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**CRAMMING FOR ZNO IN ENGLISH.
Enhance Your Reading Skills**

Guidance manual

Recommended by the Academic Council of Sumy State University



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Cramming for ZNO in English is the first part of a series of books for undergraduate students who plan to apply for university Master course and pass independent external test of English (ZNO). The guidance manual covers a wide range of materials which help language learners enhance their skills of reading. Its units update students on the test features, equip them with effective strategies of approaching various task formats, and provide hands-on experience of practicing the tasks. The book can appear handy for both teachers and students, and can be used in a teacher-guided classroom setting as well as in students' independent self-study work.

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PREFACE

To the Student!

We are all well aware that modern globalized world encourages academic mobility and mobility of labour across the European Union borders and far beyond them. So that to be able to take up study places or work opportunities, it is essential now to be able to *use* a foreign language, especially English as a *lingua franca* of international communication, as well as to be able to *prove* that you can use the language at the level required by employers, universities and other agencies.


Modern language examinations focus on assessing a learner's ability to *communicate* in a foreign language, and do not concentrate on testing how well you can recite the rules of the language, how many words you have learned, or whether you sound like a perfect native speaker. Today the key to language assessment is to challenge the test-takers with the tasks that in some way resemble the things they may have to do with the language in real life: what matters to users of examination results (employers, universities, foreign institutions) is how well the candidates can get their message across or understand others' meanings in relevant real life situations.

Thus modern language tests are not interested in whether you can transform isolated sentences into paraphrased versions, or whether you can give a definition of a word out – or even within – context. Modern examinations are rarely interested in whether you can translate sentences in your first language into the target language, whether you can translate sentences from the target language into the mother tongue or, indeed, whether you can give the mother tongue equivalent of an underlined word in an English passage. What matters in modern language exams is whether you can achieve your aims in the foreign language, understand and be understood, get your message across even if you may do this without 100 % accuracy [3, 7].


As the time approaches for you to apply for your university Master's programme, you must be feeling some anxiety because


taking an external independent test of English (ZNO) has recently become an essential part of application process. This test is based upon international standards of quality language assessment, and relates to the Common European Framework of Reference for Languages (CEFR) devised by the Council of Europe. If you are planning to take this examination, then this Study Guide is for you. It has been specially designed to ease your anxiety and help you:

- understand and feel comfortable with the ZNO format;
- use effective strategies while approaching various test tasks;
- enhance your ability to comprehend authentic texts in English.

 This Study guide has been organised in 4 Units which will:

- update you on the key features of ZNO in English;
- explain how the ZNO assessment happens;
- specify which of your language abilities are to be tested;
- provide opportunity for you to gain hands-on experience in doing the ZNO reading tasks.

 For each *Sample task* given in the book there is a detailed *task analysis* and description which will instruct you in what you are to do and how to complete the task, while *guidance questions* in each item of the task will help you reach the right conclusion.

 *Useful tips* and *Checklists* will remind you of the various steps you should take while approaching each task.



We sincerely hope that *Cramming for ZNO in English* will be a new experience in your learning English – an interesting and easy way to achieve your goal.

So GOOD LUCK!



ABBREVIATIONS

ZNO	external independent test of English
CEFR	Common European Framework of Reference for Languages
EFL	English as a Foreign Language
ESP	English for Specific Purposes
e. g.	<i>‘for example’</i> (used to provide an example)
i. e.	<i>‘that is’</i> (used to explain a certain point or idea)
etc.	<i>and so on</i> (used to indicate that you can continue the list of points or ideas you have already mentioned)

UNIT 1

BACKGROUND TO ZNO IN ENGLISH: *what should you know about the test?*

1.1. What kind of language test is ZNO?

The external independent test of English (ZNO) is by its nature a **proficiency language test**, i. e. the one designed to measure how EFL skills of applicants for university Master degree comply with the requirements of the National ESP Curriculum [1], which sets the target **proficiency level** for a Bachelor graduate at CEFR B2 level (an Independent user). Overall, the Council of Europe [3] describes the language user at this level as follows:

A learner can:

- understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in his/her field of specialisation
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party
- produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options

Correspondingly, according to the test Specification developed by the Ministry of Education and Science of Ukraine, the requirements for students' performances are featured in terms of the CEFR descriptors for B1-B2 language proficiency

levels. The above document states that ZNO is intended to test candidates' ability to understand authentic texts in English (Paper 1: Reading) as well as their ability to use English accurately (Paper 2: Use of English) [2].

In this book we will focus on Reading as a vital survival skill needed to navigate successfully in modern information load from variety of sources.

The CEFR B1-B2 self-assessment grids below will help you reflect on where exactly you can find yourself in the European framework concerning your reading abilities [3].

<i>CEFR Level</i>	<i>What the learner can do</i>
B2	<ul style="list-style-type: none"> ✓ I can read correspondence relating to my fields of interest and easily understand the essential meaning. ✓ I can understand specialised articles outside my field, provided I can use a dictionary to confirm terminology. ✓ I can read many kinds of texts quite easily at different speeds and in different ways according to my purpose in reading and the type of text. ✓ I have a broad reading vocabulary, but I sometimes experience difficulty with less common words and phrases. ✓ I can go quickly through long and complex texts, locating relevant details. ✓ I can obtain information, ideas and opinions from highly specialised sources within my field. ✓ I can quickly identify the content and relevance of new items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile. ✓ I can understand articles and reports concerned with contemporary problems in which the writers adopt

	particular stances or viewpoints.
CEFR Level	<i>What the learner can do</i>
B1	<ul style="list-style-type: none"> ✓ I can understand straightforward texts on subjects related to my field of interest. ✓ I can find and understand general information I need in everyday material, such as letters, brochures and short official documents. ✓ I can search one long or several short texts to locate specific information I need to help me complete a task. ✓ I can recognise significant points in straightforward newspaper articles on familiar subjects. ✓ I can identify the main conclusions in clearly written argumentative texts. ✓ I can recognise the general line of argument in a text but not necessarily in detail. ✓ I can understand the description of events, feelings and wishes in personal letters well enough to correspond with a friend or acquaintance. ✓ I can understand clearly written straightforward instructions for a piece of equipment.

ZNO in English is linked to the above CEFR standards. This book will help you read and understand different types of texts, approach them in different ways depending on the purpose of reading, and thus prepare for this exam.

1.2. What is reading?

Reading used to be considered a receptive skill, i.e. a passive activity where readers take in information from a text without being actively involved in some cognitive processes. In fact, some traditional schools of EFL teaching methodology

viewed reading as simply reading aloud, being able to reproduce a text word for word or give a literary summary of the text. Moreover, reading meant understanding every word, every sentence and every paragraph, and the idea of overall comprehension was about the ability to reproduce every idea that a text contained.

Nowadays it is recognised that while reading you are very *active*: as you read you keep *reflecting* on variety of things, such as:

- the meaning of the text;
- what you know about the topic or the author of the text;
- whether you read similar texts before;
- whether the text is sensible or silly;
- whether it is interesting or boring;
- whether it agrees with what you know about the topic, etc.

You may also think about the things you might have to do with the information in the text when you have finished reading it, e. g.:

- to write a summary;
- to note down facts for an assignment;
- to retell the story to your friends later;
- to analyse facts and prepare a report for your boss, etc.

In other words, **readers** are not passive or receptive: they are very *active*, they are *thinking* all the time, and, in the first place, they are selecting and *interpreting* information according to the *reasons* and *purposes* for reading.

1.2.1. Purposes of reading: *why/what for* do you read?

Modern tests of reading try to simulate purposes that readers have when they read texts in the real world. The texts that you have to work on while doing a language test are very similar to real-life texts, i. e. they are more or less '*authentic*', and modern exams **test**:

- ✓ *whether you can deal with the sort of text you might have to read in the real world;*
- ✓ *if you can understand the text in the way you might have to in the real world.*

For example, you read TV/cinema schedules in order to discover when a particular programme/movie is being shown, or to decide which programme/movie to watch. You might read an advertisement to find the job position you are interested in. You might read and compare website comments on the product or service you are planning to buy in order to see what other people think of this product or service.

Because readers are active and *selective*, they do not usually read every word in a text, nor do they normally try to understand every word: they simply grasp enough to suit their purposes. Similarly, when taking a reading test, you are not expected to understand every word or, indeed, carefully analyse all the details of every sentence. You are expected only to read enough to meet your purpose – which, of course, is to answer the test question(s).

You should carefully read the instructions to the task, and look at the questions before starting to read the text. Besides, before you read a text it is often sensible to get a very quick idea of its topic – by reading the title or skimming very rapidly through the text. Usually you should spend less than two minutes on this, so that to think about what you know on the topic and what the text might be about. You will then read the text more carefully and tackle each question or task one by one.

Because you are likely to know at least something about the topic of the text you are reading, you need to actively ask yourself whether the text makes sense in terms of what you know, or whether your answer makes sense in terms of what you know about the topic, or about the world. Thus, when taking a test of reading, you are expected to be active and selective in the way you read. Being selective means not only making decisions

about *what* to read or *how much* to read. It also means deciding *how fast or slowly* and *how carefully* to read: whether to look for details or read quickly and get a gist, i. e. general idea, of the text.

1.2.2. What reading skills are you expected to demonstrate?

When preparing for an exam it is important that you should understand what is being tested – if you are not clear about this, you are less likely to do well on the exam. We will discuss this issue further in this part of the book.

We have already said that people usually read texts selectively and flexibly, i.e. they do they NOT read texts to understand every word, and they may even skip or ignore words they do not understand or which they think they do not need. This is a good technique to practise when preparing for an exam because you usually do not have enough time to think of every word in every text in an exam. You should also develop the habit of deciding whether you need to know the meaning of certain words – if you do not, and then ignore them! If you do, and you do not know the word, then you need to use strategies to guess the meaning of the words you do not know, from the context they are used in.

For example, read the following sentence:

“John was invited to dinner at his friends’ house and so on the way he bought a beautiful bunch of flowers: roses, chrysanthemums, pansies and pantbeas.”

You know the word ‘*roses*’. You can easily guess what ‘*chrysanthemums*’ are by association with the word from your mother tongue. But you probably do not know the word ‘*pantbeas*’, and you may not know what ‘*pansies*’ are. You know the word ‘*flowers*’ and so you can guess that chrysanthemums and pansies are sorts of flowers – it probably does not matter what sort they are. In fact, the word ‘*pantbeas*’

does not exist – we made it up. But in this context, it takes on the meaning of a sort of flower!

When reading, people often understand things that are not directly stated in the text. We say they ‘*read between the lines*’ – they infer what the author is trying to say, even if it is not explicitly stated. To give an example, read the following two sentences:

2. “*The floor was dirty so Sally used the mop.*”
3. “*The floor was dirty because Sally used the mop.*”

Most readers will understand sentence 2 to mean that the mop was dirty, even though the text does not say so directly (even if you do not know what the word ‘*mop*’ means). Whereas in sentence 1, they will not usually say that the mop was dirty since they know that usually people do not use dirty mops to clean floors. Thus we use our knowledge of the world (background knowledge) and the meaning of the words like ‘*so*’ and ‘*because*’ in order to infer causes and effects, and other, often unstated, relationships. Often examinees will ask questions about information that is not directly stated in the text, but which can be inferred from it. Therefore, you will need to learn how *to make appropriate inferences from a text, and how to check whether the inference you are making is plausible or not* [7].

So that to decide what to pay attention to, and what to ignore when reading texts, people often think of what is the main idea in the text, and what is an unimportant detail. Similarly, examiners often test whether you can *distinguish between a main idea and an unimportant detail*, and this is the skill you should develop through the tasks and exercises in the next units.

As readers often have to decide whether an idea matches the purpose, examiners can also assess whether you can *identify*

relevant parts of texts or relevant details/ideas, and you need to practise making this distinction. And since readers frequently have to judge whether an idea is a matter of fact, according to the text, or a matter of opinion, and what the author's opinion is on the topic, examiners often test whether you can distinguish facts from opinions or whether you can identify an author's opinion.

Overall, according to the ZNO specification, you ***should be able to:***

- understand gist, the overall message of the text and its main points, details, attitudes, text structure;
- scan the text to find specific information;
- separate relevant information from irrelevant;
- deduce opinion not directly stated in the text;
- infer meaning from context.

All these skills are important in real-life reading, and you will practise them by completing the tasks further in this book.

1.3. Which testing techniques should you be familiar with?

Along with understanding **what** is being assessed – what **abilities** the examiners are looking for and what **skills** they think are important – it is also crucial to be familiar with **how** your language abilities are tested, i. e. a range of different testing **techniques** employed in modern language examinations. The knowledge of this will prevent you from being disadvantaged by not knowing how to respond to different task types.

Since we read different texts with different purposes, as we explained earlier in this book, modern exams contain a variety of different testing reading formats. The major **task types** employed in designing the ZNO Reading paper are as follows:

- Matching (multiple matching)
- Multiple choice
- Gap filling.

The next units of the book are organised according to the test methods used in the ZNO Reading paper. Each unit contains description of how a certain testing technique works, gives advice on how to respond to that task type and provides an opportunity for you to try your hand at doing tasks of different types.

UNIT 2

GUIDELINES TO TEST-TAKING STRATEGIES: *how should you approach Multiple Matching tasks?*

Different types of multiple matching are commonly used in modern language examinations.

- *What is tested* by means of this technique?

This task type is intended to test your ability to find specific information in a text by scanning, and to follow and understand the main points in a text by skimming.

- *How are your skills tested?*

In tasks of this type you are provided with a list of several options


(i. e. possible answers) from which to choose the most suitable answer to each question in the task. The list of options may be presented either before or after the text to be read.

Be careful: there are always more choices than matches!


Remember to **read the instructions:** they will tell you:

- what exactly you are required to do in the task;
- the number of extra prompts that will not be the answer to any of the questions and which you do not need to use.

2.1. Matching headings to sections of a text

 The ZNO **TASK 1** provides the opportunity for you to read such types of text as, for example, newspaper or magazine articles, and match each heading to the corresponding part of the text. This task focuses on your ability to read for main ideas in individual paragraphs or sections of a text. You are advised to

skim through the text relatively quickly to identify the main ideas suggested in the prompts given in a task (headings, questions, topic sentences, etc.) rather than spend unnecessarily long time reading the whole text in detail. However, some questions may require more careful reading of certain parts of the text. Therefore, look through the prompts before you start reading the text and doing the task.

 Below are some **useful tips** for you to follow while approaching this type of a matching task.

- *Look at the instructions. What do you need to do?*
- *Look at the title. What does it tell you about the text(s)?*
- *Read the headings first before you read the text(s). Underline the key words or phrases in them.*
- *Look for key words or phrases in the text(s) which are relevant to the headings. Underline them.*
- *Decide on the extra options. Make sure that they do not fit.*
- *Do not spend too much time on any choice. Come back and check it later.*

ZNO TASK 1: Sample task

You are going to read an article about lunching in a famous restaurant. Choose the most suitable heading (A–I) for each paragraph (1–8) of the article. There is one extra heading which you do not need to use.

- A** Cross-cultural differences and table manners.
- B** An embarrassing event.
- C** They don't get too close!
- D** Lunching with celebrities.
- E** Take your time.
- F** Is it unique?

- G Time is money when you lunch at “*The Ritz*”
- H What to choose and what to avoid.
- I Eat only what you know how.

OUT TO LUNCH

(1) _____

It is the prettiest room in London, and the most extravagant,” hotelier Giles Shepard looks around him with satisfaction. We are lunching at his place, *The Ritz*. To our left is Sir David English from Associated Newspapers. To our right is Max Hastings, editor of *The Evening Standard*. We are not only in one of the prettiest dining rooms in London, but also in one with power and influence.

D
Are the people lunching at Ritz famous and respectable?
yes

(2) _____

In a city full of bright new restaurants, where a new place to eat appears on a daily basis, the buzz of *The Ritz* dining room is interesting to behold. It is full of people. Business associates rub shoulders with ladies who lunch, socialities sit side by side with socialists. At least they would, if the tables were closer together. But this is one of the *The Ritz*’s tricks. “We understand the need for privacy,” says Shepard. “There are not many things you can describe as luxurious these days, but privacy is one and space is another.”

C
What is the main advantage of *The Ritz* mentioned in this paragraph?
space between tables, privacy

(3) _____

From the comfortable seclusion of our table, we watch an American party of eight eating asparagus with their knives and forks.

