

## ON THE WAY TO ZNO. EXAM PREPARATION TIPS 5

In this issue I will touch upon the other types of reading comprehension tasks.

**Reading Comprehension** questions can make or break your exam score.

IT CAN BE the most difficult to prepare for the Reading Test. Doing well on the Reading Test is not a matter of having tricks up your sleeve. When you come to a question that asks about a passage's main point, you can't rely on some handy main-point trick to figure out the answer—either you know it or you don't.

You can use a general strategy to improve your performance on the test. We like to think of this general strategy as a macro approach to the entire Subject Test, rather than micro tips to get you from question to question. The crux of the strategy is your ability to read well—that is, with speed and without sacrificing comprehension.

### **General Strategies:**

1. Leave a question if you can't answer. To spend a long time on one answer is disastrous. Go back later if you have time and guess if you have to.
2. Don't panic if you don't know anything about the passage. All the answers are in the passage and you don't need any specialist knowledge.
3. Before the exam read as widely as possible e.g. Newspapers, magazines, journals. Don't limit yourself to one type of text and read articles with an academic style where possible.
4. Look at ways paragraphs are organized.
5. Try and predict content of paragraph from the opening sentence.
6. Give a paragraph you read an imaginary heading.
7. Don't concentrate on words you don't know. It is fatal and wastes valuable time.
8. Careless mistakes cost many marks. Copy the answer correctly if it is in the passage.

9. Check spelling.
10. Give only one answer if that is all that's needed.
11. Be careful with singular/plural.

*Продовжую знайомити Вас з прикладами тестових завдань та рекомендації щодо їх виконання з методичних рекомендацій для учителів іноземних мов щодо підготовки учнів до зовнішнього незалежного оцінювання у 2011 році доктора філологічних наук, професора, методиста науково-методичного відділу Харківського регіонального центру оцінювання якості освіти Мартинюк А.П.*

### **3.Завдання із ЗНО з англійської на множинний вибір відповідей.**

**Завдання на повне розуміння прочитаного з вибором однієї правильної відповіді (Multiple choice)** містить текст та п'ять запитань, на які необхідно відповісти (тверджень, які необхідно закінчити). До кожного запитання (твердження) пропонується чотири варіанти відповіді, з яких лише один є правильним.

Завдання перевіряє повне розуміння змісту автентичного тексту із встановленням значення незнайомих слів на основі лінгвістичної та контекстуальної здогадки. Ця форма тестування містить легкі та оптимальні завдання.

Запитання (твердження) до тексту можуть бути спрямовані на:

- знаходження конкретної інформації, що базується на фактах, викладених у тексті;
- з'ясування фактів, що суперечать інформації, наданій у тексті;
- формування висновків на основі інформації з тексту;
- уточнення значення лексичної одиниці на основі контексту;
- встановлення основної ідеї тексту.

Коли виконуєте завдання із ЗНО з англійської цього типу, швидко прогляньте текст (протягом 1-2 хвилин), а після цього уважно вивчіть питання і спробуйте обрати правильні відповіді. Будьте дуже уважні при виконанні вправ цього типу, оскільки одна граматична форма чи одне слово може змінити зміст питання. Однією з ефективних технік виконання вправ на множинний вибір може бути «елімінування» (викреслювання) точно

неправильних відповідей. Таким чином Ви звужуєте свій вибір до 2-3 варіантів.

**Наприклад:**

**Read the text below. For questions (6-10) choose the correct answer (A, B, C, D). Write your answer on answer sheet A.**

Are most business people honest? When they were children, the businesspeople of today were taught by their parents that honesty pays and that the dishonest will suffer. Their parents and teachers told them moral stories about honest people who were rewarded and dishonest people who were punished. Then *they* grew up and went out into the cold hard world of business. Faced with a choice between honesty and dishonest profit, which road do these people take? According to a study conducted by *Harvard Business Review*, **most U.S. businesspeople do conduct their affairs honestly. They also are willing to trust other businesspeople, because their experience has taught them that most of them are honest too.** But the Harvard team found numerous examples with a different outcome: **sometimes dishonesty was greatly profitable.** A computer company deceived an advertising agency in order to get good terms, and that single ad helped them sell \$150,000 worth of software. Expensive department stores in New York City have a reputation for breaking their promises to suppliers and costing the suppliers a great deal. Some investment brokers deceive their clients and lose all their money. Yet more clients come along, the suppliers keep working with the department stores, and ad agencies take new chances with unknown firms.

