the light did they see the extent of the damage.

Задание 3.

1. C – had already been dead
2. A – divisible
3. A – another
4. B – old age
5. C – had
6. B – to
7. B – were / was
8. C – is
9. B – there
10. A – like

Задание 4.

Business optimization

NxN Ltd. decided to spend three times as little time on the production of the water pumps this year. For this purpose, it was decided to hire five times as many staff and invest five million dollars more into new equipment. The work-space area was made one hundred square metres wider and the ceiling one metre higher. The lunch-breaks, however, became forty minutes longer because there were half as many tables as there were staff, and the queues became three metres longer. At the end of the year it turned out that the company had completed half as many projects as the previous year, and the income had only increased by a factor of one and a half / increased by one and a half times.

Задание 5.

Задание 6.

1. each
2. every
3. others
4. other
5. Neither
6. each
7. either
8. others
9. Both
10. themselves