A
Why is asparagus mentioned in

“Extraordinary,” says Giles Shepard, “but they think it’s dreadful manners when we pick it up with our fingers. Another example of our different cultures, I fear!”

(4) _____

We discuss how important it is to choose food that does not embarrass you; food that won’t suddenly create some sort of terrible culture shock.

(5) _____

“Like artichokes,” said Shepard. “Not easy to eat. I was once seated beside a young lady at lunch, when an artichoke starter arrived. I thought I was being helpful when I mentioned in an abstract sort of way how to eat them. She insisted she knew what she was doing and downed each one whole. Sadly, she had to leave the table, presumably to extract each prickle from her throat.”

(6) _____

We agreed that artichokes are bad news in the how-to-do-it stakes. Others include asparagus, not even the Queen risks butter trickling down her chin or anything that contains a bone or shells. Lobster, of course, is impossible. The safest bet is a plate of smoked salmon followed by fillet steak.

(7) _____

I wonder if there is a general return of lunching in

this paragraph?
as an example of cultural differences in table manners

I

Why could eating some food embarrass you?
you might not know how to eat it

B

How would you describe this event with the lady?
as embarrassing

H

Why are different foods mentioned in this paragraph?
as examples of “what to choose and what to avoid”

F

Find a heading

hotels, or is *The Ritz* alone in fashion? Shepard graciously mentions that there are other outstanding places throughout the capital, such as *The Savoy*. *The Dorchester too*, has a lot going for it. *The Oriental* is much better and the food is wonderful.

(8) _____

Nobody around us seems to be suffering from time constraints, and I notice that although we have sipped a little champagne while choosing our meals, eaten two courses, drunk double coffees and chatted non-stop, we have taken up a very reasonable hour-and-a-half. “It’s part of the lunching secret,” agrees Mr Shepard. “Lunch is the best meal of the day because few of us can allow it to drag on. The fact that it takes place in daylight gives us a carefree moment in our day as well as being fun.”

that corresponds to the second part of the question asked in this paragraph.

E

Are people at “*The Ritz*” pressed for time?

no

ZNO TASK 1: Guided practice

You are going to read a newspaper article on the latest developments concerning working women and their maternity rights. Choose the most suitable heading (A–I) for each paragraph (1–7) of the article. There is one extra heading which you do not need to use. There is an example at the beginning (0).

- A A shameful comparison
- B Complexity and inefficiency
- C The case at the moment
- D Rights for both
- E No protection

- F** An unsuccessful attempt
- G** A paradise for working mothers
- H** A future promise
- I** It's for women only

THE HIGH PRICE OF EUROBABIES

(0) _____

Nothing in the law of a country is simple. But it is a disgrace that British law, on something as important as maternity leave for working women, should be as complicated as it unfortunately is. And if that was not bad enough, women in the UK have the worst maternity pay rights in Europe.

B

(1) _____

Before 1975, motherhood in the UK had a high cost. Until that year, there were no legal rights for pregnant working women. A mother had absolutely no legal rights if having her baby meant she lost her job.

Before 1975 if a woman had a baby and lost her job was she protected by the law?

(2) _____

Today's law gives a minimum measure of protection to most working women, but it has been a slow progress with several later Acts complicating the first two. Nowadays, women's employment contracts in Britain, especially at senior and middle-management level, often include generous maternity rights. But the reality for most women is still the bare legal minimum, and in the UK that minimum is really bare.

What does this paragraph describe – the situation nowadays or some past experience?

(3) _____

Women in the UK are entitled to a minimum of six weeks maternity leave on 90 per cent of their salary and eight weeks thereafter on £57.70. That is very little when compared to the other member states of the European Union. Every EU member

What is this paragraph about? Does it compare the UK experience with that of other

state has improved on the Pregnancy Directive's minimum 14-week entitlement except Britain, where it is the only maternity leave insisted on by law. Even countries outside the EU have a higher minimum standard for their women workers and executives than in Britain, as for instance Belarus, Norway and the Ukraine which offer 18 weeks on 100 per cent salary.

(4) _____

Mothers get a raw deal in the UK, but fathers hardly get a deal at all. Some of the big corporations are starting to take fathers seriously but they are few and far between. Some businesses may allow a man a few days off when his wife or partner has a baby, but for many fathers there is no legal entitlement in their terms of employment. Research has shown that only 31 per cent of workplaces employing men allow their employees paid paternity leave. The general attitude is that childbirth is something to be left to a woman to get through on her own, even when she is not a single parent.

(5) _____

Since 1982 the EOC has been calling, without success, for a modest five day paternity leave for new fathers. In 1993 when the Labour MP Greville Janner introduced a Private Member's Bill to give spouses or partners of pregnant women the right to a maximum three months' unpaid leave, John Major's government blocked it.

countries?

**What does this paragraph refer to?
Does it describe the situation with mothers only?**

**What happened in 1993?
Did it succeed?**

(6) _____

However, the tide now seems to be turning. Several years ago, it was leaked to the press that Tony Blair's government was proposing to give working fathers one week's paid paternity leave, though at the low level of £57.20. The Minister was quoted as saying "We want to send a message to women that men should be by their side when they give birth". Nothing came of that suggested move and the Government has since issued White Paper 'Fairness at Work' in which it promises to implement an EU directive on the whole subject of Parental Leave.



What did Tony Blair's government promise to do?

(7) _____

So, again, Britain is behind its European partners. Most of Europe already has that message. In fact, many countries have gone beyond the concept of mere paternity leave for the father and have developed the idea of parental leave for whichever parent wants it. For instance, in Belgium there is three to 12 months' paid leave for up to a total of three years during any one person's working life, although this does not apply to senior managers. In France and Germany, parental leave is available until a child is three and may be taken by either parent or shared, but, in France, it is only paid leave for the first child. On the other hand, the Netherlands, Greece, Portugal and Spain all offer generous shared leave but only on an unpaid basis.

What happens in other countries? Do both parents have equal rights there?

ZNO TASK 1: Practice file

<p> <u>Checklist</u></p> <p> <u>Suggested time</u> for doing a task: <i>15 min</i></p>	<p><i>I need to:</i></p> <ul style="list-style-type: none">✓ read the text✓ read the headings✓ identify main ideas✓ underline key words✓ delete heading used✓ answer all questions✓ identify extra heading✓ divide time sensibly
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PRACTICE TASK 1.1

Read the text below. Match choices (A-H) to (1-6) of the article. There are three choices you do not need to use.

- A Recession showed the need for change
- B A mistaken decision
- C Low prices – more money for charity
- D Bringing charity to the public
- E All shops have new goods now
- F Deciding to change
- G Second-hand still makes bigger profit
- H Customers wanted – no matter why they come

SHOPPING TO HELP OTHERS

(1) _____

Charity shops were first set up as a new way of raising money for the big charities in England. These shops were seen as the ideal solution for big organizations trying to raise money from the general public. The shops gave them direct access to the high streets of the country. People out doing their shopping could stop off a charity shop to make a donation or buy some second-hand bargains while helping a good cause. Also, it made people feel better.

(2) _____

The Imperial Cancer Research Shop in Westgate Street is one of the shops trying to do something different. Nowadays, there is often a large selection of new goods displayed in the front windows. This new direction is a deliberate policy decision made by the charity to try to increase profits.

(3) _____

A person speaking for the charity said that they had found it harder to make money during the recession. They believe that by selling new goods instead of second-hand ones, they will begin to appeal to a new type of customer. By displaying new goods in front windows, people will see them, come in and buy them or something else. Some people even go into these shops and offer to do volunteer work there.

(4) _____

She said that during the recession, the charity did not receive as many donations. People were wearing their clothes for longer, and when clothes did come into the shop, they were often in very bad condition. She also said that they wanted people to come into the shop for whatever reason, whether to buy new

goods or old. New goods are seen as an ideal way of getting people into the shop, and this would thereby raise more money for the charity.

(5) _____

One charity shop where you won't find new goods is the PDSA. The charity introduced new items into its shops two years ago. The staff discovered though, that people didn't want to buy new goods. They preferred to buy items that had been donated. The experiment lasted only one year. After that they removed most of the new items from the shops and had only second hand ones for sale. The only new things they sell now are mugs, diaries and postcards.

(6) _____

At the Barnardos shop in Shaftesbury Road, the staff is busy getting prepared for their latest promotion: this will be a grand sale of second-hand jeans. The sale starts on Saturday. Last year, this particular shop made £26 000, but only £2 500 of that figure came from the sale of new goods. This may be proof that the public really prefer buying second hand goods.

(7) _____

The manager of the shop said that of all the charity shops it stocks the lowest percentage of new items. He added that the staff was very proud of the prices the shop could offer. Prices ranged from 5p to £30. But the manager said that when it came to price the shops faced a dilemma. They would like to help the poor by keeping prices very low, but were also faced with the problem of trying to raise much – needed money for charity.

PRACTICE TASK 1.2

Read the text below. Match choices (A-I) to (1-6) of the article.
There are three choices you do not need to use.

- A A historic English disaster
- B Fighting fires high up
- C Fire is not always destructive
- D Human mastery of fire
- E Developments in firefighting methods
- F Saving trees – if they can
- G Natural disaster leads to total destruction
- H Do-it-yourself destruction
- I Drowning fires with water

WHEN FIRE ESCAPES

(1) _____

These days, we have learned to control fire so well that it has almost vanished from everyday life. It is only on the rare occasion that it slips out of our control that we realize what a destructive element it can be.

(2) _____

Fires were very common in the past. In 1666 the Great Fire of London destroyed three quarters of the city. The fire began in a baker's shop in Pudding Lane and burned for three days. It destroyed 400 streets and 13 200 houses. St.Paul's church was burnt to the ground, along with 86 churches and many other official buildings like Royal Exchange and Custom House.

(3) _____

In 1923, a firestorm devastated all of Tokyo. A firestorm is a large uncontrollable fire which is kept burning by strong winds. This was the greatest peacetime fire of modern times. It was started by an earthquake and this set off local fires from power cables and cooking pots, which rapidly burnt the houses made of wood and paper.

(4) _____

The first official fire brigade was set up in London in 1864 by Nickolas Barbon. The first engines were operated by hand by up to 30 men. In 1829 the steam fire engine was invented. Modern fire brigades have many specialist vehicles for fight fires in all sorts of circumstances.

(5) _____

The basic vehicles is the fire engine, which has a tank that can carry several thousands liters of water and 300 meters of hose-pipe. These can deliver up to 7 500 liters of water per minute and the pressure is so strong that many fires are “knocked out”. Fireboats, however, can pump up to 1 000 000 liters per minute.

(6) _____

In order to put out fires which have broken out in high places in multi-storey buildings, most modern fire brigades have trucks with long ladders and platforms that rotate at the top of the ladders.

PRACTICE TASK 1.3

Read the text below. Match choices (A-H) to (1-7) of the article.
There is one choice you do not need to use.

- A It is now possible to show patients what will happen to them during surgery.
- B The amount of information meant that it was impossible to send quickly.
- C Very realistic images will help prevent errors during surgery.
- D A donated body made it all possible.
- E Doctors are now looking for more bodies to put on computer.
- F The ease with which the disk can be used means it is very popular.
- G The tiniest detail was put on camera for the computer image.
- H Movement of the body image will aid surgery.

DETAILED COMPUTER IMAGES ARE IMPROVING OUR APPROACH TO SURGERY

(1) _____

Doctors in Europe will soon be able to train and practice their skills on a computerized patient that can move and be very

flexible on screen. The body which was used to create these images was that of a man who died recently in America and donated his body to medical science.

(2) _____

As soon as he died, his body was frozen. By a special process, his body was photographed, layer by layer, in colour. As each layer is only one millimeter thick, the body is shown in great detail. Altogether, 2 100 photographs were taken, and the addition of scanned images finally produced a total of 10 000 colour pictures.

(3) _____

American scientists first produced the photographic images of the body and then made them available over the International Computer Network in July. But there was so much information, 32 billion bits of it in fact; that it would have taken more than a week to send all of it would have taken more than a week to send all of it through the standard network.

(4) _____

Now the information, which was originally on 22 CD's, has been compressed onto a single CD-Rom disk that can be used on standard desktop or portable computers. Because it is so widely available and so easy to operate many doctors in Europe are now making use of it.

(5) _____

A doctor in France, who specializes in face and neck operations at the Medical Surgical Centre says that he has been using these computerized images to demonstrate to patients who has to be done during their operations. He also uses the computer images to teach other doctors. He thinks that the pictures are very useful because they give a full picture of the body, but believes that captions describing parts of the body would be helpful.

(6) _____

The real step forward however, would be if they could move the body around on a computer screen. The experts are working on this though. They believe that being able to see such things as a heartbeat and the movement of other body organs will enable doctors to practice new methods of operating, before working on real-life patients. Once such changes have been made, the system could become the most popular way of planning an operation and also of teaching future surgeons.

(7) _____

Now that a man's image has been created for the computer, a woman is the next step. The body of a 59-year-old woman who died of a heart attack is being used to achieve this. She will be ready for the computer screen in December. The final goal, however, is to create such a life-like model on computer that doctors will be able to perform operations on it. This will greatly reduce the risk of making a mistake on a real patient.

PRACTICE TASK 1.4.

Read the text below. Match choices (A-H) to (1-5) of the article. There are three choices you do not need to use.

- A Modern ideas concerning left-handed people are not so strict
- B Right-handed people are not so strict
- C There is no natural law what hand is superior to the other
- D The left-handed people have a better chance in sport and in the arts
- E The problem of left-handedness will always bother the human society
- F Speech became connected to the right hemisphere of the brain
- G Some doctors think that the choice is made when children grow older
- H It is easier to live if you are right-handed

ARE YOU LEFT-HANDED?

(1) _____

Life is easier if you are right-handed. You can open a can of tomatoes, use a pair of scissors or write a cheque without problem. In earlier times left-handed people were sometimes

thought to be bad or even dangerous and were sometimes even killed.

(2) _____

Even quite recently, children who wanted to use their left hands were taught to use their right instead. The teacher of King George VI of England (1895–1952) tied his left hand behind his back to make him use his right, and it was probably because of this that he had... speech problems later in his life. However modern ideas about how children use their hands are very different. Some doctors now think that the choice is made when babies are still very young. Look at his advice from a modern book for parents:

(3) _____

“There is no natural law which states that one is superior to the other, so it should never bother you if your child is left-handed”. But why is anyone left-handed?

(4) _____

Psychologist Dr. Marian Annett thinks that a long time ago people used both hands equally; what changed things were that human beings learned to speak. The left hemisphere controls the right-hand side of the body and the right controls the left. Speech became connected to the left hemisphere of the brain; and as speech became more and more important, so the left-handers are often slower to speak and read than right-handers. But left-handed people have advantages too.

(5) _____

According to the recent scientific theories, left-handed people have a better chance of becoming great sportsmen. Left-handedness emerges most strikingly in the arts; back in the Renaissance, Leonardo da Vinci, Michelangelo and Hans

Holbein were all notable left-handers. There are even famous left-handed people in the world of music like Beethoven and Paganini. You may also add such talented individuals as Paul Klee, Charlie Chaplin, Lenny Bruce, Greta Garbo, Marilyn Monroe, and the problem of left-handedness will never bother you again.

PRACTICE TASK 1.5.

Read the text below. Match choices (A-H) to (1-6) of the article. There are two choices you do not need to use. Write your answers on the separate answer sheet.

- A Turning up the heat
- B An effective source of energy
- C Hope for the future
- D A safer alternative
- E Gas versus coal
- F The power of nature
- G An early success
- H The story of fission

NUCLEAR POWER

(1) _____

Nuclear power is currently produced by fission or splitting of atoms. This method produces dangerous by-products which are difficult to dispose of, and there is the possibility of radioactive

fallout as in the Chernobyl disaster of 1986. Fusion, on the other hand, is a relatively safe process which does not rely on dangerous fuels.

(2) _____

Most people have heard of Einstein's formula, $E=mc^2$, but what does it mean? In fact, it is a description of how mass is converted into energy, and it is this energy which powers the stars, including our own sun. If we can reproduce this process on Earth, we will have an infinite source of energy which does not rely on fossil fuels such as coal, gas or oil. One source of fuel for nuclear fusion is deuterium, which is a type of hydrogen found in ordinary water.