Given examples like these, it may seem strange to you that businesses would be so trusting. It's partly due to an assumption in the business world that some dishonest people are going to come your way, and you just have to take it in stride. In other cases the reason is greed: the investor convinces the client that he will make such incredible profits that the client can't resist. The smooth talk of the sales rep may win over the customer. Clients have their lawyer go over the contract with a fine-toothed comb, hoping that they can outfox the deceiver. And another reason that dishonesty pays is because most businesspeople believe that most others are as

honest as they themselves are. **You might think that dishonest companies and businesspeople would be sued, but they seldom are. The victims may be afraid of the person's power, they may just not want to spend the time and money and effort, or they might not want to endanger their own reputation.**

It sounds bad, doesn't it? **Crime pays, dishonest people suffer. Yet these stories do seem to be in the minority.** It's true that you can always find ways to lose your money if you want to take **foolish risks** with people who have bad track records, but the truth is, most business people generally trust people. Most of them also said that they themselves were honest in their own business dealings. Why? Not because they believed that it would bring them higher profits, but because of their own self-respect and moral principles. They "took pride in their good names." Said one: "We keep promises because we believe it is right to do so, not because it is good business."

- 6 The passage is primarily about \_\_\_\_\_
- A lies and truth.
  - B Business people.
  - C the reputation of business people.
  - D Honesty and dishonesty in business world.
- 7 Which of the following is true, according to the passage?
- A Dishonesty can't bring profit.
  - B Honesty is always good business.
  - C There are a lot of stories when dishonesty is sued.
  - D Business people's experience shows that most people are honest.
- 8 Which of the following is **NOT** mentioned about the victims of dishonesty?
- A They may fear powerful people.
  - B They appreciate their money and time.
  - C They don't want to take foolish risks.
  - D They don't want to risk their reputation.
- 9 The author of the passage states that \_\_\_\_\_
- A All business people are honest.
  - B Honest business people get high profits.

- C Businesspeople are proud of their clean names.
- D dishonest businesspeople are always punished.

- 10 Most business people are honest because \_\_\_\_\_
- A teachers told them moral stories.
  - B Honest people are always rewarded.
  - C It is correct to behave in such a way.
  - D parents taught them to be honest.

Твердження 6 (*The passage is primarily about*) спрямоване на з'ясування основної теми тексту. Щоб знайти правильну відповідь, доцільно дотримуватись таких рекомендацій:

- прогляньте кожний абзац;
- знайдіть ідею, яка їх об'єднує;
- якщо головна ідея не очевидна, об'єднайте ідеї, що містяться в кожному абзаці, навколо найбільш загальної;
- упевніться, що ваша відповідь стосується всього тексту, а не окремого абзацу.

У першому абзаці йдеться про ділових людей (*business people*), чесність та шахрайство (автор вживає такі слова як *honesty, dishonesty, moral stories, to trust, to deceive, to break promises*). У другому абзаці також говориться про світ бізнесу (*business world*), чесність та шахрайство; про ділових людей та про те, що вони піклуються про свою репутацію (*they might not want to endanger their own reputation*). У третьому абзаці автор робить акцент на тому, чому ділові люди намагаються бути чесними в діловому світі (*Not because they believed that it would bring them higher profits, but because of their own self-respect and moral principles. They "took pride in their good names."*). Відтак, твердження А та В можна віднести до усіх трьох абзаців, проте вони є надто загальними. У твердженні А не йдеться про чесність та шахрайство саме серед ділових людей, а твердження В стосується будь-якого аспекту діяльності ділових людей. Твердження С більш стосується другого абзацу.

Таким чином, правильною відповіддю є твердження D, адже саме воно відбиває основну тему тексту – чесність та шахрайство у діловому світі.

Завдання 7 (*Which of the following is true, according to the passage?*), 9 (*The author of the passage states that...*) та 10 (*Most business people are honest because...*) спрямовані на пошук детальної інформації, що базується на фактах, викладених у тексті.

