

Министерство образования и науки Российской Федерации  
Федеральное агентство по образованию РФ  
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**А.Б. САЛИВОН  
Н.И. РЕВА**

# **ГОТОВИМСЯ К СДАЧЕ ЭКЗАМЕНА IELTS**

**GENERAL MODULE**

**READING COMPONENT**

Учебно-методическое пособие  
для подготовки к сдаче экзамена  
**International English Language Testing System**



Владивосток  
Издательство ВГУЭС  
2008

Рецензенты: Т.А. Губайдуллина, канд. пед.  
наук, профессор (ВГУЭС);  
Е.В. Федорова, доцент

**Саливон А.Б., Рева Н.И.**

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В пособии приводятся образцы заданий и текстов для второй части экзамена по IELTS General Module – Reading Component. Упражнения организованы таким образом, чтобы ознакомиться с текстами разных жанров – объявлениями, рекламой, инструкциями, научно-популярными описаниями. Предлагаемые примеры помогут узнать о типах и специфике экзаменационных заданий. Приводятся списки слов и выражений, широко применяемые в текстах указанной тематики.

Для самостоятельной подготовки к сдаче экзамена IELTS (General Module), а также в качестве дополнительного материала для аудиторных занятий по курсу чтения текстов на английском языке.

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## ДЕЛИМСЯ СОБСТВЕННЫМ ОПЫТОМ

Подготовка к чтению в IELTS состоит в том, что вам необходимо научиться применять различные техники чтения (просмотровое *skimming*, поисковое *scanning* и изучающее *critical*) и справляться с 10 типами экзаменационных заданий. Мы предлагаем вам пособие, в основе которого лежит собственный опыт подготовки одного из авторов и неоднократной сдачи им экзамена, а также многолетний опыт обоих авторов в консультировании по IELTS.

Для начала несколько советов общего плана.

**Имейте запас времени для подготовки.** Если у вас скромный стартовый уровень языка, а это предполагает, что у вас небогатый опыт чтения английских текстов по тематике IELTS, то не рассчитывайте, что вы сможете за один месяц поднять его до оценки «7» или даже «6».

Если вы не гений, то от уровня *elementary* (обычно это оценка «3»–«4» в обычной средней школе + 2–3 года изучения английского в неязыковом вузе) до оценки «7» по IELTS лежит путь длиной как минимум в 3 (три!) месяца и режимом занятий по чтению не менее часа в день.

**Используйте только то, что нужно для подготовки по General Module.** Сейчас и в продаже, и в Интернете размещено много материалов для подготовки к IELTS. Будьте внимательны! Если вы знаете, что вам предстоит выполнять General Module, то все материалы для чтения должны быть с указанием этого модуля. Если такого указания нет – скорее всего, это тексты для Academic, а они намного сложнее.

У меня были случаи, когда люди, которые пытались самостоятельно взяться за IELTS, приходили в отчаянии и говорили, что никогда не смогут справиться с этими ужасными текстами. Для них каждое второе слово было неизвестно, и тематика казалась запредельной – об альтернативных источниках получения энергии, природных катаклизмах, производстве бакелита и пр. Когда же им удавалось сделать маленькое открытие, что IELTS Reading бывает двух модулей, и что они «имели удовольствие попробовать» академический вариант, а не общий, они успокаивались, поскольку убеждались, что General Module не так страшен ни по тематике, ни по лексике.

Признаки General: первый Section содержит тексты рекламы и инструкций. Второй – описание образовательных курсов и колледжа. Третий – о чем угодно, но в основном это будут темы, которые интересуют широкий круг читателей. Таким образом, материалы IELTS General Module более ориентированы на успешную адаптацию в новой среде проживания.

**Как самому подготовиться к экзамену по чтению?** От Section 1 к Section 3 тексты становятся длиннее и сложнее, да и задания выстроены от простого к более сложному. По этой причине мы рекомендуем сначала освоить специфику Section 1, а только потом двигаться дальше – к Section 2 и далее, к Section 3.

Иными словами, во-первых, мы рекомендуем осваивать эту брошюру поэтапно, в дополнение к ней запастись как можно большим количеством тестов для General. Парочку тестов отложите на потом, а остальные оставьте для работы.

Сначала выполните в этой брошюре только примеры, характерные для только для первого раздела – **Section 1**. Потом приступите к чтению первой части заготовленных вами тестов. Это реклама и инструкции – небольшие тексты информационного типа. Здесь главное – быстро ориентироваться в разных объявлениях и рекламных публикациях и усвоить ключевую лексику *advertisement* и *instructions*. Задания Section 1 проверяют, насколько быстро вы можете просмотреть материал и найти нужное.

Работаем так:

- (1) прочитал и выполнил задания ко всему Passage.
- (2) Сверил свои ответы с ключом.
- (3) определил свои ошибки.
- (4) Хорошенько проанализировал, почему они были допущены.
- (5) сделал выводы.
- (6) выписал в тетрадку нужные новые слова.

Пошел дальше – к следующему Passage 1, и опять пункт (1), (2), ...

Если у вас получилось прочитать менее десятка Section 1, и вы чувствуете, что еще не укладываетесь в нужное время и «не сильно дружите» с лексикой, то стоит обратиться к другим источникам, где публикуется разнообразная реклама или инструкции. Чем больше вы прочитаете текстов этого жанра, тем обширнее станет ваш словарный запас и выше скорость чтения, а, следовательно, и выше ваша оценка на экзамене. Проверено!

Переходите к **Section 2**, когда вы почувствуете, что Section 1 для вас уже не представляет трудностей, у вас накопился приличный тематический словарь, и вы успеваете в указанные сроки. Из запасенных вами тестов выполняйте только этот раздел и теми же шагами, что описаны выше. Вам предстоит начитать досыта текстов об образовании – специфике студенческой жизни, описании курсов, колледжей, и подобного. Эти тексты уже подлиннее и имеют описательный характер. Покажется мало – обратитесь к описаниям курсов, колледжей в различных источниках рекламной направленности. Главное – изучить академические реалии и освоить лексику *academic*. Поверьте, эти тексты вам пригодятся для жизни *там*, ведь нужно будет самому пойти учиться, чтобы подтвердить свою специальность, или как минимум пристроить ребенка в школу или колледж.

Черед **Section 3** придет тогда, когда за 20 минут вы поймете, что комфортно справляетесь с Section 2. Третий раздел содержит тексты разнообразной тематики и приличного размера. Сейчас стало модно предлагать на экзамены тексты научно-популярного жанра (например, о том, как ученые изучали копирование различными животными и птицами речи человека и к каким результатам пришли; какие есть проблемы со сном и что делать, чтобы спать с удовольствием и подобно). А это уже близко к Academic Module Section 1 (не берите Section 2 или 3 – не к чему «грызть этот гранит», если не планируете когда-либо сдавать Academic). Так что, если покажется мало запасенных тестов для General Module, можете позаимствовать тексты первой части из академических тестов.

**Проверьте себя.** После поэтапного освоения 1-й, 2-й, а потом и 3-й секций компонента reading пришло время обратиться к тем, «отложенным на потом», тестам. Ставьте перед собой будильник (не более 60 минут общего времени на тест!), отключайте мобильник, запирайте дверь от внешнего мира, чтобы не прерывать удовольствие от самотестирования в течение часа. В руке – простой карандаш и резинка. На столе заранее заготовленный чистый бланк ответа<sup>1</sup>.

Выполняйте тест прямо в брошюре (50–55 минут). Затем перенесите ответы на бланк (5–10 минут). Управились за 60 минут? – Считайте, что тестер подошел и забрал у вас ответы.

А теперь очень внимательно сверьте свои ответы на бланке с ключом. Предлоги, артикли и пр. – все имеет значение. Если у вас есть расхождения с ключом даже в мелочах – ответ не будет засчитан. Посчитайте итоговое количество правильных ответов. Уровень «5» предполагает от 18 до 25 правильных ответов, а «7» – 35–37<sup>2</sup>.

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<sup>1</sup> Пример бланка ответа, который вам выдадут на экзамене, предлагается в конце пособия.

<sup>2</sup> Шкала оценки IELTS считается конфиденциальной, и вы вряд ли найдете точное указание, сколько нужно иметь правильных ответов на тот или иной уровень. Однако в одном из учебников по IELTS, а также из бесед автора с тестерами и экспертами-авторами тестов, стало понятно, что указанное здесь количество более-менее точно соответствует модулю General. Обратите внимание, у Academic будет другая шкала оценки.



Помните, ваш бланк ответов будет обрабатываться тестером и компьютером. И если первый может оказаться добрым и приложить усилия разбирать чью-либо писанину, то компьютер принципиально не будет этого делать. Потому что понимать небрежно написанные каракули в русском варианте письменной английской речи его не учили. Некоторые мои ученики, имея очень приличный уровень по чтению, получали низкую оценку за свой нечитаемый почерк. Учитесь на ошибках других!

**Фактор времени.** На экзамене на Reading Component вам будет дано 60 минут и предстоит выполнить три блока заданий (Passages 1, 2 и 3). Однако это не значит, что вы можете потратить 20 минут на каждый из них. За отведенный час вам нужно успеть еще и перенести ответы на специальный бланк, причем сделать это очень внимательно, не спеша, стараясь писать 'читаемо' и без ошибок в правописании или грамматике – в противном случае ваш ответ не будет засчитан. Так что на каждый из Passages вам отведено не более **18** минут + в конце **5–6** минут – для переноса ответов в бланк.

Однако если в начале подготовки к экзамену вы не можете справиться с заданиями в указанные сроки – пусть это вас не стрессует. Мы рекомендуем вообще не вести учет времени в первые недели подготовки. Ваша цель – выполнить максимально правильно, при этом, стараясь понять специфику заданий IELTS, если нужно – заглянуть в словарь, перечитать еще раз и т.п.

Если ваш стартовый уровень Elementary – Pre-Intermediate, то на первых порах у вас может уйти 30–40 минут на выполнение одного Passage. Не нужно этого бояться. По мере того, как типы заданий будут вами осваиваться, а скорость чтения повышаться и расширяться тематический запас слов, то и период необходимого времени будет заметно сокращаться.

А вот за неделю-две до даты экзамена строгий учет времени обязателен! Максимально старайтесь уложиться в 18 минут на каждый из Passages. Ищите собственные пути экономии времени. Подсчитывайте общее количество правильных ответов, чтобы спрогнозировать, на какую оценку вы уже подготовлены.

**Как выполнять задания?** Итак, перед вами лежит брошюра с тестом для чтения. В руках – простой карандаш. Процедура сводится к следующему:

**1. Изучите заголовок, подзаголовки и все имеющиеся иллюстрации (картинки или графики).** Этим самым вы попытаетесь предположить, о чем вам предстоит читать – это поможет вам настроиться на тему, «включить» свою языковую догадку и быстрее найти ответы на вопросы.

**2. ЗАПОМНИТЕ: не стоит читать текст, пока вы не узнали, что в нем нужно будет найти.** Даже если текст дается в начале, а вопросы к нему написаны после. Хотите верить, хотите нет, но у вас не будет времени на экзамене читать текст просто так, для ознакомления, т.е. не зная, что нужно в нем найти.

**3. Внимательно прочитайте первое задание.** В большинстве случаев не следует изучать все вопросы этого блока сразу (если это не *match the headings to paragraphs*). Карандашом отметьте самое основное в первом вопросе. Так вы сфокусируете ваше внимание на том, что конкретно предстоит найти. Теперь обратитесь к тексту и найдите ответ. Только затем прочитайте второй вопрос, опять отметьте самое важное и обратитесь к тексту и т.д. Обычно вопросы идут последовательно, т.е. первый вопрос имеет отношение к началу текста, второй – дальше по тексту и т.п.

Например:

Задание *Do the following statement agree with the information given in the passage?*  
Write **True** if the statement agrees with the information

**False** if the statement contradicts the information  
**Not given** if there is no information on this.

Шаг 1. Внимательно читаем вопрос.

1. The office is opened on Saturdays in February but closes slightly earlier than on weekdays.

Шаг 2. Отмечаем самое важное.

1. The office is opened on **Saturdays** in **February** but closes slightly **earlier** than on **weekdays**.

Шаг 3. Читаем текст и ищем ответ.

**31<sup>st</sup> March to 20<sup>th</sup> October**

*Monday, Tuesday, Wednesday, Friday 9.00 a.m. to 5.00 p.m.  
and Thursday 9.30 a.m. to 5.00 p.m.*

*Saturday closed*

*Sunday closed*

**21<sup>st</sup> October to 30<sup>th</sup> March**

*Monday, Tuesday, Wednesday, Friday 9 a.m. to 5.00 p.m.  
and Thursday 9.30 a.m. to 5.00 p.m.*

***Saturday 9.30 a.m. to 4.30 p.m.***

*Sunday closed.*

Шаг 4. Напротив вопроса в брошюре пишем ответ **TRUE** (или **T**)

Шаг 5. Читаем следующий вопрос и отмечаем самое важное.

2. On receipt of your deposit, Wessex Cottages will **confirm your booking by telephone**.

Шаг 6. Ищем ответ в тексте.

*... When we receive your booking form and deposit, your reservation will be confirmed – we will send you a Booking Confirmation, together with advice on how to reach your holiday cottage and the telephone number of a local contact...*

Шаг 7. Записываем ответ **False** (или **F**) напротив вопроса (поскольку ясно, что подтверждение будет *отправлено*).



**СОВЕТ:** Не стоит писать ответы сразу в бланк ответов. Лучше выполните Passage целиком, записывая ответы прямо в брошюре, напротив вопросов, причем для экономии времени используйте сокращения. Только потом ответы всего блока перенесите в бланк ответов – вот здесь лучше без сокращения. Так вы сэкономите время. Мой горький опыт может пригодиться вам. Сдавая экзамен в первый раз, я записывала ответы сразу в бланк. К несчастью, где-то на 30-м ответе я поняла, что случайно перепутала строчки. Восстановить ответы в правильном порядке было невозможно – они ведь не были записаны в брошюре! Пришлось практически полтеста переделывать заново. Да и постоянно переключаться из теста на бланк ответов занимает больше времени.

**4. Если вы не можете найти ответ, не теряйте времени, переходите к другому вопросу.** Но не забудьте против вопроса поставить '?'. Останется время – вы можете вернуться к этому вопросу еще раз. Если же не останется – просто впишите ответ наугад. Неправильные ответы не снижают оценки, а если вы угадаете, это может прибавить вам баллов. Не тратьте слишком много времени на поиск одного ответа. Многие получают плохие баллы за чтение только потому, что они 'застряли' на одном или двух вопросах и не успели охватить все задания! Ваша задача – дать как можно больше ответов. Некоторые из заданий будут трудными, некоторые – легкими, так что что-то вы сделаете быстро и сэкономите время, а на чем-то придется 'попотеть' (но не парьтесь долго!). Время на чтение – 50–55 минут, нужно ответить на 40 вопросов, значит, на вопрос в среднем отводится 1–1,5 минуты.

При использовании просмотрового чтения очень вероятно, что большая часть текста будет вами не понята или даже не прочитана. Это нормально, просто эти отрывки не важны по заданиям. Вы потом сами удивитесь, что часто даже не будете помнить, о чем был текст. Ваша задача – найти максимально возможное количество ответов на заданные вопросы, что весьма отличается от обычного чтения для удовольствия. Да и незнакомые слова нередко не мешают правильному выполнению заданий. Вот только когда перевод их крайне необходим для выполнения задания – обращайтесь к словарю.

**5. Задание 'Write no more than three words'...** Обычно вас просят дать очень краткие ответы на конкретные вопросы. Сложность вызывает сокращение ответа до этого размера. Помните, что предлоги и артикли в это количество не входят.

**6. Задание 'True, False, Not Given'.** Этот тип заданий практически не используется в русской школе обучения английскому. А напрасно. В тесте IELTS иногда бывает до 20(!) вопросов этого типа. Тестеры проверяют, насколько вы понимаете, что имел в виду автор текста, и насколько точно вы умеете выискивать то, чего нет.

'True' – это когда в задании дается утверждение, которое будет иметь *один и тот же смысл*, но выражено в тексте другими словами, т.е. перефразировано.

Если вы пишете 'False', значит, вы говорите, что информация, данная в задании, *противоположна* той, что представлена в тексте.

Если вы пишете 'Not Given', значит, вы *ничего* не можете найти по поводу указанного в задании, как бы упорно вы ни искали.



СОВЕТ: В большинстве учебников это задание дается как True/False/Not Given, и я настолько привыкла записывать True, False, Not Given, что пару раз во время занятий и один раз на экзамене (!) стала уже записывать T, F, N/G, хотя задание было несколько видоизменено – Yes, No, Not Given. Если бы я вовремя не спохватилась и сдала свой бланк ответов с T, F, NG, они бы все оказались неправильными.

**7. Задание 'Matching headings to paragraphs'.** Это еще одна вражеская попытка запутать русского. Вот где будет икаться нашим учителям английского за то, что не использовали такие задания на уроках, а, следовательно, не сформировали у нас нужных навыков. Ничего не поделаешь, придется наверстывать упущенное и научиться сворачивать информацию до одной строчки.

Во-первых, внимательно изучите весь список заголовков. Отметьте своим карандашом в задании 'фишку' каждого. Например,

*Choose the correct heading for each section from the list of heading below.*

**LIST OF HEADINGS**

- i Bee behaviour is **a mystery**
- ii Communicating **direction** when **outside** a hive
- iii **How** bees **carry food** on their bodies
- iv **Von Frisch discovers** that bees communicate
- v How bees communicate **direction** when **inside** the hive
- vi The special **position** of bee **language**



Теперь прочитайте первый абзац и определите, что из выделенного вами больше всего описывается там. Выберите подзаголовок. Напишите номер подзаголовка против буквы абзаца. Теперь прочитайте второй абзац – и определите подзаголовок и т.д.



**СОВЕТ:** Нередко один из подзаголовков списка и какой-нибудь из абзацев уже отвечен в качестве примера. Поскольку я не отличаюсь особенной внимательностью, моя типичная ошибка – искать подзаголовок ко всем из указанных абзацев. Потом, правда я, поумнела и стала их сразу вычеркивать из списка. Так я сэкономила время.

Дальше в пособии будут предложены и объяснены некоторые другие виды заданий, но эти три, указанных выше, вызывают наибольшие трудности у русского тестируемого. Так что старайтесь выполнить таких заданий как можно больше.

## РАЗМИНКА

Предлагаем вам в качестве разминки (warming-up) выполнить этот небольшой тест<sup>1</sup>.

### Natural History Museum

The Museum of Natural History is one of the most interesting museums at the University of Kansas. It is located on Jayhawk Blvd, in Dyche Hall, named after Lewis Lindsay Dyche (1857-1915). The museum opened in 1903, added a north wing sixty years later, and was placed on the National Register of Historic Places in 1973. The museum's first exhibit was L.L. Dyche's collection of stuffed animals, shown ten years earlier at the Colombian Exposition. Today, the museum has over 130 exhibits on four floors.

The first thing visitors see from the museum's main entrance on the fourth floor is a very large display called a panorama. This exhibit of North American plants and animals was L.L. Dyche's collection. On the same floor there is a museum gift shop and an information desk where visitors can give a donation of \$2 for adults and \$1 for children. Down one floor is a large collection of fossils found in the Kansas area. In one display with a special ultraviolet light, visitors can see fluorescent (or glowing) minerals inside rocks and a mastodon tooth. On the fifth floor, visitors can learn about North American Indians. Going up one more floor, visitors can see a working beehive, live snakes, stuffed fish and birds, and many other displays of Kansas plants and animals.

Add	добавить	exhibit	экспонат, выставка	puzzle	головоломка
beehive	улей	fossils	ископаемые	refer (to)	относиться, иметь отношение (к)
compare	сравнить	gift	подарок	rock	камень, скала
contents	содержимое; содержание	glow	сверкать	stuff	1. фаршировать; набивать внутренность; 2. всякая всячина
convince	убедить	item	пункт; предмет	stuffed animals	чучела животных
donation	пожертвование денег	main	главный, основной		
encourage	побудить; вдохновить	named after	назван в честь		
entrance	вход	plant	1. растение; 2. завод		

### Questions

1. *What was the first exhibit in the museum?*
  - a. the Colombian Exposition
  - b. a collection of stuffed animals
  - c. L.L. Dyche
  - d. a fossil exhibit
2. *What year did the Natural History Museum open to the public?*
  - a. 1857
  - b. 1903
  - c. 1915
  - d. 1973
3. *What did L.L. Dyche take to the Colombian Exposition?*
  - a. the museum
  - b. his collection of stuffed animals
  - c. the National Register of Historic Places
  - d. 130 exhibits
4. *What year did the Natural History Museum build a north wing?*
  - a. 1903
  - b. 1943
  - c. 1963
  - d. 1973
5. *On what floor could you buy a postcard of the museum?*
  - a. first
  - b. second
  - c. third
  - d. fourth

<sup>1</sup> Здесь и далее в пособии после текстов для чтения дается список слов в алфавитном порядке. Может быть, имеет смысл ознакомиться с ними до начала чтения и записать новые слова в тетрадь?