(3) _____

Conventional ways of generating power are wasteful. Typically, 60–90 % of the energy generated is lost, meaning that we can only use 10–40 %. There is also the problem of waste materials and pollution. Nuclear fusion is more than ten million times more efficient than burning coal as a source of energy.

(4) _____

The main difficulty in recreating the process of fusion on Earth is the enormously high temperature which must be generated. Fusion occurs naturally in the Sun, which is at a temperature of ten million kelvin. This temperature must then be maintained long enough for the reaction to take place.

(5) _____


The first machine to reach the required temperature was the Tokamak, which was developed by Russian scientists in 1968. The Tokamak is a doughnut-shaped chamber surrounded by magnets, which create a strong electrical current. The Tokamak could only maintain this temperature for a few

milliseconds, but this was the first time it had been achieved. Scientists are now working with lasers to increase the temperature.

(6) _____


It seems that it may be only a matter of time before we are able to produce enough power for all our needs, from a plentiful source, without causing damage to the planet. If so, imagine the benefits it would bring.

2.2. Matching questions to several short texts

 In the **ZNO TASK 3** you have to find suitable answers to the questions in several short texts on a common topic. This task is based principally on advertisements, brochures, and guides for tourists, etc. In real life, we read these types of texts to look for things we might want to buy, or to find out about programmes, dates, venues, services, opening times, and other things we might need information about. Thus, in these tasks, the purpose for reading matches the text you are asked to read.

The best approach to this task type is to scan the texts for *words in the text* which match *words in the question*, which is looking for specific information.

Remember: to answer these questions, you do not need to, and should not, read every word of every advertisement (we do not read every word of adverts in the real world!). You should read selectively ignoring information in the text that is not relevant to your purpose in reading (doing the task).

 Below are some **useful tips** for you to follow while approaching this type of a matching task.

- *Read the instructions. What do you need to do?*
- *Think of the title. What does it tell you about the texts?*

- *Skim-read the texts and the questions. What are they about?*
- *Scan-read the texts for the words or phrases which match the words or phrases in the questions.*
- *Underline these key words or phrases.*
- *Read selectively and ignore the information that is not necessary for you to do the task.*
- *Decide on the extra options. Make sure that they do not fit.*
- *Do not spend too much time on any choice. Come back and check it later.*

ZNO TASK 3: Sample task

You are going to read a travel guide to six romantic destinations. Match places (1–6) to the most suitable answer to questions (A–H). There are two extra choices which you do not need to use.

A ROMANTIC ADVENTUROUS GETAWAY

It has to be admitted that some travel experiences will excite the traveller more than others. So here is our guide to a few offbeat or at least less-travelled romantic adventures which might make your heart beat a bit faster.

(1) **Gebel Musa**

Stroll up the mountain of Moses, from St Catherine's monastery on the Sinai Peninsular in the very early hours to experience dawn at the summit with Exodus written large on the peach-coloured landscape below. It's a deeply moving experience: many people (and yes, I am afraid you will find a few fellow travellers beside you at the top) choose to share the experience with their beloved covered up under a blanket. Good idea. Best for physically fit.

(2) **Merida**

The university town of Merida in the Venezuelan Andes is famous for two things: its ice cream shop boasts in the world (avoid the garlic and spinach flavours – that's not romantic), but more importantly, it is the source of the longest and highest cable car on the planet. Watch the city fall away behind you as the cable car climbs to an astonishing 16 000 ft summit, then step out and feel your head spin at the wonder of the landscape (not to mention the lack of oxygen).

A

If you were a historian which place would you prefer to visit? Why?
the mountain of Moses; to visit a very old monastery

B

What is one of the two things Merida is famous for?
underlined in the text

(3) **Miami**

Learn to skate together in Miami – not like Torville and Dean, it doesn't get quite that cold on South Beach. In-line skating is all the rage in the art deco district, gliding hand-in-hand through candy-coloured buildings on one side, the ocean on the other. You can hire the skates and all the equipment at several shops nearby.

(4) **Masai Mara**

Early morning is the best time to share a hot-air balloon gliding over the Masai Mara with a bottle of bubbly, admiring the zebras, giraffes, monkeys, wildbeest and a rather worrying, mysterious dark shape which you eventually identify as your own balloon's shadow.

(5) **San Fransisco**

Few bath tubs can boast a view like those of the Mandarin Oriental Hotel in San Fransisco. Lying on the top floor of the third highest building in the city, you find yourself up to your neck in a foam-bath beside a large picture window with the city spread out below your toes and the Golden Gate Bridge emerging through the mist.

(6) **Fiji**

The staff of Yasawa Island resort in Fiji are not keen on crowding guests. Say the word and they will abandon you on one-and-a-half mile long Champagne Beach for the day with little more than an enormous shade, a vast picnic, plenty of cold drinks, books, games, your swimsuit and snorkel gear to explore the spectacularly colourful

D

In which place can you see a district of decorated buildings?
underlined in the text

E

In which place can you see many wild animals?
underlined in the text

F

Which place provides spa treatment (taking a bath) at the top floor?
underlined in the text

H

Which place caters to people who want to be alone?
underlined in the text

marine world.

Which romantic destination would you recommend for someone who ...

- A** likes ancient places?
- B** likes ice cream?
- C** seeks mountaneering experience?
- D** is interested in 20th century decoration?
- E** has a particular interest in wildlife?
- F** enjoys luxurious relaxation and the view from above?
- G** is fond of shopping?
- H** wants to be alone with their loved one?

Which choices are extra?

Choice

Comment: why extra?

C
"... seeks
mountaneering
experience?"

Text 1 (Gebel Musa) mentions mountain of Moses, but as a popular sight rather than the place to practise mountaineering.
Text 2 (Merida) also mentions the mountain top, but as the longest cable car destination place rather than a mountaneering one.

G
"... is fond of
shopping?"

Text 3 (Miami) mentions 'several shops', but these are the ones where one can hire equipment rather than go shopping.

ZNO TASK 3: Guided practice

You are going to read six extracts from a brochure describing London's well-known museums. Match museums (1–6) to the most suitable answer to questions (A–H). There are two extra choices which you do not need to use.

A GUIDE TO LONDON'S MOST WELL-KNOWN MUSEUMS

(1) The British Museum

Founded in 1753, it is one of the greatest museums in the world, showing the works of man from prehistoric times to the present day. There are permanent displays of antiquities from Egypt, Western Asia, Greece and Rome, as well as Roman British and Oriental Collections. Prints and drawings, coins and medals are displayed in a series of temporary exhibitions. The British Library exhibition galleries are housed within the British Museum.

Which of the questions contains the words that are similar in meaning to the underlined ones?

(2) The Natural History Museum

One of the finest museums in the world – and, probably the best of its kind. Enter our extraordinary buildings in South Kensington and experience first-class exhibitions on the Natural World based on our vast collections and authoritative research. In short, the home of the Wonders of the Natural World. This unique combination of education and fun is the hallmark of the museum's award-winning exhibitions. An unforgettable experience for visitors of all ages. Come and see what a dinosaur looked like or

What does the underlined part of the paragraph tell you about? Which of the questions contains related information?

follow the stages of evolution of the human species. Our programme of special exhibitions and events offers a new insight into the Natural World – past and present – whenever you visit.

(3) **Madam Tussaud’s Museum and the London Planetarium**

Home of kings, queens, heroes and villains. Where else can you experience an audience with royalty, meet the great and powerful, mingle with the stars and come face to face with the infamous? The London Planetarium. The distinct copper dome of the London Planetarium plays host to more stars than Madam Tussaud’s! Seated inside, you can enjoy a star show which will take you far beyond our own fragile world. With a perfect sky as a backdrop, many worlds and puzzles of the Universe will be revealed.

(4) **The National Museum of Science and Technology**

Come and explore the exciting world of science. The five storey premises can help you explore Space; learn all about Transport and Telecommunications; discover sciences such as Physics, Chemistry, Engineering and Computing; climb up the escalators to the field of Optics, Photography and Cinematography, and finally to the section devoted to Medicine. The Science Museum will never cease to amaze you!

(5) **Guinness World of Records Exhibition**

Experience the Guinness World of Records, Europe’s greatest three dimensional display of all

In which question can you find the word with the meaning similar to the meaning of the underlined one?

Does this museum display variety of objects related to numerous scientific discoveries and inventions?

Think of the underlined parts. Does this museum

that is superlative around the globe. Through the use of life size models, videos and the latest audio technology, thousands of records come alive at the touch of the button. Do not miss any of the six sections: The Human World, The Animal World, Our Planet Earth, Structures and Machines, Sports World, World of Entertainment.

(6) **Museum of the Moving Image**

Who ever heard of a museum where you could ... read the news on TV? ... animate your own cartoon? ... try out for a Hollywood movie? With its treasure of cameras and costumes, with hundreds of favourite film clips, with a cast of actor guides to tell you more, award-winning MOMI is the most exciting cinema and TV museum in the world.



provide information about any engineering processes mentioned in one of the questions?

How is the underlined part related to one of the professions mentioned in one of the questions?

Which museum would you recommend for someone who:

- A** is researching building bridges?
- B** would like to become an actor?
- C** would like to admire objects from ancient times?
- D** wants to see what the first man looked like?
- E** wants to see a lot of inventions under one roof?
- F** is interested in fashion and clothes design?
- G** loves old recordings and wants to know all about them?
- H** would like to see a criminal?

ZNO TASK 3: Practice file

<p> <u>Checklist</u></p> <p> <u>Suggested time</u> for doing a task: <i>15 min</i></p>	<p><i>I need to:</i></p> <ul style="list-style-type: none">✓ skim-read the texts;✓ skim-read the questions;✓ scan the texts to find what each question refers to;✓ underline the part of the text that is referred to or paraphrased in each question;✓ delete options used;✓ answer all questions;✓ identify extra headings;✓ divide time sensibly
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PRACTICE TASK 3.1

Read the text below. Match choices (A-H) to (1–6) of the article. There are two choices you do not need to use

JOB ADVERTISEMENTS

(1) Consumer Law Group

LLC is among Illinois' fastest growing law firms. We are currently seeking a bilingual IL licensed attorney experienced in litigation with an emphasis in Criminal Defense and for its high volume legal practice. Bilingual fluency (Spanish/English) is highly preferred for this position.

(2) Government Investigations/White Collar Defense Attorney

The candidate should have outstanding academic achievement. Must have optimally 5–12 years of experience in government investigations/white collar defense. Experience at a large law

firm preferred; federal clerkship preferred; experience as an Assistant US Attorney preferred.

(3) The law firm of Stone & Graves

LLP in Gold River is seeking an associate attorney with at least 3-5 years of experience in handling litigation matters. The firm's practice area is extremely varied. Accordingly, applicants with a background in any area of employment law, business litigation, personal injury or probate litigation are encouraged to apply. The firm offers competitive salaries and benefits. Our office environment is very collegial and there is room for advancement for motivated applicants.

(4) The law firm of Robert L. Isaacs, PC

seeks an associate with a minimum of 1+ years' experience in family law. Must have the ability to assist with heavy case load as well as work independently. Job Type: Full-time.

(5) Centro Legal De Inmigracion

Busy Immigration Law Firm seeks to fill a position for an Admitted Attorney to work on Deportation Cases, Special Immigrant Juvenile cases and other related cases. Spanish is a plus. No experience required. Will train. Please click "Apply Now" to submit your resume ATTN: Jerome Liamzon, Esq.

(6) BCG Attorney Search

New York City office of our client seeks real estate attorney having 2–5 years of experience. The candidate will be working on a broad range of sophisticated commercial real estate transactions including acquisitions, dispositions, financings, joint ventures, fund formation and leasing. Large law firm experience is preferred.

In which advertisement are the following points mentioned?

- A** The job involves handling matters relating to property.
- B** No employment record in law firms is required.
- C** Employees have an opportunity to be promoted.
- D** Salaries are dependant on experience.
- E** High proficiency and extensive background experience are required.
- F** Knowledge of a foreign language is essential.
- G** Duties include, but are not limited to, helping colleagues.
- H** A successful track record of litigating personal injury cases is required.

PRACTICE TASK 3.2

Read the text below. Match choices (A-H) to (1–6) of the article. There are two choices you do not need to use.

TOP THINGS TO DO IN CHICAGO

(1) The Field Museum

Every trip to Chicago should include a date with Sue. Holding court in The Field Museum's grand Stanley Field Hall, the remarkable Sue is the world's largest, most complete, and best-preserved *Tyrannosaurus rex*. Beyond The Field's extensive rock and fossil collections, visitors can journey through 4 billion years of life on Earth in the Evolving Planet exhibit and admire precious stones — from their rough beginnings to sparkling jewellery.

(2) John Hancock Observatory

Located in the heart of the Windy City's tourist district, the John Hancock Observatory — with its one-of-a-kind open-air Skywalk — is open until 11 p. m. daily. The fastest elevators in North America zoom to the 94th floor — 305 meters up — in only 40 seconds. The real fun is spotting Chicago landmarks, such as Wrigley Field, Navy Pier, and glamorous marinas. Guests enjoy a multimedia Sky Tour and can contemplate Chicago's history on the 24-meter history wall.

(3) Museum of Science and Industry

The largest science centre in the Western Hemisphere, the Museum of Science and Industry was the first museum in North America to offer visitors the chance to touch and interplay with exhibits. That tradition continues to this day with exhibits that encourage people to do more than watch: you can make a giant heart beat in time to your own, open a Chicago River

drawbridge for a model train, and practice your moves with the help of a virtual instructor.

(4) Navy Pier

Encompassing more than 20 hectares of prime Chicago lakefront territory, Navy Pier is truly a city within the city. With shopping, restaurants, parks and gardens, museums and attractions galore, this Chicago landmark attracts millions every year. Fireworks light up the Chicago skyline twice a week during the summer months, and the 150-foot (45.7 meters) Ferris wheel operates year-round, weather permitting. It's no wonder that Navy Pier is often considered one of the top things to do in Chicago.

(5) Millennium Park

It may be one of Chicago's newest places to visit, but Millennium Park has quickly become a destination of choice for travellers and locals alike. With hundreds of free concerts offered throughout the year at the dramatic Jay Pritzker Pavilion; an immense, walk-up-and-touch sculpture known affectionately as "The Bean"; and a 2.2-hectare garden to explore, Millennium Park lives up to the Chicago's official Latin motto: *Urbs in Horto* — City in a Garden.

(6) Chicago Food Planet Food Tours

Rated Best Chicago Tour by Lonely Planet, Chicago Food Planet Food Tours offer unique 3-hour food tasting and cultural walking tours focused exclusively in Chicago's off-the-beaten-path neighbourhoods. Suitable for all age groups and fitness levels, they provide a local experience so you feel like a native Chicagoan. Their guided, narrated food tours include mouth-watering food tastings, enough for a hearty lunch. It is a fantastic way for visitors and locals alike to discover the hidden gems of Chicago!

Which place of interest _____?

- A** provides a device to take you up in no time
- B** hosts a number of public performances
- C** boasts old sculptures decorating its façade
- D** offers seasonal attractions to its visitors
- E** displays a life-size model of a dinosaur
- F** exhibits the life evolution through gems
- G** lets its visitors manipulate the exhibits
- H** lies off the popular tourist routes

PRACTICE TASK 3.3

Read the text below. Match choices (A-H) to (1–6) of the article. There are two choices you do not need to use.

MASTER OF LAW (LLM) PROGRAMS

(1)

The LLM program at the **University of Toronto** Faculty of Law offers a flexible and rigorous full-time academic program for Canadian and international law graduates seeking opportunities for advanced study and research. LLM students have gone on to pursue further graduate legal education, entered directly into university teaching positions, or resumed practice with private firms, government agencies and non-governmental organizations.

(2)

At **Columbia Law School** students focus on a diverse range of areas like constitutional law, international human rights, law and economics, and legal theory. The LLM programs can be undertaken with a strong emphasis on a thesis or coursework-only. The longer thesis is aimed at law students who have demonstrated a strong potential for advanced research, many of whom desire a career in legal academia.

(3)

Essex Law School offers LLM programs that allow students to earn their degrees remotely. The Faculty covers concentrations in the area of Business Law, Criminal Law, Legal Theory and Health Law, Ethics and Policy within the LLM degree program. Entry into these concentrations is on a competitive basis. These programs are perfect for students who can't afford to take a year off.