Очевидно, що у завданні 7 відповідь A не може бути правильною, тому що в першому абзаці автор говорить, що нечесність іноді приносила великий прибуток (*sometimes dishonesty was greatly profitable*). Твердження B не містить інформації тексту, хоча в цілому відповідає темі тексту. Ми можемо припустити, що чесність насправді гарний бізнес, але автор не надає нам конкретних фактів. Твердження C також не відповідає дійсності, тому що в другому абзаці автор стверджує *You might think that dishonest companies and businesspeople would be sued, but they seldom are* (Можна було б припустити, що нечесні компанії та бізнесмени будуть переслідуватися у судовому порядку, але таке трапляється рідко). У третьому абзаці також говориться, що *Crime pays, dishonest people suffer. Yet these stories do seem to be in the minority* (За злочин розплачуються, нечесні люди страждають. Але таких історій небагато). Таким чином, правильною є відповідь D. Окрім того, в першому абзаці говориться про те, що *businesspeople do conduct their affairs honestly. They also are willing to trust other businesspeople, because their experience has taught them that most of them are honest too* (Бізнесмени насправді ведуть справи чесно. Вони також мають схильність довіряти іншим бізнесменам, бо їхній досвід свідчить про те, що більшість із них – чесні люди).

У завданні 9 відповідь A не може бути правильною, тому що в першому абзаці автор говорить про те, що більшість бізнесменів (але не всі) насправді є чесними людьми (*most of them are honest too*). У твердженні B йдеться про прибутки чесного бізнесу, але в тексті немає прямих фактів, які б підтвердили це. Твердження D також не може бути прийнятим з цієї ж причини: автор не

надає доказів того, що шахраї завжди несуть покарання. Відтак, правильною відповіддю є С. Про це свідчить речення з третього абзацу *They took pride in their good names* (Вони пишалися своїм добрим ім'ям).

У завданні 10 А та D не можуть розглядатися як правильні відповіді тому, що батьки та вчителі дійсно говорили дітям про те, що слід бути чесними *Their parents and teachers told them moral stories about honest people who were rewarded and dishonest people who were punished* (Їх батьки та вчителі розповідали їм повчальні історії про чесних людей, які отримали належне, та нечесних, які були покарані), але автор не стверджує, що кожен фактор окремо відіграв вирішальну роль при виборі стратегії поведінки бізнесменів у діловому світі. Твердження В не може бути прийнятим, тому що автор не надає доказів того, що чесні люди завжди отримують винагороду. Відтак, правильною відповіддю є С. Про це свідчить і твердження у третьому абзаці: *Said one: "We keep promises because we believe it is right to do so, not because it is good business* (Говорять: «Ми дотримуємось обіцянок тому, що вважаємо це правильним, а не тому, що це гарний бізнес»).

У завданні 8 слід знайти факти, що суперечать інформації тексту. Надаються три правильні відповіді і одна, що не відповідає дійсності. Ключовим словом запитання є *victim* (жертва). Детальна інформація про жертв шахрайства надана в другому абзаці: *The victims may be afraid of the person's power, they may just not want to spend the time and money and effort, or they might not want to endanger their own reputation* (Жертви можуть боятися могутності людини, не бажати витратити час, гроші та зусилля, або не ризикувати своєю репутацією). Тож, твердження автора, що іноді жертви не бажують мати справу із впливовими особами відповідає А, витратити час, гроші та зусилля на з'ясування стосунків – В, піклуються про репутацію – D. У третьому абзаці автор також говорить про безглуздий ризик (*foolish risks*), але у зовсім іншому контексті. Таким чином, правильною відповіддю є С.

*That was the way Ms. Martyniuk recommends dealing with the tests. Let's thank her for the helpful piece of advice. I, for my part, propose the sample tests to make your life easier as sometimes it is hard to find the proper exercises for preparing students for the test. I hope you'll find them of use!*

Multiple Choice Question tests should be approached differently to exams that ask for essay-type answers. The answers required are usually more concerned with terms and definitions.

Multiple-choice exams are easy for some and death for others. Some people can sail through on them without studying at all. Others think too hard on each question and miss the obvious answer sitting before them. The beauty of a multiple-choice test is that all the information you will need is given to you. The drawback of a multiple-choice test is that the additional information given to you is designed to confuse you. It takes a specific mindset to excel in this type of testing.

See below for **tips on how to prepare for a multiple-choice exam**. These exams are like sports; they take a lot of practice, but you can master them.

- Read the directions very carefully before you start.
- When looking at the questions, always try to work out what the answer is before you look at the possibilities.
- Answer the questions you know first, mark the ones you are fairly sure of and go back to them - leave the difficult ones till last.
- Remember that with MCQ exams you could get 100% - pretty much impossible in an essay-type exam! So don't dwell on a question – move on and come back to it if you have time.
- If you finish before the time is up, go back over your questions and answers to check for reading errors.