6. Which of these can visitors see on the sixth floor?

- a. native American items
- b. games, puzzles, and other items
- c. snakes
- d. a mastodon tooth

7. Where can visitors see live bees?

- a. the third floor
- b. the fourth floor
- c. the fifth floor
- d. the sixth floor

8. Which floor is the main museum floor?

- a. the first floor
- b. the second floor
- c. the third floor
- d. the fourth floor

9. Visitors can view exhibits on \_\_\_\_\_ floors.

- a. three
- b. four
- c. five
- d. six

10. What does "It" refer to? (first paragraph, second sentence)

- a. the Museum of Natural History
- b. the University of Kansas
- c. Jayhawk Blvd.
- d. Dyche Hall

11. What does "This exhibit" refer to? (second paragraph, second sentence)

- a. the Museum of Natural History
- b. the main entrance
- c. the panorama
- d. a large collection of fossils

12. How long would it take visitors to see all of the exhibits if they looked at each of them for about a minute?

- a. an hour
- b. a little over two hours
- c. a little over three hours
- d. a little over three and a half hours

13. Why did the author write this passage?

- a. to interest students in the museum
- b. to criticize the exhibits in the museum
- c. to compare the Natural History Museum with other museums
- d. to encourage the reader to buy a ticket to the museum

14. What is the purpose of the second paragraph?

- a. to describe the contents of the museum
- b. to contrast the contents of the museum
- c. to convince the reader that the museum contents are wonderful
- d. to tell about the museum contents in the order they were added to the museum

15. What is the meaning of "Blvd."? (first paragraph, second sentence)

- a. building
- b. street
- c. museum
- d. university

16. What is the meaning of "panorama"? (second paragraph, first sentence)

- a. an entrance
- b. a floor
- c. a display
- d. a plant

17. What is the meaning of "a donation"?

- a. a chair
- b. a box
- c. a gift
- d. a comment

18. What is the meaning of "fluorescent"?

- a. large
- b. special
- c. ultraviolet
- d. glowing

19. What is a "mastodon"?

- a. a type of plant
- b. a type of animal
- c. a type of mineral
- d. a type of light

## ПРИМЕРЫ ИЗ READING PASSAGE 1

### INFORMATIONAL TEXTS ON EVERYDAY SITUATIONS

Exercise 1. Read the following newspaper advertisements and answer the questions below each one. Choose which of the alternatives A, B, C or D is the correct answer

1.

*Near beach!  
Mod 2-b.r. unfurnished flat  
on third floor  
overlooking beach.  
Close shops/bus. \$195 p.w.  
Tel 456345 before 11 a.m.*

This advertisement is for A. a house C. a school  
B. furniture D. an apartment

2.

*Casual kitchen hand required  
for busy hotel restaurant. Mornings only.  
Friendly atmosphere. No experience necessary.  
Tel 7999560*

This advertisement is for A. a hotel C. a training course  
B. a job D. a new kitchen

3.

#### COMMUNICATION SKILLS.

Do you want to improve the way  
you communicate and relate to other people?  
Mondays 7-9 p.m. for six weeks. Cost: \$75

This advertisement is for A. a book C. a film  
B. a video cassette D. a course

Advertise	рекламировать	classified	рекламные объявления в газете	p.w. = per week	
Advertisement	реклама	close (to)	близко	relate	иметь отношение
advert	рекламное объявление	experience	опыт	require	требовать, нуждаться
ad	рекламное объявление	hand	помощник, подсобный рабочий		
b.r. = bedroom		improve	улучшить, совершенствовать		

Exercise 2. Look at the twelve advertisements for local businesses L – A. Which business should be contacted in each of the following situations?

1. I have had an accident in my car. One of the rear lights is broken. I need to have it replaced.
2. I am helping to organize a wedding. The party will be at the bride's family house but we are looking for someone to provide the food.
3. I have just found a house that I want to buy and I need a lawyer to help me with all the paperwork.
4. I have just returned from a holiday in Thailand where I bought a Thai recipe book. I want to use the recipes in my restaurant, but I need someone to help me understand them.
5. I have just got a new job. I need to find somewhere to live locally.
6. Some friends are coming to visit me for the weekend, but my house is too small to put them all up. I want to find somewhere for them to stay.

7. I work in a local firm of solicitors. It is nearly the end of the tax year and I am trying to find someone to help us organize our finances.

A	<p><b>STEADMAN &amp; CO</b>  <b>CHARTERED ACCOUNTANTS</b>          All professional services including Auditing, Accountancy and Taxation from small businesses to large corporations  <i>Personal attention given at all times.</i>          12, Church Street, Ely          Telephone: (01353) 562547/561331</p>	<p><b>St Paul's Garage (Ely)</b>  <b>Full Mechanical and Body Repair Service</b>          Insurance Company Approved          Resprays and Restorations          Breakdown service  <b>6, River Lane, Ely, Cambs CB6 4BU</b>  <b>Telephone: Ely 55 22 47</b></p>	B
C	<p><b>Accident Victim?</b>          Injured in an accident? Was someone else at fault? Find out free from a specialist solicitor if you can claim compensation.          Call:  <b>Freephone 0800 8760831</b> (24 hours)          National Accident Helpline</p>	<p><b>MELROSE BUFFET CATERING</b>  <b>Professional caterers with 15 years' experience</b>          BEFORE YOU BOOK A FUNCTION          LET US GIVE YOU A QUOTE.          WE WILL SUPPLY THE BEST          WITHIN YOUR STATED BUDGET,          WE CATER FOR SMALL OR LARGE FUNCTIONS,          IN YOUR HOME, OFFICE, GARDEN,          TOWN HALL, CHURCH HALL,          IN FACT ANYWHERE YOU WISH  <b>"YOU SUPPLY THE VENUE,          WE WILL SUPPLY THE MENU"</b>  <b>- A MENU TO SUIT YOUR BUDGET.</b>  <b>Phone 01223 640 789</b></p>	D
E	<p><b>L M Limo Hire</b>  <b>Private Hire Cars for Weddings          and special Occasions, etc.</b>  <b>John &amp; Sue Bishop</b>          The White House, 12A Fair Street          Ely CB6 1AE          Telephone 01353667184</p>	<p><b>AIR TICKETS EXPRESS</b>          Your hotline to the world.          If you are serious          about booking a flight anywhere in the world          and a reliable service is as important          as a cheap price...  <b>CALL US NOW</b>  <b>0990 32 03 21</b></p>	F
G	<p><b>Barton Hill &amp; Knight</b>          ESTATE AND PROPERTY AGENTS,          CHARTERED SURVEYORS,          COMMERCIAL PROPERTY,          HOUSEHOLD CONTENTS AND          FINE ART SALES.          AN INDEPENDENT PROPERTY SERVICE,          PROVIDING EXPERT KNOWLEDGE          BURY ST EDMUNDS          01284 800717</p>	<p><b>PASCAL' S</b>          French Restaurant / Brasserie          Fully licensed          A glass of wine goes a treat with a freshly prepared meal,          served in relaxing surroundings  <b>Open:</b>  <b>Lunch</b> Brassier Style - Wednesday to Sunday  <b>Dinner</b> Fixed Price 3 Course Table d'hote - Wednesday to Saturday  <b>This is a non-smoking restaurant</b>  <b>2, fen Road, Littleport, Cambridgeshire 01353565011</b></p>	H
I	<p><b>GLOBAL TRAVEL</b>          FOREIGN EXCHANGE SERVICES          Available 6 days a week          BEST RATES GUARANTEED          LOWEST COMMISSIONS CHARTERED          14 March Road, Ely, Cambs</p>	<p><b>THE PARKLANDS</b>  <ul style="list-style-type: none"> <li>ENSURE FACILITIES WITH GOOD-SIZED FAMILY ROOMS ALL WITH: COLOUR TV, TEA/COFFEE-MAKING FACILITIES.</li> <li>LICENSED RESTAURANT &amp; BAR</li> <li>CONFERENCE ROOM AVAILABLE FOR MEETINGS, WEDDINGS, PARTIES &amp; ALL OTHER SPECIAL OCCASIONS</li> </ul> <b>Tel: (01440) 862581</b></p>	J
K	<p><i>Baker, Steward &amp; Young</i>          Solicitors          Offer a wide range of legal service          2 High Street Ely, Cambridgeshire CB7 4JY          Tel: (01353) 552918</p>	<p><b>FINELINE TRANSLATIONS LTD</b>          LEADING LANGUAGE EXPERTS SINCE 1984  <b>TRANSLATION &amp; ENTERPRITING</b>  <b>OVER 3,000 PROFESSIONAL TRANSLATORS</b>          Translation Desktop publishing          Interpreting Localisation          Editorial Services Media Analysis          Voice-overs</p>	L

Accident	несчастный случай	ensure	обеспечивать	rate	расценка, тариф
accountancy	бухгалтер	estate	недвижимость	rear	задний; тыл
accountant	бухгалтер	fault	вина	recipe	рецепт блюда
approve	получить одобрение	injure	повредить, получить травму	repair	ремонт
available	имеющийся в наличии	insurance	страхование	replace	заменить
body	тело; корпус	facilities	средства; приспособленные помещения	(re)spray по-краска	(заново)
breakdown	поломка	hire	нанимать; брать в аренду	solicitor	юрисконсульт
bride	невеста	interpret	толковать; переводить	taxation	налогообложение
call	звонить; звать	lawyer	юрист	treat	угощение; угощать
charter	нанимать, фрахтовать	license	лицензия	a wide range of	широкий диапазон
claim	требовать, претендовать	media	средства информации	wedding	свадьба
desktop	стационарный компьютер	property	собственность		
editorial	редакторский	provide	предоставлять		

**Exercise 3. Read the information on the following driver's license and answer the questions**

<b>DRIVER'S LICENCE NO: 3011FA</b>		
Liliana Newtown	3474 Aranda 8 Young St	License expires 07 JULY 1998
<p>Change of address must be notified within 7 days by telephoning 5664000.  <b>THIS LICENSE MAY BE CANCELLED FOR FAILURE TO COMPLY STRICTLY WITH THE TRAFFIC LAWS.</b>          Unless previously suspended or cancelled, this license must be renewed on or before the date of expiry.          If this card is found please hand it in at any Motor Registry.</p>		

1. When will the license expire? \_\_\_\_\_
2. What must Liliana do if she changes her address? \_\_\_\_\_
3. What might happen if Liliana does not obey the traffic laws? \_\_\_\_\_
4. If you find Liliana's license, what should you do? \_\_\_\_\_

cancel	аннулировать	failure	неудача	traffic laws	правила дорожного движения
comply with	соблюдать, соответствовать	hand in	передать	unless	в случае, если не...
driver license	водительские права	notify	извещать	strictly	строго
expire	истекать (о сроке)	obey	подчиняться, слушаться	suspend	изъять (права) на время
expiry	истечение срока	renew	заменить на новый		

**Exercise 4. Read the following notice in a residential college and then answer the questions following**

<b>MORETON COLLEGE, DURHAM, ENGLAND</b>	
<p>Welcome to Moreton College!</p> <p><i>After you settle in, we would like to orient you to the facilities (and regulations!) of our college.</i></p> <p><i>Orientation sessions will be held as follows. Please ensure that you attend on time.</i></p>	
First-year students:	6.00 p.m. in the Bay Room
Second-year students:	7.00 p.m. in the Reid Room
<p><i>Please note that there is a special orientation session for foreign students.</i></p> <p><i>All foreign students (whether first-year or second-year) should go to the Reid Room at 8:30 p.m.</i></p>	

1. You are a foreign first-year student. Which room should you go to? \_\_\_\_\_
2. You are an English second-year student. What time is your orientation session? \_\_\_\_\_
3. You are a foreign second-year student. What time is your orientation session? \_\_\_\_\_

attend	посетить	note	обратить внимание	session	соборание
foreign	иностраннный	settle in	обустроитьсья		

**Exercise 5. Below there is a page from the local telephone directory giving information about various services. Read the following situations and decide which number you should telephone**

INSTANT CALL GUIDE	
<b>Directory Assistance</b>	
For unknown, new and altered numbers	
Local .....	019
International .....	055
<b>Faults and Service Difficulties</b>	
Local .....	088
International .....	044
Business Customer Faults .....	008
<b>Operator Connected Calls</b>	
From a private phone .....	076
From a payphone .....	042
Charge enquiries .....	066
<b>International Telegrams .....</b>	<b>093</b>
<b>Wake up / reminder calls .....</b>	<b>012</b>
<b>Telephone bill enquiries .....</b>	<b>17489</b>

1. You want to send an international telegram. \_\_\_\_\_
2. You are trying to call locally but the telephone is not working properly. \_\_\_\_\_
3. You want to know how much it will cost to telephone your home country. \_\_\_\_\_
4. You have to telephone your local kindergarten but you do not know the number. \_\_\_\_\_
5. Your international phone call was cut off while you were speaking. \_\_\_\_\_

altered	измененный	difficulty	трудность	properly	должным образом, как надо
bill	счет к оплате	directory	телефонный справочник	reminder	напоминание
charge	расценка, тариф	enquiry	справка	wake-up	звонок, чтобы разбудить утром
cut off	рассоединить	fault	дефект; вина; сброс		
decide	решить	kindergarten	детсад		



**СОВЕТ:** Не спешите переходить к следующей части пособия. Найдите дополнительные тексты-объявления разнообразной тематики и пару дней интенсивно почитайте их. Хотите высокую оценку – возьмите 15–20 первых частей Section 1 из тестов по IELTS General Module.

**Exercise 6. Read the text below. Answer the questions that follow by choosing the appropriate letters A–D**

## **CLASSIC TOURS – COACH BREAK INFORMATION**

### **Luggage**

We ask you to keep luggage down to one medium-sized suitcase per person, but a small holdall can also be taken on board the coach.

### **Seat Allocation**

Requests for particular seats can be made on most coach breaks when booking, but since allocations are made on a first come first served basis, early booking is advisable. When bookings are made with us, you will be offered the best seats that are available on the coach at that time.

### **Travel Documents**

When you have paid your deposit, we will send to you all the necessary documents and labels, so that you receive them in good time before the coach break departure date. Certain documents, for example air or boat tickets, may have to be retained and your driver or courier will then issue them to you at the relevant point.

### **Special Diets**

If you require a special diet, you must inform us at the time of booking with a copy of the diet. This will be notified to the hotel or hotels on your coach break, but on certain coach breaks the hotels used are tourist class and whilst offering value for money within the price range, they may not have the full facilities to cope with special diets. Any extra costs incurred must be paid to the hotel by yourself before departure from the hotel.

### **Accommodation**

Many of our coach breaks now include, within the price, accommodation with private facilities, and this will be indicated on the coach break page. Other coach breaks have a limited number of rooms with private facilities, which, subject to availability, can be reserved and guaranteed at the time of booking - the supplementary charge shown in the price panel will be added to your account. On any coach break there are only a limited number of single rooms. When a single room is available, it may be subject to a supplementary charge and this will be shown on the brochure page.

### **Entertainment**

Some of our hotels arrange additional entertainment, which could include music, dancing, film shows, etc. The nature and frequency of the entertainment presented is at the discretion of the hotel and therefore not guaranteed and could be withdrawn if there is a lack of demand or insufficient numbers in the hotel.

1. If you want to sit at the front of the coach
  - A ask when you get on the coach.
  - B arrive early on the departure date.
  - C book your seat well in advance.
  - D avoid travelling at peak times.
2. Your air tickets
  - A will be sent to your departure point.
  - B must be collected before leaving.
  - C will be enclosed with other documents.
  - D may be held by your coach driver.
3. If you need a special diet you should
  - A inform the hotel when you arrive.
  - B pay extra with the booking.
  - C tell the coach company.
  - D book tourist class.
4. It may be necessary to pay extra for
  - A a bathroom.
  - B boat tickets.
  - C additional luggage.
  - D entertainment.
5. Entertainment is available
  - A at all hotels.
  - B if there is the demand.
  - C upon request.
  - D for an additional cost.



6. With every booking Classic Tours guarantee you will be able to

- A request high quality meals.                      B take hand luggage on the coach.  
 C use your own personal bathroom.                D see a film if you want to.

Add	добавить	at the discretion of	на усмотрение	private facilities	туалетная комната в номере
advisable	рекомендован	entertainment	развлечение	retain	удерживать, сохранять
allocation	местоположение	frequency	частота	therefore	поэтому
arrange	организовать	holdall	«авоська»; небольшая сумка	subject to	подвергаться
board	борт	indicate	указывать	subject to availability	при наличии
break	непродолжительная поездка	in good time	заблаговременно	suitcase	чемодан
coach	мягкий автобус	(in)sufficient	(не)достаточный	supplementary	дополнительный
cope with	справиться с	issue	выдать	value for money	хорошее качество за умеренную цену
cost incurred	понесенные затраты	label	ярлык		
demand	спрос	lack	недостаточное количество	whilst	в то время как; поскольку
departure	отъезд, отправление	luggage	багаж		
diet	диета	notify	известить	withdraw	снять
deposit	предоплата	point	точка, место		

**Exercise 7. Read the information below and answer questions 1–7 that follow**

**Booking a Wessex Cottage Holiday**

***How to book your holiday***

When you have looked through your brochure and have chosen two or three alternative cottages you would like to stay in, please phone our Holiday Booking Office.

***The number is: 01225 892299***

***31<sup>st</sup> March to 20<sup>th</sup> October***

Monday, Tuesday, Wednesday, Friday 9.00 a.m. to 5.00 p.m. and Thursday 9.30 a.m. to 5.00 p.m.

Saturday Closed

Sunday Closed.

***21<sup>st</sup> October to 30<sup>th</sup> March***

Monday, Tuesday, Wednesday, Friday 9.00 a.m. to 5.00 p.m. and Thursday 9.30 a.m. to 5.00 p.m.

Saturday 9.30 a.m. to 4.30 p.m.

Sunday Closed

We will check the availability of your choices and our reservation staff will help you make your decision. Should none of your choices be available, we will do our best to suggest suitable alternatives.

When a provisional reservation has been made, it will be held for 7 days. We will give you a holiday reference number and ask you to complete the holiday booking form and return it, with a deposit of ONE THIRD of the cottage rental to:

WESSEX COTTAGES HOLIDAY BOOKING OFFICE  
 PO BOX 675 MELKSHAM  
 WILTSHIRE SN 2 8SX

Deposit payments can be made by credit card at the time of booking or by cheque made payable to: Wessex Cottage Ltd.

**IF WE HAVE NOT RECEIVED YOUR COMPLETED AND SIGNED BOOKING FORM WITH DEPOSIT WITHIN 7 DAYS, WE REGRET THAT YOUR RESERVATION WILL BE CANCELLED.**

When we receive your booking form and deposit, your reservation will be confirmed – we will send you a Booking Confirmation, together with advice on how to reach your holiday cottage and the telephone number of a local contact should you require further details on the cottage before leaving home. Attached to the Booking Confirmation will be a note showing the balance due on your holiday and the date by which it is payable. Outstanding balances on bookings made in the UK must be settled within 10 weeks of sending the deposit.

***ARRIVAL***

Please do not arrive at your holiday cottage before 3.30 p.m. or later than 7.00 p.m.

***DEPARTURE***

On the morning of departure, please leave your holiday property by 10 a.m. to allow caretakers sufficient time to prepare the property for the next visitor. We ask that you please leave the property as you found it. Please do not move the furniture as this can cause damage both to the furniture and to the property.

### OVERSEAS BOOKINGS

We are delighted to take bookings from overseas visitors either by telephone or fax + 44 (0) 1225 890227. All payments should be made by credit card or by cheque in Pounds Sterling. Please note that provisional bookings from overseas visitors will be held for 14 days. If the completed and signed booking form with the deposit is not received within that time, the reservation will be cancelled.

### LAST-MINUTE BOOKINGS

If you wish to make a last-minute booking, please telephone the Holiday Booking Office to check availability. If your reservation is made within 10 weeks of the holiday start date, full payment is due on booking.

### ELECTRICITY

In most Wessex Cottage properties electricity must be paid for in addition to the holiday price. You may be

asked to take a meter reading at the conclusion of your holiday, or an additional fixed charge for electricity may be made. Alternatively, there may be a coin meter, in which case you will be advised when you are making your booking. In some cottages, electricity is included in the rental and in very few there is no electricity.

### LINEN

In most Wessex Cottage properties you have the choice either of hiring linen, at a cost of 6.00 pounds per person per week, or of bringing your own. In some cottages linen is included and in a very few it is not available at all. If you choose to hire linen, it will include bed linen (i.e. sheets and/or duvet covers and pillow cases), bath and hand towels and tea cloth, but will not include towels for swimming or beach use. Linen is not available for cats.

If you have any queries, do ask the Holiday Booking Office.

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### Do the following statements agree with the information given in the passage? Write:

<b>TRUE</b>	if the statement agrees with the information
<b>FALSE</b>	if the statement contradicts with the information
<b>NOT GIVEN</b>	if there is no information on this

1. The Office is open on Saturdays in February but closes slightly earlier than on weekdays.
2. On receipt of your deposit, Wessex Cottages will confirm your booking by telephone.
3. For UK bookings, any outstanding balance must be paid within ten weeks of sending the deposit.
4. Between the departure of one visitor and the arrival of the next, the properties are visited and made ready.
5. The cost is lower if you take a last-minute booking.
6. Electricity is included in the rental of the majority of Wessex Cottages properties.
7. Beach towels are available for hire.