(4)

George Washington University does not encourage candidates to contact potential faculty supervisors before applying. The coursework-only format is designed for international law students who wish to specialize in a specific area of law, particularly in one of the Faculty of Law's several strengths, to develop an understanding of the US and North American legal processes and laws, or to explore the common law at an advanced level.

(5)

Victoria University's Faculty of Law offers a general LLM with coursework, covering subjects including intellectual property law, business, human rights and the environment, and law reform and policy, a key subject area in the nations' capital. The school attracts a lot of LLM applicants from outside the country. One of the things that attracts people is our internship option, which is not so common in LLM programs for students who can't afford to take a year off.

(6)

The philosophy of the LLM program is to offer our students a broad platform to design their own course of study within parameters set by **Harvard Law School** faculty. Within this framework, LLM students have enormous latitude in planning their year. Interested faculty and special student advisers work hard throughout the year to help students to identify and refine their study objectives.

According to the advertisements at which university or law school _____?

- A** LLM students can continue learning with a postgraduate law program
- B** LLM programs provide distance learning
- C** international students are given an opportunity to practice in their field
- D** LLM programs teach foreign students the basic legal principles of the host country
- E** some programs require to write a dissertation while others offer a number of classes
- F** the LLM diploma will comprise both thesis intensive and coursework
- G** LLM students are assisted with distinguishing and achieving their purposes
- H** LLM students are supposed to draft their own study course regardless the university curriculum

PRACTICE TASK 3.4

Read the text below. Match choices (A-H) to (1–6) of the article. There are two choices you do not need to use.

TOP PLACES TO VISIT IN HONG KONG

Hong Kong is one of the most vibrant, exciting and ambitious cities in the world, a fusion of East and West, old and new, high tech and traditional — a city of dazzling contrasts.

(1) Victoria Peak

This Peak rising 1810 feet above sea level — is one of the most popular attractions in Hong Kong; it is absolutely incredible! Looking down from The Peak you'll be amazed by the spectacular view of the surrounding city skyline, the world-famous Victoria Harbour and Kowloon, towering skyscrapers and peaceful green hillsides.

Getting there is an unforgettable trip. There's nothing in the world like the Peak Tram. Pulled by steel cables, the tram climbs 373 metres. It's so steep that the buildings you pass look like they're leaning! Whether you're going up or coming down, you'll love this trip.

(2) Temple Street Market

It is an amazing shopping sight, featuring rows of brightly lit stalls selling an astonishing range of inexpensive items especially for men — including clothing, pens, watches, electronic gadgets. That's why it is also called "Men's Street". What you buy will probably be fake but for many that takes a second seat to the bargaining and atmosphere of this famous night market. It is open from 4pm to midnight, but really comes alive after sunset.

(3) Lantau Island

The main reason people go to this island is to visit the largest Buddhist monastery in Hong Kong located high in the Lantau hills. Walk up 260 steps to the 100 ft tall seated statue of Buddha and take in the breathtaking view of the surrounding hillsides. You can even stay at the monastery and taste some of the delicious, yet simple vegetarian fare.

(4) Lama Island

Located about half an hour by ferry from bustling downtown Hong Kong, Lamma is one of the most adored weekend getaways. Clean air, golden beaches, fantastic hiking are the main draws.

Bicycles are the mode of transport as cars are banned there. People come from all over the world to sample fresh chilli crab, garlic prawns, deep-fried squid, steamed fish with ginger and spring onions at a variety of terraced restaurants raised on posts above the bay. There are also western-style restaurants and handicraft shops along its laid-back main street.

(5) Yuen Po Street Bird Garden

Occupying an area of about 3 000 square metres, this charming Chinese-style garden is located on Yuen Po Street in Mong Kok. It is the favoured gathering place of Hong Kong's songbird owners and has 70 or so songbird stalls selling row upon row of macaws, tropical starlings and crested parrots in beautifully lacquered traditional Chinese birdcages.

(6) Kowloon Walled City Park

At night you can visit Kowloon Walled City Park, the former site of the notorious Kowloon Walled City slum. The slum that grew up within the Kowloon Walled City was the most densely populated area ever to exist on planet earth. A town, declaredly

under the control of China, and thus left unpoliced by the British, it was almost entirely outside the law. Building codes and health and safety codes were entirely disregarded, resulting in the construction of dozens of multi-story buildings. The laneways through the slum were so damp, dark and dirty that residents routinely moved from rooftop to rooftop to get around! Life in the Walled City was well documented by documentary film makers, photographers, social scientists and the international press. It was featured in the 1988 cult film *Bloodsport*, and Jackie Chan fans will know it from his popular film *Crime Story*. Today, a peaceful park is located where the Walled City slum used to stand.

At which place will tourists _____ ?

- A** have both a spiritual and culinary experience
- B** get a bird's eye view of the city
- C** get a good deal on a variety of goods
- D** have to remember that motor vehicles are not allowed
- E** see the famous leaning houses of Hong Kong
- F** see and buy exotic pets
- G** buy fancy designer gear
- H** see once the poorest district of Hong Kong

PRACTICE TASK 3.5

Read the text below. Match choices (A-H) to (1–6) of the article. There are two choices you do not need to use.

OUTDOOR ADVENTURE

(1)

Experience the natural beauty of majestic Mt Rainier on this guided, small-group tour from Seattle. Enjoy a scenic, narrated journey past lakes, waterfalls and historic towns to Mt Rainier, the highest mountain in the state of Washington and one of the tallest in the lower 48 states. Take in spectacular views from Narada Falls, considered the most popular waterfall in Mt Rainier State Park and the aptly named Paradise, at 5 400 feet above sea level on the south slope, among others.

(2)

Hurricane ridge, huge trees, hikes, Lake Crescent and quaint towns. Visit the 5th most visited National Park in the US. Enjoy Puget Sound ferry rides, natural wonders - from gigantic trees dripping with moss to small flower plants, and enjoy the spectacular view from mile high hurricane ridge. See the heart of this unusual and wild eco-system. On this tour you have a good chance of spotting elk, deer, eagles, and maybe even banana slugs.

(3)

The Salt River in central Arizona is a gem in the desert and an oasis for the people who like rafting. The Salt River runs west out of the White Mountains through 2 000 foot deep Salt River Canyon. The canyon is lined with giant Saguaro cacti and beautiful rock walls. The Salt River is fed by snowmelt and only runs from March to May. Most Salt River Rafting outfitters run

a one-day trip and a five-day trip. The one-day trips are convenient and fun. The five-day trips are a fantastic extended adventure that provides excellent rapids and scenery.

(4)

This exhilarating 20-minute seaplane adventure gives you a chance to feel the freedom of soaring though the sky. Lift off from Lake Union and get a stunning bird's-eye view of Seattle, with beautiful Mt Rainier set as a backdrop in the distance. Get incredible views of the iconic Space Needle, the downtown skyline, the bustling Elliott Bay waterfront and more. You'll hear a commentary about the city and land back on Lake Union to conclude the tour.

(5)

Home to 8-foot octupi and sixgill sharks, Puget Sound is one of the deepest, most diverse aquatic ecosystems in the Lower 48. Harmless creatures aside, it's also home to some great diving. From West Seattle's Alki Beach to the San Juans, the Puget Sound offers entertaining dive options for beginners and pros alike. Contact a local dive shop for suggested dives and local know-how.

(6)

Seattle is literally inundated with lakes, rivers and saltwater, so it only makes sense that kayaks are a preferred mode of sightseeing. Several outfitters offer rentals on Seattle's Lake Union and Elliott Bay, but if you're hankering for an escape from civilization, head north to the San Juan Islands. Once there, you'll find stunning scenery and first-class paddling - plus a bevy of guide services to provide the boats and show you the way to aquatic nirvana.

Which attraction gives you an opportunity to _____?

- A** experience submarine travelling
- B** enjoy a thrilling panorama of the city
- C** observe cascading water in highlands
- D** enjoy an exciting water ride in spring
- E** participate in a fishing expedition
- F** get acquainted with the underwater world
- G** hire equipment for water ride activities
- H** observe local fauna and flora

UNIT 3

GUIDELINES TO TEST-TAKING STRATEGIES: *how should you approach Multiple Choice tasks?*


- *What is tested* by means of this technique?


This task type is intended to test your ability to understand gist, the main ideas, details and opinions expressed in a text.

- *How are your skills tested?*

A multiple-choice task is composed of two parts: a *stem* that identifies the question or problem, and a set of four *options* (marked A, B, C or D) that are possible answers. Of the four options provided only **one** contains a *key* which is the best answer to the question. The rest are *distractors* that are plausible but incorrect answers to the question – they are there to ‘distract’ your attention from the correct answer by being very similar to it.

Usually the questions follow the order in which information appears in the text. The last question may refer to the whole text.

 In the **ZNO TASK 2** you need to choose one out of four possible answers on the text (A, B, C or D).

 Below are some *useful tips* for you on how to approach this task.

- *Read the questions first. What kind of text is it (narrative, argumentative, etc.)?*
- *Skim-read the text (read the text to get the gist without paying attention to the details).*
- *Read over the questions and then scan the text to find where the answers can be found.*
- *While reading the text, underline the parts which justify your answers.*
- *Answer the questions.*
- *Do not spend too much time on any one question. Come back and check it later.*

ZNO TASK 2: Sample task

You are going to read an article about a man who learned to read. For questions 1-8, choose the answer A, B, C or D which you think fits best according to the text.

BROTHERS

Earl Flowers can read. He can read every word on this page. When he reads a story out loud, he reads with feeling and passion. The stories Earl reads are not merely words on a page. They spark his imagination, and he usually has something thoughtful to say about what he has learned. I mean, the man can *read*. I tell you this because less than two years ago, when he was 44, he couldn't.

But Earl decided to change all that. When he went to his local library in Los Angeles, he told the interviewer from LARP (the Library Adult Reading Project) that the main reason he wanted to learn to read was so that he could understand the Bible better. He was, and still is, a pastor at his church, the New Directions Christian Center in Los Angeles. Never mind my dyslexia, Earl told the people from LARP. I want to learn how to read. Teach me, because I want to be able to read the Bible.

Since what Earl did was in no way related to saving people from a burning building or standing in front of rushing government tanks, his decision may not seem like the bravest gesture you've ever heard of, but sometimes the greatest act of courage is to stand before the mirror of our heart and admit to ourselves and to the world the secrets that we desperately do not want to acknowledge.

When I met Earl, I had just completed training, administered through LARP that would enable me to be a volunteer literacy tutor for adults. I did not view my voluntary community service as charity. I do not particularly like charity,

especially when writing a cheque becomes an easy substitute for doing something more useful. I told the people at LARP, who pair each tutor with a single client, that I wanted a fiercely motivated student, someone who wanted to help himself or herself as badly as I wanted to give my time. That was my chief criterion. Furthermore, I told LARP that I would prefer to teach a person of colour. Here in Los Angeles, many of my liberal friends talk about building bridges, about reaching out to the “minority community”, as they say. Unfortunately, the truth is, about the only contact most of my white friends in Hollywood have with blacks and Hispanics is when members of the “minority community” are checking them out at the grocery store or watering their emerald lawns.

When I met Earl, I quickly realized that he was just the student I had hoped for. Born in the Central American country of Belize in 1950, he had the determination to emigrate and build a life in America. He was smart. One doesn't successfully skate through life lacking reading skills unless he is terribly clever, and he had the energy and enthusiasm to succeed.

Earl and I did not become instant close friends. I did not immediately confide in him that I was going through the shattering pain of divorce. He did not immediately reveal to me the scars of being abandoned as a young child and having to live for a time in a horse stable with nothing but the clothes on his back. But over time, as he learned to trust me, we became a team: triumphs and failures were ours, not solely his or mine.

When Earl successfully read his first story, our eyes both welled with tears. “Earl”, I said, resting my hand on one of his broad shoulders, “you read it.” He nodded his head in wonder and exclaimed, “I did it. Praise God. I did it.”

The next time we met, a week later, Earl stood up from his chair to greet me, and said, “Hello, my brother.” He has called me that ever since.

1 What does the writer mean by saying “the man can *read*”?

- A He changes what he reads using his imagination.
- B He only reads stories aloud.
- C He reads in a meaningful way showing his emotions.
- D He learned how to read at school.

2 What, according to the writer, is an “act of courage”?

- A to see what you really look like in the mirror
- B to admit your flaws and weaknesses
- C to save people who are in danger
- D to reveal your secrets

3 What would the writer do after he had completed training?

- A teach adults to read without getting paid
- B become a teacher in a school
- C teach literature to adults
- D find a job as a writer of training material

4 Why doesn't he like charity?

- A He doesn't like helping people.
- B He doesn't like giving money.
- C He believes people may be offended.
- D He believes it is more important to *do* things.

C

Which

sentences

explain this?

underlined in the

text

(para 1)

B

Which sentence

explains this?

underlined in the

text

A

**What does “a
volunteer do”?**

A volunteer does

something of

his/her own free

will without

getting paid.

D

What does he

mean by

“writing a

cheque

becomes an

easy substitute

for doing

- 5 What kind of student was he looking for?
 A someone who was a wild student
 B someone with bad motivation
 C someone who would appreciate the time he would spend for him
 D someone who wanted to learn very much
- 6 What contact did his friends have with the “minority community”?
 A a very close one
 B a superficial one
 C not as close as they wanted it to be
 D they built bridges for them
- 7 How did he reach the conclusion that Earl was smart?
 A He couldn’t read but he managed to do well in life.
 B He made the smart decision of emigrating to America.
 C He was a successful skater.
 D People who knew him had told him this.
- 8 What was their relationship?
 A They were not close friends.

something more useful”?
Giving money is an easier but sometimes less useful way of helping people.

D
What does “a fiercely motivated student” mean?
 D

B
Being at the check-out of the grocery store and watering their gardens

A
Which sentences explain why the writer thinks Earl was clever?
underlined in the text (para 5)

C
Did they

- B They never told each other their secrets.
- C They became friends step by step.
- D They trusted each other at once.

become friends?
They did but not immediately.

ZNO TASK 2: Guided practice

You are going to read a magazine article about business lunches. For questions (1–8), choose the answer (A, B, C or D) which you think fits best according to the text.

LUNCH ON THE DOUBLE

I am not easily shocked, but I still haven't got over a recent experience in New York. A business contact had invited me to lunch at a trendy restaurant. I turned up on time, expecting a gastronomic treat and a leisurely chat about matters of mutual interest. So you can imagine how I felt when he said that, sorry, we could only share a first course because he had scheduled a second lunch appointment. What nerve! What an insult! I vowed to never speak to him again, until a friend of mine told me that such bad manners have become quite fashionable among Manhattan's movers and shakers. It wasn't personal, just the trendy thing to do. It seems that many business executives are double and triple decking their lunches like club sandwiches, a practice known as 'Type A feeding behaviour'. It works like this: an appetizer at the *Four Seasons*, a hamburger with another client at *21*, and a dessert and coffee with a third business contact at *Michael's*.

The whole silly business is another version of the power game, a demonstration that you are more important than your guest and that your time is therefore more valuable.

I don't know what anyone else hopes to gain by this kind of nonsense. It certainly didn't work with me; and I can well

imagine the reaction of other visitors from countries which still regard lunch as a serious matter, an opportunity to establish or nurture personal relationships, exchange views, lay the foundations for a deal, or celebrate the successful outcome of negotiations. I have made lasting friends and have initiated many lucrative transactions over lunch at good London restaurants like *Langan's and Shepherd's*. I believe that mixing business with pleasure is part of civilized behaviour, and all the more agreeable if one can do it on an expense account.

My idea of a good time is an hour-long lunch with a companion who doesn't look at his watch every five minutes, who has something interesting to say, and who thinks that my opinions are worth listening to. The ambience should be stylishly casual, the service attentive but not rushed and the menu as intriguing as a balance sheet. I can do without martinis, but I prefer wine to water. I would not dream of going to the *Four Seasons* or *Le Cirque* in Manhattan's excellent Palace Hotel and insulting the chef as well as my guest by settling for a bowl of soup.

The simple answer is to lay down the ground rules beforehand. Make it clear how much time you have available and ask the guest if it fits in with his own schedule. What made my experience so shocking is that it came as a complete surprise. I hope that the insulting practice of back-to-back lunch dates is one New York trend that will not catch on in London, Paris, Rome, or Berlin. We Europeans have a reputation for lingering over our lunches. I gather that US cities like Chicago and San Francisco are holding the line at the single lunch, which is good news. They have great restaurants which deserve the appreciative patronage of relaxed and discerning customers.