*Here are some training exercises. I placed them into three categories: elementary, intermediate, upper-intermediate.*

*Elementary Level:*

One of the greatest advances in modern technology has been the invention of computers. They help us, fascinate us and occasionally scare us. The latest fear concerns children and computers. Some experts claim that brothers and sisters are starting to play more with computers than with one another, and that computers are distancing children from their parents.

Walking round a toyshop you find a home computer game to satisfy any child's violent imagination. Adult computer addicts are familiar figures: pale people who sit in front of green screens hour after hour. That is their choice. But the idea of a child living in front of a flashing green screen is somehow less acceptable. Canadian child psychologist Jams-Norton explains: These are children with few friends, afraid of making conversation. They are children who are usually allowed to do what they want. They cannot concentrate for long periods of time except in front of the screen. If the computer games they play are violent,' she adds, 'they become indifferent to violence faster than they would through watching violent videos.'

A frightening picture starts to appear. Jams-Norton sees a good number of troubled children. They usually persuade their parents to buy them a computer by saying it "will help their education." Computers, after all, are a central part of education today. Some educationalists enthusiastically look forward to the day when every child will have a personal computer in the class room and the class teacher will be nothing but a technician. That is not particularly appealing either, although with the current lack of teachers someone may soon decide it makes good economic sense. Janis-Norton disapproves of such an attitude, it is relationships with the teacher and the other pupils that make you learn.'

We may be at a sort of crossroads. It is a question of whether we use the machines wisely or stupidly in bringing up children. 'The computer,' says the child psychologist, 'is only a surface problem but the real problem is not computers. It is parents who have forgotten how to be parents, or don't have the confidence. I wish they'd start noticing and worrying about what is happening a bit sooner.

**A8**

People are worried that children's dependence on computers may result in

1. serious learning difficulties.
2. serious problems with health
3. families having communication problems
4. permanent anxieties.

**A9**

The idea of computer-dependent adults is acceptable because

1. They can control their violent imaginations easily.
2. They are old enough to make their own decisions
3. They can not stop looking at the flashing screen.
4. They don't only use the computers for game.

**A10**

Computer-dependent children

1. concentrate on the screen for short periods only.
2. become violent or aggressive
3. find it hard to communicate with other children.
4. stammer more often than other children

**A11**

Some experts believe that in the future

1. Every teacher will have a PC in the classroom
2. It will be too expensive to give each schoolchild a computer.
3. Children will be educated at home using computers.
4. Most teaching will be done by computers

**A12**

What is the real problem behind children's dependence on computers, according to the child psychologist?

1. Children's learning can be slowed down.
2. Parents do not participate in their children's education.
3. Children regard computers as toys not tools.
4. Parents do not have confidence when using computers.

- A8 — 3  
 A9 — 2  
 A10 — 3  
 A11 — 4  
 A12 — 2

Dick and Len were small boys. They were neighbours and went to the same school, and they liked rolling in mud for fun, throwing stones at bottles and doing all the other things that naughty little boys enjoy. One Saturday, when there was no school, Dick and Len did not know what to do. The weather was dull and miserable, and their mothers did not like them going down to the stream to play in the mud in such weather, because then they often caught cold. They were tired of television, and they had no money to go and play games in the amusement arcade in the town, where they usually went in wet weather. 'What can we do?' Dick said to his mother impatiently. 'I've run out of ideas.' 'Why don't you do something useful for a change; something that will be good for you? Why don't you go to the gallery of modern art that has just been opened in the town?', the boys groaned. Art didn't interest either of them. 'The gallery of modern art?' they said. 'What can we do there?' 'Well,' answered Dick's mother, 'you can see pictures and sculptures, and educate yourselves a bit. You certainly both need it! And you'll find yourselves enjoying it after a time!' The boys laughed, but Dick's mother said, 'I'll tell you what: if you go there for an hour and then come back and give me an interesting description of what you saw, I'll give you a pound each. 'OK,' the boys said happily, 'we'll do it!' They got on their bicycles and set off through the rain to the gallery of modern art. They didn't waste time looking for it, because it was nearly opposite their school, although they had never been into it yet.

There were very few visitors doing the tour of the gallery that morning, and soon the two boys found themselves standing alone in a room of modern sculpture. They looked with great puzzlement at the quantities of twisted copper pipes, heaps of broken bricks and other strange objects that lay all around them, and then Len said, 'Let's get out of this crazy place quickly, Dick. We don't want people accusing us of wrecking it!'