Addition	дополнение	confirm	подтвердить	pillow case	наволочка
advice	совет	cottage	коттедж	pounds sterling	фунты стерлингов
attached	прилагаемый	delighted	рад	property	собственность, имущество
availability	наличие	do one's best	постараться	provisional	временный
balance	остаток	due	причитающийся, обязательный к исполнению	queries	вопросы
outstanding balance	неоплаченный остаток	hire	арендовать, взять на прокат; нанять	reach	добраться, достигнуть
settle a balance	оплатить недос- тающую сумму	linen	постельное белье	receive	получать
book	заказать, заброни- ровать	look through	просмотреть	reference number	номер регистрации
cancel	аннулировать	made payable to smb	для оплаты кому-л.	regret	сожалеть
cause damage	повредить, нанести ущерб	make decision	принять решение	rental	арендная плата
charge	выставленный счет	meter	счетчик	sheet	простыня
choice	выбор	none	никакой, никто, ничто	staff	штат, персонал
complete	заполнить	note	записка, примечание	suitable	подходящий
conclusion	заклучение	pillow	подушка	suggest	предложить
				towel	полотенце
				within	в пределах

**Exercise 8. Read the text and answer the questions that follow by choosing the appropriate letter A–D**

**HEART ATTACK**

**A heart attack is caused by a reduction in the blood supply to the heart muscles. This is not commonly caused by a blood clot obstructing an artery in the heart. Heart attacks can be mild or severe. If you suspect that someone has had a heart attack call for medical help immediately.**

**Signs of a heart attack**

- **Sudden onset of pain in the center of the chest. The pain will be vice-like, crushing. It could be confused with very severe indigestion. It may spread upwards and outwards to the throat, jaw and arms.**
- **Shortness of breath.**
- **The pulse rate may become faster or weak and irregular.**
- **The casualty will become pale and sweaty and show signs of shock.**

**Action to take**

**Call an ambulance. Check the heartbeat and breathing. If it has stopped, then commence external chest compression and mouth-to-mouth ventilation immediately.**

**If the casualty is conscious, move gently and as little as possible into a comfortable position. A semi-recumbent position is the best. It is easiest for the casualty to breathe in this position and takes some of the strain off the heart.**

**Loosen any clothing around the neck and reassure that help is on its way. Monitor heart rate and breathing regularly until help arrives. If the person becomes unconscious move to the recovery position. Preventing a heart attack**

**Stop smoking. Smoking is the major cause of heart disease. It damages the arteries and the circulation of blood. Stop immediately.**

**Take regular exercises. Steady and regular exercise is very beneficial. Walking is good form of exercise. Check your blood pressure. High blood pressure can cause a heart attack. Ask your doctor to check your blood pressure.**

**Eat a sensible diet. Cut down on the amount of fatty foods that you eat. Cut fat off meat. Keep your weight down. If you are overweight, this puts an extra strain on the heart. Shed those excess pounds now!**

**Avoid unnecessary stress. Do not push yourself to unrealistic targets. Be sensitive about the amount of work you do each day.**

1. What causes a heart attack?  
A too much blood getting to the heart muscle  
B not enough blood getting to the heart muscle  
C an artery in the heart  
D an obstructed heart muscle
2. Which of the following is *not* a sign of a heart attack?  
A pain in the center of the chest  
B indigestion  
C breathing difficulties  
D fast or weak and irregular pulse rate

**Exercise 9. Complete the sentences below with words taken from the reading passage. Use NO MORE THAN THREE WORDS for each answer**

3. If you think someone has had a heart attack, try to get \_\_\_\_\_
4. After calling an ambulance, check the casualty's \_\_\_\_\_

**Exercise 10. Do the statement below agree with the information in the Reading passage? Write**

- |                  |  |
|------------------|--|
| <b>True</b>      | if the statement is true                       |
| <b>False</b>     | if the statement is false                      |
| <b>Not given</b> | if the information is not given in the passage |

5. External chest compression and mouth-to-mouth ventilation should only be given by someone with medical training.
6. Avoid moving the casualty more than necessary.
7. Sitting in a semi-recumbent position strains the heart.
8. Loosening clothing around the neck reduces the casualty's blood pressure.

Avoid	избегать	exercise	физическая за- рядка	push	толкать
ambulance	скорая помощь	external chest compression	искусственное дыхание	target	цель
beneficial	полезный	fast	быстрый	throat	горло
blood	кровь	fat	жир	upward	вверх
blood pressure	давление	fatty	жирный	severe	жестокый
breath	дыхание	gently	деликатно	sign	признак
breathe	дышать	heart	сердце	spread	распространяться, заражать
call for	позвонить	heart attach	сердечный при- ступ	sudden	неожиданный
casualty	пострадавший	immediately	сразу же, без промедления	semi-recumbent	полусидя
caused by	вызван, быть при- чиной	indigestion	несварение же- лудка	sensible	разумный
chest	грудная клетка	jaw	челюсть	shed	сбрасывать
clot	сгусток	loosen	ослабить, рас- стегнуть	strain	напряжение
commence	начать	major	главный, основ- ной	supply	снабжение
commonly	распространенный	mild	мягкий	suspect	подозревать
conscious	в сознании	neck	шея	sweaty	потный
confuse	перепутать	pain	боль	vice-like	как тиски
damage	наносить вред	pale	бледный	weak	слабый
disease	болезнь	preventing	профилактика	weigh	весить, взвеси- вать
excess	избыточный	pulse rate	частота пульса	weight	вес

### Exercise 11. Read the text and answer the following questions

#### USING YOUR SCORPIO COOKER: USEFUL HINTS

Follow these useful hints to obtain the best results when using your new SCORPIO cooker.

**Choice of burner** Use large burner to bring liquids to the boil quickly, brown meat and generally for all food that is cooked rapidly. Use small burners for stewed dishes and sauces.

To conserve gas, place the pan centrally over the burner and adjust the flame so that it does not extend past the edges of the pan.

Do not boil food too rapidly. A strong boil does not cook any faster but violently shakes up the food, which may then lose its taste.

**Utensils** All normally available utensils (aluminium, stainless steel, cast iron, ceramic, etc.) may be used on your new gas cooker, but ensure that they are steady, in order to avoid dangerous spill-over of hot liquids.

**Caution: Large Utensils** When a cooker is installed close to a worktop, ensure that whenever large utensils are used, they are placed so that they do not overhang the side of the hotplate, as this may cause scorching or charring of the worktop surface.

**Warning: Asbestos Mats** Do not use asbestos mats as they tend to cause a temperature build-up which can damage the enamel.

**Grille** The grill burner has variable settings, the high setting being denoted by 'MAX' and the low setting by 'MIN' on the grille control knob.

Note: The grill door should be left open during grilling.

**Oven** When using recipes that refer to temperatures in degrees Fahrenheit, the conversion scale located on the splashback will provide a ready means of finding the equivalent in degrees Celsius so that the oven control knob can readily be set to the correct temperature. This is the temperature on the second shelf from the bottom. There is a gradual variation in temperature between the bottom and top of the oven. The first, or bottom, shelf position is the coolest and the fourth, or top, shelf position is the hottest. Because of the temperature variation from one shelf position to another, it is possible to cook various dishes, which require different temperatures, at the same time. As a rough guide, the temperature variation from one shelf to the next is about ten degrees Celsius.

Some recipes do not refer directly to temperature but use descriptions such as 'slow', 'moderate', 'hot', etc. When using such recipes, the following chart may be taken as a guide:

<b>OVEN TEMPERATURES</b>	slow: 110C	warm: 130C
	moderate: 150C	moderately hot: 180C
	hot: 220C	very hot: 250C

If preheating is required, allow time for the oven to reach the set temperature.

<b>PREHEATING</b>	3 minutes : 120C
	6 minutes : 180C
	10 minutes : 250C

Note that the oven light (where fitted) is located on the splashback.

**Caution: Polyunsaturated Oil** Do not use polyunsaturated oil in oven cooking as it can cause heavy plastic film-type deposits on the inside of the oven which can be very difficult to remove from normal enamel and glass.

**Storage drawer** (where fitted) The storage drawer situated underneath the oven is designed for the storage of pans and utensils. Do not place plastic utensils or flammable material in this drawer. To remove the drawer, withdraw it to the fully open position. Then lift it clear of the stops. To refit the drawer, locate the nylon drawer slides on the slide tracks. Lift the drawer slightly to clear the stops, then slide it to the fully shut position.

1. If you want to cook food rapidly, which burner should you use?
2. If the flame is too high,  
A. gas is wasted  
B. the pan is placed centrally  
C. the worktop is scorched  
D. it produces deposits
3. A 'moderate' oven is ... a 'warm' oven.  
A. not as hot as  
B. the equivalent of  
C. hotter than  
D. at the same time as
4. How long does it take the oven to become 'very hot'?
5. When grilling food, the grill door  
A. must be kept open  
B. must be set to 'MAX'  
C. must not overhang the side  
D. must be removed
6. Various dishes ... be cooked at the same time in the oven.  
A. must  
B. can  
C. cannot  
D. need to
7. What kind of utensils should not be kept in the storage drawer?
8. Which system of temperature is used on the oven control knob?
9. Cooking utensils may be made of a ranges of materials, but they must be  
A. flammable  
B. preheated  
C. steady  
D. ceramic

adjust	отрегулировать	caution	предостережение	deposit	осадок, отложение
bottom	дно	charring	обугливание	description	описание
bring to the boil	довести до кипения	conserve	сохранить	enamel	эмаль
burner	горелка	cooker	электроплита	ensure	убедитесь

cast iron	чугунное литье	means	средство	stainless	нержавеющий
degree	градус, степень	moderate	умеренный	steady	устойчивый
extend past the edges	выходить за пределы	obtain	получить	stew	тушить
film	пленка	oven	духовка	storage drawer	ящик для хранения
flame	пламя	overhang	свисать	surface	поверхность
flammable	воспламеняющиеся	pan	кастрюля	taste	вкус
heavy	тяжелый	preheating	предварительный разогрев	utensils	посуда
hint	подсказка, намек	rapidly	быстро	variable settings	разные режимы
hotplate	конфорка	remove	удалить	violently	принудительно
install	устанавливать	sauce	соус	warning	осторожно!
liquid	жидкость	scorch	подпаливать	worktop	рабочая поверхность
mat	подставка	spill-over	выплескиваться		

**Exercise 12. *Don't Pay Full Fare* is an article from a local newspaper. Decide whether, according to the article, the following sentences are TRUE, FALSE or THE INFORMATION IS NOT GIVEN**

1. You can buy a standby ticket the day before you travel.
2. University students must be under 26 years of age in order to qualify for a student discount.
3. The Common Interest Group scheme does not apply if there are 11 adults in the group.
4. Only students can qualify for the standby discount.
5. Secondary students can travel only during secondary school vacations.
6. Most secondary students are aged between 15 and 19.
7. There is no 'stay away' minimum for secondary students.

**DON'T PAY FULL FARE**

Are you taking advantage of the discounts available on airfares? If not, then you are unnecessarily paying too much.

Most airlines now have a number of options, which can give the traveller up to 50 per cent discount on the full economy fare on both domestic and international flights.

Students benefit most from the discount systems, with two schemes available. Students between the ages of 15 and 19 who are registered in full-time day courses at secondary institutions can receive 50 per cent discount, while full-time students attending a recognised university or college receive a 25 per cent discount, provided that they are under 26 years of age. In both cases, the air tickets are valid for one year and there is no minimum 'stay away' period. Although not required, students travelling on these tickets are advised to pay early in order to insure against subsequent price increases.

If you are not a student, do not despair. You may qualify for the Common Interest Group system, if you are one of at least ten adults who are 'travelling together for a common purpose on one flight between the same origin / destination'. If you qualify, you will receive a 15 per cent discount on your ticket. Again, the tickets are valid for one year and there is no minimum 'stay away' period. Full payment for the tickets must be made at least 48 hours prior to departure.

Finally, if you can accept the uncertainty, you might consider the so-called 'standby' system. In this scheme, which gives a 20 per cent discount, you purchase your ticket at the airport on the day of travel, assuming of course that there are empty seats on the flight of your choice. With standby tickets there is no minimum and no maximum 'stay away' period.

There are just some of the schemes available to air travellers. Before parting with your hard-earned cash, do check with your local travel agent about your eligibility for the various discounts available. Just remember: 'Don't pay the full fare!'

Accept	согласиться, принять	empty seat	свободное место	qualify	отвечать требованиям
adult	взрослый	fare	плата за проезд	scheme	план-тариф, схема
assume	предполагать	flight	рейс	secondary	среднее (образование)
attend	посещать	hard-earned	с трудом заработанные	subsequent	последующий
at least	по крайней мере, не менее, чем	increase	повышение	stand-by	на листе ожидания
benefit	польза, преимущество	insure	застраховать(ся)	take advantage of	воспользоваться
cash	наличные	part	расстаться	(un)certainty	(не)уверенность
despair	отчаиваться	prior to	до, раньше, чем	unnecessarily	без необходимости
destination	место назначения	provided that	при условии, что	valid	действительный
domestic	внутренний, домашний	purchase	покупать		
eligibility	право на выбор	purpose	цель, назначение		

**Exercise 13. Read the information about CASUAL EMPLOYMENT IN THE HOSPITALITY INDUSTRY given below and answer the following questions. Where you are given a choice of four possible answers (for example Question 4), choose A, B, C or D**

1. What is the minimum period of casual engagement on a public holiday?
2. At what time in the evening do overtime penalty rates begin?
3. Who is responsible for providing clothing such as waistcoats?
4. Casual employees must be given a free meal or a meal allowance if they:
 

A. work after 7.00 a.m.	C. work over five hours a day
B. have had 12 months' service	D. are paid \$5.00
5. On 1 May 1996 meal allowances and laundry allowances will:
 

A. be increased	B. be terminated	C. decrease	D. be paid at the overtime rate
-----------------	------------------	-------------	---------------------------------
6. In casual employment, notice of termination is:
 

A. not possible	B. not necessary	C. provided	D. paid in lieu
-----------------	------------------	-------------	-----------------
7. Which of the following sentences best sums up the situation of casual staff?
 

A. The employers of casual staff are well protected by regulations.
B. The rights and conditions of casual staff are clearly specified.
C. Casual staff must provide their own uniforms.
D. The conditions of casual staff are as good as those of full-time staff.

**CASUAL EMPLOYMENT**

A casual employee is one who is engaged and paid as such by agreement between the employer and employee. There is a three-hour minimum payment for each period of engagement and a four-hour minimum engagement on a Public Holiday. No notice of termination of is required. For night work between 8.00 p.m. and 7.00 a.m. Monday to Friday a penalty of \$1.28 per hour (or part of hour) shall be paid with a minimum of \$4.37 for any one day on which such hours are worked.

**Meals:** Casual employees whose engagement extends for five hours or more shall be provided with a meal free of charge, or shall be paid in lieu of \$5.00 (\$6.00 from 1 May 1996).

**Casual employment over eight hours:** Paid at the overtime rate of full time employees.

**Payment of wages:** By mutual consent either weekly or on termination of engagement.

**Annual leave:** Pro-rata Annual Leave entitlement for casuals is on the basis of 1/12<sup>th</sup> of earnings. Many employers pay this inclusive with the hourly rate. If this is not done, it should be paid on termination of services or at the end of 12 months' service.

**Special clothing:** A casual employee is required to provide and wear a black and white uniform or an equivalent standard specified by the club (e.g. blue and white, cook's clothing, etc.) This includes bow tie and cummerbund if required. Any other special clothing such as fancy coats, waistcoats, etc. must be provided by the employer. The employer may launder all uniforms, or pay the employee an allowance of \$1.00 per engagement (\$1.20 from 1 May 1996) for general staff. Cooks shall be paid \$1.50 per engagement (\$1.70 from 1 May 1996).

agreement	соглашение	extend	простира́ться, длиться	notice	извещение
allowance	пособие	fancy coat	фрак	overtime	сверхурочные
annual leave	ежегодный отпуск	free of charge	бесплатно	penalty	взыскание, штраф
bow tie	галстук бабочкой	full-time	на полную ставку	require	требовать
casual	временный, слу- чайный	hour	час	specify	оговаривать
cummerbund	кушак	inclusive	включая	termination	прекращение
employee	нанятый, сотруд- ник	in lieu of	вместо	wage	жалование
employer	работодатель	launder	стирать	waistcoat	жилетка
engage	вовлекать, нани- мать	meals	питание		
engagement	разовый наём на работу	mutual consent	обоюдное согла- сие		



**СОВЕТ:** Не спешите переходить к следующей части пособия. Найдите дополнительные рекламные описания и тексты-инструкции разнообразной тематики и пару дней интенсивно почитайте их.



## ПРИМЕРЫ ИЗ READING PASSAGE 2

### INFORMATIONAL TEXTS RELATED TO EDUCATION

Exercise 1. Now read the information below and answer Questions 1–6

#### School of Design COURSE GUIDELINES

##### Assignments

Coursework assignments will involve the production of an artefact (something shaped by human beings rather than by nature) OR an investigation of some kind followed by a report. This is to demonstrate the relevance of your study to society today. If you opt to produce an artefact, (e.g. a working model or piece of machinery) you will also be expected to provide some written explanation of how and why you produced it.

##### You need to follow these steps:

- Find out precisely what is expected of you. Talk to your tutor and refer to the syllabus document.
- Be aware of what skills and abilities you must demonstrate.
- Always plan a project thoroughly before you begin it but be realistic about how much time you can seriously devote to it.

##### Choosing a topic

Remember that this course is essentially concerned with the achievement of desired ends. So first, identify a real-life problem, then consider it in detail, specify a precise need and then define your design task. As you plan, wherever possible, consider using new materials, techniques and technology such as computer-aided design (CAD).

There is nothing wrong with talking to knowledgeable people about your project; in fact, this shows initiative. However, the project is yours so you must do the work yourself.

You will need a fairly flexible plan because sometimes resources, apparatus and consumables may not be available when you need them. It is a good idea to work backwards when planning so you know you will meet your final deadline. Finally, when you plan the various stages of your project give due regard to safety and costs.

Look at the Course Guidelines for students on how to approach a design project. Complete the sentences below using **NO MORE THAN THREE WORDS** for each answer

1. There are..... types of assignment to choose from.
2. A working model must be accompanied by .....of some sort.
3. In order to understand the purpose of the assignment, students are advised to read  
.....
4. Topics must be based on .....
5. To avoid handing the assignment in late, it is suggested that students .....
6. As well as being cost effective, the method chosen must also be  
.....

Ability	способность, умение	deadline	срок окончания	fairly	довольно
achievement	достижение	meet the deadline	уложиться в срок	find out	узнать
assignment	задание	define	определить	flexible	гибкий
backwards	наоборот	devote (to)	посвятить	guidelines	маршрут
be aware	осознавать	due	должный	human being	человек
consumable	расходный материал	due regard	достаточное внимание	identify	определить
costs	затраты, себестоимость	essentially	главным образом	investigation	расследование, исследование

involve	включать, привлекать	rather than	а не...	specify	уточнить
knowledgeable	знающий	relevance	отношение	step	шаг
opt	выбирать	shape	придать форму	syllabus	описание курса
piece of machinery	часть машины (агрегат)	skill	навык, умение	thoroughly	тщательно
precise	точный	society	общество	wrong	неверно, неправильно

**Exercise 2. Read "Student Accommodation at Northside University" below and answer the questions that follow**

### **STUDENT ACCOMMODATION AT NORTHSIDE UNIVERSITY**

Situated about 20km from the city centre, **Northside University** is not easy to get to by public transport. However, students have several different alternatives for accommodation on or near the University campus.

Firstly, the University has several residential colleges; Burnside College, Boronia College and Helen Turner College. Each of these colleges provides a single fully furnished room with shared bathroom facilities, and meals. Burnside College is the most expensive, with 1996 fees ranging from \$ 154 -\$165 per week. However, each student room is equipped with a private telephone and voice-mailing facilities, and within the next few months college students will have access to E-MAIL, On-Line library, INTERNET and AARNET via a network with the University. Boronia College has similar room facilities but does not offer the same computer access. It also offers only 17 meals per week, compared to Burnside's 21. Fees vary from \$147- \$157 per week. Helen Turner College is a college exclusively for women, with similar fees to Boronia College. To attend classes, students have a short walk from the residential Colleges to the main University campus.

The University also provides 23 self-contained furnished townhouses. These townhouses have either 3, 4 or 6 bedrooms each and student residents are expected to be studying full-time. Rents in 1996 ranged from \$54 per week for a room in a six bedroom flat to \$68.50 per week for a room in a three-bedroom house. Students wanting to live in university housing should apply to the university housing officer in August of the previous year, as it is in high demand. Smoking is banned in University housing.

Off campus, there are many flats, townhouses and houses for rent in the local area. These can be found by looking in the local newspaper under ACCOMMODATION, or by checking notices pinned up on the boards around the university. There are always students advertising for housemates and you can even add a notice of your own to the board. However, even sharing accommodation with others can be expensive; tenants are usually required to pay a rental bond, rent in advance, and telephone/electricity/gas bills in addition to food bills. Be sure that you know what you will be required to pay before you enter into any written agreement.

**Questions 1–4. Choose the appropriate letter A–C**

1. The University Residential Colleges provide
  - A a place to live and regular classes
  - B regular classes only
  - C a place to live only.

2. Smoking is
  - A allowed in University housing
  - B not allowed in University housing
  - C allowed only in certain areas in University housing.
3. University townhouses are available for
  - A full-time students only
  - B part-time students only
  - C all students.
4. Accommodation in the area surrounding the university is
  - A scarce
  - B plentiful
  - C scarce and expensive.

**Questions 5–10.**

**Complete the following sentences with information from the passage**

A student living in a 3-bedroom University townhouse would pay \_\_\_\_\_5\_\_\_\_\_ per week for a room; in comparison, the cheapest accommodation available at Burnside College is \_\_\_\_\_6\_\_\_\_\_ per week. The fee charged at Burnside College includes \_\_\_\_\_7\_\_\_\_\_ meals per week, but at Boronia College only \_\_\_\_\_8\_\_\_\_\_ meals per week are included in the fee. Helen Turner College has a similar fee structure to \_\_\_\_\_9\_\_\_\_\_ College, but only \_\_\_\_\_10\_\_\_\_\_ may live there.

access	доступ	get to	добраться (до)	rental bond	арендный залог
ban	запретить	housemate	напарник для совместного съема жилья	resident	проживающий
compared to	в сравнении с ...	however	однако	residentialc	проживанием
campus	университетский городок	in big demand	пользоваться большим спросом	tenant	арендатор жилья
enter into an agreement	вступить в договорные отношения	notice	записка, извещение	vary	варьироваться
equipped with	оборудован	previous	предыдущий	via	через, посредством
full time (education)	дневное обучение	ranging from... to	в диапазоне от... до...	voice mail	голосовая почта

**Exercise 3. It is possible for some students in Higher Education in Britain to borrow money through a government scheme. These loans are called 'student loans' and are described in the passage below. Read the passage and answer the following questions**

**YES** if the answer to the question is 'yes'

**NO** if the answer to the questions is 'no'

**NOT GIVEN** if the information is not given in the passage

1. I'm a full-time student at a local college of Higher Education. I already get a standard maintenance grant. Does this mean I am not eligible for a student loan?
2. I'm taking a month's cookery course at a local college. It's a private catering college. I'm going a couple of evenings a week, after work. I get a diploma at the end of it. Can I get some help with a student loan?
3. I'm starting a foundation course in September. It's full time and after a year I hope to get on to a degree course. The fees for the actual course are being paid for by my Local Authority. Am I eligible for a student loan?

4. I finish my first degree in July. I've got a place on a Postgraduate Certificate in Education course to start in September. Will the Local Authority pay the tuition fees for this course?

5. Now all her children are grown up my mother says she'd like to finish the studies she was forced to give up earlier in life. She's 48 now and her course is full-time for a year. Is she too old to get a student loan?

6. I've already been given a small scholarship to cover some of my tuition fees. Can I still get a student loan?

7. I'm actually staying with my aunt while I'm at college. Will the Student Loans Company want to know how much she earns?