I don't mind if a host wants to show how powerful he is, it's all part of business. However, there is more than one way of doing this. A really important player is careful in his choice of

guests, but gives them his full attention. He demonstrates his power by not rushing off to another restaurant or to the office.

- 1** What is 'Type A feeding' behaviour?
- A** when business executives have club sandwiches for lunch
 - B** when business executives have lunch at the best restaurants
 - C** when business executives have not scheduled their lunch in advance
 - D** when business executives have different courses with different guests

Find the sentence in the text which explains what 'Type A feeding behaviour' is.

- 2** How did the writer feel about this?
- A** silly
 - B** pleasantly shocked
 - C** offended
 - D** trendy

Find in the text some words or phrases which describe how the writer felt about it.

- 3** Why, according to the writer, do some business executives do this?
- A** They don't like eating with the same people.
 - B** They want to show they are more powerful than their guests.
 - C** They don't have time.
 - D** They are silly and play games.



Which paragraph and particular sentence answers this question?

- 4** How does the writer view lunch?
- A** as a way of making friends and doing business
 - B** as a way of celebrating and having fun
 - C** as a way of ensuring you get a nutritious meal

Find a sentence which refers to the writer's views about lunch.

- D** as a strict business meeting
- 5** According to the writer, a business lunch
- A** should not be rushed.
 - B** should be stylish.
 - C** should have a balanced menu.
 - D** should have quick service.
- 6** What, according to the writer, is ‘the simple answer’? (*paragraph 5*)
- A** to make your intentions clear in advance
 - B** to play by the rules
 - C** to change your schedule
 - D** to completely surprise your guest
- 7** What is implied about Chicago and San Francisco?
- A** They are holding the same line as New York.
 - B** They deserve a patronage from New York.
 - C** There is some good news about restaurants.
 - D** They are not following New York in this fashion.
- 8** What conclusion does the writer give us?
- A** It doesn’t matter how powerful a host is.
 - B** Do not change restaurants all the time.
 - C** Show your power in another way.
 - D** It’s all part of business.
- What does the writer think are important features of the business lunch?**
- What does the phrase ‘to lay down the ground rules beforehand’ mean?**
- Does the writer like what is happening in New York?**
- What is the real meaning of this concluding paragraph?**

ZNO TASK 2: Practice file

<p> <u>Checklist</u></p> <p> <u>Suggested time</u> for doing a task: <i>15 min</i></p>	<p><i>I need to:</i></p> <ul style="list-style-type: none">✓ read the text✓ read the questions✓ underline key words✓ answer all questions✓ divide time sensibly✓ check answers
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PRACTICE TASK 2.1

Read the text below. For questions (1–6), choose the correct answer (A, B, C or D).

FASHION INDUSTRY IN SPAIN

Fashion has always been important to the Spanish but until recently they haven't had a home-grown fashion industry and have imported most of their clothing. All that is changing now, however. The Spanish government is busily promoting the clothing and fashion sectors of the textile industry. Their ultimate goal is to make their fashion products so well regarded on the international market because of their quality that this success will spread to other product areas and export markets.

Spain is starting from scratch when you compare it with fashionable competitors like Italy and France. But there is activity everywhere. The government has set up organizations to support the fashion industry, organizing projects such as combined efforts between fashion designers and people in business. The country holds fashion fairs twice a year, the Cibels in Madrid, and the Gaudi in Barcelona. There is also a

children's fair in Valencia which further demonstrates Spaniards' creative progress to international fashion buyers.

The government is trying to create an environment where fashion and textile designers have an opportunity to prosper. Talented companies and designers can succeed in Spain but although there is much creativity, there is a lack of managerial experience. Some people still do not believe enough is being done, and point to Italy where they believe there are far better chances for designers succeed. One highly regarded Spanish designer is now manufacturing her entire line of clothing in partnership with an Italian company. The problem, as some see it, is that the amount of money being provided by the Spanish government is still not enough. People in the fashion industry know they will not be able to make an impression in foreign countries unless government funding is increased.

Nevertheless, much progress is being made. While the exclusive salons are in the larger cities, studios and boutiques are opening throughout Spain and many Spaniards are already involved in exporting their clothes. Through their own efforts, designers are beginning to open shops in France, Italy and Japan. But most fashion houses are quite small, and they are finding it difficult to create the industrial and financial links needed for growth and expansion.

Many designer products are hard to make, expensive to market and sometimes difficult to sell. But they create a better image for the industry, and you end up with higher quality products in general. One international critic thinks that the relative youth of the Spanish industry could create fresh and lively fashions, well able to compete with the industries in France and Italy.

- 1** What is the Spanish government ultimately trying to achieve?
 - A** an improved image of Spanish fashion products
 - B** an increase in imported clothing
 - C** an increase in clothing sales
 - D** a change in the manufacturing ability of the textile industry

- 2** Who is ahead of them in terms of fashion design?
 - A** the Spanish government
 - B** support organizations
 - C** the French and Italians
 - D** business people everywhere

- 3** What are the Spanish doing to show their advances in fashion?
 - A** holding regular fashion exhibitions and shows
 - B** sending designers to work abroad
 - C** sending buyers abroad to buy designer clothes
 - D** teaching business people how to design

- 4** What is lacking in the Spanish fashion industry?
 - A** creative talent
 - B** textile designers
 - C** support from the French and Italian fashion industries
 - D** government money

- 5** What are the people involved in fashion afraid of?
 - A** the strong competition
 - B** not having enough money for the industry to expand abroad
 - C** not being able to influence foreigners
 - D** not having any good, new fashion designers

- 6** What have some fashion designers started to do?
 - A** establish boutiques at home and abroad
 - B** open small boutiques in Madrid and Barcelona only
 - C** open big shops in Europe and Japan
 - D** obtain government support for exporting their clothes

PRACTICE TASK 2.2

Read the text below. For questions (1–6), choose the correct answer (A, B, C or D).

SELECTING YOUR BUSINESS NAME

The right business name is important. If you choose the wrong one, you might end up with something that sends all the wrong messages. To be successful, your business name needs to define your identity and say what's special about what you are offering. Think about the market you want to sell into, and why your customer will prefer to buy YOUR product or service rather than someone else's. A good business name is one that tells customers what to expect. For example, Early Learning Centre appeals to parents because it tells them that the toys it sells are educational.

Illiterate names have caught on everywhere that is names that involve deliberately misspelled words. Kwik-Fit, the company that promises to fit car parts speedily was one of the first in the UK. The name was the brainchild of Kwik-Fit's chief executive, who, as a schoolboy, earned extra pocket money, cleaning ovens. He advertised himself as Kookers Kleaned! Some people grumble about these misspellings, arguing, for example, that children will copy them, but even these purists don't hesitate to buy an ice cream from Phun Phlavours! These misspellings work because they catch the eye. The trouble is, as more and more are invented, they lose their impact.

But unusual names are not always the most effective. Names like Tie Rack or Body Shop which just say as well. They are short, and they have an honest no-nonsense ring to them. Sometimes using a personal name can achieve the same effect: Laura Ashley projects a gentle and elegant image that makes the

customer feel comfortable about buying that company's products.

- 1 According to the writer, a business name is a good one if it
 - A identifies your market needs.
 - B avoids confusion with other companies.
 - C creates a different kind of image.
 - D persuades people to use your company.

- 2 What is the writer's attitude to the use of illiterate names?
 - A They have been used so much that people no longer notice them.
 - B They are bad because children will learn wrong spellings.
 - C They are good because people find them amusing.
 - D They fail to describe the service or product accurately.

- 3 What does the writer like about simple company names?
 - A They accurately describe the product.
 - B They inspire confidence.
 - C They give a personal touch.
 - D They are easy to remember.

- 4 Which name would the writer probably prefer?
 - A *Flood Warning* because it shows the company understands the problem.
 - B *Peace of Mind* because *Flood Warning* sounds more serious than a burst pipe.
 - C *Peace of Mind* because it is designed to comfort the customer.
 - D *Flood Warning* because few people know the expression 'peace of mind'.

- 5 According to the writer, you can help to make your company name stand out by
 - A using an initial letter that gets your name into the front of directories.
 - B making sure the name of your company has an unusual

- letter.
- C choosing a short name that people can say easily over the phone.
 - D putting your advertisement in several different directories.
- 6 What advice does the writer give to companies who sell overseas?
- A Provide a translation of your company name into your customer's language.
 - B Use a good translation agency to translate the product instructions.
 - C Describe your product in simple language that a foreign customer can understand.
 - D Be sure that your company name is not a rude word in another language.

PRACTICE TASK 2.3

Read the text below. For questions (1–5), choose the correct answer (A, B, C or D).

HUNDREDS OF PROPERTIES COULD BE SEIZED IN UK CORRUPTION CRACKDOWN

Hundreds of British properties suspected of belonging to corrupt politicians, tax evaders and criminals could be seized by enforcement agencies under tough new laws designed to tackle London's reputation as a haven for dirty money. Huge amounts of corrupt wealth are laundered through the capital's banks. Much of it ends up in real estate, and in other assets such as luxury cars, art and jewelry.

The criminal finances bill is designed to close a loophole which has left the authorities powerless to seize property from overseas criminals. It will introduce the concept of "unexplained wealth orders". The Serious Fraud Office, HM Revenue and Customs and other agencies will be able to apply to the high

court for an order forcing the owner of an asset to explain how they obtained the funds to purchase it. The orders will apply to property and other assets worth more than £100 000. If the owner fails to demonstrate that a home or piece of jewelry was acquired using legal sources of income, agencies will be able to seize it.

The law targets not just criminals, but politicians and public officials, known as “politically exposed persons”. There are some hundreds of properties in the UK strongly suspected to have been acquired with the proceeds of corruption. This will provide low-hanging fruit for immediate action by law enforcement agencies, if those agencies are properly resourced. Unexplained wealth orders will also help expose the owners of properties. Most owners of these companies hide behind anonymous trusts, or nominee directors and shareholders. In a single 50-storey apartment complex in London a quarter of the flats are held through offshore companies. Those targeted will not need to be resident in the UK. As long as their assets are in the UK, an order can be enforced. The law will apply to property acquired before it is introduced.

The bill also contains stronger seizure and forfeiture powers designed to make it easier for police and investigators to freeze bank accounts and confiscate assets such as jewelry and art, which are harder to seize under current laws.

“We will not stand by and watch criminals use the UK to launder their dirty money or fund terrorism,” said the security minister. “This legislation will ensure the UK is taking a world-leading role in cracking down on corruption and send a clear message to criminals - we will take your liberty and your money.”

Campaigners say that for the new law to be effective, agencies must be given the financial and political support to take powerful and wealthy individuals to court. The UK has a responsibility to ensure that any stolen wealth flowing into the

country is stopped, frozen, and ultimately returned to the people from whom it was stolen.

- 1** Why does London have a reputation of a haven for dirty money?
 - A** Up to \$100 bn of tainted cash could be passing through the UK each year.
 - B** Corrupt politicians, tax evaders and criminals launder billions of dollars.
 - C** Corrupt politicians are still finding the UK to be a safe haven for their ill-gotten gains.
 - D** London’s property market has allegedly become a safe haven for laundering money.

- 2** What changes would be expected after passing the criminal finances bill?
 - A** London would be a safe and convenient place for money-launderers.
 - B** The British capital would be regarded as a haven for corrupt wealth.
 - C** The UK capital would become insecure place for those who are involved in criminal finances offences.
 - D** London would be a tough place for overseas criminals.

- 3** How could the UK benefit from passing the new law?
 - A** The UK would contribute to the worldwide anti-corruption and anti-money-laundering actions.
 - B** Law enforcement agencies would get a powerful tool for corruption crackdown.
 - C** The Serious Fraud Office, HM Revenue and Customs and other agencies will be properly staffed and resourced.
 - D** The UK would restore its reputation as a corruption-free area.

- 4** According to the text what do “unexplained wealth orders” mean?
 - A** forfeiting of assets

- B** seizing the real estates and other assets acquired illegally
 - C** requiring the explanation and proving legal sources of income for purchasing the property
 - D** ordering by law enforcement agencies to explain the funds used to purchase the property
- 5 The following agencies in the UK are responsible for implementing the criminal finances legislation **EXCEPT**:
- A** The Serious Fraud Office
 - B** Police and investigators
 - C** HM Revenue and Customs
 - D** Transparency International

PRACTICE TASK 2.4

Read the text below. For questions (1–6), choose the correct answer (A, B, C or D).

BULLYING IN THE WORKPLACE

Do you know or work with someone who undervalues other people's efforts, ignores their viewpoint; even publicly insults his or her co-workers? That person is a bully and is bad news for any company, though often the people at the top don't know, or worse don't want to know. A bully will set impossible deadlines, make fun of people and ridicule them whenever they make mistakes. The worst type will also shout and be abusive. What motivates bullies? No one is sure, but it may be that they are suffering from some kind of inferiority complex.

According to a recent survey, the situation is far worse than originally thought, and has become worse in the past year. It's quite likely that the increase is a result of the current business culture with its emphasis on competition and aggressive 'masculine' management styles combined with the stress of 'job insecurity', that is, the ever-present fear of losing one's job. The

survey quotes the example involving the appointment of an ageing male manager who could not come to terms with women in management positions. His relationship with the mainly female staff created massive problems throughout the whole organization. The oppressive atmosphere did nothing to promote efficient working practices, with stress levels rising and confidence and spirits falling. It wasn't easy for the staff to report him and it took a while to convince those at the top, but they did the wise thing and got rid of him.

Bullying must be recognized and dealt with. A fair disciplinary procedure should be in place. Once a bully has been indentified, employers must ensure that both sides have the opportunity to make their case and be able to appeal against any disciplinary action taken.

If you work with someone who uses inappropriate or threatening language or behaves in a rude and abrupt manner, you could be dealing with a bully. Whatever you do, you must not become a victim: if you do not flight back, you are giving the bully encouragement to continue. On the other hand, try not to get upset, you will feel worse and the bully will be very satisfied. So, keep cool, be patient and take action when you are sure you can be efficient. Talk to colleagues, see what they think. Make a note of conversations; keep memos and letters, as these will be needed as evidence to back up your case. Bullies don't always realize that their behavior is offensive, upsetting and threatening, and it may be that a few well-chosen words will defuse the situation. But if this falls, the employer will have to intervene, give proper warnings and be prepared to dismiss the persistent offender.

- 1 According to the writer, bullies are people who
 - A use cruel teasing to make other people feel inferior.
 - B enjoy upsetting people by spreading bad news.
 - C cannot get on with people of the opposite sex.

- D** believe that they are better than everyone else.
- 2** According to the survey, bullying has become more common recently because
- A** age and sex differences between management and staff cause tension.
 - B** people are afraid they might lose their jobs if they are not strict.
 - C** people feel they must be competitive and tough in order to survive.
 - D** most managers prefer to ignore bullying in the workplace.
- 3** In the example, what effect did the bullying manager have on the company?
- A** Staff morale was very low as a result of his behavior.
 - B** He was finally dismissed when senior management realized what was happening.
 - C** People felt bad about reporting him to senior management.
 - D** He got on much better with male colleagues than with female colleagues.
- 4** To deal with bullies, there should be a proper procedure so that
- A** people who have been bullied can appeal to senior management against dismissal.
 - B** both the person accused and the people accusing can put their point of view.
 - C** management can dismiss anyone suspected of bullying other employees.
 - D** everyone will know that the company has a definite policy on bullying.
- 5** If you feel you are the victim of bullying, the writer recommends that you should
- A** repay bullies by being rude and aggressive to them, in turn.
 - B** collect evidence to prove that the person is guilty of

bullying.

- C** persuade other members of staff to support you.
 - D** report the situation immediately to your supervisor.
- 6** What does the writer mean by the phrase ‘a few well-chosen words will defuse the situation’? (underlined in the text)
- A** It’s good idea to give the bullies a list of words that people find offensive.
 - B** Employers should be told very diplomatically about the bullies’ behavior.
 - C** Bullies should be told that they will be sacked if the bullying doesn’t stop.
 - D** Bullies might change their behavior once it is pointed out to them.