**A8**

They did not play games in the amusement arcade that Saturday

1. because their pocket money was finished
2. because the weather was wet
3. because they were tired
4. because their mother made them go to the museum

**A9**

Dick's mother persuaded the boys to go to the gallery

1. by showing them pictures and sculptures from the museum
2. by offering them a reward
3. by giving them an interesting description
4. by telling them a joke

**A10**

They found the gallery easily

1. because it was not far from their house
2. because they wanted the money badly
3. because they had been into it before
4. because they knew where it was

**A11**

What puzzled them in the gallery?

1. The number of visitors
2. The quality of twisted copper pipes
3. The disorder in the sculpture hall
4. It looked like a construction site

**A12**

What was Dick afraid of?

1. That people would think they had done some damage
2. Mixed up objects which lay around them
3. That people would accuse them of coming to the museum
4. That people would think they were crazy

A8 — 1

A9 — 2

A10 — 4

A11 — 4

A12 — 1

*Intermediate Level:*

I have a neighbour. I like to meet her sometimes in the elevator; it helps in gloomy times. She is beautiful, and is proud of being so. The general impression she makes is of something absolutely round; and if we examine the parts of her body separately, they surprisingly turn out to be round, too. The hair on her spherical head is cut very short; probably not to distract attention from her perfectly round face. Her lips are painted as people did in eccentric 20's; her brows are penciled so high that she looks as if she was surprised to death all her life. I sometimes even fear that one day they will climb to the top of her head and settle there forever. The colour of my wonderful neighbour's eyelids is bluer than any blue thing you have ever seen in your life. Add to this, clothes of colours that a lady of more than fifty (and she is that) is by no means to wear, and you finally get the picture of her.

In general she looks perfectly funny, and that's why she looks really perfect. She is a wonder, and an attractive woman. Making a clown of herself, she hits the target - she attracts.

My concept of appearance is that it must attract and hold attention. (That is of course, if you are not a killer, a secret agent, a private detective or a desperate debtor.)

But I want least of all to exaggerate - to insist on someone wearing peacock feathers, green hair, and shoes made from baboon skin. It is enough if, being rather plainly dressed, you can smile so as to catch a stranger's eye and make them think about you. (Of course, trying to make your appearance unusual and attractive, you should be conscious of whom you want to attract, and what for.) But to catch someone's eye for more than ten seconds is not so simple, even if you dye every single hair differently.

You may be lost in a crowd if you look unfashionable, but also if you are absolutely fashionable; and it doesn't matter whether the style suits you or not. For example, gray is still fashionable, but who cares for that colour now? Fashion is not fashion if there is no opposition. Every trend in it sooner or later exhausts itself, and it is always interesting to foresee the end.

But there is always a tendency (it is more evident in movies and on television) to make everything beautiful and good-looking. I don't like it. I believe that people, as well as things, have the right and also the opportunity not to be nice, not to be beautiful - but still to be attractive. You may be attractive even being ugly and being deliberately ugly has a perspective. I advise you not to ignore it. There are no limits to how interesting you can be, and cultivating ugliness you can never complain that Providence was unfair to you. For example, Woopi Goldberg often practices this, as she is much more bow-legged in films than at the Oscar ceremony. In my opinion, she is a brilliant woman.

The only wrong way you may go is in neglecting your appearance completely. Look somehow, but know how you are looking - that is my motto. And don't forget about mental development.

- A15** The narrator thought that his neighbour
- 1) is proud of being ugly.
  - 2) is really beautiful.
  - 3) seems to be very eccentric.
  - 4) looks like a young girl.
- A16** In paragraph 2 «she hits the target» means that the narrator's neighbour
- 1) looks somehow.
  - 2) may be lost in a crowd.
  - 3) has a very nice smile.
  - 4) achieves her aim.
- A17** The narrator's concept of appearance is that it
- 1) must exaggerate the wealth of the person.
  - 2) results from green hair and shoes made from baboon skin.
  - 3) must attract and hold attention.
  - 4) is important only for women.
- A18** To catch someone's eye
- 1) is not so simple.
  - 2) is very simple.
  - 3) means to dye every single hair differently.
  - 4) is the work of ten seconds.
- A19** If you are absolutely fashionable,
- 1) the style suits you.
  - 2) you want to foresee the end.
  - 3) you may be lost in a crowd.
  - 4) you look unfashionable.
- A20** The narrator is sure that a person may be attractive only being
- 1) nice.
  - 2) interesting.
  - 3) unfair.
  - 4) bow-legged.
- A21** According to the narrator's words, the only wrong way you may go is in
- 1) making a clown of yourself.
  - 2) being absolutely round.
  - 3) knowing how you are looking.
  - 4) neglecting your appearance completely.