8. I owed the bank rather a lot of money a few years ago. It's all paid back now but they won't lend me any more. Will this disqualify me from getting a student loan?

9. I took a course a couple of years ago, got a student loan, but had to withdraw half-way through, I've kept up all my payments on my loan. Am I eligible for a second loan?

## Student Loans

The Government has been funding a loans scheme for students in Higher Education since September 1990. These loans are available as a 'top up' to the standard grant. Although the loan is intended to supplement the grant for living costs, eligibility for a student loan is not restricted to those who receive a maintenance grant. The decision whether or not to take the loan is yours.

### Eligibility

You are eligible for a student loan if you are a UK resident and are attending a full-time Higher Education course, below postgraduate level, or a Postgraduate Certificate in Education course, provided you start your course before your 50th birthday. Fulltime courses last at least one academic year and include sandwich courses which combine time at college with time spent in a workplace.

Eligible courses are offered by colleges, universities, the Scottish grant-aided colleges and other publicly funded institutions providing Higher Education courses.

In general, eligible courses include first degree courses or their equivalents and any other courses for which your Local Authority will pay your tuition fees.

### Your financial circumstances

Students who want loans are not 'means tested' or 'credit vetted' – all those eligible will obtain a loan. This means that:

The amount of your maintenance grant or tuition fees does not matter.

Other income, if any, is not taken into account.

Any previous student loans are not taken into account.

The income of your parents, spouse, partner or other relatives is not taken into account.

Your previous financial record is not a consideration.

### When to apply for a loan

If you would like more information on how to apply for a student loan in readiness for your entry to Higher Education in Autumn 2003, then you should contact The Student Loans Company from June 2003 onwards.

Once in Higher Education, you can apply for a loan at any time in the academic year.

Attend	посещать	cover fees	покрыть расходы на оплату	eligible	имеющий право
borrow	брать заём	degree	степень (бакалавр, магистр)	entry	поступление
circumstance	обстоятельство	(dis)qualify	(не)отвечать требованиям	foundation course	курс основ специальности
consideration	рассмотрение	earn	зарабатывать	fund	субсидировать; иметь фонды

give up	бросить, отказаться	maintenance grant	грант на основные расходы	publicly funded	на общественном финансировании
higher education	высшее образование	means	средство (средства)	readiness	готовность
income	доход	obtain	получить	restrict	ограничивать, запрещать
intend	иметь намерение	onwards	после, далее	scheme	схема; программа
lend	давать в долг	owe	задолжать	scholarship	стипендия; льгота по оплате образования
living cost	прожиточный минимум	postgraduate	примерно соответствует нашей аспирантуре	spouse	супруг; супруга
loan	заём	provided (that)	при условии, что	supplement	дополнять; дополнение
				vet	проверять

#### Exercise 4. Read the passage and answer the questions that follow

### Supported Open Learning

- A** Having decided to study towards a Master's degree with the Open University, you may now be wondering what it will entail and what commitment it will require from you. Let us start with explaining how the Open University will support your learning.
- B** The method of study you will use with the Open University is called 'supported open learning'. This means that the course is carefully structured and you are taken through the components step by step. Each course is made up of a number of components and could include written tests, study guides, set books (which you will have to buy before the course begins), readers, videos, audio tapes, computer software, and CD-ROM. You will be learning mostly on your own in your own time, and in the space that you have organized yourself, but with the support of a tutor and services from the Open University.
- C** Supported open learning involves you in becoming an active learner, taking responsibility for motivating yourself, pacing your studies, and managing your workload to suit your own circumstances. There are deadlines to meet such as assignment submission and exam dates, but matters such as how, when and where you study are very much up to you. In order to learn effectively from this method, you need to become actively involved in your own learning process. This means both assessing what you have learned as you go, and testing out new ideas and concepts. One way of doing so is by keeping in regular contact with your tutor letting him or her know if you are experiencing difficulties with your studies, or are having problems that may affect your ability to study.
- D** Most of you will have gained a first degree already and may feel that studying for a Master's degree will entail more of the same. However, besides differences between the two levels of study, it may be several years since you completed your first degree and it is important to realize that your circumstances may have changed radically from when you were last a student. Your experience of being a student this time around may be very different. The majority of students studying for a Master's degree with the OU completed their first degree as a full-time student at a traditional university. Studying was their main occupation. This time, livings may be very different. You may be in full-time employment, possibly in a position of some responsibility, which entails working long hours, perhaps bringing work home with you. You may have a family and other domestic responsibilities. What you will definitely have less of, is spare time.
- E** Students studying at a distance are expected to be able to cope with increased independent learning and be able to use their tutor as a resource rather than a provider of knowledge. Many courses include project work, which means planning and executing a small piece of research. Although your tutor will expect to see the plan for your project, and may check up on your progress, there may not be an opportunity for lengthy discussions or feedback as your project develops.

**F** You will have to organize your time and motivate yourself to keep timetable if you want to avoid last minute panics. Likewise, the amount of secondary reading you do will be your own responsibility and, if time is scarce, it can be tempting to cut corners and miss out on some essential background reading. One of the advantages of supported open learning is that it allows you to have more autonomy as a student, and gives you the flexibility to study how, where, and, to some extent, when you choose to do so. The reverse side of the coin, however, is that you need self-discipline in order to meet deadlines and submit work on time - you are responsible for your learning.

**Questions 1–6.**

The reading passage has six paragraphs. Choose the most suitable heading from the list below

- |                |  |
|----------------|--|
| 1. Paragraph A | i Not like last time                                   |
| 2. Paragraph B | ii Combining your studies with your personal situation |
| 3. Paragraph C | iii Making the most of the facilities                  |
| 4. Paragraph D | iv Managing your time                                  |
| 5. Paragraph E | v The things you will miss                             |
| 6. Paragraph F | vi Taking charge of your learning                      |
|                | vii The input of the Open University                   |
|                | viii The tutor's role                                  |
|                | ix What have I taken on?                               |

**Questions 7–8**

Which TWO are requirements for students following the Supported Open Learning method?

- A self-motivation
- B regular attendance at classes
- C working entirely alone
- D deciding when to do the work
- E buying computer software

**Questions 9–10**

The list below gives some tutor's functions. Which TWO are functions of Open University tutors?

- A teaching students what they need to learn
- B organizing students' studies
- C monitoring students' progress
- D answering students' queries and study problems
- E maintaining students' interest in the subject

**Questions 11–12**

List TWO things mentioned in the passage, which may limit your study time. Use no more than three words from the passage for each answer

- 11 .....
- 12 .....

**Questions 13–16**

Complete each of the following statements with the best ending A-G from the box below

- 13 Being an active learner means .....
- 14 Most students doing a master's degree at the Open University will not be .....
- 15 You will be required to do some investigation when .....
- 16 If you are short of time, you may make the mistake of not .....

- A doing project work.
- B attending tutors.

- C doing necessary reading.
- D completing work within the limits.
- E supervising your own learning.
- F studying full time.
- G preparing for exam.

advantage	преимущество	execute	выполнить	reader	хрестоматия
affect	повлиять	feedback	обратная связь; отзыв	reverse side of the coin	обратная сторона моне- ты
assess	оценивать	flexibility	гибкость	scarce	недостаточный
assignment	задание	gain	получить, приоб- рести	spare	запасной, свободный
avoid	избежать	guides	руководство; инструкции	submit	сдать
carefully	тщательно; осто- рожно; внимательно	input	вклад	take charge	взять на себя ответст- венность
commitment	обязательство	let <i>smb</i> know	сообщить	tempt	соблазнять
complete	закончить	majority	большинство	tutor	куратор, консультант
cut corners	идти короткой дорогой	Master's degree	магистра (бака- лавр + два года)	up to you	на твое усмотрение
domestic	домашний	occupation	работа	wonder	удивляться
entail	влечь за собой	on your own	самостоятельно	workload	рабочая нагрузка
essential	важный, актуаль- ный	pace	здать темп		

**Exercise 5. Read the description of the UK and Australian higher education systems, then answer the questions below**

In higher education institutions there are two levels of course: undergraduate and postgraduate. Students who graduate from an undergraduate course are awarded a degree dependent on their performance – in the UK the top classification is a 'first'; the lowest is a 'third'. Post-graduate courses lead to either a master's degree or a doctorate, also known as a 'PhD'.

Generally, full-time undergraduate courses are three years long whilst postgraduate master courses last one year. In some subjects such as business, it is possible to enroll on a sandwich course, where a year of work experience in the middle of the course is 'sandwiched' between academic studies.

In both Australia and the UK, many full-time students take on part-time jobs to help finance their studies and hopefully gain relevant work experience. This places greater pressure on students, who have to continually balance work and study commitments. However, many students give up working in their final year to concentrate on achieving a good degree to be able to compete in the challenging job market.

- A What are the two levels of course you can study at university?
- B What is the highest degree result you can achieve?
- C What pressures are placed on students today?

award	награждать, присуждать	undergraduate	студент бакалавриата
compete	выдержать конкуренцию	post-graduate	студент магистратуры; аспирант
degree	академическая степень	high school	старшие классы школы
bachelor degree	степень бакалавра (3–4 года)	higher education	высшее образование
doctorate (PhD= Doctor of Philosophy)	докторская степень	job market	рынок труда
graduate	оканчивать (вуз); выпускник (вуза)	sandwiched course	курс с годичной производственной практикой в середине обучения

**Exercise 6.** The text about St. Trinian's College on the following page gives the answers to questions commonly asked by the college's applicants. There are seven sections A-G. Choose the most suitable question-heading for each section from the list below.

*Note: There are more question-headings than sections so you will not use all of them.*

1. Section A
2. Section B
3. Section C
4. Section D
5. Section E
6. Section F
7. Section G

**List of question-headings**

- i** Which course should I apply for?
- ii** Are the courses full-time or part-time?
- iii** Are there a lot of rules?
- iv** How much does it cost?
- v** What level of education do I need to enter the college?
- vi** How can I apply?
- vii** Can the college help me to get a job?
- viii** When do courses start?
- ix** What assistance is given to foreign students?

**St. Trinian's College**

*What applicants usually want to know – the questions we are most commonly asked.*

- |   |  |
|---|--|
| A | You can either phone for an interview or complete the attached form indicating which course you would like to take and return it to us by post, enclosing the registration fee.  |
| B | If you have difficulty in deciding which program would most effectively meet your needs, our academic counselors can help you.   |
| C | Our tuition fees are listed on the back of the enrolment form.   |
| D | All long courses follow the academic year, but with short courses, this is not possible. Full details of term dates will be mailed to you on request.  |
| E | Our overseas student office will assist with immigration procedures and can also give advice on accommodation and other matters. We do everything we can to help overseas students settle in.  |
| F | Most of our courses include curriculum vitae writing and interview skills. Through our extensive contacts in the local business community, we are often in a position to help graduates find suitable employment.  |
| G | The college is a friendly place and has a pleasant, relaxed atmosphere. The few regulations that are enforced are mainly a matter of common sense, concerned with respecting the rights of fellow students and staff. For students studying practical, job training courses, it is compulsory to wear clothing, which is appropriate to their workplace. |

**Questions 8–14.**

The following form gives information on the terms and conditions of enrolment of a college. Answer these questions in **NO MORE THAN THREE WORDS**

8. Who does the college inform if a student does not attend classes?
9. If a student cannot speak English well, what does he or she have to agree to do first?
10. Who provides pens, pencils, books and other equipment?
11. Course fees cannot be paid in cash. How do course fees have to be paid?
12. What happens to an application fee if the course is cancelled?
13. To obtain the maximum refund, what is the shortest notice of withdrawal a student can give?
14. If a student wants to change courses and go to a different college, to whom must he or she apply?



## TERMS AND CONDITIONS OF ENROLMENTS

Full-fee paying international students are required to:

- study on a full-time basis
- comply with the visa regulation that at least 90 per cent attendance must be maintained. The college is required to notify the immigration authorities of unsatisfactory attendance which may result in the termination of the visa
- have adequate English language proficiency for the selected mainstream course or undertake to do an ELICOS course first
- have adequate financial means to do the course
- participate in orientation activities.

*Note: You are advised to read and understand the conditions set out in the government acceptance advice form when you sign the declaration because you are required to comply with those conditions as an international student in Australia.*

### FEES

#### Application fees

The non-refundable application fee is \$100.

#### Course fees

1. The course fees set for 1997/1998 are:

Certificate Courses	A\$ 10 200	per year
Advanced Certificate Courses	A\$ 10 200	per year
Associated Diploma Courses	A\$ 10 200	per year
ELICOS	A\$ 5950	20 weeks
VCE	A\$ 5600	20 weeks

2. The annual course fee includes the full cost of tuition and educational services provided by the college. Textbooks, equipment, tools, stationery and any other individual requirements that you may need in your studies are your responsibility.
3. Fee payment instructions are notified in the letter of provisional acceptance and fees must be paid by the date specified in the letter.
4. All tuition fees must be paid by bank draft and made payable to King George's College of TAPE.

#### REFUND POLICY Application fees

- a) The application fee will not be refunded if the application is withdrawn after an offer of place has been made.
- b) Application fees will be refunded if the application is rejected or the course is cancelled by the college.

#### Course fees

If a student withdraws after payment of fees, the following will apply:

- a) If notice of withdrawal is received by the college less than two (2) weeks before the course commences, no refund is given.
- b) If written notice of withdrawal is given to the college less than four (4) weeks but more than two (2) weeks before the commencement of the course, 50 per cent of the course fee will be refunded.
- c) If written notice of withdrawal is received by the college at least four (4) weeks before the course commences, 80 per cent of the tuition fee will be refunded.

All notices of withdrawal must be in writing and addressed to the Manager, International Student Programs. The notice of withdrawal should state name, course, and date of commencement and reason for withdrawal.

#### TRANSFER TO ANOTHER INSTITUTION

Applications for transfer must be made in writing to International Student Programs stating reasons, and a copy of the acceptance letter from the receiving institution must be attached. Fees to be transferred will be subject to the refund policy.

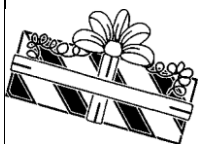
*Note: The college will not be responsible for any monies made payable to any agent.*

acceptance form	форма согласия (с требованием)	fee	оплата	suitable	подходящий
annual	годовой	language proficiency	уровень владения языком	term	семестр
applicant	кандидат	made payable	выплаченный	terms and conditions	условия
appropriate	соответствующий, подходящий	mainstream course	основные предметы специальности	termination	прекращение
attendance	посещаемость	maintain attendance	не пропускать занятия	transfer	перевод
authority	власть	means	средства	tuition fees	оплата за обучение
by post	по почте	meet <i>smb's</i> needs	удовлетворять потребности	undertake	предпринять
commence	начинать(ся)	on request	по требованию	(un)satisfactory	(не) удовлетворительный
common sense	здравый смысл	notify	извещать	withdraw (withdrew, withdrawn)	отозвать, снять
complete	заполнить	overseas	иностранный		
comply with	соответствовать	provisional	предварительный		
compulsory	обязательный	refund	вернуть деньги		
curriculum vitae	резюме	(non)refundable	(не)возвращаемая сумма оплаты		
counselor	консультант	reject	отказать		
enforce	вступить в силу	settle in	разместиться, расположиться		
enrolment	зачисление	stationary	канцелярские принадлежности		

## ПРИМЕРЫ ИЗ READING PASSAGE 3

### TEXTS ON TOPICS OF GENERAL INTEREST

**Exercise 1. You are advised to spend about 15 minutes on Questions 1-15 which refer to the Reading Passage below**



#### WRAP UP YOUR VISIT WITH THE PERFECT GIFT

'It is better to give than to receive'. 'Never look gift horses in the mouth'. 'Beware of Greeks (ancient, of course) bearing gifts'.

Gifts are a fundamental element of culture and our lives as social creatures. They are also an important part of our business relationships. There are occasions when giving a gift surpasses spoken communication, since the message it offers can cut through barriers of language and cultural diversity.

Present a simple gift to your host in a foreign country and the chances are he or she will understand you perfectly, though you may not understand a single word of each other's languages. It can convey a wealth of meaning about your appreciation of their hospitality and the importance you place upon the relationship. Combine the act of giving with some knowledge of and sensitivity to the culture of the recipient and you have an invaluable chance to earn respect and lay the foundations of a durable and mutually beneficial business relationship.

For all countries, take account of climate, especially in regard to clothing. Some gifts can be ruined by extremely hot or humid climates, possibly causing their receiver considerable anguish. Consider the kinds of products that are abundant in the country concerned and try for something that is uncommon there.

Think about the level of language skills: a book with hundreds of pages of English text may be at best useless, at worst embarrassing, to a person with limited English. Inform yourself as much as possible about local customs, rules and etiquette, especially to do with wrapping, presenting, superstitions, taboos and importantly, customs and quarantine regulations. The following is a brief account of the etiquette of gift-giving in some countries of Asia and the Middle East.

Hong Kong Chinese greatly appreciate simple greeting cards, though obviously they will not refuse small tokens of friendship in the form of gifts.

Books with plenty of illustrations are most appreciated in Indonesia. Inappropriate items: alcohol, products made from pigs, warm clothing. Ties and cuff links are not commonly worn there.

In Iran, short-sleeved shirts and any visual representation of naked or partially dressed people, male or female, are highly inappropriate. Do not bother with ties, videos or records. As in all Islamic countries, there is a strict taboo on any pork products.

Respecting the Arab tradition, gifts should endeavour to praise the recipient in Iraq and should never be of an order that cannot reasonably be reciprocated.

Avoid certain colour combinations: red, white and black (colours of the Nazi flag); and red, green and black (the Palestinian flag) in Israel.

Gifts are normally exchanged at the beginning of meetings with Japanese and should be given and received with both hands. It is seen as impolite to give an unwrapped gift. The emphasis should be on high quality, though not necessarily expensive, items.

When in Jordan, it is preferable, but not vital, to avoid green in packaging. Do not give books, videos, etc that mention Israel. Normal Arab customs apply so no alcohol, pork, women's clothing, etc. Arabs generally do not greatly appreciate handcrafts in wood, fabric or pottery. Gifts should ideally appear valuable.

Again, the exchange should be made with both hands in Korea. Also, similar to Japan, is the emphasis on presentation. Do not use red ink to write the names of the recipients. It is worth remembering that it is customary for a gift given to a company to be shared out around the office concerned, so items that lend themselves to this practice — like a bottle of good whisky — are very well received.

Laos has virtually no cultural taboo items. It would be difficult to offend with virtually any gift.

Business contacts in the People's Republic of China are keen recipients of good Scotch whisky and American cigarettes, to the point where it is almost obligatory to take some along when you go there. Or, if not obligatory, it certainly helps to warm relations.

Do not open gifts in the presence of the giver in the Philippines. Not recommended are items alluding to religion. Many people are Catholic and many others Moslems. This also means literature and art with any possible suggestions of lewdness or racism are to be strictly avoided.

For Thailand, gifts should not be wrapped or packaged in black. Modest gifts, like ties, scarves and key rings, are much appreciated. Traditionally, sharp objects like knives or even letter-openers are not given as gifts.

No special gift-giving customs in Vietnam, but the Vietnamese are enthusiastic gift-givers and like very much to receive them as well. Liquor and wine can be problematic, for reasons pertaining to Vietnamese tastes rather than morality or religion.

#### Questions 1–4

Complete the statements by using ONE word from the Reading Passage for each answer

1. Differences in culture and ..... can be overcome by gifts.
2. Overseas visitors are advised to give gifts to their .....
3. .... should be considered when giving gifts such as thick clothing.
4. To present a gift of chocolates in a tropical country might create.....

#### Questions 5–10

According to the Reading Passage write:

- T if the statement is **true**,  
F if the statement is **false** and  
IE if there is **insufficient evidence**.

5. An Israeli business manager would undoubtedly appreciate the gift of a black, white and red striped tie.
6. It is recommended to give wine to Vietnamese.
7. An inexpensive pigskin wallet would probably be appreciated in Japan, Vietnam and Laos.
8. A silk scarf is an appropriate gift for a Jordanian host's wife.
9. Umbrellas are popular gifts in Hong Kong.
10. Whisky would be a welcome gift in Laos.

#### Questions 11–15

The paragraph below is a summary based on information in the Reading Passage. There are some words missing. Complete the paragraph by using ONE word for each space. All the words you will need to use come from the Passage

There are important details to consider when ... 11 ... Some cultures have prohibitions on animal products such as those from a ... 12 ... Others have political aversions to specific ... 13 ... because of their use on certain countries' flags. Similarly, Thais do not like ... 14 ... covered gifts, and in Korea it is suggested that name tags written in red should be avoided. But presentation is not only

restricted to what wrapping or pen you use, in Japan care should also be taken in selecting gifts that are of superior ... 15 ...

abundant	обильный, частый	refuse	отказаться	praise	восхвалять, хвалить
ancient	древний	foundation	фундамент, основа	recipient	получатель
appreciate	быть признательным	gift	подарок, дар	relationship	отношения
barrier of language	языковой барьер	handcraft	поделка, изделие ручной работы	ruin	разрушить
beware of	остерегайся	hospitality	гостеприимство	scarf ( <i>pl</i> scarves)	шарф (шарфы)
bother	беспокоить, досаждать	host	хозяин (дома)	sensitivity	деликатность, дипломатия
brief	краткий	(in)appropriate	(не)приемлемый	sleeve	рукав
combine	объединить, скомбинировать	liquor	крепкий алкогольный напиток	shirt	рубашка
creature	существо	message	сообщение	superstition	предвзвешенный
cuff links	запонки	mutually beneficial	взаимовыгодный	tie	галстук
custom	обычай	obligatory	обязательный, непереносимый	token	знак
diversity	разнообразие, различие	occasion	случай	valuable	ценный, дорогой
durable	длительный	offend	обидеть	vital	особенно важный
earn respect	заслужить уважение	pig	поросенок	wealth	богатство
embarrass	смутить, поставить в неловкое положение	port	свинина	worth (+Ving)	стоит (что-л. сделать)
endeavour	попытка, старание; попытаться	pottery	керамическое изделие	wrap	завернуть, обернуть

**Exercise 2. You are advised to spend about 20 minutes on Questions 1-16 which refer to the Reading Passage below**

### THE VALUE OF DRIVER TRAINING

1. Most fatal accidents involve a disproportionately high number of men under the age of 25. A report on young driver research prepared last year by Monash University's accident research centre found that in 1990 and 1991, almost a third of the people killed in road crashes were drivers under 25, yet this age group represents only 14 per cent of the population. The report, which also updated a review of international literature about, among other things, driver training, also reached what many would consider a startling conclusion, training and education where they occur – principally in the US – do not appear to reduce younger drivers' risk of crashing.
2. The Monash University researchers looked at crash information from New South Wales for 1986 to 1990, from Victoria for 1984 to 1990, and from South Australia for 1986 to 1990. The only Australian evidence which possibly indicates that counter-measures targeted specifically at young/novice drivers have been effective comes from evaluations of zero blood alcohol concentration legislation. (In 1989, all Australian governments agreed from 1991 on, to ban provisional drivers from drink-driving at any level, and to extend the provisional licence to three years).
3. The Monash researchers also looked at United States road-crash information for 1989 on 6.6 million police-reported crashes involving fatalities, injuries and motor vehicle damage. The researchers looked at a sample of 44,000 crashes. The conclusion was that the available literature gives a pessimistic view of the efficiency of driver training and education, reflected in the inability to produce drivers safer than those who have not been trained. One study on driver training in the US was conducted in DeKalb county, Georgia between 1977 and 1981. 16,000

school students were split into three groups: one group received 70 hours practical driver education training, another was given a brief, school based course and the third got no school-based driver education. Those comprehensively trained were 16 per cent more likely to get their licences, but 11 per cent more likely to crash and eight per cent more likely to get traffic fines.