PRACTICE TASK 2.5

Read the text below. For questions (1–6), choose the correct answer (A, B, C or D).

REALITY TELEVISION

Reality television is a genre of television programming which, it is claimed, presents unscripted dramatic or humorous situations, documents actual events, and features ordinary people rather than professional actors. It could be described as a form of artificial or "heightened" documentary. Although the genre has existed in some form or another since the early years of television, the current explosion of popularity dates from around 2000.

Reality television covers a wide range of television programming formats, from game or quiz shows which resemble the frantic, often demeaning programmes produced in Japan in the 1980s and 1990s (a modern example is Gaki no tsukai), to

surveillance- or voyeurism- focused productions such as Big Brother.

Critics say that the term "reality television" is somewhat of a misnomer and that such shows frequently portray a modified and highly influenced form of reality, with participants put in exotic locations or abnormal situations, sometimes coached to act in certain ways by off-screen handlers, and with events on screen manipulated through editing and other post-production techniques.

Part of reality television's appeal is due to its ability to place ordinary people in extraordinary situations. For example, on the ABC show, *The Bachelor*, an eligible male dates a dozen women simultaneously, travelling on extraordinary dates to scenic locales. Reality television also has the potential to turn its participants into national celebrities, outwardly in talent and performance programs such as *Pop Idol*, though frequently *Survivor* and *Big Brother* participants also reach some degree of celebrity.

Some commentators have said that the name "reality television" is an inaccurate description for several styles of program included in the genre. In competition-based programs such as *Big Brother* and *Survivor*, and other special-living-environment shows like *The Real World*, the producers design the format of the show and control the day-to-day activities and the environment, creating a completely fabricated world in which the competition plays out. Producers specifically select the participants, and use carefully designed scenarios, challenges, events, and settings to encourage particular behaviours and conflicts. Mark Burnett, creator of *Survivor* and other reality shows, has agreed with this assessment, and avoids the word "reality" to describe his shows; he has said, "I tell good stories. It really is not reality TV. It really is unscripted drama."

- 1** In the first paragraph, the writer says 'it is claimed' because

 - A** they agree with the statement.
 - B** everyone agrees with the statement.
 - C** no one agrees with the statement.
 - D** they want to distance themselves from the statement.

- 2** Reality television has

 - A** always been this popular.
 - B** been popular since well before 2000.
 - C** only been popular since 2000.
 - D** been popular since approximately 2000.

- 3** Japan

 - A** is the only place to produce demeaning TV shows.
 - B** has produced demeaning TV shows copied elsewhere.
 - C** produced Big Brother.
 - D** invented surveillance focused productions.

- 4** People have criticised reality television because

 - A** it is demeaning.
 - B** it uses exotic locations.
 - C** the name is inaccurate.
 - D** it shows reality.

- 5** Reality TV appeals to some because

 - A** it shows eligible males dating women.
 - B** it uses exotic locations.
 - C** it shows average people in exceptional circumstances.
 - D** it can turn ordinary people into celebrities.

- 6** The term 'reality television' is inaccurate

 - A** for all programs.
 - B** just for Big Brother and Survivor.
 - C** for talent and performance programs.
 - D** for special-living-environment programs.

UNIT 4


GUIDELINES TO TEST-TAKING STRATEGIES: *how should you approach Gap Filling tasks?*

- *What is tested by means of this technique?*

This method tests your ability to see how a text is structured, and how it makes sense through its references backwards and forwards.

- *How are your skills tested?*

The missing sentences or bits of sentences (clauses) are arranged in a jumbled order after the text, and your task is to reconstruct the text by selecting from a list of several options the right sentence/clause to fill each gap.

 In the **ZNO TASK 4** a number of clauses or sentences have been removed from a text. They are listed in a jumbled order. You must decide where each one belongs.


4.1. Matching sentences to gaps in a text

In order to complete this task successfully, you will first need to have a general idea of what the passage is about, so quick reading of the gapped text, without worrying about unknown words, is the first thing to do. While skimming through the text, try to note what information is given about the topic in each paragraph of the text, how the main ideas develop from paragraph to paragraph, and what you expect to come in the gaps. Then, you should look at each of the sentences in turn, and begin to match information in the sentences to information in different sections of the text, thinking about which sentence might come where.

However, you need to now read the text very carefully, because there are clues in the passage both before and after each gap. The development of ideas can be seen in different lexical

and grammatical relations between sentences and paragraphs of the text and, therefore, you should pay careful attention to both lexical words and phrases, and grammatical structures that may indicate such relations in the text. Thus, for example, the repetition of certain nouns and adjectives, the use of synonym words and phrases, the use of one verb tense rather than another, the use of reference words like personal pronouns (referring to either people or things, e. g. *you, (s)he, it*, etc.), demonstratives (*this, those*), possessives (*its, their*), relative pronouns (*who, what, which*), temporal markers (*when or while*), adverbs of frequency (*often, never*), of place (*here, there*), logical connectors (*besides, however*), or other linking words indicating contrasts (*but, while*) or reasons (*because, since*) – all might help you to see how information in the text is organized, and decide which sentence fits where in the text.

Once you have chosen a sentence to fill a gap in the text, it is a good idea to cross out that sentence from the list of choices given so that you are not tempted put it elsewhere.

 Below are some *useful tips* for you on how to approach this type of the ‘gap-filling’ task.

- *Skim-read the text. What is it about?*
- *Decide on the structure. Is it chronological, cause and effect, etc.?*
- *Read the part of the text just before and after the first gap. What kind of information is missing?*
- *Continue like this. Which sentence best fits the gap, i.e. refers to the same period of time, events, etc.?*
- *Underline in the text and in the choices the key words that relate to each other.*
- *Make sure you mark each answer in the correct box.*

ZNO TASK 4: Sample task 4 (1)

You are going to read a magazine article about Ewan McGregor, a British actor. Seven sentences have been removed from the article. Choose from the sentences (A – H) the one which fits each gap (1 – 7). There is one extra sentence which you do not need to use.

- A** This might account for the old-fashioned, romantic qualities he can bring to roles in films such as *Emma*, *Scarlet and Black* and *A Life Less Ordinary*.
- B** “It’s all going so unbelievably well,” he admits, “you start to worry something really terrible’s going to happen.”
- C** “I just didn’t get it. I just remember not liking many of the teachers. They said I had attitude problems.”
- D** “No, he’s very, very involved with the part. He’d obviously thought about it a great deal! You can see that at each point, in each scene, he knows exactly where he wants to be. He’s a very dynamic and instinctive actor.”
- E** “God knows what everyone thought I was so excited about. I couldn’t even tell my brother ‘cos I knew he’d just tell all his mates.”
- F** He never seems to stop smiling, a particularly rare quality to find in actors these days.
- G** “I was more nervous than I have been for a long time. Sitting there, feeling really scared again. It was brilliant!”
- H** His first professional acting job was as an Indian in the film *A Passage to India* where immediately, he says, “I knew I was where I wanted to be.”

INTO ORBIT

Ewan McGregor is now the leading British actor of his generation. Set for inter-galactic fame in the Star Wars Trilogy, he is a modest man with the world at his feet.

So how did you audition for *Star Wars*, one of the biggest, most popular phenomena in Hollywood history? “That was really scary.” Ewan McGregor beams with real enthusiasm. (1) _____ .

G

While every aspiring young actor and agent in Hollywood was competing for a part, McGregor simply met the casting agent, talked to director George Lucas and did a screen test.

Playing a pool in a pub in Galway, he sounds as casual as you like, sauntering round the table with his trademark cocky grins. Bob Marley sings “don’t worry ‘bout a thing” – Ewan’s selection from the jukebox – and it could just about sum up his life right now. (2) _____ .

B

What is Ewan’s life like at the moment?

very good

Which extract describes it? B

The *Star Wars* project was so shrouded in secrecy, McGregor wasn’t allowed to tell anyone, except his parents and his wife, Eve. “I was on the set of *Velvet Goldmine* when I found out – my first day’s filming! So all day I walked around going like this”. (biting his fist, eyes wide with delight) (3) _____ .

E

How did Ewan feel at that time?

excited

Arriving at the pub, McGregor is fresh-faced and enormously good-natured, seemingly unburdened by the pressures of fame and full of confidence. He wanted to be an actor from the age of nine, when he started to idolise his uncle, *Local Hero* actor Denis Lawson (who also had small parts in the three original *Star Wars* movies) and has pursued his dream since then with almost manic

enthusiasm, probably ruthless determination, and more than a hint of arrogance. “It just didn’t even enter my head that it wouldn’t work out.”

Evidently he was so keen on acting that even his parents, who were teachers, gave him their blessings to leave school at 16. “I didn’t hate school,” he explains. (4) _____.

He grew up in Grieff, in Perth, with an adventurous childhood, “kicking around in the countryside, riding horses every weekend.” Never fond of sports, he would spend Saturday afternoons lying on the carpet in front of the TV, watching black and white movies. (5) _____.

Ask people who have worked with him how his success has been so meteoric, and rather than mention his talent first of all, they tend to talk about his energy, eagerness and above all, his charm. The directors of two forthcoming releases, Todd Haynes (*Velvet Goldmine*) and James Deardon (*Rogue Trader*), both say they were struck by the enormous enthusiasm and commitment he brings to his roles. “He gives 100 per cent in every take,” says Haynes. “He gave us some unbelievably strenuous performances.” deardon says McGregor is not the kind of actor who’ll be chatting away to the crew or cast before a take, and then just carry on with what he was

C

Which extract explains his feelings about school? C

A

What did Ewan develop as a result of watching old movies?

A – ‘the old-fashioned romantic qualities he can bring to roles’

D

What does ‘he gives 100 per cent’ mean?

he is very, very involved

saying afterwards. (6) _____.

Another thing people remark upon is just how likeable Ewan McGregor is. He combines an eagerness, energy and fierce friendliness with the sort of sharp sarcasm that you see in *Transpotting* and *Shallow Grave*, which prevents him from seeming too full of himself. (7) _____.

F
Which extract describes another quality that makes Ewan so likeable?

F – ‘He never seems to stop smiling.’

He has already settled down into domesticity with his production designer wife, Eve Mavrakis, who he met on the set of *Kavanagh QC*, and their daughter Clara, who he describes as “something else. I love her to bits. People ask how I manage to combine a family life and a career but I don’t look at it that way. My family and career are my life. They’re not separate.”

Which choice is extra?


Choice


H


His first professional acting job was as an Indian in the film *A Passage to India* where immediately, he says, “I knew I was where I wanted to be.”

Comment: why extra?

The text does not refer to his first job.

 There is another way of finding answers to the gaps. You can look at the answer sentences and find links to the passage.

 <u>Checklist</u>	I need to ... <ul style="list-style-type: none">➤ <i>read the text</i>➤ <i>read the sentences</i>➤ <i>decide on the structure</i>➤ <i>underline key words</i>➤ <i>read the text before and after each gap</i>➤ <i>fill in all answers</i>➤ <i>divide time sensibly</i>➤ <i>decide on the extra sentence(s)</i>
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 **ZNO TASK 4: Sample task 4 (2)**

You are going to read a magazine article about escaping stresses of modern life. Seven sentences have been removed from the article. Choose from the sentences (A – H) the one which fits each gap (1 – 7). There is one extra sentence which you do not need to use.

GETTING OFF THE FAST TRACK

You have a very pressurised, fast moving and high-flying job. (1) _____. C.

Okay, so you're often exhausted and you talk to your friends, when you see them, about how little time you have to yourself and how you don't even have a moment to sort out the dry-cleaning. (2) _____. G. By Friday night you're falling asleep on the sofa at 8.30 even though you promised yourself you'd go and do a work-out. Okay, some days and evenings are pretty damned good but mostly life is something that nibbles around the edges of work. Sooner or later, and often after a holiday, you're thinking: There's got to be something better than this.

Nowhere is it written that you have to stay on the fast track for ever. Getting off it for a while or for good is often the best thing you'll ever do. (3) _____. A. And I've got friends who've done or were forced to do the same.

Listen – sometimes it's easier if someone else makes decision for you. And in these days of downsizing, it's not personal. (4) _____. F.

Yes, I know if there are bills there's an intake of breath, and maybe you will find yourself staring at the bedroom walls at five in the morning feeling like the figure in Munch's *The*

Scream as you wonder how you're going to cope. In my case, the awful doubts come much later – after the exhilaration and the thrill of freedom.

In my 20s I sold advertising space. Harry, my boss, was full of encouragement and the kind of enthusiasm that made me want to jump through hoops for him. In the early days, while he was still training me “to be the best”, I'd say, “Harry, I can't do that. I just can't do it”. (5) _____. H. By the time he got leukaemia and left the office and me running it, I was very good at selling. But without him, the office that had sparkled was – just an office. I spoke to his wife one wretched Wednesday morning. Harry was dying. The sky turned black. A copy of *The Times* lay folded on the office table and I picked it up and tried to read through tears. I remember the ad in the personal column: secretary for Cote d'Azur. French speaker. Car driver.

Two weeks later I was living in Eze, a few kilometres from Nice. (6) _____. E. And I surrendered to the beauty of spring in the South of France, the smell of mimosa, winding roads, tall pine trees and a social job in chateau. The job lasted three months. But I couldn't face London. Not just then. (7) _____. D. I fell in love with France and a man, learned to speak fluent French and didn't read an English newspaper for six months.

A I've leapt off what felt like an out-of-control express train three times in my life.

B It's obvious that you have been made redundant.

Which part of the text refers to “leaping off an express train”?
underlined in the text (para 3)

EXTRA CHOICE

C One of those jobs that elicits the comment, “She’s so successful”.

D So I moved to Nice to the smallest, cheapest hotel I could find in the Avenue Gambetta.

E It was far away from memories of Harry and racing around London achieving things that suddenly didn’t seem important.

F Some of the biggest and best people have been fired or made redundant.

G You say, “One day I’m going to ...” but you can’t envisage that day.

Which part of the text could this refer to?

paragraph 4

Does it refer to paragraph 4?

no

Which part of the text describes “one of those jobs”?

the first sentence of the text

Which part of the text describes her life in Nile?

the last paragraph

What was “far away from memories of Harry”?

life in Eze

What term is used when a company must let staff go?

downsizing

Finish her sentence.

e.g. “... stop working so

H But because he insisted I could do anything and he was always there to catch me if I fell, I didn't.

hard."

When do you say this?

When you are fed up with working hard.

Who insisted?

Harry

4.2. Matching clauses to gaps in a text

This test method is similar to the *Matching sentences* technique we explained in 4.1. in that you have to put *bits of sentences* into gaps. In order to do this, you need to think about the meaning of the bits – *the clauses* – and of the text surrounding the gap. You also need to pay attention to the syntax of the clauses and the words around the gaps, because some clauses will not fit grammatically into some gaps. On the other hand, some are likely to fit into more than one gap, but (ideally, at least) only grammatically. So you need to be careful when you are finalising your decision about the matches you have found – there is always one correct answer to each question in such tests, i.e. one correct clause (bit of a sentence) for each gap in the text.

A good way to approach this sort of task is first to consider which clauses can or cannot fit in grammatically and, then, to think about the meaning of the clauses that could possibly fit in. When there are more clauses among the choices which grammatically fit into a particular gap, you may need to read carefully not only the sentence right before and after the gap, but very often also a larger section of the text surrounding the gap. It could easily happen that filling a gap in the first half of the text requires that you consider information in the last, or last but one

section. Once, however, you have chosen a clause to fill a gap, it is advisable to cross out that clause from the list so that you are not tempted to put it elsewhere.

As in most reading tasks, it is a good idea first to read quickly through the passage to get a general idea of what the passage is about, and then to look at the clauses to get an idea of the sort of meaning they convey. Then you are ready to complete the puzzle, paying attention to grammar and meaning at the same time.


Once you think you have found the correct bit of sentence for each gap, it is useful to read through the text one last time to check whether it makes sense with your answers. Remember that there should remain one extra clause (or two, depending on what the instruction says about this) that you have not used in your answers.



Checklist

I need to ...

- *skim the text to get a general idea*
- *read quickly through the passage to see what it is about*
- *look through the clauses to get an idea of their meaning*
- *consider which clauses can fit grammatically*
- *think about the meaning of the clauses that could fit*
- *read a larger section of the text before and after the gap*
- *fill in all answers*
- *divide time sensibly*
- *decide on the extra sentence(s)*

 **ZNO TASK 4: Sample task 4 (3)**

You are going to read a newspaper article. Parts of some sentences have been removed from the article. Choose from the parts (A – J) the one which fits each gap (1–9). There is one extra part which you do not need to use.