A15	2
A16	4
A17	3
A18	1
A19	3
A20	2
A21	4

### ***Good Morning (after J. R. Tolkien)***

All the morning Bilbo had been cleaning his garden and planting flowers. The spring promised to be warm and calm, and Jungo was looking forward to tea in the garden with the smell of cakes and jam twisted with notes of primroses and crocuses, then with roses and jasmine, and finally with lilies and gladioli. Working, he literally didn't have any time to raise his eyes. Yet after about two hours he decided to have a smoke to rest. He also wanted to see the fruit of his effort. He stopped, started his pipe and raised his eyes to look around.

All that the unsuspecting Bilbo saw that morning was an old strangely looking tall man with a staff. He had a tall pointed blue hat, a long gray cloak, and a silver scarf. A hoary beard hang down covering his breast. His feet were in high boots worn with age and road.

«Good morning!» said Bilbo, and he did mean it. The sun was shining, and the grass was very green. Birds were singing in the blue sky, and he was looking ahead to get better and warmer days to come. But the old man looked at him from under his long bushy eyebrows.

«What do you mean?» he said. «Do you wish me a good morning, or mean that it is a good morning whether I want it or not; or that you feel good this morning; or that it is a morning to be good on?»

«All of them at once,» said Bilbo. He had an odd feeling that the conversation could spoil the morning he was so happy. «And a very fine morning for a pipe of tobacco out of doors, into the bargain. If you have a pipe about you, sit down and have a fill of mine! There's no hurry, we have all day before us!» Then Bilbo

sat down on a seat by his door and blew out a beautiful gray ring of smoke. It flew up into the air, became oval with the wind and flew away in the direction of the Forest.

«Very pretty!» said the old man. «But I have no time to blow smoke rings this good morning. I am looking for someone to share in an adventure that I am arranging, and it's very difficult to find anyone.»

«I should think — in these lands! We are plain quiet folk, and have no use for adventures. Nasty disturbing uncomfortable things! Make you late for dinner! I can't think what anybody sees in them,» said our Mr. Bilbo, and blew out another even bigger smoke-ring. Then he took out his morning letters and began to read, pretending to take no more notice of the bothering old man. The man prevented him from enjoying himself and the wonderful morning. He wanted him to go away. But the old man didn't move. He was standing with a kind of deciding expression on his face which made Bilbo shiver with something unclear, yet unpredictable and uncomfortable. The man stood leaning on his stick and gazing at the hobbit without saying a word, till Bilbo got quite uncomfortable.

«Good morning!» he said at last. «We don't want any adventures here, thank you!»

«What a lot of things you do use *Good morning* for!» said the old man. «Now you mean that you want to get rid of me, and that it won't be good till I move off.»

Bilbo was at a loss what to answer. He was a polite hobbit and he was not accustomed to bad thoughts revealed. He felt he shouldn't make the old man think he had been badly brought up and hurriedly spoke.

«Well, no, on the contrary. But I really have to read these letters. You see, I have been gardening the whole morning and planting, and had no time to read. But now while I am resting, I think it is the right time to read them and maybe answer. They may be important. Family matters, you see. Though... I think we could have a cosy chat. If you come... say... for tea. Yes, for tea. What about tomorrow? I think it is a brilliant idea! Is tomorrow a suitable day for you?»

A nod.

«Perfect! So see you tomorrow at five. Till that time then. Good morning»  
And Bilbo hid behind his nice round door.