4. In 1985, the researchers who conducted that study then reviewed 14 studies of defensive-driver training courses and concluded that though people who attended such courses received fewer traffic fines, they did not have fewer crashes. Despite the intuitive conclusion that safe driving should be teachable (like many practical skills), there is insufficient evidence about the ability of practical driver-training to reduce crashes for the general driving population.
5. The Monash University report into young drivers concluded that younger drivers were more likely to take risks at night, younger men were more likely to take risks than younger women, but younger women appeared to have 'greater skills deficiency'. Overall, the researchers concluded that it appears that vehicle-control skills improve rapidly with increasing experience but that their development is still incomplete after one or two years and possibly after considerably longer periods.

**Questions 1–5**

The paragraphs in the reading passage are numbered 1-5. Below is a list of paragraph headings labelled A-I. Select the most suitable paragraph heading from the list and write your answers A-I. There are more headings than you will need, so you won't use them all

- |                |   |
|----------------|---|
| 1. Paragraph 1 | A Looking at young drivers                |
| 2. Paragraph 2 | B Do driving courses prevent accidents?   |
| 3. Paragraph 3 | C Results of safety campaigns             |
| 4. Paragraph 4 | D A United States study                   |
| 5. Paragraph 5 | E Defensive driving — fewer traffic fines |
|                | F Male and female drivers                 |
|                | G The Monash University report            |
|                | H An international review                 |
|                | I The situation in the United States      |

**Questions 6–11**

Read each of the following statements. Write

- T** if the statement is true,  
**F** if the statement is not true, write  
**NI** if there is no information about the statement

6. Approximately one third of people killed in road accidents are under 25 years old.
7. More men than women are killed in road crashes.
8. The laws against drink-driving have helped prevent road accidents.
9. Young drivers who are taught to drive at school have fewer accidents.
10. Driver training for young drivers is compulsory in the United States.
11. All young people who undergo driver training get a driving licence.

**Questions 12–16**

Choose the correct ending for each statement from the list of statement endings A-G, in the box below. There are more endings than you will need, so you will not use them all

12. The researchers ...	A. ... drive more at night.
13. Most people would expect that safe driving ...	B. ... drive more carefully.
14. People who do driver training courses ...	C. ... can not be taught.
15. Young female drivers ...	D. ... have more traffic accidents. .
16. Young male drivers ..	E. ... have few traffic fines.
	F. ... have better driving skills.
	G. ... can be taught.
	H. ... reviewed 14 studies.

**Exercise 3. You are advised to spend about 20 minutes on Questions 1-12 which refer to the Reading Passage below.**

## **CO-HOUSING**

Co-housing seeks to balance the need for community and privacy in shared living arrangements. The four characteristics essential to co-housing are not new, but the combination is unique to co-housing:

- Participatory process
- Intentional neighbourhood design
- Common facilities
- Resident managed

### **History**

The first co-housing development was built in Denmark in 1972. The ideas were not entirely new, but interest grew from dissatisfaction with the limited conventional options that were available. What we accept as conventional suburbia is not traditional and has really only been with us, or at least regarded as normal, since World War II. It emphasizes privacy at the expense of community, and ownership over a share. The ubiquitous quarter acre block necessitates car journeys for most basic activities, such as shopping or visiting friends. Suburban living is thus an isolating experience for many people, its very structure mitigates against spontaneous casual social interaction. House sharing helps promote sharing and a sense of community, but often at the expense of privacy.

### **The Danish Model**

Co-housing seeks to provide community and privacy in a way that gives people the flexibility to find their own balance and so appeals to a much wider range of people from more diverse backgrounds than house sharing or conventional home ownership. Each household has its own dwelling, with bedrooms, bathroom, living and dining areas, and a small kitchen. Dwellings are clustered around the common house, with cars kept to the periphery. This type of intentional neighbourhood design is pedestrian friendly and promotes community through increased opportunities for spontaneous social interaction.

Participatory process is crucial in developing a co-housing project. People get to know one another, and a sense of community grows by working together through the various stages of the development process. Resident management means that once different decisions are made, people usually respect them because they had a say. Responsibilities are typically divided among smaller work groups, with all adults participating.

A range of different ownership structures can be matched with co-housing. Private ownership, rental, and housing co-operatives have all been used in co-housing developments. This makes possible a greater range of household types than would otherwise be possible for couples with young children or teenagers, single parents, retired couples and single people. This makes it possible for everyone to have social relationships with people of all ages.

There are now co-housing communities established right across Europe and in other parts of the world. In size they probably average around thirty households, with some as large as sixty or more, some as small as seven or eight households.

### Common House

The main feature of the common house is the kitchen and dining room. Shared dinners are held there regularly. In some communities that is as few as 2 nights a week, in others up to 7. Everyone takes a turn cooking dinner. Breakfasts and lunches (and dinners when there is no common meal) can be prepared in one's own kitchen and eaten at home or brought to the common house. A casual sitting area near the dining area has been instrumental in the success of some communities. A couple of soundproof rooms are also a common inclusion. These can be used as a children's playroom, for music practice, or for teenagers to congregate and make as much noise as they like without disturbing others. Uses for these rooms can change over time as the needs of the community change. Some communities have included guest rooms in the common house, which have been quite successful. They can be rented out to visitors, or to teenagers in the community. The laundry is the other essential feature of the community house. Danish communities have found that 2 washing machines and 1 dryer is sufficient for one hundred people. There are usually workshops for carpentry/home handy people, car and bicycle maintenance, and textiles. In one community a resident had a pottery workshop in the common house, and in another there was a photography darkroom.

#### Questions 1–4

Answer each of the following questions using **NO MORE THAN TWO WORDS** taken **FROM THE TEXT**

1. Write **TWO** characteristics of suburban housing. \_\_\_\_\_
2. Write **ONE** negative result of suburban housing. \_\_\_\_\_
3. Write **TWO** positive aspects of co-housing. \_\_\_\_\_
4. Write **ONE** negative result of house sharing. \_\_\_\_\_

#### Questions 5–7

Read the following statements **A-G**. Choose the **THREE** statements which reflect a positive outcome of co-housing, according to the section of the text headed **The Danish Model**. You may write them in any order

- A Privacy is carefully protected.
- B People are not permitted to own cars.
- C The common house is the focus of the community.
- D People respect decisions if they help make them.
- E All adults help to look after the children.
- F People of all ages and interests can interact more.
- G A smaller number of households is better.

#### Questions 8–12

The following is a summary of the final section of the text, **Common House**. There are some words missing from the summary. From the list of words below, select **ONE** word to fill each space

game	hobbies	owner	families	houses
household	dwelling	practice	residents	children
workshops	room	music	activity	family

Although each 8..... has its private 9 ....., everyone shares activities in the common house. The common house might have rooms for cooking and eating or just for sitting and talking. There is usually a common space for washing and drying clothes. Some co-housing projects have special shared rooms for 10 ..... such as photography, pottery or for playing 11 ..... This common house gives people of all ages the opportunity



to meet each other and socialise. The 12 ..... can make their own decisions on how they use the common space.

Appeal	взывать, привлекать	essential	важный	ownership	владение
at the expense of average	за чей-л. счет средне-статистический	flexibility handy	гибкость с умелыми руками	participate pedestrian	принимать участие пешеход
carpentry	плотницкие работы	have a say	сказать свое слово	pottery	гончарный
cluster	группировать, собирать вместе	household	(домашнее) хозяйство; двор	privacy	частная жизнь, уединение
co-	приставка, означает «совместный»	interaction	взаимодействие, общение	rental	аренда, наем жилья
common	общий	journey	поездка	resident	житель
community	сообщество, коммуна	laundry	прачечная; стирка	seek	искать, стремиться
conventional	общепринятый; светский	maintenance	(тех)обслуживание	share	делить(ся), совместно пользоваться
crucial	крайне важный	match	подбирать, сочетать	soundproof	звуконепроницаемый
disturb	беспокоить, мешать	mitigate	утолять	suburbia	предместья и их жители
diverse background	разнообразный статус и происхождение	necessitate	вынуждать	sufficient	достаточный
dryer	сушилка	neighbourhood	окрестности	take a turn	по очереди
dwelling	жилище	option	опция, выбор	workshop	мастерская
entirely	полностью	own	владеть		

**Exercise 4. You are advised to spend about 20 minutes on Questions 1–21**

**HELPING SMALL BUSINESS – HELPING YOURSELF**

**Section A**

According to the NBNZ Small Business Monitor, there are well over a quarter of a million enterprises in New Zealand (excluding the agricultural sector). The most common type of business employs five people or less, and accounts for 86% of all business. Businesses with under fifty employees account for a staggering 99%. 'So if you had business skills and were looking for a new opportunity, wouldn't it be a good idea if you were able to offer products that all small businesses need?' asks Bruce Forlong. Bruce is managing director of SiliconZeal Software Ltd, a local company which has developed a variety of proven software programs to meet the needs of small business in New Zealand. The company is now appointing licensees nationwide who will have the right to duplicate and market the programs in their area. Bruce himself has over 30 years experience in business, having been CEO of a multi-million dollar company with a staff of 65 and founder of international consultancy firm Magnum Opus. 'That gave me a real insight into the needs of business – and frankly, most small business people don't have the time or resources to acquire the skills they need to grow. That's where SiliconZeal licensees can help. 'The people we are looking for will have brains,' Bruce says. 'They'll usually have run their own business or have a corporate background. They'll have good personal and presentation skills, and be able to run a resource centre for small businesses. In return, they will get access to products in three key areas: Software, Business Growth and Home Business Resources. These are all proven products with extremely high profitability.'

## **Section B**

The software covers topics such as real estate, GST, and sales & marketing. It is written by Brian Duffell, SiliconZeal's Chief Technology Officer, and based on standard Microsoft office products for reliability and ease of use. It is also highly professional - Brian was registered by the Australian Tax office to write programmes for the introduction of GST in Australia, and has been contacted by Pakistan Accountancy for the same purpose. The other skill Brian brings to the products is 15 years' experience in direct response marketing, from coupons and letterbox drops to email. This combination ensures all the SiliconZeal products are not just easy-to-use but also extremely effective. 'Take our Essential Business Letters CD-Rom, for example,' says Bruce. 'This comprises over 500 business letters written to cover almost every situation from chasing up late payments to giving staff a bonus. These suit the thousands of small businesspeople who come from a more practical background. They don't necessarily know where to start writing a letter of complaint to a supplier, but if they have this disk it's all on there. All of the programs are like that, simple to operate and almost intuitive to use. People can learn the basics of using them, whether it's book-keeping or real estate contact management, in as little as 10 minutes.'

## **Section C**

SiliconZeal licensees do not have to buy their product from the company. Instead, they receive the rights to duplicate, package and sell the products without restriction in their territory. 'So even if you sell 10,000 copies of a product, you will not pay any royalties or product mark-up at all,' explains Bruce. 'You can take a \$1 CD, copy one of our software programs on to it, apply the label, package it and sell it for \$1497. All that profit is yours.' In addition to the fifteen software programs, licensees also have access to two other profit centres. Business Education offers video and audio cassette presentations by leading world experts in topics such as marketing, direct mail and profit enhancement. Business Resources features profitable new business set-up programs in areas such as desktop publishing, direct marketing and reports.

## **Section D**

Although the SiliconZeal opportunity has only just been launched, seven of the areas have already been snapped up – several by people moving into self-employment for the first time. 'The most talented executives don't leave the corporate world – they outgrow it,' says Bruce Forlong. 'People are fed up with the rat race, the problems of staff and meetings and someone else's rules and regulations. Most of them want to work from the comfort of their own home office, working the hours they choose and having the opportunity to build an income based on their own achievements. That's what SiliconZeal can offer. The start-up costs are low, there is no stock or inventory, you don't need a storefront or an office and you can choose not to have staff. Using our proven direct response techniques, there is little direct selling involved, your role can be that of a business consultant, manager of your own Small Business Resource Centre.'

## **Section E**

The investment varies according to area from \$39,500 to \$49,700 + GST, which includes an initial two days at the company's training centre followed by another day in the licensee's own location. There are 20 'How-To' manuals with step-by-step procedures for marketing every product, and the licence fee includes computer, printer, CD labelling kit and everything necessary right down to the paper clips. Personal coaching and mentoring is provided for the first six months to ensure that licensees get off to the best possible start, and SiliconZeal promises an ongoing stream of new resources to ensure continuing profitability. 'This business can provide licensees with an income large enough to allow you to quit your present job and begin to live your life as you please,' promises Bruce. 'If it sounds too good to be true, ask for our 41-page business opportunity booklet.'

### Questions 1–7

From the information in the reading passage, classify the following business products in three main areas:

- A – Business Growth
- B – Home Business Resources
- C – Software

1. CD-based Essential Business Letters
2. "How-To" Marketing Manual
3. New Business Set-up Programme
4. Business Education – Video Presentation
5. Direct Marketing Programme
6. Individual Consulting
7. Basics of Book-keeping

### Questions 8–12

Refer to the reading passage and look at the statements below

- T** if the statement is true
- F** if the statement is false
- NG** if the information is not given in the text

8. Small business owners have all appropriate business skills
9. There are 15 software packages based on standard MS Office products
10. All SiliconZeal software packages are high profitable
11. Businesspeople can study book-keeping basics in 10 minutes with the use SiliconZeal software
12. SiliconZeal licensees should pay royalties.

### Questions 13–17

Choose the title, which best fits each section of the text. Note: there more titles than you will need

- |               |  |
|---------------|--|
| 13. Section A | I. BUILD YOUR BUSINESS FUTURE  |
| _____         | II. A HIGH PROFITABLE INVESTMENT   |
| 14. Section B | III. AN EXCELLENT OPPORTUNITY TO START YOUR OWN BUSINESS                 |
| _____         | IV. SMALL BUSINESSES IN NEW ZEALAND                                      |
| 15. Section C | V. THE SOFTWARE CONVINIENT FOR SMALL BUSINESSES                          |
| _____         | VI. THE BEST CHOICE FOR EX-TOP MANAGERS                                  |
| 16. Section D | VII. TAX PLANNING AND SMALL BUSINESSES                                   |
| _____         | VIII. BUSINESS PRODUCTS AND SERVICES FOR SMALL BUSINESSES IN NEW ZEALAND |
| 17. Section E | IX. SMALL INVESTMENT LEEDS TO GREAT SUCCESS.                             |
| _____         |  |

### Questions 18–21

Complete the following sentences with information from the reading passage. Write **NO MORE THAN THREE WORDS**

- 18..... describe New Zealand as a mainly small business based country. SiliconZeal sells software packages to solve everyday business tasks including tax planning and 19..... SiliconZeal's clients have an opportunity 20..... pack and sell the software under license agreement. To know more about SiliconZeal's services you can order a 21 .....

account for	насчитывает	feature	демонстрировать	profitability	прибыльность, рентабельность
achievement	достижение	founder	учредитель	rat race	крысиные гонки
appoint license	выдавать лицензию	frankly	откровенно	reliability	надежность
acquire the skill	приобрести навык	exclude	исключить	restriction	ограничение
book-keeping	бухучет	income	доход	royalty	гонорар
brain	мозг	insight	понимание	stagger	распределять; шататься
CEO = Chief Executive Officer	руководитель высшего звена	inventory	товарно-материальные запасы	stock	запас
chase	выследить	letterbox	почтовый ящик	suit	подходить; быть приемлемым для
coach	обучение	licensee	лицензированные специалисты	variety	ассортимент, диапазон (выбора)
ease	легкость, простота (в использовании)	nationwide	по всей стране	vary	варьироваться
enhancement	увеличение	paper clips	скрепки	well over	значительно больше
enterprise	предприятие	profit	прибыль		

**Exercise 5. You may spend about 15 minutes on the questions given to the following reading passage**

**HARD WORK IS ASIANS' SECRET OF SUCCESS**

The authors of a major US study claim to have pinpointed why Chinese and Japanese children are such great school achievers wherever they compete — in Asia, in the US, or in Australia.

'Asians do better in school simply because they try harder ... and because they believe that academic success results from hard work just as much as from intelligence,' says Dr Harold Stevenson, the head of the research team conducting the study.

The study, comparing the school performance of Chinese, Japanese, and American children, shatters myths about why Chinese and Japanese children perform so well in school.

One misconception is that Chinese and Japanese children are innately more intelligent than Western children. Results of the study show that there is no evidence to support such a notion. For instance, compared with American children, Chinese and Japanese children do not score any higher on standardised IQ tests.

Another punctured myth is that too much television viewing by Western children may account for their poorer school performance. Again, evidence for this assertion is weak. In fact, Dr Stevenson points out that it is the Japanese school children who spend more hours in front of the television set than any other group measured.

The study, 'Contexts of Achievement', was undertaken by Dr Stevenson and Dr Shin-ying Lee. Both are from the Centre for Human Growth and Development at the University of Michigan. Their study appears in the latest issue of *Monographs of the Society for Research in Child Development*.

The study involved 1440 Year 1 and Year 5 children attending schools in Minneapolis (USA), Taipei (Taiwan) and Sendai (Japan). The children did standardised tests which measured reading and mathematics skills. Then they were interviewed in order to reveal their attitudes towards school. Their parents, teachers and principals also were interviewed and given questionnaires in order to uncover additional information about the children's attitudes.

Interestingly, Stevenson says it was data from the parents, particularly the mothers that were the most revealing. These data point to sharp cultural differences in parental attitudes. He is convinced that such attitudinal differences have an all-important bearing on why Chinese and Japanese children excel in school.

What are these differences? Stevenson and Lee suggest six:

\* Chinese and Japanese children pay more attention to school. Stevenson and Lee write that "background information about the children's everyday lives revealed much greater attention to academic activities among Chinese and Japanese than among American children'.

\* Chinese and Japanese parents are more interested and involved in their children's schooling. The researchers write: 'Members of the three cultures differed significantly in terms of parents' interest in their child's academic achievement, involvement of the family in the child's education, [and] standards and expectations of parents concerning their child's academic achievement'.

Chinese and Japanese parents are more likely to believe that success comes from hard work, rather than from innate ability. Stevenson and Lee note that Chinese and Japanese parents instil in their children 'beliefs about the relative influence of effort and ability on academic achievement'.

They add that 'Chinese and Japanese mothers stressed the importance of hard work to a greater degree than American mothers and American mothers gave greater emphasis to innate ability than did Chinese and Japanese mothers'.

\* Chinese and Japanese parents are more likely to express their child's success in school as a major goal. The two researchers write that, 'whereas children's academic achievement did not appear to be a central concern of American mothers, Chinese and Japanese mothers viewed this as their child's most important pursuit'.

Chinese and Japanese parents are more committed to their child's schooling success. Stevenson and Lee contend that once the child entered primary school, 'Chinese and Japanese families mobilised themselves to assist the child and to provide an environment conducive to achievement'. In contrast, 'American mothers appeared to be less interested in their child's academic achievement'.

Chinese and Japanese parents have higher standards and are more knowledgeable. The researchers report that 'Chinese and Japanese mothers held higher standards for their children's achievement than American mothers and gave more realistic evaluations of their child's academic, cognitive, and personality characteristics'.

'American mothers overestimated their child's abilities and expressed greater satisfaction with their child's accomplishments than the Chinese and Japanese mothers.'

Stevenson observes that Chinese and Japanese homes, although usually smaller than American homes, are still more likely to provide a special place for the child to do homework. Furthermore, he maintains that research reveals that Chinese and Japanese pupils have better note-taking skills, better study skills and spend more hours per week on homework. "These kids see school as central to their lives; most American students do not."

### Question 1

**Below is an extract from a questionnaire completed by a parent in the study described in the reading passage. From the answers that the parent gives, decide whether the parent was from:**

Group A: Chinese and Japanese parents or

Group B: American parents.