- A** have a quick dinner-time chat with your pet
- B** to have much narrower coverage
- C** leaving Yoko at home
- D** but rather to keep track of where it is
- E** to feed the pet dog at its routine time
- F** it only works with Japan's PHS network
- G** when the biscuits arrive
- H** to receive an instant map
- I** and it can end up missing out on some of the fun of dinner-time
- J** spaced about 200 metres apart in cities like Tokyo

21st CENTURY PET GADGETS
From Japan, the latest in telephone gadgets
for the high tech pooch.

In Tokyo we met Mint, a black Labrador puppy, and her owner Yoko Sakohata, to try out some of the latest Japanese gadgets

designed to make a dog's life a bit easier and to help owners keep in touch with them.

In a country where working late and getting stuck in traffic jams are part of normal daily life, it can be a problem getting home (1) ____ . A timer-controlled feeder is one answer, but it doesn't give much personal contact with the lonely pet, (2) ____ . Yoko tries out a telephone-controlled feeder which enables you to call home from anywhere, at any time, (3) ____ , then at the press of the button deliver a meal. Mint finds the whole thing a little puzzling at first, but has no qualms about tucking in (4) ____ .

Practically everyone has a mobile phone in Japan, and now they've even started making ones for your pet. At the moment they're not designed to allow you to talk with your pet, (5) ____ .






Because Japan's PHS network (*Personal Handyphone System*) has thousands of antennae, (6) ____ , it is possible to tell almost exactly where any handset is by measuring the strength of its signal at several adjacent antennae. With one of the mobile handsets fitted to her collar, Mint is taken to a secret location (7) ____ . Logged on to the internet, Yoko enters Mint's mobile number onto the website (8) ____ showing where Mint is – in a local playground.

The tracker device can also be used to keep tabs on wandering children and property such as motorcycles. Sadly (9) ____ where the number of antennae make it accurate to within 50 metres – Britain's cellphone networks can't give anything like that degree of accuracy as each cell is much larger.


Answer Key To Sample Task 4 (3)


1	2	3	4	5	6	7	8	9
E	I	A	G	D	J	C	H	F


Now read COMMENTS on the Answer Key [7]


- Item (1)**  The missing clause probably needs to begin with a word like "to" or "in order to". Clause B does not make sense in the gap, nor does Clause H, but Clause E might fit in. If you read the sentence after the gap, you'll see that mention is made of "feeding" the pet, and so Clause E looks like a good choice.
- E**
- Item (2)**  The missing clause looks like a syntactically complete one, but probably needs to have some sort of connecting word like "and" or "but" or "so that". Clause D does not make sense, nor does Clause G (since no mention has been made of 'biscuits'). But Clause I fits in nicely and makes sense.
- I**
- Item (3)**  Since the sentence before the gap speaks about a telephone call, a clause that talks about "talking" or "chatting" might fit in. In addition, a series of events is mentioned in the sentence in which the gap is placed – first a call, then something, then pressing a button to deliver a meal. Clause A makes sense and fits in grammatically.
- A**
- Item (4)**  The text before the gap refers to eating – "tucking in" – and seems to require a complete clause. Clause G, "when the biscuits arrive", also refers to the delivery of the meal and so fits in perfectly.
- G**
- Item (5)**  The text before Item 5 leads you to expect some sort of contrast with "talk to your pet", and so is
- D**

likely to begin with a word “but”. Since Clause **D** also makes sense in the context, it is the correct answer.

Item (6)  The meaning of the sentence in which gap (6) is placed is about a dense network of antennae used for mobile phones. The structure of the preceding clause leads one to expect some sort of relative clause in the gap, and, therefore, Option **J**, “spaced about 200 metres apart...” fits both the meaning and the structure of the sentence.

Item (7)  The clause before the gap leads one to expect either something about the location, or, reading beyond the gap, something about Yoko, who is on the Internet. She is likely to be logged onto the Internet at home, rather than in the street, and so Clause **C** fits in terms of meaning, and it is also suitable grammatically.

Item (8)  The text after the gap indicates that the missing words are likely to say something about a device or object that could indicate location – “showing where Mint is” – after the gap suggests a picture or a map. Clause **H**, therefore, fits into the gap semantically (i. e. its meaning fits), and it also fits in terms of grammar.

Item (9)  The last sentence of the passage, where Item 9 is located, seems not to have a main clause. The missing clause is therefore likely to have a subject and a main verb. The sentence also implies a contrast between Britain and somewhere else, and it can be Japan. It also implies that unlike in Britain, this network will work, presumably in Japan. So Clause **F** is the most suitable one.

ZNO TASK 4: Guided practice

You are going to read an article about a famous artist, Vincent Van Gogh. Seven sentences have been removed from the article. Choose from the sentences (A – H) the one which fits each gap (1 – 6). There is one extra sentence which you do not need to use. There is an example at the beginning (0).

DARKNESS AND LIGHT The Life of Vincent Van Gogh

The Provencal sun was blinding on the warm winter day when I drove into Saint-Remy. I reached the Monastery of St Paul-de-Mausole, where the garden looked just as I though it would – its flowers and trees much as Vincent Van Gogh had painted them more than a century ago.

E

(0) ____ .

Van Gogh had arrived in Provence the previous year, finally finding himself as a painter after a decade of artistic wandering. When the voices drove him to Saint Remy, Van Gogh was in one of the most productive periods any artist has ever had, creating in the last 2^{1/2} years of his life the work that most people know him by. But there were times in Saint-Remy, after he ate paint, when his doctors wouldn't let him near the artist's palette. (1) ____ .

Where was Van Gogh at that time?

Van Gogh was the most autobiographical artist, and his works reveal much about the last years of his passionate life. Born in Holland in 1853 Vincent Van Gogh was the eldest son of a priest; his formal education was patchy, but he was a great reader who loved literature and biography.

(2) ____ . At 23, Vincent was fired. He then wandered through odd jobs before he decided to become an artist. “I want to paint drawings that will touch people,” he wrote to Theo in 1882.

What sort of information do you expect before ‘he was fired’?

(3) ____ .

Which extract further explains Van Gogh’s words?

Van Gogh started writing regularly to Theo in 1872 and continued to express his feelings and his artistic adventures until just before his death in 1890. Half of Van Gogh’s painting life was spent in the dark; working in sad tones where sunlight was rare. In early 1886 he travelled to Paris to live with Theo, years in which Theo financially supported his brother. A series of self-portraits shows how he felt during that period. The pictures show him with fierce, suspicious and tired eyes.

What did the pictures show he felt?

(4) ____ .

He would find rebirth in the south of France. That winter he moved to Arles, where he was fascinated by the flowers and the sun. “I am in a constant fever of work,” he told Theo. (5) ____ .

What do you expect to have changed in Van Gogh’s paintings?

But poverty and the pain of having sold only a few of his paintings pressed in on Van Gogh as his health failed. “I cannot help that my pictures do not sell,” Van Gogh wrote. (6) ____ .



How did Van Gogh feel about his paintings?

Some years later Van Gogh shot himself. Theo died six months later but his widow, Johanna devoted the rest of her life to

establish Vincent Van Gogh as a great painter.

- A** “What I want to express, in both figure and landscape, isn’t anything sentimental or melancholy, but deep anguish. In short, I want to get to the point where people see my work and say: that man feels deeply, that man feels keenly.”
- B** It’s quite remarkable, then, that during his year in the asylum he managed to create a series of beloved masterpieces such as the *Starry Night*, found today at New York’s Museum of Modern Art.
- C** “I already feel,” he wrote that year, “old and broken.”
- D** “I didn’t have to put myself out very much in order to try and express sadness and extreme loneliness,” Van Gogh wrote.
- E** In April 1899, Van Gogh had checked himself into the asylum in this monastery, looking for relief from the epilepsy that had tormented him in Arles, where he had threatened his friend Paul Gauguin with a razor and had cut off his left ear lobe during a fit.
- F** Now light and wonderful pure colours were everywhere in his work: yellow, red, green and blue, all glowing under the sun.
- G** At 16, he went to work for an art dealer, a job that his younger brother, Theo, followed him into.
- H** “The day will come, however, when people will see that they are worth more than the price of the paint and my living expenses.”

ZNO TASK 4: Practice file

<p> <u>Checklist</u></p> <p> <u>Suggested time</u> for doing a task: <i>15 min</i></p>	<p><i>I need to:</i></p> <ul style="list-style-type: none">✓ read the text✓ read the sentences✓ decide on the structure✓ cross out example (if any)✓ underline key words✓ read the text before and after each gap✓ fill in all answers✓ divide time sensibly✓ decide on the extra sentence
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PRACTICE TASK 4.1

Read the text below. Six sentences have been removed from it. Choose from (A-H) the one which best fits each space (1–6). There are two extra choices you do not need to use.

TICKETLESS TRAVEL

If you can telephone your bank to find out information or already have a cash machine card, then your next step could be travelling by air without a ticket. This has become known as electronic ticketing. It is being used widely in America and has just been introduced in Europe. So how does it work? You can telephone the airline, tell them your credit card number and obtain confirmation from them.

In America passengers who fly with certain airlines, such as ValuJet in Atlanta and Southwest in Dallas, can already do this. Larger airlines like United, Delta and Continental have also

started doing flights without tickets. Soon United will be doing this on its entire domestic network.

(1) ____ . This is just as well, because millions of visitors still arrive in America with ordinary paper tickets. Air Canada is planning to do the same thing as United. The airline's senior vice-president for sales and product distribution is very enthusiastic. (2) ____ .

United Airlines have said that two of the main benefits of ticketless travel are convenience and security. (3) ____ . And now executive travelers, who may be carrying thousands of dollars worth of airline tickets on them, won't have to lock them up at night.

A recent survey showed that 95 per cent of United Airlines passengers thought that ticketless travel was a good idea. Most of the airlines are enthusiastic about the idea, partly because it can lower costs. (4) ____ . More importantly, booking your ticket by credit card can cut the eight to ten per cent that airlines have to pay to travel agencies. (5) ____ .

United Airlines believes that ticketless travel could soon be possible all over the world. They aren't sure exactly what will happen, though. The trouble is that, especially in Europe, travelers often have to change planes, and sometimes airlines, to reach their destination.

Moreover, all international flights are bound by the rules of the Warsaw Convention. The Convention limits the amount of responsibility the airline must take for accidents and loss of passengers' luggage. (6) ____ . For this reason only two airlines – Lufthansa in Germany, and EBA in Belgium – offer ticketless travel to their passengers. Lufthansa has restricted ticketless

travel to its busy Frankfurt-Berlin route, and only its most regular travelers are invited to take part in their scheme.

- A** It is also believed that security risks will be increased with the disappearance of tickets, and many airports are objecting to the plan.
- B** Indeed, some of these fees to agencies can be stopped altogether because ticketless travel encourages people to book directly with the airline.
- C** Besides saving on planning and paper, fewer people are needed for accountancy tasks.
- D** He stated that, as things were going, they would be completely ticketless on their North American routes by the middle of next year.
- E** A copy of the convention must be displayed within the pages of the airline ticket.
- F** Or you can go straight to the airport, put your credit card in a special machine, get a receipt, and away you go.
- G** Passengers travelling at the last minute don't have to worry about where to collect their tickets from.
- H** But with the exception of ValuJet, all the above airlines keep ticketless flight as an option.

PRACTICE TASK 4.2

Read the text below. Seven sentences have been removed from it. Choose from (A–H) the one which best fits each space (1–6). There is one extra choice you do not need to use.

THE FEMALE TYSON

The crowd was Jubilant. Mike Tyson had just beaten Buster Mathis Junior in the third round in a cavernous stadium in Philadelphia, as everyone suspected he would. Fox Television had transmitted the fight coast to coast. (1) ____ . This was a pity. They missed the only surprise of the evening.

Dressed in her baby-pink robe, with her greased face and hungry look, Christy Martin pounces into the ring later than scheduled. The straying crowd heading for the exit lingers. Within 144 seconds Christy has floored her opponent. A seasoned ringside photographer shakes his head and says, “she’s something else, isn’t she?” (2) ____ .

Back in the dressing room, she brushes her long hair and worries about her injury of the night. (3) ____ .

Christy is 27 and has been fighting for just five years, yet some consider her to be the Tyson of female boxing. And, like Tyson, she’s signed to the prince of all promoters, Don King – the most powerful man in a multi-million dollar sport. (4) ____ . “I’ve gone from fighting \$25-a-round club shows to fighting in the best and biggest rings in the boxing world. We spoke to all the promoters, but none of them was interested in having a woman fighter. Now I’m glad because we were available when Don King had time to talk to us. King gives people opportunities and I’m glad he gave me a chance.”

At the press conference after the fight, Christy waits respectfully as Mike Tyson talks to the press. But as soon as he's finished, they are off. (5) ____ . From the stage Don King booms, "Where are you all going? What's the matter with you guys – are you discriminating?"

Like any professional woman struggling to make it in male territory, Christy gets overlooked. (6) ____ . "The other day, Don King was raving about me at a press conference, saying it was the fight of the night. He even gave me a bonus for it. But the next day, there was not one line in the papers to say I'd fought. Journalists are afraid to write about it, but as soon as one of them says, "Yes, we rate Christy Martin", then the rest follow suit." Almost on cue, a radio boxing commentator interrupts to congratulate her on the fight.

(7) ____ . Until Christy came on the scene and Don King got involved, it was dismissed as "two women slapping each other about". But in the cut-and-thrust world of boxing, the only thing that counts is a fighter's ability, and Christy has earned her respect. Mention her name in the after-fight bar and everyone agrees. "I used to say I didn't want any women fighting in my ring, full stop," says match-maker Bobby Mitchell, "but I'll never say it again. Christy Martin shuts mouths and opens eyes."

- A Millions saw Tyson, but now the main event was over, the cameras were switched off and the crowd was going home.
- B For the second time that night, Christy is left with only a handful of people to impress.
- C As she prowls the ring, arms held high and punching the air, Christy Martin looks like a woman on top of the world.

- D** Women’s boxing has never been taken very seriously by the almost exclusively male boxing crowd.
- E** Christy might worry about her teeth getting knocked out.
- F** Since signing with him two years ago, Christy’s left blows are now worth thousands of dollars.
- G** “Look,” she says, examining it closely, “I did break my nail.”
- H** “It does hurt my feelings that I work so hard and don’t get mentioned,” she says.

PRACTICE TASK 4.3

Read the text below. Six sentences have been removed from it. Choose from (A–G) the one which best fits each space (1–6). There is one extra choice you do not need to use.

SOUTH AFRICA TODAY

South Africa is a promising business prospect. It has many resources that are just waiting to be exploited by enterprising foreign investors. The country’s mineral wealth is still critical to the economy, accounting for 30 per cent of foreign exchange earnings. (1) ____ . It remains the country’s third largest export. Platinum is the largest export commodity, followed by a old and coal, although gold’s importance to the economy is lessening now that is its price per ounce has dropped well below USD 300.

But the South African market today is dominated by the financial services and manufacturing sectors, each contributing

more than twice as much to GDP as mining. (2) ____ . The full range of services, from commercial, merchant and retail banking to mortgage lending and insurance, is employer and represents 19 per cent of GDP. (3) ____ . Historically, manufacturing has suffered from structural weakness dating back to the protectionism of the apartheid years, which reduced its competitiveness. (4) ____ . This trend is likely to continue with the weakening of the rand.

The income from overseas visitors coming to South Africa on holiday countries now affected by terrorist threats and other kinds of unrest, South Africa is regarded as a 'safe' destination. In particular, Cape Town is proving its popularity as an all-year round holiday resort. (5) ____ . In fact, the number of cruise liners which dock at Capr Town is expected to go up from the usual 10 to nearly 40 this year.

The government is also looking to eco-tourism as a major source of job creation. It is, for example, recruiting unemployed people uproot alien vegetation (i. e. vegetation which is not native to the region). (6) ____ . Furthermore, the government has recently entered into a formal agreement with Zimbabwe and Mozambique to join together a number of game parks, which will ultimately form a 100 000 sq km game reserve to be known as Peace Park.