**A15** What kind of people are speaking?

- 1) companions      2) brothers      3) strangers      4) enemies

**A16** The words «Good morning» in the text

- 1) are a password  
2) express different idea

- 3) are used to describe the morning
- 4) show that Jungo was ready for an adventure

**A17** What is not characteristic of Bilbo?

- 1) hospitality
- 2) love for adventures
- 3) liking for a comfortable life
- 4) skill to blow smoke rings

**A18** Why was Bilbo uncomfortable in the end?

- 1) He felt he was impolite
- 2) His back ached badly
- 3) His seat was too hard
- 4) His smoke ring was ugly

**A19** The old man didn't wear

- 1) a cloak
- 2) a scarf
- 3) a hat
- 4) a sweater

**A20** Bilbo invited the old man to sit down and

- 1) to take some of his tobacco
- 2) to discuss the adventure
- 3) to have tea with him
- 4) to enjoy good weather alone

**A21** As Bilbo's folk was plain and quiet, it

- 1) liked to travel by plane
- 2) was calm and simple
- 3) lived on a plain
- 4) was risky and courageous

A15	3
A16	3
A17	2
A18	1
A19	4
A20	1
A21	2

*Upper-intermediate Level:*

*Scrawling graffiti is seen as a crime in the UK, yet in the US it has become a recognized art form.*

Just a few weeks ago eight graffiti gang members were convicted of causing £5,000 worth of damage on the London Underground. They are among more than 70 hard-core graffiti artists thought to be operating in London today. Most are aged under 20.

Graffiti artists, or 'graffers', operate in many British towns. They often work at night, covering walls, trains and railway stations with brightly painted murals or scrawls in spray paint and marker pen.

Some people regard graffiti as a form of vandalism and a menace. London Underground says that railusers find it ugly and offensive. It spends £2m a year dealing with graffiti, and has even introduced trains with graffiti-resistant paint. "We don't think it's artistic or creative – it's vandalism. It's a huge nuisance to our customers, and it's ugly and offensive," says Serena Holley, a spokeswoman for the London Underground. "It creates a sense of anarchy and chaos," says Richard Mandel, a barrister who prosecuted the graffiti gang. "Passengers feel as if the whole rail system is out of control."

British Transport Police has a graffiti unit designed to catch graffers in the act. It spent five months tracking down the recently prosecuted gang.

Graffiti art can also be a dangerous pastime. The London Underground says that some teenagers have died in accidents during nocturnal graffiti 'raids'.

However, others say that graffiti at its best is an art form. Art galleries in London and New York have exhibited work by increasingly famous graffiti artists. "Of course graffiti is art. There's no question about that," says David Grob, director of the Grob Gallery in London. Even some of those who think graffiti is wrong admit that graffers are talented. "It's just that their artistic talent is channeled in the wrong direction," says Barry Kogan, a barrister who represented Declan Rooney, one of the gang members.

There is a difference between 'good graffiti' and vandalism, says Dean Colman, a 24-year-old graffiti artist. "I'd never spray private property, like someone's house. Some graffiti are disgusting. There's a big difference between that and graffiti which can brighten up grey walls."

Dean makes a living as a graffiti artist. His days of illegal spraying are behind him, he says. He has worked on a television programme about graffiti, designed a series of government posters, and decorated nightclubs. He has exhibited his work at Battersea Arts Centre in London, and he has taught graffiti-spraying in youth clubs.

Dean sees himself as an artist, and thinks that graffiti art does not get due recognition. "There's no graffiti art in the Tate Gallery and there should be," he says. "Graffiti is as valid as any other art form."

**A1** The graffiti artists arrested recently in London were

- 1) put in prison.
- 2) fined £5,000.
- 3) wrongly accused.
- 4) found guilty.

**A2** The attitude of London Underground is that graffiti

- 1) is a kind of art, but a problem because some passengers don't like it.
- 2) is something to be stopped at all cost.
- 3) is irritating but they have more serious problems to worry about.
- 4) is causing the price of tickets to go up and therefore needs to be stopped.

- A3** The British Transport Police
- 1) have killed some 'graffers' by accident.
  - 2) spent a lot of time trying to catch a group of graffiti artists.
  - 3) have recently criticized the behavior of the London Underground.
  - 4) don't know what to do about the problem.
- A4** Bary Kogan, who defended one of the convicted graffiti artists, thinks they
- 1) should show their work in art galleries.
  - 2) should not have been convicted.
  - 3) should use their abilities in different ways.
  - 4) should be more careful when working in the Underground.
- A5** Dean Colman
- 1) has never broken the law.
  - 2) is concerned about how little he earns from his work with graffiti.
  - 3) would like to see graffiti taken more seriously by the art world.
  - 4) is worried about young people taking up graffiti-spraying.
- A6** The writer
- 1) is for people who draw graffiti.
  - 2) is against people who draw graffiti.
  - 3) points his opinion quite unclearly.
  - 4) supports the attitude of the London Underground towards graffers.