Do you Agree or Disagree with the following statements? Circle the number to show your opinion:  
1 means "Strongly Agree", 5 means "Strongly Disagree"

	agree		disagree		
*success comes from hard work	1	2	(3)	4	5
*success comes from natural talent	(1)	2	3	4	5
*school success is vital to success in life	1	2	3	4	(5)
*school success is not as important as being satisfied with what you are doing	(1)	2	3	4	5
*parents should be involved in the education of their children	1	2	(3)	4	5
*children should have a fixed time and place for homework	1	2	3	4	(5)

### Questions 2 – 14

**Complete the summary by choosing the correct word from the words in the box below. Not all of the words will be used; each word may be used more than once. The first one has been done as an example**

more	beliefs	harder	innate	effort	Actively
clever	American	discovered	higher	intelligence	expectations
nature	worried	lower	less	skills	myths
mobilised	Asian	realistic	pessimistic	gifted	educated

A research project in the USA claims to have 2..... the reasons for an educational phenomenon that has intrigued people for some time. The project claims to have discovered the reasons why Chinese and Japanese children are 3 ..... achievers in their studies than other children. The study says that Asian children put more 4 ..... into their studies and points to the belief of the children and their parents in the value of hard work over 5..... intelligence. The study claims to have disproved some false 6..... about the differences between children, such as that Western children watch 7..... television than Japanese children; in fact, it is the other way round. The tests measured 8 ..... as well as attitudes of parents, teachers and the children themselves. The attitudes of American parents tended to put 9 ..... emphasis on the importance of hard work and to give much 10..... credit to natural ability in their children's success. The Chinese and Japanese families were more 11 ..... involved in their children's academic life, and Chinese and Japanese mothers had higher 12 ..... for their children's achievement. In addition, whereas 13 ..... mothers tended to believe their children were doing better and were more able than in fact was the truth, the 14..... mothers surveyed were more 15 ..... in their assessment of their children.

**Exercise 6. You are advised to spend about 20 minutes on Questions 1-14 which refer to the Reading Passage below**

### A DIFFERENT TASTE OF THINGS TO COME

The French are turning their noses up at wine and rejecting their croissant in favour of breakfast cereal. The English are turning from tea to mineral water, and the Spanish are turning to pizza at an alarming rate. In short, we are beginning to see the evolution of the Euro consumer. That seems to be the message from research conducted by Europanel, an association of research companies across 23 countries, which monitor buying patterns using consumer panels. Social and demographic factors and the marketing strategies of multinational food-and-drink companies are combining to make the lifestyles of different European nations more alike.

The main demographic factors leading to this increasing uniformity across the continent are falling birth rates and easier divorce, according to one member of Europanel. He said, 'The result is smaller households, which rely more on things such as microwaves and convenience foods, whatever the nationality'. Even the French, who are proud of their cuisine, are turning to the microwave. Latest Europanel figures show that 38% of French kitchens house a microwave. Just under the figure of 10%, in western Germany. In Britain the figure is 57%.

The French are also becoming less French as they continue – to shy away from wine. Wine consumption in France fell by an average of 6% a year between 1986 and 1992. By contrast, the British are drinking more.

A key demographic factor is average household size, measured by the number of adult residents. Already the spread between nations is quite narrow. Western Germany has the lowest figure in Western Europe at 2.2 adults, and Spain the highest at 3.2, followed by Italy at 2.8. The gap will narrow still further because, surprisingly enough, the birth rates in Catholic countries such as Spain and Italy are falling.



Another factor is the rise of the one-person household, frequently misinterpreted to mean harbouring an unmarried or divorced man or woman living alone. Statistically, one-person households include single-parent households, the numbers of which are shooting up. The phenomenon is growing. Forty per cent of Swedish homes are now one-person households, compared with 29% ten years earlier. In western Germany the figure is 35% (30% ten years ago), in the Netherlands 29% (16%), and in Ireland 21% (17%). In Spain, the one-adult household was so rare a decade ago, it did not register statistically. Now the figure is 10%. Hence the growth in demand for convenience foods in Spain, the annual growth rate for pizza sales between 1986 and 1992 was 34%, while growth last year slowed a little to 16%.

Other factors affect consumer habits. For instance, Piper says that the wider prevalence of central heating in chilly Britain is the chief cause of the decline in the popularity not just of tea, but of all hot drinks. Another major factor is aggressive multinational marketing. After all, the French cannot indulge a craving for sliced bread if all that is on offer is a baguette. The products have to be on the supermarket shelves. In fact, there have to be supermarket shelves. There must be enough space to put new choices on offer. Once a major manufacturer has won a dominant share in a mature market, it will look abroad for pastures. New Breakfast cereals are one such product. While growth opportunities in the mature British market slowing, manufacturers crossed the Channel. As a result, cereal sales in France grew by 18% a year, between 1986 and 1992, and continued to grow by 10% last year. Similarly, tomato ketchup sales have boomed in such unlikely places as Spain and France, with growth rates of 28% and 18% respectively. How far the process will go is anybody's guess. Increased choice is all very well, but the prospect of every kitchen in Europe serving up milk sodden cereal in the morning and microwaved pizza in the evening is surely a depressing one.

**Questions 1–4**

**Complete the following statements with not more than FOUR WORDS TAKEN FROM THE TEXT**

The association responsible for the research in this passage is known as 1..... The eating habits of some European nations are becoming less diverse because of two groups of factors, namely, 2 ..... and 3..... Until recently, it was wrongly believed that the one-person household consisted of 4 ..... As soon as it has become successful in an established market, a large company 5.....

**Questions 6–11**

Below are listed some of the lifestyle changes affecting various European nations. Match each change with the country in which it is said to occur by writing the appropriate letter A–F

6. eating more pizza	a. Spain
7. eating more cereals	b. Italy
8. drinking less wine	c. France
9. using more central heating	d. Germany
10. drinking less tea	e. Britain
11. having fewer children	f. Sweden

**Questions 12–16**

**Which of the following changes are the result of smaller households according to the reading passage? Write Y for Yes or N for No**


12. increased use of microwaves
13. increasing popularity of breakfast cereals
14. decrease in popularity of hot drinks

15. increased demand for convenience foods

16. growth in sales of tomato ketchup

Alarming rate	угрожающая скорость	figure	число	single parent	неполная семья (с одним из родителей)
alike	похожий	frequently	часто	sliced	нарезанный (хлеб)
annual	годовой	gap	брешь	spread	зд. брешь
average	среднестатистический	guess	догадываться, угадывать	surely	действительно, наверняка
baguette	багет	hence	как следствие	the French	французы
birth rate	уровень рождаемости	household	домашняя утварь; домашнее хозяйство	the Channel	пролив Ламанш
breakfast cereal	сухой завтрак	indulge a craving	устоять перед страстным желанием	turn nose up at	воротить нос от чего-л.
buying pattern	покупательские привычки	look abroad for new pastures	устремляться за рубеж в поисках нового места	uniformity	единообразие
cause	причина	milk sodden cereal	сухой завтрак с молоком	win a dominant share in a market	завоевать доминирующее место на рынке
central heating	центральное отопление	misinterpret	неверно истолковать		
chilly	прохладный	monitor	отслеживать		
consume	потреблять	prevalence	предпочтение		
consumer	потребитель	rare	редкий		
consumption	потребление	register	регистрировать		
convenience food	полуфабрикаты	reject	отказать(ся), забраковать		
cuisine	национальная кухня	rely on	полагаться на		
decline	снижение, спад	shoot up	резко подскочить (о количестве)		
divorce	развод (супругов)	shy away	уклоняться, избегать		

**Exercise 7. You are advised to spend about 20 minutes on Questions 1-17, which refer to the Reading Passage below**



## TRADITIONAL VIETNAMESE MEDICAL THEORY

A. The beliefs of Vietnamese folk medicine associate illness with the absence of any of the three souls which maintain life, intelligence, and the senses, or of the nine spirits which collectively sustain the living body. A number of rituals performed at childbirth, which are aimed at protecting the mother and the infant from medical and magical dangers, derive from these beliefs, but they generally play a relatively limited role in medical behaviour. Conversely, Chinese medicine plays a major role in the maintenance and restoration of health and if observed by ethnic Vietnamese and by Vietnamese-Chinese, Principles from Chinese medicine provide the scripting for the management of birth for both groups, and more generally, establish guidelines whereby good health may be maintained.

B. According to Sino-Vietnamese medical theory, the body has two vital and opposite life forces which capture the essence of *yin* (breath) and *yang* (blood) in accordance with the 'five evolutive phases' (wood, fire, earth, metal and water). The proper circulation and balance of the *yin* and *yang* ensure the healthy circulation of blood and thus good health, disequilibrium and disharmony cause ill health. Illness, physical and mental, can be identified by the imbalance or excess of *yin* over *yang* or *yang* over *yin*. Foods and medicine, also classified according to their reputed intrinsic nature as *yin* (cold) and *yang* (hot), may be taken therapeutically to correct the imbalance resulting from ill health, or to correct imbalance due to the overindulgence in a food manifestly excessively 'hot' or 'cold', or due to age or changed physiological status (for example, pregnancy).



C. Foodstuffs may also be identified as tonic or antitonic, toxic or poison, or as having wind. A further small group of foods are ascribed magical properties. Other foods may be classified as neutral or remain outside any classification system, and hence have no overt therapeutic use.

D. While the classification of foods as hot, cold, tonic, poison, windy, magic and neutral is based on the intrinsic nature of the foods, in practice they are identified predominantly according to their physical effects on the body. Ultimately, the system is both individual and arbitrary, and there appears no firm correlation to the raw and cooked states of the food, the method of cooking, the spiciness, or the calorific value of the food.

E...In general, leafy vegetables, and most fruit are classified as cold and are said to cool the body. Meat, condiments, alcohol, and fatty foods are classified as hot and are said to heat the body. Tonic foods, believed to increase the volume of blood and to promote health and energy, include 'protein-rich' foods, high fat, sugar, and carbohydrate foods (fried food, sweet fruit, honey and rice), and medicines (alcohol and vitamins). Sour foods, and sometimes raw and cold foods, tend to be considered antitoxic and are believed to deplete the volume of blood. Wind foods include raw foods, leafy vegetables, and fruit, and often are classified as cold, they reputedly cause wind illness such as rheumatism and arthritis. Beef, mutton, fowl, fish, glutinous rice, and long bananas are considered potentially toxic and may cause convulsions, skin irritation and infection.

### Questions 1–5

From the list, choose the best heading for each paragraph. There are more headings than paragraphs, so you will not use all of them

1. Paragraph 1	A. Rituals for childbirth
2. Paragraph 2	B. Simple classification of foods
3. Paragraph 3	C. Blood and breath
4. Paragraph 4	D. Detailed classification of foods
5. Paragraph 5	E. The development of Vietnamese medical theory
	F. Cooling and heating foods
	G. Theory and practice in food classification
	H. The components of the body life forces

### Questions 6–9

Answer questions using **NO MORE THAN TWO WORDS TAKEN FROM THE TEXT**

- What are the life forces of the body?
- What **TWO** kinds of illness can be caused by a lack of balance between the life forces?
- Name **TWO** life changes which may cause an imbalance of life forces in the body.
- What criterion decides the theoretical classification of foods?
- What criterion decides the actual classification of foods?

### Questions 11–18

Below is a table representing the classification of foods into the therapeutic types according to traditional Vietnamese medical theory. There are some gaps in the information. Complete the table using information from the reading passage. Write **NO MORE THAN THREE WORDS FOR EACH ANSWER**.

TABLE OF FOOD CLASSIFICATION

CLASS	FOOD	EFFECT
cold	leafy vegetables, some fruit	cooling
hot	meat, alcohol, fatty foods	heating
11	honey, rice	12
13	14	deplete blood volume
wind	raw foods, fruit	15
16	beef, fowl	17
18	(not described)	(not described)

**Exercise 8. You are advised to spend about 15 minutes on Questions 1-14, which refer to the Reading Passage below**

**FIRST IMPRESSIONS COUNT**

- A. Traditionally uniforms were – and for some industries still are – manufactured to protect the worker. When they were first designed, it is also likely that all uniforms made symbolic sense - those for the military, for example, were originally intended to impress and even terrify the enemy; other uniforms denoted a hierarchy – chefs wore white because they worked with flour, but the main chef wore a black hat to show he supervised.
- B. The last 30 years, however, have seen an increasing emphasis on their role in projecting the image of an organisation and in uniting the workforce into a homogeneous unit - particularly in 'customer facing' industries, and especially in financial services and retailing. From uniforms and workwear has emerged 'corporate clothing'. "The people you employ are your ambassadors," says Peter Griffin, managing director of a major retailer in the UK. "What they say, how they look, and how they behave is terribly important." The result is a new way of looking at corporate workwear. From being a simple means of identifying who is a member of staff, the uniform is emerging as a new channel of marketing communication.
- C. Truly effective marketing through visual cues such as uniforms is a subtle art, however. Wittingly or unwittingly, how we look sends all sorts of powerful subliminal messages to other people. Dark colours give an aura of authority while lighter pastel shades suggest approachability. Certain dress style creates a sense of conservatism, others a sense of openness to new ideas. Neatness can suggest efficiency but, if it is overdone, it can spill over and indicate an obsession with power. "If the company is selling quality, then it must have quality uniforms. If it is selling style, its uniforms must be stylish. If it wants to appear innovative, everybody can't look exactly the same. Subliminally we see all these things," says Lynn Elvy, a director of image consultants House of Colour.
- D. But translating corporate philosophies into the right mix of colour, style, degree of branding and uniformity can be a fraught process. And it is not always successful. According to Company Clothing magazine, there are 1000 companies supplying the workwear and corporate clothing market. Of these, 22 account for 85% of total sales - £380 million in 1994.
- E. A successful uniform needs to balance two key sets of needs. On the one hand, no uniform will work if staff feel uncomfortable or ugly. Giving the wearers a choice has become a key element in the way corporate clothing is introduced and managed. On the other, it is pointless if the look doesn't express the business's marketing strategy. The greatest challenge in this respect is time. When it comes to human perceptions, first impressions count. Customers will size up the way staff look in just a few seconds, and that few seconds will colour their attitudes from then on. Those few seconds can be so important that big companies are prepared to invest years, and millions of pounds, getting them right.
- F. In addition, some uniform companies also offer rental services. "There will be an increasing specialisation in the marketplace," predicts Mr. Blyth, Customer Services Manager of a large UK bank. The past two or three years have seen consolidation. Increasingly, the big suppliers are becoming 'managing agents', which means they offer a total service to put together the whole complex operation of a company's corporate clothing package - which includes reliable sourcing, managing the inventory, budget control and distribution to either central locations or to each staff member individually. Huge investments have been made in new systems, information technology and amassing quality assurance accreditations.
- G. Corporate clothing does have potential for further growth. Some banks have yet to introduce a full corporate look; police forces are researching a complete new look for the 21st century. And many employees now welcome a company wardrobe. A recent survey of staff found that 90 per cent welcomed having clothing which reflected the corporate identity.

**Questions 1–7**

**Which paragraphs discuss the following points?**

1. The number of companies supplying the corporate clothing market
2. different types of purchasing agreement

3. the original purposes of uniforms
4. the popularity rating of staff uniforms
5. involving employees in the selection of a uniform
6. the changing significance of company uniforms
7. perceptions of different types of dress

### Questions 8–14

Do the following statements agree with the views of the writer of the passage? Write:

- YES** if the statement agrees with the writer's views  
**NO** if the statement contradicts the writer's views  
**NOT GIVEN** if it is impossible to say what the writer thinks about this

8. Uniforms were more carefully made in the past than they are today.
9. Uniforms make employees feel part of a team.
10. Using uniforms as a marketing tool requires great care.
11. Being too smart could have a negative impact on customers.
12. Most businesses that supply company clothing are successful.
13. Uniforms are best selected by marketing consultants.
14. Clothing companies are planning to offer financial services in the future.

chef	шеф-повар	ID card	удостоверение личности	common sense	здравый смысл
count	насчитывать, брать в расчет	inventory	материальные запасы	shade	тень, оттенок
cue	реплика; проявление	neat	аккуратный, опрятный	subliminal	подсознательно
emerge	возникнуть, зародиться	obsession	одержимость, навязчивая идея	subtle	тонкий, искусный
emphasize	сделать акцент на чем-л., выделить	perception	понимание, восприятие	terrify	устрашать
fraught	чреватый, полный	retail	розничная торговля	wardrobe	гардероб
identity	тождество	sense	смысл	wittingly	обдуманно

**Exercise 9.** You are advised to spend about 20 minutes on Questions 1-20, which refer to the Reading Passage below

## WHY ARE WE TOUCHED BY THE SOUND OF MUSIC?

1. From simple folksongs to the complex sound of a symphony orchestra, music has been created by every known society. Almost every pivotal event in life can be signposted with music, whether it's a joyful occasion like a wedding or a sad one such as a funeral. Music, which consistently emerges in surveys as the most popular form of art, can be used not only to tap into an emotion a person is already feeling, but to manipulate it in a powerful way. Yet the existence of music mystifies scientists. It is not a primary means of communication, unlike language. While human beings are the only species to make musical instruments, music does not seem to help us to live longer or pass on our genes more efficiently. So what purpose does it serve?
2. Participants at the American Association for the Advancement of Science recently attended a performance of the kind of music Neanderthal man might have heard. Working from fragments of musical instruments found alongside Neanderthal relics in Slovenia in 1995, Dr. Jelle Atema from Boston University crafted a flute from the 50,000-year-old leg-bone of a bear. His replica showed the flute was not a sophisticated instrument – in fact, it had a range of less than one octave – but it was an instrument nonetheless. Dr Atema's guess is that cavemen used the instrument to attract prospective mates. Although some psychologists feel this is somewhat feeble and doesn't really explain why a cavewoman should find a caveman

flautist more appealing than a tone-deaf rival, the question remains. After all, something must explain why our ancestors were creating music 200,000 years ago.

3. Psychologists are united in one belief – that music speaks to the heart. What is more, the evidence that music elicits emotion is startlingly direct. A Cornell University study showed recently that certain pieces of music induce physiological changes in the body that correspond to certain emotions. "Sad" pieces caused the pulse to slacken, the blood pressure to rise and the temperature to drop, which is exactly what happens when a sense of sadness sets in. "Happy" songs did the opposite, inducing a cheery feeling. Somehow, music can tap into sensitive emotional circuits.
4. Geoffrey Miller, a scientist at University College, London, thinks it is clear that music has all the hallmarks of an adaptive behaviour, meaning it was a factor in selecting a mate. "It is universal across cultures, and kids are motivated spontaneously to learn how to play music around the age of puberty," says Dr Miller. He recently conducted an intriguing study of 3,000 jazz albums. The peak age of the performers was 30, and there were ten male performers for every one female. "That's the same age at which other cultural displays peak, such as painting, poetry and philosophy," Dr Miller points out.
5. Musical talent, he says, can indicate many desirable qualities in a mate: the mental competence to learn notes and lyrics; the social intelligence required to be part of an orchestra and co-operate, literally harmoniously, with other people; creativity and energy. But just because musical competence may have once signalled a good mate doesn't necessarily mean that every modern woman is searching for that quality - human beings have come to differ in their preferences.
6. Dr Adrian North, a music psychologist at Leicester University, surveyed Staffordshire teenagers last year about what kind of music they listen to and why. "The findings were almost too stereotypical to be true," says Dr North. "While the girls listened to influence their mood, boys used music as a way of impressing their friends. Boys seem to like rock and rap because it shows how cool, trendy and macho they are. Boys use music as a badge of identity; it's a way of telling people about who you are." He also adds that an individual's choice of music directly influences attractiveness. However, Dr North shies away from saying that music has evolved as a mechanism for mate selection.
7. Stephen Pinker, the American psychologist, does not subscribe to the view that music has evolved as a way of showing off to prospective mates. "Compared with language, vision, social reasoning and physical know-how, music could vanish from our species and the rest of our lifestyle would be virtually unchanged," he writes in *How the Mind Works*. Directly contradicting Dr Miller, he concludes: "Music shows the clearest signs of not being an adaptation."
8. So if music confers no survival advantage, why does it exist? Pinker calls it "auditory cheesecake", a confection of sounds put together to tickle faculties that our brain already possesses. In his view, songs with lyrics appeal to a brain already attuned to language; the ear is sensitive to harmonies, and sounds in the natural world, such as birdsong and even thunder, echo such harmonies; we derive pleasure from patterns and rhythm, and repetitive sounds appeal to the ear in the same way that a repeated doodle appeals to the eye.
9. But how does music "move" us? Last week scientists from the University of Manchester revealed that loud music stimulates a part of the inner ear called the sacculus, which is connected to the hypothalamus, the brain's "pleasure centre". This could explain why music is so evocative. Interestingly, the sacculus exists only in fish and human beings (it came from a common ancestor). That might shed light on why human beings alone attach such importance to making music. The sacculus responds only to music, which suggests one reason why music, rather than any other form of sound, inspires such delight.

### Questions 1–9

Do the following statements agree with the views of the writer? Write

**F** if the statement contradicts the views of the writer

**DNS** if it is impossible to say what the writer thinks about this

- 1 Music is twice as popular as painting as a form of art.
- 2 Scientists have a clear explanation for the existence of music.
- 3 Dr Atema recently played an ancient instrument in public.
- 4 Research shows that listening to certain types of music can reduce pain.
- 5 Scientists have found that listening to ‘sad’ music can make one feel warmer.
- 6 The majority of jazz artists in Dr Miller's study were women.
- 7 According to the survey carried out by Dr North, girls don't like rock or rap music.
- 8 Stephen Tinker's book, *How the Mind Works*, is a best-seller.
- 9 Scientists have discovered that the sacculus is unique to human beings.