- A** Nevertheless, manufacturing production has soared since 2000 as a result of lower interest rates, renewed economic growth and stronger demand for exports.
- B** Alien plants not only absorb three million cubic meters more water than normal vegetation, but they also pose a serious fire risk.

- C** The world-class financial sector is supported by a sound legal framework and is highly competitive.
- D** Nor has the continuing fluctuation of the US dollar against the rand helped the domestic economy.
- E** Tourism has received a further boost as cruise liners have been docking at South African ports in order to avoid the Suez Canal and the Middle East trouble spots.
- F** It is dominated by metal and engineering, which produces 60 per cent of Africa's steel and ranks among the world's best.
- G** It provides a huge market for local suppliers as well as employment for more than 400 000 in nearly 700 mines.

PRACTICE TASK 4.4

Read the text below. Six sentences have been removed from it. Choose from (A–G) the one which best fits each space (1–6). There is one extra choice you do not need to use.

THE MAKING OF 'TIPPING POINT'

Many of the most expensive commercials ever made are those in which an A-list celebrity flashes a beautiful smile at the cameras. (1) ____ . Their recent television advertisement, the most expensive in British history, cost ten million pounds, and it features, not the rich and famous, but villagers from the mountains of Argentina.

The advertisement features a game of dominoes. It begins in a darkened room where several thousand ordinary dominoes are

set up on a specially-designed table. (2) ____ . Dominoes knock over books, which in turn knock bigger household objects such as suitcases, tyres, pots of paint, oil drums and even cars. The final piece in the chain reaction is a huge tower of books. These flutter open to reveal a structure in the shape of a pint of Guinness.

The location chosen for the commercial was Iruya, a village high up in the mountains of north-west Argentina. (3) ____ . The journey there could take up to ten hours. Asked why this remote destination was chosen for the shoot, the director said that even though it was the most difficult location they could have picked, it was perfect.

For one month, the village, population thousand, increased in size by almost thirty percent. One hundred and forty crew members descended on the village. These included the world record holders in domino toppling, Weijers Domino productions from the Netherlands. (4) ____ .

Creating this film was no easy task. Preparations for filming took well over a month. Twenty six truckloads of objects were brought in. (5) ____ . They included 10 000 books, 400 tyres, 75 mirrors, 50 fridges, 45 wardrobes and 6 cars. Setting the objects up took skill and patience. They needed to be arranged so they would fall over easily, and this involved balancing them on stones. Some of the sequences had to be reshot 15 times and 24 hours of footage was captured. However, the sequence in which six cars fell over was successfully shot in just one take.

Filming in this location was not without its difficulties. Firstly, being so isolated, it was hard to obtain resources at short notice. The second problem was the high altitude. (6) ____ . It was also hard working with the villagers who had no experience of film-

making. Finally, setting and resetting the props caused a good deal of frustration.

Director Nicolai Fuglsig said about the project : ‘Despite all the challenges, the cast was fantastic and it was a really amazing experience.’ Whether or not the effort put into the advert pays off is another matter entirely.

- A** Then the falling dominoes head out of the room into the streets, causing progressively larger objects to tumble.
- B** These were all chosen to suit the town and fit in with the people’s way of life.
- C** Getting there involved driving along 48 kilometres of dirt roads and crossing twelve rivers.
- D** Iruya is situated 3 000 metres above sea level and the film crew was not used to working in such conditions.
- E** The prop department did construct a small version on site, but most of the work was done in a studio in London.
- F** Added to this was the total of one hundred and thirty 'actors' who were recruited from a five neighbouring towns.
- G** Not so with the famous Irish drink company Guinness.

PRACTICE TASK 4.5

Read the text below. Six sentences have been removed from it. Choose from (A–G) the one which best fits each space (1–6). There is one extra choice you do not need to use.

BUSINESS PROTOCOL IN BRAZIL

First things first: North Americans should never refer to their country as ‘America’. (1) ____ . South Americans, particularly Brazilians, find North Americans arrogant when they refer to back home as ‘America’. After all, Brazilians live in America too.

Brazilians take pride in their Portuguese heritage, so to call locals Spanish-Americans would be insulting. On the same note, Brazil’s official language is Portuguese, not Spanish. Frequently the spelling of Portuguese words is exactly the same as Spanish, but the pronunciation differs greatly. (2) ____ .

If your business destination is Rio de Janeiro, land of carnival and samba, expect a somewhat casual environment. (3) ____ . Bring comfortable semi-casual clothes for business in Rio, and conservative dark suits or dresses for Sao Paulo. Time is important in Sao Paulo and lateness is considered rude and unbusinesslike. (4) ____ . If you called a meeting at four, a Rio citizen may interpret gathering time as around four (like maybe four-fifteen or so). Whatever you do, don’t be put off or indicate that you were concerned about the late arrival; your South American counterpart won’t understand.

Shaking hands and exchanging business cards begins any first business meeting in Brazil. At that time, introductions are made. Formalize your contact’s first name by preceding it with *Senhor*, *Senhora* or *Senhorita* (Mr., Mrs. or Miss). The surname is not generally used. (5) ____ . In that manner, once you’ve become friendly with Senhora Astrud, you would be expected simply call her Astrud.

If you are indicating approval on a business matter, never give the OK sign of a ring formed by the thumb and index finger. (6) ____ . Instead, close the first and shoot the thumb up. During the business day you will most likely be offered *cafezinho*, a very strong Brazilian coffee. Accept it graciously so as not to offend your host. If you don't like coffee, sip it slowly.

- A** In Rio, on the other hand, your host may not always be so punctual.
- B** So, before opening your mouth in this country, learn to speak a few words and avoid committing a cultural offence.
- C** This is a very impolite gesture in Brazil and likely to cause great offence.
- D** However, when scheduling meetings in Sao Paulo, you'll find business settings just the opposite: quite formal.
- E** Good manners and polite behavior are highly valued in business dealings in Brazil.
- F** Soon after this formality, the title is usually dropped at the request of your host.
- G** It is better to say you're from the United States.

APPENDICES

Додаток 1

ЗНО: Дорожня карта Частини 1 («Читання»)

Номер завдання	Основне вміння, що перевіряється	Формат завдання
1	Розуміння основних положень тексту (gist)	Множинне зіставлення (multiple matching): зіставлення заголовків (headings) або ключових речень (summary sentences) із текстами або абзацами (paragraphs) тексту
2	Детальне розуміння тексту, в тому числі інтерпретація переданих в ньому думок та ставлень	Множинний вибір (multiple choice).
3	Вміння знаходити необхідну/бажану інформацію	Множинне зіставлення (multiple matching): зіставлення інформації з декількох коротких текстів, тематично пов'язаних між собою, із заданим питанням або твердженням
4	Вміння визначати структуру тексту	Заповнення пропусків в тексті (gapped text/gap filling).

Додаток 2

Частина 1 («Читання»): Дорожня карта Завдання 1

Номер завдання	Основне вміння, що перевіряється	Формат завдання
1	Розуміння основних положень тексту (gist)	Множинне зіставлення (multiple matching): зіставлення заголовків (headings) або ключових речень (summary sentences) із текстами або абзацами (paragraphs) тексту

Той, хто виконує тестове завдання на зіставлення заголовків (headings) або ключових речень (summary sentences) із текстами або абзацами (paragraphs) тексту, має прочитати перелік заголовків/ключових речень та звернути увагу на зразок, який зазвичай подається. Заголовок/ключове речення-зразок співвідноситься, як правило, з першим абзацом. Потім кандидату слід встановити, який заголовок/ключове речення краще відображає зміст решти абзаців.

Серед заголовків/ключових речень завжди є зайвий/зайве, який/яке не співвідноситься з жодним абзацом. Відповіді у вигляді літер А-... мають бути занесені у відповідні графи на спеціальному бланку.

При підготовці до виконання тестових завдань на множинне зіставлення пропонуємо застосувати **стратегію швидкого читання (skimming)**, алгоритм якої наводимо нижче.

➤ Прочитайте заголовки/ключові речення.

Кожний/кожне з них відображає головну ідею абзацу. Підкресліть в них ключові слова.

➤ Прочитайте текст/абзаци тексту. В кожному тексті/абзаци знайдіть речення, що відображають ту саму ідею, що й заголовки/ключові речення. Як правило, це перший та останній абзаци (introduction and conclusion) тексту, а також перше та останнє речення абзацу (topic sentence and restatement).

➤ Головна ідея кожного тексту/абзацу зазвичай висловлюється за допомогою слів, які відображають той самий зміст, що й ключові слова заголовків/ключових речень.

➤ Прочитайте текст/абзаци тексту вдруге. Уважно перевірте, чи підкреслене дійсно висвітлює ту саму ідею, що й заголовки/ключові речення.

➤ Із переліку заголовків/ключових речень викресліть по черзі ті, що вже застосовані.

➤ Після перевірки усього завдання уважно занесіть відповіді до бланка.

Додаток 3

Частина 1 («Читання»): Дорожня карта Завдання 2

№ завдання	Основне вміння, що перевіряється	Формат завдання
2	Детальне розуміння тексту, в тому числі інтерпретація переданих в ньому думок та ставлень автора	Множинний вибір (multiple choice).

Той, хто виконує тестове завдання на **множинний вибір** (multiple choice), повинен уважно прочитати текст для того, щоб відчувати різницю між подібними на перший погляд точками зору/думками, причинами та наслідками. Завдання може містити питання щодо розрізнення значень окремих слів та виразів у певному контексті, а також змістовну співвіднесеність (reference) слів, наприклад, займенників (e. g. What does “it” refer to?) тощо.

Варіанти (options) множинного вибору (як правило, їх буває чотири: **A–D**) розташовані нижче тексту. Вони подані в тому самому порядку, в якому інформація розгортається в тексті. Це дає учневі можливість стежити за розвитком тексту, читаючи питання. Останнє з питань може стосуватися інтерпретації всього тексту, наприклад, переданих в ньому наміру, ставлень або точок зору.

Для правильного детального розуміння тексту можна порекомендувати кандидатові обрати **стратегію**

вдумливого читання та діяти наступним чином.

➤ Прочитайте текст спочатку швидко, щоб визначити його тему, зрозуміти основний зміст та головну ідею. Намагайтесь ігнорувати незнайомі слова, а якщо слово важливе для розуміння тексту, спробуйте здогадатися про його значення із контексту.

➤ Прочитайте текст вдруге повільно, уважно, за необхідності перечитуючи його окремі частини для досягнення якомога точнішого розуміння.

➤ Прочитайте уважно питання (1–...) та варіанти відповіді (опції) до них (A–D). Знайдіть та підкресліть ті частини тексту, в яких містяться відповіді до запитань. Звертайте особливу увагу на ті слова, які впливають на точність передавання інформації, наприклад, такі як *all, most, everyone, always, never, occasionally*, модальні дієслова.

➤ Пам'ятайте, що всі опції *виглядають* правдоподібними, але лише одна відповідь є правильною. Решта здаються правильними тому, що, по-перше, насправді є *частково* правильними, але коли ви уважніше їх прочитаєте, то виявите це. Інші опції містять *елемент правди*, але сформульовані надто вузько, щоб повністю відповідати змісту тексту. Нарешті, деякі опції *правильні самі по собі, але не відповідають* на поставлене запитання.

➤ Подивіться на опції ще раз та перевірте, чи вони дійсно співвідносяться з підкресленими частинами тексту. Якщо так, уважно перечитайте ці частини та проаналізуйте кожну опцію, викресліть ті з них, які є частково правильними, містять елемент правди або правильні, але не відповідають на запитання.

➤ Для кращої здогадки про значення незнайомих слів можна порадити використання наступних прийомів:

- проведіть асоціативні паралелі незнайомого слова з

будь-якими словами вашої рідної мови;

- з'ясуйте, чи побудоване незнайоме слово від слова, яке ви знаєте;
- подивіться уважно, чи вживається це слово в іншому контексті далі/нижче;
- встановіть, чи використані у тексті пояснення, синоніми або антоніми до цього слова.
- Після перевірки усього завдання уважно занесіть відповіді до бланка.

Додаток 4

Частина 1 («Читання»): Дорожня карта Завдання 3

Номер завдання	Основне вміння, що перевіряється	Формат завдання
3	Вміння знаходити необхідну/бажану інформацію	Множинне зіставлення (multiple matching): зіставлення інформації з декількох коротких текстів, тематично пов'язаних між собою, із заданим питанням або твердженням

Тестове завдання, що розглядається, потребує від кандидатів вміння переглядового, пошукового читання. Кандидату треба навчити користуватися стратегією швидкого читання довгих текстів без аналізу та розуміння всього змісту та деталей (**scanning/search reading**). При цьому пропонується такий порядок виконання дій.

- Спочатку швидко перегляньте увесь текст/тексти, щоб уявити його/їх основний зміст.
- Уважно прочитайте твердження/запитання, відповіді на які вам слід знайти в текстах. Знайдіть та підкресліть в них ключові слова.
- Зверніть увагу на те, скільки разів вам треба використати кожне твердження/питання, тобто скільки разів співвіднести його з текстами. Це має бути особливо позначено біля твердження/питання (наприклад, 1, 2, 3 означає, що до даного твердження/питання потрібні три відповіді).
- Зверніть увагу на зразок, поданий із позначкою (0),

та викресліть його для того, щоб не використати його знов. Це буде вважатися помилкою.

➤ Прогляньте тексти у швидкому темпі та позначте ті тексти, які, на ваш погляд, містять бажану інформацію. Пам'ятайте, що вона зазвичай передається за допомогою слів, які відображають той же зміст, що й ключові слова тверджень/питань.

➤ Читайте позначені тексти особливо уважно, співставляючи їх зміст із твердженнями/питаннями. Якщо визначили відповідь, занесіть її в бланк.

➤ Після перевірки всього завдання уважно занесіть усі відповіді до бланка.

Додаток 5

Частина 1 («Читання»): *Дорожня карта* Завдання 4

Номер завдання	Основне вміння, що перевіряється	Формат завдання
4	Вміння визначати структуру тексту	Заповнення пропусків в тексті (gapped text/gap filling).
<p>Для виконання цього завдання кандидат має прочитати текст, що має певну кількість пропусків, та заповнити їх за допомогою абзаців або речень, які були вилучені з тексту та подані після нього у змішаному порядку. Кожний пропуск має один правильний/ймовірний варіант заповнення. Серед абзаців або речень завжди є зайвий/зайве, який/яке не співвідноситься з жодним пропуском.</p> <p>Для правильного виконання цього тестового завдання слід навчитись цілеспрямованому аналізу змісту на основі мовних явищ та логічних зв'язків, що передбачає обрання стратегії уважного, вдумливого читання. В нагоді можуть стати наступні поради.</p> <ul style="list-style-type: none">➤ Спочатку подивіться на заголовок тексту, щоб уявити, про що в ньому йдеться. Це може полегшити та прискорити розуміння головної ідеї та основного змісту тексту при читанні.➤ Зверніть увагу на зразок (0), зазвичай поданий в першому абзаці або після нього, та прочитайте відповідний уривок тексту.➤ Прочитайте уважно увесь основний текст, встановіть його основний зміст та структуру/ логіку розгортання подій, що описуються в ньому.		

- Читайте уважно частини основного тексту перед та після пропусків. Визначіть основний зміст кожної частини тексту перед та після пропусків. Іноді слухним вважається підкреслювання ключових слів та виразів. Спробуйте здогадатися, яка інформація пропущена.
- Уважно прочитайте абзаци/речення, вилучені з тексту. Визначіть їх основний зміст.
- Спираючись на здогадку, знайдіть серед абзацив/речень той/те, що відповідає змісту частини, яку ви аналізуєте.
- Перевірте своє припущення за допомогою граматичних ознак (займенники, часи дієслова, число) та лексичних зв'язків (наприклад, використаних синонімів).
- Навіть якщо ви не впевнені в правильності вибору, переходьте до наступних питань – цілком ймовірно, що їх аналіз підтвердить або спростує вашу думку та допоможе знайти правильне рішення.
- Прочитайте текст із заповненими вами пропусками ще раз. Перевірте, чи він має сенс, логіку та зв'язність викладу.
- Після перевірки усього завдання уважно занесіть відповіді до бланка.

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Навчальне видання

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Турчина Тамара Василівна**

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З АНГЛІЙСЬКОЇ МОВИ.
Розвиваємо навички читання**

**Навчально-методичний посібник
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