A1 – 4, A2 – 2, A3 – 2, A4 – 3, A5 – 3, A6 – 3

The Six-o'clock-In-The-Evening-Enthusiastic-Determined-And-Well-Intentioned-Studier-Until-Midnight is a person with whom you are probably already familiar. At 6 o'clock he approaches his desk, and carefully organizes everything in preparation for the study period to follow. Having everything in place he next carefully adjusts each item again, giving himself time to complete the first excuse: he recalls that in the morning he did not have quite enough time to read all items of interest in the newspaper. He also realizes that if he is going to study it is best to have such small items completely out of the way before settling down to the task at hand.

He therefore leaves his desk, browses through the newspaper and notices as he browses that there are more articles of interest than he had originally thought. He also notices, as he leafs through the pages, the entertainment section. At this point it will seem like a good idea to plan for the evening's first break – perhaps an interesting half-hour programme between 8 and 8.30 p.m.

He finds the programme and it inevitably starts at about 7.00 p.m.

At this point, he thinks, "Well, I've had a difficult day and it's not too long before the programme starts, and I need a rest anyway and the relaxation will really help me to get down to studying ..." He returns to his desk at 7.45, because the beginning of the next programme was also a bit more interesting than he thought it would be.

At this stage, he still hovers over his desk tapping his book reassuringly as he remembers that phone call to a friend which, like the articles of interest in the newspapers, is best cleared out of the way before the serious studying begins.

The phone call, of course, is much more interesting and longer than originally planned, but eventually the intrepid student finds himself back at his desk at about 8.30 p.m.

At this point in the proceedings he actually sits down at the desk, opens the book with a display of physical determination and starts to read (usually page one) as he experiences the first pangs of hunger and thirst. This is disastrous because he realizes that the longer he waits to satisfy the pangs, the worse they will get, and the more interrupted his study concentration will be.

The obvious and only solution is a light snack. This, in its preparation, grows as more and more tasty items are piled onto the plate. The snack becomes a feast.

Having removed this final obstacle the desk is returned to with the certain knowledge that this time there is nothing that could possibly interfere with the following period of study. The first couple of sentences on page one are looked at again ... as the student realizes that his stomach is feeling decidedly heavy and a general drowsiness seems to have and a general drowsiness seems to have set in. Far better at this juncture to watch that other interesting half-hour programme at 10 o'clock after which the digestion will be mostly completed and the rest will enable him to *really* get down to the task at hand.

At 12 o'clock we find him asleep in front of the TV. Even at this point, when he has been woken up by whoever comes into the room, he will think that things have not gone too badly, for after all he has had a good rest, a good meal, watched some interesting and relaxing programmes, fulfilled his social commitments to his friends, digested the day's information, and got everything completely out of the way so that tomorrow, at 6 o'clock...

**A1** The student in fact reads the newspaper in order to

- 1) find out what is on TV.
- 2) avoid beginning work.
- 3) be able to work continuously without a break later.
- 4) keep up-to-date with world events.

**A2** The student starts planning his first break

- 1) when he sits down at his desk at 6 o'clock.
- 2) after working for a very short period.
- 3) while he is reading the newspaper before starting work.
- 4) at 7 p.m.

- A3** After he watches television, the student's study period is further delayed because
- 1) he has to make an important phone call.
  - 2) he phones a friend to avoid starting work.
  - 3) he realizes he won't be able to concentrate unless he calls his friend first.
  - 4) he finds what his friend says on the phone very interesting.
- A4** What does 'this final obstacle' refer to?
- 1) the feast he has just eaten
  - 2) the pangs of hunger and thirst he was experiencing earlier
  - 3) the phone call he made earlier
  - 4) feeling tired
- A5** The text suggests that the next day the person
- 1) will be able to study more efficiently.
  - 2) will not attempt to study.
  - 3) will do exactly the same thing.
  - 4) will feel guilty about wasting a whole evening.
- A6** Which best describes the writer's attitude to the student he is describing?
- 1) He is angry with him.
  - 2) He is gently poking fun at him.
  - 3) He feels sorry for him.
  - 4) He doesn't care about him.
- A7** The writer thinks that the reader
- 1) will have had some similar experiences of avoiding studying.
  - 2) will be amazed by the behaviour of this lazy student.
  - 3) will immediately resolve to be a better student.
  - 4) will feel guilty about all the times they have allowed themselves to be distracted.

A1 – 2, A2 – 3, A3 – 3, A4 – 2, A5 – 3, A6 – 2, A7 – 4