### Questions 10–14

Complete each of the following statements with the best ending A-H from the box below

<p>10 The fact that music is not a primary means of communication makes it</p> <p>11 The fact that human beings make musical instruments means they are</p> <p>12 The flute produced by Dr Atema was</p> <p>13 One point on which psychologists agree is that music is</p> <p>14 Dr Miller says that 30 is the age when artists produce works which are</p>	<p><b>List of Endings</b></p> <p><b>A</b> different from other species.</p> <p><b>B</b> of the highest quality.</p> <p><b>C</b> extremely direct.</p> <p><b>D</b> of little or no importance.</p> <p><b>E</b> limited in range.</p> <p><b>F</b> sensitive to emotions.</p> <p><b>G</b> able to affect the emotions.</p> <p><b>H</b> different from language.</p>
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### Question 15–20

Look at the following statements and the list of people below (A-D). Match the statements with the people who made them

<p>15 Musical skills may suggest a number of positive qualities in a person.</p> <p>16 If music disappeared, it would have almost no effect on our lives.</p> <p>17/18 Music first developed as a way of attracting a mate (2 answers)</p> <p>19 Young people's tastes in music differ according to their sex.</p> <p>20 We find repeated sounds pleasurable to listen to.</p>	<p><b>A</b> Dr Jelle Atema</p> <p><b>B</b> Dr Geoffrey Miller</p> <p><b>C</b> Dr Adrian North</p> <p><b>D</b> Stephen Pinker</p>
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affect	воздействовать; влиять	contradict	противоречить	emerge	возникать
ancestor	предок	common	общий	evidence	свидетельство; доказа- тельство
ancient	древний	craft	ремесло; сделать (поделку)	feeble	слабый; слабоумный
attend	посещать	create	создавать, сози- дать	flute	флейта
attract	привлекать	deaf	глухой	folk	народный
blood pressure	кровенное давление	delight	радость, удо- вольствие	funeral	похороны
brain	мозг	ear	ухо	gene	ген
choice	выбор	elicit	извлекать; вызывать	heart	сердце

human being	человек	replica	точная копия	subscribe	подписаться
identity	тождественность; знак принадлежности	reveal	обнаружить	survey	опрос; обзор; исследование
inner	внутренний	sad	печальный	thunder	гром
mate	самец, самка; напарник; спариваться	shed light	пролить свет	tickle	щекотать, веселить
means	средство	shy away	уклониться от ответа на вопрос	unlike	в отличие (от); непохожий (на)
majority	большинство	sign	знак, признак	vanish	исчезнуть
note	нота	slacken	замедлять(ся)		
possess	обладать	sophisticated	утонченный		
primary	начальный; основной	species	вид, особь		
puberty	половая зрелость	startle	потрясать; испугать		

**Exercise 10. You are advised to spend about 15 minutes on Questions 1-11, which refer to the Reading Passage below**

**THE PROBLEMS OF MATURE JOB HUNTERS**

By the year 2000, nearly half the workforce will be over 40 and yet throughout Europe there is a deep ambivalence – if not outright suspicion – towards the capabilities of older workers. Those over the age of 40 generally take longer to find new employment, but European governments have done little to protect their employment rights. Only Germany, with incentives to business to encourage the employment of older people, and France, with the introduction of legislation making it illegal to use age barriers in recruitment – or to make employees redundant because of their age – have done anything substantive to combat age discrimination. Yet even in these two countries there has been no noticeable improvement in the lot of the older worker. Indeed in France job advertisements flout the law openly by asking for applicants of a certain age. So should France and Germany be tightening up their laws and should the rest of Europe follow them?

Bill Robbins, IBM outplacement specialist and a careers consultant, believes not. He said, “Legislation against age discrimination has been in existence for well over ten years in the US and Canada but has had no effectiveness. Employers will always be able to find some reason for turning down an older applicant, without appearing to break the law. Age laws merely act as a symbol of a commitment to change societal attitudes and it is these that must be changed if we are to make progress.”

Ironically it was governments which played a leading role in hardening business culture against older workers in the first place. In the late 1970s, many European countries were extremely concerned about the levels of youth unemployment, and France, Germany and Belgium even initiated incentive schemes for business to encourage older employees to take early retirement provided that younger trainees were taken on in their place. As more and more employees took early retirement, often willingly, a new, youth-oriented culture permeated business throughout most of Europe – even in those countries that had taken no active measures to promote it.

Demographic trends mean that governments are now anxious to slow down the policy of early retirement as they realise that they simply do not have the funds to meet their pension promises. But reversing business attitudes is no easy matter.

Dianah Wurman, a policy adviser for the Institute of Personnel and Development, said, “There is a widely held belief that older people are less adaptable and trainable. This is just not true. Research has shown that differences in capability are as wide within age groups as they are between them”.

So what can older job seekers do? On a practical level it is often recommended that applicants either omit their age from a CV or leave it to the end, to ensure that at least it gets read.

Yet, Tony Milne, an independent careers consultant, believes that the way forward is for older people themselves to adopt a positive attitude to their age when applying for work. “You can't expect someone else to give you a job if you think you might be too old for it.”

“Many older applicants are extremely aggressive or defensive about their age in interviews. They are immediately labelled by potential employers as difficult characters – misfits - who would have problems fitting into a new organisation and it is for these reasons rather than their age that they are rejected. If older workers can learn to become relaxed and confident about their age, then I am sure that a change in business attitudes will follow.”

### Questions 1–3

Answer the following questions by writing the appropriate letter A–D

1. Which of the following words best characterises the European attitude to older workers?  
A disapproval B dismay C distrust D dislike
2. France, US and Canada have all taken which of the following steps to discourage age discrimination?  
A encourage business to employ older people by offering rewards  
B make age discrimination in respect of employment illegal  
C refuse to employ younger workers  
D enforce age discrimination laws strictly
3. What did governments do to discourage the employment of older workers in the 1970s?  
A offer early retirement to all employees  
B offer incentives to businesses to take on younger employees  
C only employ young trainees  
D set specific age limits for employment

### Questions 4–11

Which of the following points are mentioned in the passage as causing problems for older workers? Indicate by writing Yes or No

4. lack of protection offered by European governments
5. advertisements specifying a desired age for applicants
6. government concern over youth unemployment
7. government refusal to acknowledge the worth of older workers
8. popular beliefs and attitudes favouring younger workers
9. unwillingness of older people to adapt to new methods
10. research into different skill levels in different age groups
11. being negative about their age in interviews

Adopt	принять	encourage	стимулировать, побуждать	recruitment	подбор кадров
Advertisement	рекламное объявление	existence	существование	reject	отказать; забраковать
Ambivalence	двусмысленность	harden	ужесточать	retirement	уход на пенсию
anxious	заинтересованный	(il)legal	(не)легальный	scheme	схема, программа
applicant	кандидат, претендент	in the late 1970s	в конце 70-х годов	suspicion	подозрение
capability	способность, состоятельность	legislation	законодательство	take longer	уходит больше времени
combat	воевать, бороться	misfit	неуживчивый человек	tighten up	ужесточить
concerned	обеспокоен	noticeable	заметный	throughout	повсеместно
confident	уверенный	omit	опустить, не указать	trend	тенденция
CV (Curriculum Vitae)	резюме; образование и послужной список	permeate	распространиться	turn down	отказать, «забраковать»
defensive	оборонительный	provided	при условии, что...	willingly	охотно

## ЕЩЕ РАЗ ОБ IELTS READING TEST (TITANIC)

Preparing for the IELTS test with Holmesglen Institute of TAFE

<p>The IELTS reading test takes one hour. In this time you are required to read three texts of between 500 and 900 words each. The texts and questions increase in difficulty. There will be around 40 questions to answer and record on the answer sheet within the 60 minutes.</p> <p>Most students come out of the reading test feeling that there wasn't enough time to complete the exam paper. For this reason it is very important that you take a number of timed practice reading tests before the actual exam day to develop the skills of skimming and scanning and other timesaving strategies.</p> <p>In the following section you will find information and practice questions to prepare you to answer some of the most common types of question in the reading test:</p> <ul style="list-style-type: none"><li>• Summary completion</li><li>• Matching headings to paragraphs</li><li>• Identifying the writer's views</li><li>• Multiple choice</li><li>• Selecting factors</li><li>• Table completion</li><li>• Matching causes and effects</li><li>• Sentence completion</li><li>• Short answer questions</li></ul>	<p>Тест на понимание прочитанного текста длится 1 час. За это время вам предстоит прочитать три разных текста, каждый объемом 500-900 знаков. Тексты и вопросы заданий теста даются по увеличению сложности. У вас будет около 40 минут на обдумывание ответов, и в итоге вместе с записью ответов на экзаменационном бланке у вас должно уйти 60 минут.</p> <p>Большинство тестируемых уходят с экзамена с чувством, что у них не было достаточно времени для выполнения всех заданий. Именно поэтому очень важно, чтобы до экзамена вы выполнили достаточно тренировочных тестовых упражнений на ограниченное время. Это поможет вам развить навыки просмотрового (понимание общего содержания) и изучающего (поиск конкретной информации) чтения вместе с освоением техники быстрого выполнения заданий.</p> <p>В этом разделе предлагается информация и тренировочные задания, которые помогут вам подготовиться к ответу на самые распространенные типы вопросов и заданий теста:</p> <ul style="list-style-type: none"><li>• Заполнение пропусков слов в кратком изложении содержания текста (саммери)</li><li>• Подбор соответствующих подзаголовков к абзацам текста</li><li>• Определение идей автора</li><li>• Выбор ответа из списка предложенных</li><li>• Факторы отбора нужной информации</li><li>• Заполнение таблиц</li><li>• Определение соответствия причин и следствий</li><li>• Завершение предложений</li><li>• Краткие ответы на вопросы</li></ul>
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### Sample reading text

The reading text on the following page is longer than usual and is used as the basis for all the questions and examples in this section. However, in the real IELTS test the 40 questions will be based on several texts organized into reading passages, and not just one, and the questions will not test your understanding of a point in the text more than once, as they may do here.



## LESSONS FROM THE TITANIC

**A** From the comfort of our modern lives we tend to look back at the turn of the twentieth century as a dangerous time for sea travellers. With limited communication facilities, and shipping technology still in its infancy in the early nineteenth century, we consider ocean travel to have been a risky business. However, to the people of the time it was one of the safest forms of transport. At the time of the Titanic's maiden voyage in 1912, there had only been four lives lost in the previous forty years on passenger ships on the North Atlantic crossing. In addition, the Titanic was confidently proclaimed to be unsinkable. She<sup>1</sup> represented the pinnacle of technological advance at the time. Her builders, crew and passengers had no doubt that she was the finest ship ever built. But still she did sink on April 14, 1912, taking 1,517 of her passengers and crew with her.

**B** The RMS Titanic left Southampton for New York on April 10, 1912. On board were some of the richest and most famous people of the time who had paid large sums of money to sail on the first voyage of the most luxurious ship in the world. Imagine her placed on her end: she was larger at 269 metres than many of the tallest buildings of the day. And with nine decks, she was as high as an eleven storey building. The Titanic carried 329 first class, 285 second-class and 710 third-class passengers with 899 crew members, under the care of the very experienced Captain Edward J. Smith. She also carried enough food to feed a small town, including 40,000 fresh eggs, 36,000 apples, 111,000 lbs of fresh meat and 2,200 lbs of coffee for the five-day journey.

**C** RMS Titanic was believed to be unsinkable because the hull was divided into sixteen watertight compartments. Even if two of these compartments flooded, the ship could still float. The ship's owners could not imagine that, in the case of an accident, the Titanic would not be able to float until she was rescued. It was largely as a result of this confidence in the ship and in the safety of ocean travel that the disaster could claim such a great loss of life.

**D** In the ten hours prior to the Titanic's fatal collision with an iceberg at 11.40pm, six warnings of icebergs in her path were received by the Titanic's wireless operators. Only one of these messages was formally posted on the bridge; the others were in various locations across the ship. If the combined information in these messages of iceberg positions had been plotted, the ice field, which lay across the Titanic's path, would have been apparent. Instead, the lack of formal procedures for dealing with information from a relatively new piece of technology, the wireless, meant that the danger was not known until too late. This was not the fault of the Titanic crew. Procedures for dealing with warnings received through the wireless had not been formalised across the shipping industry at the time. The fact that the wireless operators were not even Titanic crew, but rather contracted workers from a wireless company, made their role in the ship's operation quite unclear.

**E** Captain Smith's seemingly casual attitude in increasing the speed on this day to a dangerous 22 knots or 41 kilometres per hour, can then be partly explained by his ignorance of what lay ahead. But this only partly accounts for his actions, since the spring weather in Greenland was known to cause huge chunks of ice to break off from the glaciers. Captain Smith knew that these icebergs would float southward and had already acknowledged this danger by taking a more southerly route than at other times of the year. So why was the Titanic travelling at high speed when he knew, if not of the specific risk, at least of the general risk of icebergs in her path? As with the lack of coordination of the wireless messages, it was simply standard operating procedure at the time. Captain Smith was following the practices accepted on the North Atlantic, practices which had coincided with forty years of safe travel. He believed, wrongly as we now know, that the ship could turn or stop in time if an iceberg was sighted by the lookouts.

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<sup>1</sup> В английском языке нередко судам и автомобилям приписывается женский род – she, her.

**F** There were around two and a half hours between the time the Titanic rammed into the iceberg and its final submersion. In this time 705 people were loaded into the twenty lifeboats. There were 473 empty seats available on lifeboats while over 1,500 people drowned. These figures raise two important issues. Firstly, why there were not enough lifeboats to seat every passenger and crew member on board. And secondly, why the lifeboats were not full.

**G** The Titanic had sixteen lifeboats and four collapsible boats, which could carry just over half the number of people on board her maiden voyage and only a third of the Titanic's total capacity. Regulations for the number of lifeboats required were based on outdated British Board of Trade regulations written in 1894 for ships a quarter of the Titanic's size, and had never been revised. Under these requirements, the Titanic was only obliged to carry enough lifeboats to seat 962 people. At design meetings in 1910, the shipyard's managing director, Alexander Carlisle, had proposed that forty eight lifeboats be installed on the Titanic, but the idea had been quickly rejected as too expensive. Discussion then turned to the ship's décor, and as Carlisle later described the incident ... 'we spent two hours discussing carpet for the first class cabins and fifteen minutes discussing lifeboats'.

**H** The belief that the Titanic was unsinkable was so strong that passengers and crew alike clung to the belief even as she was actually sinking. This attitude was not helped by Captain Smith, who had not acquainted his senior officers with the full situation. For the first hour after the collision, the majority of people aboard the Titanic, including senior crew, were not aware that she would sink, that there were insufficient lifeboats or that the nearest ship responding to the Titanic's distress calls would arrive two hours after she was on the bottom of the ocean. As a result, the officers in charge of loading the boats received a very half-hearted response to their early calls for women and children to board the lifeboats. People felt that they would be safer, and certainly warmer, aboard the Titanic than perched in a little boat in the North Atlantic Ocean. Not realising the magnitude of the impending disaster themselves, the officers allowed several boats to be lowered only half full.

**I** Procedures again were at fault, as an additional reason for the officers' reluctance to lower the lifeboats at full capacity was that they feared the lifeboats would buckle under the weight of 65 people. They had not been informed that the lifeboats had been fully tested prior to departure. Such procedures as assigning passengers and crew to lifeboats and lifeboat loading drills were simply not part of the standard operation of ships nor were they included in crew training at this time.

**J** As the Titanic sank, another ship, believed to have been the Californian, was seen motionless less than twenty miles away. The ship failed to respond to the Titanic's eight distress rockets. Although the officers of the Californian tried to signal the Titanic with their flashing Morse lamp, they did not wake up their radio operator to listen for a distress call. At this time, communication at sea through wireless was new and the benefits not well appreciated, so the wireless on ships was often not operated around the clock. In the case of the Californian, the wireless operator slept unaware while 1,500 Titanic passengers and crew drowned only a few miles away.

**K** After the Titanic sank, investigations were held in both Washington and London. In the end, both inquiries decided that no one could be blamed for the sinking. However, they did address the fundamental safety issues which had contributed to the enormous loss of life. As a result, international agreements were drawn up to improve safety procedures at sea. The new regulations covered 24 hour wireless operation, crew training, proper lifeboat drills, lifeboat capacity for all on board and the creation of an international ice patrol.

## Words to the text

<b>A</b> board	на борту	collision	столкновение	in the early nine- ties hundred	в начале 1900-х годов
accept	принимать, при- нять	confident	(само)уверенный	instead of	вместо
accident	авария, несчаст- ный случай	contribute	внести вклад	insufficient	недостаточный
account	дать отчет, объ- яснить (причину)	creation	создание	issue	вопрос для обсу- ждения
acknowledge	признать	crew	экипаж	investigation	расследование
acquaint	(по)знакомить	cross	пересекать	<b>K</b> not	узел (количество прой- денных миль в час)
action	действие	<b>d</b> anger	опасность	<b>L</b> ack	отсутствие, недос- таток
actually	действительно	deal with	иметь дело с	least, at least	по крайней мере
advance	прогресс, про- движение впе- ред	deck	палуба	lb	фунт
agreement	соглашение	departure	отправление, от- ход (судна)	lifeboat	спасательная шлюпка
ahead	впереди	disaster	крушение	load	(по)грузить
allow	разрешить, раз- решать	distress call	сигнал бедствия	look back	оглядываться назад
apparent	явный, очевид- ный	doubt	сомнение	lookout	впередсмотрящий
appreciate	оценивать, це- нить	drills	тренировочные занятия	loss	потеря, утрата
assign	(зд.) распреде- лить	drown	утонуть	luxurious	шикарный; отно- сящийся к разряду «люкс»
attitude	отношение	<b>E</b> mpy	пустой	<b>M</b> aiden	первый; девствен- ный, девичий
available	имеющийся в наличии	expensive	дорогой, дорого- стоящий	magnitude	величина, размеры
aware, be	~ сознавать, давать себе отчет в чем-л.	explain	объяснить	majority	большинство
<b>B</b> elief	вера, уверен- ность	<b>f</b> acilities	средства; оборудо- ванные помещения	mean (meant)	значить
benefit	преимущество, льгота	fail	не суметь, потер- петь неудачу	message	сообщение
blame	винить, вина	fault	вина	motionless	без движения
board	борт, садиться на борт	fear	страх; бояться	<b>O</b> bliged	обязан
Board	комитет, депар- тамент	feed	кормить	operation	работа, выполне- ние операций
bottom	дно; днище	figure	цифра	outdated	устаревший
bridge	мостик	float	быть наплаву	<b>P</b> artly	частично
buckle	зачерпнуть от перегруза	flood	поток; заготовить, за- полнить(ся) водой	path	путь
<b>C</b> are	забота	<b>g</b> lacier	ледник	perch	сидеть, усаживаться
carpet	ковер, ковровое покрытие	<b>h</b> alf-hearted	равнодушный, вя- лый	piece	кусочек
capacity	вместимость, мощность	huge	огромный	pinnacle	вершина
casual	небрежный; случайный	hull	корпус	plot	определить на карте
cause	быть причиной, вызывать	<b>i</b> gnorance	незнание	post	отправить
charge, in	~ of ответствен- ный за	impend	нависать, надви- гаться	prior to	до, раньше (какого- то времени)
chunk	кусок, глыба	improve	улучшить, усо- вершенствовать	propose	внести предложе- ние
cling(clung) to the belief that...	были уверены, что...	infancy	младенчество	proclaim	провозглашать
coincide	совпадать, сов- пасть	inquiry	расследование, следствие	<b>Q</b> uarter	четверть

<b>R</b> aise	поднимать	<b>S</b> afe	безопасный	<b>U</b> nsinkable	непотопляемый
ram	(про)гарантировать	safety	безопасность	<b>V</b> oyage	рейс
realize	(о)осознавать	sail	плыть по морю	<b>W</b> ake up	разбудить
receive	получать	seat	сиденье, место	warning	предупреждение об угрозе
reject	отказаться, отказывать	seem	казаться	watertight	водонепроницаемый
relatively	относительно	senior	старший	wireless	радио
reluctance	нежелание	shipping	судоходный	wrongly	ошибочно
requirement	требование	sight	видеть; вид		
rescue	спасать, спасти	sink (sank, sunk)	(у)тонуть		
respond	ответить	storey	этаж		
revise	пересмотреть, внести изменения	submersion	погружение		
route	путь, маршрут	<b>t</b> urn	поворот; поворачивать(ся)		

### Reading task type one: SUMMARY COMPLETION

<p><b>The input for this type of question will be a summary of all or part of the reading text. The summary will contain a number of gaps. All of the information in the summary will be contained in the reading text, although the words used will be different. You will also be provided with a list of words to use to fill the gaps. There will be more words than gaps. These words have been chosen so that only one word will be suitable for each gap (the answer) but other words may appear suitable (distracters).</b></p> <p>Your task is to complete the summary using one word from the list for each gap. Because the summary is a paraphrase of the reading text (rather than an edited version), you will need to have a good understanding of the overall meaning and main points of the section summarised, rather than a detailed understanding of the text.</p>	<p>Этот тип вопросов базируется на кратком изложении содержания текста – аннотации (саммери). В саммери будут пропущены некоторые слова. Вся информация, представленная здесь, содержится в самом тексте, хотя она будет описана другими словами. Вам будет предложен список слов, из которого предстоит выбрать подходящие по смыслу для заполнения пропусков. Слов будет больше, чем пропусков. Эти слова подобраны таким образом, что только одно из слов может быть использовано для одного пропуска (то, что и будет вашим ответом на задание), но и другие слова (слова-отвлекатели) могут оказаться подходящими по смыслу (но не по содержанию текста!).</p> <p>Ваше задание – заполнить пропуски слов в саммери, используя нужное слово из списка. Поскольку саммери – это пересказ другими словами (перифразирование) самого текста, от вас в первую очередь требуется хорошо понять общее содержание текста и основные идеи автора, а не детальное понимание и знание информации текста.</p>
<p><b>What is being tested is your ability to:</b></p> <ul style="list-style-type: none"> <li>• skim the text for information</li> <li>• paraphrase the original text</li> </ul>	<p><b>В этом типе заданий проверяются:</b></p> <ul style="list-style-type: none"> <li>• ваши навыки просмотрового чтения</li> <li>• умение перифразировать текст</li> </ul>

**Sample task Complete the summary below. Choose your answers from the box. NB** There are more words than spaces so you will not use them all. You may use any of the words more than once.

**List of Words**

passengers	happy	float	advanced
lifeboats	confident	dangers	ocean
worried	inadequate	enormous	excitement
fast	handbook	water	afloat
record	fast	procedures	orders
drown	size	sink	safety

### The Finest Ship Ever Built

The North Atlantic Ocean crossing on the Titanic was expected to set a new standard for ...**(1)**... travel in terms of comfort and ...**(2)**... The shipping industry had an excellent safety

...(3)... on the North Atlantic Crossing over the previous forty years and the Titanic was the finest and safest liner ever built. The Titanic combined the greatest technology of the day with sheer ...(4)..., luxury and new safety features. The Titanic's owners were ...(5)... that even if the Titanic were letting in ...(6)... she would ...(7)... indefinitely until help arrived. In hindsight we know that the Titanic was not unsinkable and that technology alone could not save lives when facilities were ...(8)... and humans did not follow safe ...(9)... whether because of arrogance or ignorance.

<p><b>How to approach summary completion questions</b></p> <p><b>Step 1:</b> Read the instructions carefully. Note that in this case you have to choose your answers from the words provided. Also note that in this case you can use any word more than once.</p> <p>Remember though that every IELTS test is different. So make sure that you read the instructions carefully even if you have practised the type of question before.</p> <p><b>Step 2:</b> Skim through the summary to get an idea of the topic. In this case the summary refers generally to peoples' views about the Titanic in terms of safety.</p> <p><b>Step 3:</b> Decide which section of the text the summary covers – in this case mainly paragraphs A and C. In some cases the summary may cover the whole text.</p> <p><b>Step 4:</b> Read through the summary, referring to the list of words each time you reach a gap. Select one or more possible words from the list to fill each gap. Reject any words that do not fit grammatically, even if the meaning seems correct. Confirm your choice by referring to the relevant sections of the text.</p> <p><b>Step 5:</b> Quickly read through your completed summary to check that it makes sense.</p>	<p><b>Как выполнять задания такого типа</b></p> <p><b>Шаг 1:</b> Внимательно прочитайте само задание. Обратите внимание, что в этом случае вам нужно выбирать только из того, что вам предложено. Важно знать, что любое из слов может быть использовано вами более одного раза.</p> <p>При этом следует, однако, помнить, что все тесты IELTS отличаются друг от друга. Поэтому очень важно внимательно прочитать задание, даже если вы хорошо знакомы с этим типом вопросов.</p> <p><b>Шаг 2:</b> Прочитайте саммери, чтобы понять основное содержание (идею) темы. В данном примере в саммери описываются различные взгляды людей, касающиеся безопасности парохода «Титаник».</p> <p><b>Шаг 3:</b> Определите, какая из частей текста главным образом описывается в саммери – в данном случае, это абзацы А и С.</p> <p><b>Шаг 4:</b> Прочитайте текст саммери, подыскивая слово из списка для каждого пропуска. Выберите одно или более подходящих слов для каждого пропуска. Сразу отбросьте слова, которые не подходят грамматически, даже, если по значению они уместны. Проверьте свой выбор, сопоставив с соответствующей частью исходного текста.</p> <p><b>Шаг 5:</b> Быстро прочитайте все саммери, чтобы убедиться, что текст имеет смысл.</p>
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### Reading task type two: MATCHING HEADINGS TO PARAGRAPHS

<p><b>Task description: matching headings to paragraphs</b></p> <p>In this type of question, you will be given a list of headings. The instructions will also indicate around 4 to 6 paragraphs from the reading text. The task is to find the most suitable heading for each of the paragraphs. There will be more headings than paragraphs, and you shouldn't use any heading more than once unless the instructions tell you that you can. To complete this task well, you will need to be able to identify each paragraph's main focus. The correct heading will sum up the main idea of the paragraph.</p>	<p><b>Описание задания: Подбор подзаголовков к каждому из абзацев</b></p> <p>В этом типе заданий вам будет предложен список подзаголовков. В инструкции будут указаны 4-6 абзацев из предложенного текста. Задание – подобрать наиболее подходящий подзаголовок к каждому из абзацев. Подзаголовков будет дано больше, чем указанных абзацев, и вы не должны использовать подзаголовков более одного раза, если инструкция не предлагает иного. Для того, чтобы правильно выполнить это задание, вам нужно уметь определять основную идею абзаца. Верно подобранный подзаголовок должен назвать основную идею (тему) абзаца.</p>
<p><b>What is being tested is your ability to:</b> Identify the main idea of a paragraph</p>	<p><b>Это задание проверяет вашу способность</b> Определить основную мысль абзаца</p>

**Sample task** Choose the heading, which best sums up the primary cause of the problem described in paragraphs D, E, G, H and I of the text

**List of Headings**

- i Ignorance of the impending disaster
- ii Captain's orders ignored
- iii Captain's over-confidence
- iv Rough sea conditions
- v Faulty design
- vi Iceberg locations not plotted
- vii Low priority placed on safety
- viii Number of lifeboats adequate
- ix Inadequate training
- x Ice warnings ignored

<p><b>How to approach matching headings to paragraphs</b></p> <p><b>Step 1:</b> Read the instructions carefully. Note that the heading you choose should sum up the main idea of the paragraph. Also note which paragraphs you need to look at, as you are often not required to do them all.</p> <p><b>Step 2:</b> Familiarise yourself with the list of paragraph headings by skimming through them quickly.</p> <p><b>Step 3:</b> Read through the first paragraph for which you have to find a heading. Remember that you are reading to find out the main idea of the paragraph. Concentrate on the main idea or focus of the paragraph and try not to be distracted by details or by unfamiliar vocabulary.</p> <p><b>Step 4:</b> Choose the heading from the list which best sums up the main point of the paragraph you have just read. If you can't choose between two headings, go on to the next paragraph – you can come back to that question later. But don't forget to make a choice before the end of the test because if you leave a blank or you have marked two answers on your answer sheet, you will be graded as incorrect for that question.</p>	<p><b>Как правильно подобрать подзаголовок к абзацу</b></p> <p><b>Шаг 1:</b> внимательно прочитайте инструкцию. Помните, что подзаголовок, который вам предстоит выбрать, передает основную мысль абзаца. Также обратите внимание, к каким абзацам вам предстоит выбрать подзаголовок, так как часто это задание касается не всех абзацев.</p> <p><b>Шаг 2:</b> Ознакомьтесь с предложенными подзаголовками, быстро прочитав их.</p> <p><b>Шаг 3:</b> Прочитайте первый абзац, к которому предстоит подобрать подзаголовок. Читая, помните, что вам нужно определить основную идею текста. Сконцентрируйте все свое внимание на основной идее абзаца и постарайтесь не отвлекаться на конкретные детали или на незнакомые слова.</p> <p><b>Шаг 4:</b> Выберите подзаголовок из предложенного списка, который наилучшим образом передает основную идею прочитанного вами абзаца. Если вам трудно выбрать между двумя похожими подзаголовками, продолжайте читать дальше и выбирать подзаголовки. К абзацу, который вызывает сомнение, вы можете вернуться позже, но не забудьте все-таки сделать свой выбор до конца теста, потому что, если вы оставите пустое место на бланке ответа или отметите два ответа, вам не будет засчитан бал.</p>
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**Reading task type three: IDENTIFYING THE WRITER'S VIEWS**

<p><b>Task description:</b></p> <p><b>Identifying the writer's views</b></p> <p>In this task type you will be given a number of statements. You will have to decide if these statements agree with the writer's views. To complete this task well you will often need to be able to recognise the writer's views not only from what is said directly, but also from what is implied. For example, we do not need the writer to state directly that he/she disapproves of zoos. We can infer this disapproval if the writer states his/her disapproval of the following: animals being taken from the wild, animals being caged, people paying money to see animals, animals not having any privacy. However, if the writer simply describes the problems with zoos this does not necessarily imply disapproval. Also, we should not try to guess the writer's views.</p>	<p><b>Описание задания:</b></p> <p><b>Определение позиции автора</b></p> <p>В задании такого типа вам будет предложено несколько утверждений. Вам нужно будет решить, согласуются ли эти утверждения с мнением автора. Для выполнения этого задания вы должны уметь определять мнение автора не только из того, что он утверждает напрямую, но и по тому, что имеется в виду. Например, нам не нужно прямое утверждение автора о том, что он против зоопарков. Мы можем понять его позицию из следующих замечаний: животных вылавливают из дикой природы; их держат в клетках; люди платят деньги, чтобы посмотреть на животных в клетке; животные не имеют возможности уединиться. Однако если автор просто описывает проблемы зоопарков, это не всегда означает, что он против зоопарков. Нам также не надо пытаться угадать мысль автора.</p>
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<p>In statement 5 of the sample task on the following page, we should not assume that because <b>we</b> think that the lifeboats should have rescued more people, or because ‘everybody’ thinks that the lifeboats should have returned to rescue more people, that this is the <b>writer’s</b> view. In this case the writer does not express any view on this issue; she simply states the fact that the lifeboats were not full and so the answer must be <b>Not Given</b>.</p>	<p>В задании, приведенном ниже, в 5-м утверждении, мы не должны предполагать, что спасательные боты должны были спасти больше людей, потому что это <b>нам</b> так кажется, или потому что ‘каждый’ так думает, поэтому и автор должен утверждать это. В этом конкретном случае автор не выражает никакого мнения на этот счет, она просто констатирует факт, что боты были заполнены не полностью. Поэтому и ответ будет – <b>Not Given</b>.</p>
<p><b>What is being tested is your ability to:</b></p> <ul style="list-style-type: none"> <li>• identify opinion and attitude</li> <li>• skim for detailed information</li> <li>• make inferences</li> </ul>	<p><b>В этом типе заданий проверяется ваше умение</b></p> <ul style="list-style-type: none"> <li>• определить мнение и отношение</li> <li>• найти конкретную информацию</li> <li>• делать заключение</li> </ul>

**Sample task Do the following statements agree with the views of the writer in the reading passage?**

**Yes** If the statement agrees with the writer

**No** If the statement contradicts the writer

**Not Given** If it is impossible to say what the writer thinks about this.

1. The enormous loss of life on the Titanic was primarily caused by inadequate equipment, training and procedures.
2. Nobody had thought of installing enough lifeboats to accommodate all the passengers and crew in the event of an emergency.
3. Captain Smith didn’t inform his officers of the true situation because he didn’t want to cause a panic.
4. The lifeboats would have buckled if they had been fully loaded.
5. After the Titanic sank the lifeboats which were not full should have returned to rescue as many people from the water as they could.
6. The Captain of the Californian could have brought his ship to the rescue if he had realised that the Titanic was sinking.
7. The sinking of the Titanic prompted an overhaul of standard operating procedures, which made ocean travel much safer.

<p><b>How to approach questions requiring you to identify the writer's views</b></p> <p><b>Step 1:</b> Read the instructions carefully. Note that you are asked to identify the writer’s opinion, which may not necessarily be the same as the facts. Note also the difference between the three categories you have to use, particularly:</p> <p><b>No</b> The statement contradicts the writer.</p> <p><b>Not Given</b> The writer does not give an opinion on this point.</p> <p><b>Step 2:</b> Skim through all of the statements to get an idea of the topics you will be searching for in your reading of the text.</p> <p><b>Step 3:</b> Read the first statement again more carefully. Note the main point or opinion given in the statement.</p> <p><b>Step 4:</b> Skim the text for the section which refers to that idea. If you come across information relating to other statements, put a mark beside the section so that you can find it quickly again later.</p> <p><b>Step 5:</b> Once you have found the appropriate section of the text, read more carefully. Decide if the statement agrees with the view of the author (mark <b>Yes</b> on your answer sheet) or disagrees with the author (mark <b>No</b> on your answer sheet). If the author doesn’t give an opinion which agrees or disagrees with the statement then mark <b>Not Given</b> on your answer sheet.</p>	<p><b>Как выполнять задания по определению мнения автора</b></p> <p><b>Шаг 1:</b> Внимательно прочтите инструкции. Обратите внимание, что от вас требуется определить мнение автора текста, которое может иногда не совпадать с действительными фактами. Обратите внимание на различный смысл ответов:</p> <p><b>No</b> утверждение противоречит мнению автора</p> <p><b>Not Given</b> автор ничего не упоминает по этому поводу</p> <p><b>Шаг 2:</b> Прочитайте все утверждения, чтобы понять, какую информацию вам нужно искать во время чтения текста.</p> <p><b>Шаг 3:</b> Еще раз более внимательно прочитайте первое утверждение. Обратите внимание на основную идею или мнение, выраженное в утверждении.</p> <p><b>Шаг 4:</b> Найдите в тексте место, которое соотносится с данным утверждением. Если вам параллельно удалось встретить то место текста, которое относится к другим утверждениям задания, пометьте их, чтобы вы смогли потом быстро их найти.</p> <p><b>Шаг 5:</b> Найдя соответствующую информацию в тексте, прочитайте отрывок более внимательно. Решите, совпадает ли утверждение с мнением автора (отметьте <b>YES</b> на вашем ответном бланке), или противоречит его мнению (отметьте <b>NO</b> в ответе). Вы не нашли никакой информации по поводу того, что было заявлено в утверждении задания, отметьте <b>Not Given</b> на бланке ответа.</p>
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## Reading task type four: MULTIPLE CHOICE

<p><b>Task description:</b> <b>multiple choice</b></p> <p>In this question type you will be given a ‘stem’ which may be an incomplete sentence or a question. The stem will be followed by three or four options – one will be correct (the answer) and three may seem possible but are in fact incorrect in some way (the distracters). In tackling this type of question, it is very important to read the stem carefully. Candidates often make careless mistakes when they misread the stem and so choose the wrong option.</p> <p><b>What is being tested</b></p> <p>Multiple choice questions can be designed to test a wide variety of reading skills. The questions may require you to have an overall understanding of the main points of the text as in Question 1 of the sample task, in which case you will need to be able to read for gist. Or they may require you to have a detailed understanding of particular points as in questions 2 and 3 of the Sample Task, in which case you will need to be able to read for specific details. Multiple choice questions may also ask you to identify facts or opinions in the text.</p>	<p><b>Описание задания</b> <b>Выбор варианта из множества предложенных</b></p> <p>В вопросах этого типа могут быть даны незавершенные предложения, к которым предлагаются варианты окончания, или вопросы с набором вариантов ответов. Из предложенных вариантов только один будет верным, хотя другие тоже могут казаться возможными, но в действительности, они не подходят по смыслу текста, а просто отвлекают. При выполнении этих заданий очень важно внимательно прочитать и точно понять то, что приводится в исходном предложении или вопросе.</p> <p><b>Что проверяется</b></p> <p>Множественный выбор предназначен для проверки различных навыков чтения, например, некоторые вопросы проверяют ваше понимание общего смысла текста – (см. вопрос 1), или они могут быть ориентированы на поиск конкретной информации (вопросы 2 и 3). Задания этого типа могут также ориентировать вас на поиск конкретных фактов или мнений, изложенных в тексте.</p>
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### Sample task Choose the appropriate letters A–D

- Which is most at fault for the magnitude of the Titanic disaster?
  - The ship
  - The Titanic’s owners and builders
  - Standard operating procedure
  - The captain and crew
- The number of lifeboats on the Titanic ...
  - would have been sufficient if all boats had been filled to capacity
  - met the regulations for much smaller ships but not the Titanic
  - had been designed in 1894 by the British Board of Trade
  - could carry more people than required under the regulations
- The Titanic was ...
  - higher than the tallest buildings of her day
  - divided into 16 watertight compartments
  - unsinkable
  - the most technologically advanced liner of her time

<p><b>How to approach multiple choice questions</b></p> <p><b>Step 1:</b> Read the instructions carefully</p> <p><b>Step 2:</b> Skim all the questions briefly to get an idea of the topics for which you will be searching when reading the text.</p> <p><b>Step 3:</b> Read the first question again more carefully. Decide what you will need to read to answer the question. Is the question asking you for a particular detail that you need to find in the text? Or is the question asking you for an answer which requires a global understanding of the whole text?</p> <p><b>Step 4:</b> Once you have decided the best strategy for dealing with the question (as above), you will need to proceed to read the text in the appropriate manner, for example reading for gist, reading for detail etc.</p>	<p><b>Как выполнять задания этого типа</b></p> <p><b>Шаг 1:</b> внимательно прочитайте задание</p> <p><b>Шаг 2:</b> просмотрите вопросы, чтобы получить представление о том, что вам предстоит найти при чтении текста.</p> <p><b>Шаг 3:</b> Внимательно перечитайте первый вопрос. Определите, что вам нужно читать, чтобы ответить на этот вопрос: вопрос касается определенной детали, которую вам предстоит найти в тексте? Или он требует глобального понимания содержания текста?</p> <p><b>Шаг 4:</b> Выполнив предыдущий шаг, приступайте к чтению текста соответствующим образом – просмотровое или изучающее чтение.</p>
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## Reading task type five: SELECTING FACTORS

<p><b>Task description</b>          You will be provided with a number of statements some of which paraphrase or summarise what the writer said. In this task type you need to show that you know what information the writer did (and did not) mention on a particular topic.</p> <p><b>What is being tested is your ability to:</b></p> <ul style="list-style-type: none"> <li>• skim and scan the text for details</li> <li>• understand paraphrase</li> <li>• understand inference</li> </ul>	<p><b>Описание задания</b>          Вам будет предложен ряд утверждений, некоторые из которых будут перефразировать или обобщать то, что было высказано автором. Вам нужно будет показать, что вы знаете, какую информацию автор действительно представил (или не представил) по определенной теме.</p> <p><b>Проверяется ваше умение</b></p> <ul style="list-style-type: none"> <li>• сканировать и искать детали</li> <li>• понимать перефразирование</li> <li>• понимать подразумеваемое (вывод)</li> </ul>
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**Sample task** The writer mentions a number of factors related to poor communication which contributed to the disaster. Which 3 of the following factors are mentioned?

- A. The Titanic was travelling too fast.
- B. Ships were not required to operate their wireless continually.
- C. There were insufficient lifeboats on the ship.
- D. The Titanic's wireless was not operating around the clock.
- E. Ice warnings were not dealt with systematically.
- F. The Californian's wireless had broken down.
- G. The Titanic's wireless had broken down.
- H. Captain Smith did not give his officers enough information.

<p><b>How to approach questions where you have to select factors</b></p> <p><b>Step 1:</b> Read the instructions carefully. Note that only three of the factors are correct. Note also that the instructions in this sample task tell you what topic to focus on. In this case the instructions tell you to focus on poor communication as a contributing factor in the disaster. Although other factors may have contributed to the disaster (such as A and C) only the three correct answers focus on poor communication as a contributing factor.</p> <p><b>Step 2:</b> Read through the list of factors.</p> <p><b>Step 3:</b> Scan the text and find the sections or paragraphs, which discuss poor communication.</p> <p><b>Step 4:</b> Read those sections carefully and select the appropriate three factors.</p>	<p><b>Как выполнять задания по выбору факторов</b></p> <p><b>Шаг 1:</b> Внимательно прочитайте задание. Обратите внимание, что только три фактора будут верными. Также обратите внимание, что задание уже говорит о теме, на которую нужно ориентироваться. В этом случае, это плохая связь как фактор, способствующий катастрофе. Хотя другие факторы тоже повлияли на произошедшую катастрофу (А и С), но только три из перечисленных факторов касаются плохой связи.</p> <p><b>Шаг 2:</b> прочитайте список факторов</p> <p><b>Шаг 3:</b> «Просканируйте» текст, чтобы найти те разделы, в которых говорится о плохой связи.</p> <p><b>Шаг 4:</b> Внимательно прочитайте эти отрывки и выберите три соответствующих фактора.</p>
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## Reading task type six: TABLE COMPLETION

<p><b>Task description</b>          You will be provided with an incomplete table, which summarises or paraphrases information given in the reading text. The information in table form may be organised differently from the way in which it appears in the text, for example chronologically instead of in order of importance. The task is to complete the gaps in three words or fewer.</p> <p><b>What is being tested is your ability to</b></p> <ul style="list-style-type: none"> <li>• skim for specific information</li> <li>• understand gist and paraphrase</li> </ul>	<p><b>Описание задания</b>          Вам будет предложена таблица с пропусками, в которой суммируется или перефразируется содержание текста. В таблице информация представлена в ином порядке, чем в тексте, например, хронологически, а не по степени важности. Задание – вписать не более трех слов.</p> <p><b>Проверяется ваше умение</b></p> <ul style="list-style-type: none"> <li>• найти конкретную информацию</li> <li>• понимать основную мысль и перефразирование</li> </ul>
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**Sample task** Complete the table below using information from the reading passage. Write no more than three words for each answer

<b>Problem</b>	<b>Cause of the problem</b>	<b>Regulated after the Titanic disaster?</b> (Write <b>Yes</b> , <b>No</b> or <b>Doesn't say</b> )
Position of icebergs not plotted	... (1) ... scattered all over the ship	Doesn't say
Insufficient lifeboats	... (2) ... regulations	... (3) ...
Lifeboats not full	a) ignorance of the extent of the danger b) fear that the lifeboats would ... (5) ...	... (4) ... ... (6) ...
Californian didn't listen to the distress calls	No ... (7) ... wireless operation	... (8) ...

#### **How to approach table completion tasks**

**Step 1:** Read the instructions carefully. Note that in the sample task you may use your own words if you wish, based on the information in the reading text. In other cases you will be instructed to use the words from the reading text only. Note also that here you may write only three words or fewer.

**Step 2:** Look at the table and especially any headings. Decide which is the most useful way to read the table. In this case you need to read it horizontally to answer the questions. Glance at the other information given in the table to get an idea of what information you will be searching for when you read.

**Step 3:** Look at the first row under the headings. Decide what key ideas you will need to search for as you skim the reading text. Decide also what information you will need to complete the first gap. For example, in the sample task you will skim for a paragraph or section discussing icebergs not being plotted because something was scattered all over the ship. What was that something?

**Step 4:** Skim the text for the appropriate paragraph or section.

**Step 5:** Read that section more carefully and decide on the best word or words to fill the gap. Remember that you will need to use the appropriate form of any verbs.

#### **Как выполнять задания этого типа**

**Шаг 1:** Внимательно прочитайте задание. Обратите внимание, что при заполнении таблицы вы можете писать своими словами, основываясь на информации текста. Иногда может быть дана специальная оговорка, требующая использования точных слов из текста. Обратите внимание, что ваш ответ должен содержать не более трех слов.

**Шаг 2:** Рассмотрите таблицу и ее подзаголовки. Решите для себя, как более уместно ее читать. В приведенном выше задании таблицу нужно было читать горизонтально, чтобы ответить на вопросы. Ознакомьтесь с другой информацией, приведенной в таблице, чтобы понять, что вам предстоит искать во время чтения.

**Шаг 3:** Посмотрите на первый ряд, приведенный под заголовками. Определите для себя, какова ключевая идея. Решите, что за информацию вам нужно искать, чтобы заполнить первый пропуск. Например, в данном задании вам нужно было найти фрагмент, где говорилось, что айсберги не были обнаружены из-за чего-то, что было разбросано по всему судну. Что это «что-то»?

**Шаг 4:** Просмотрите текст, чтобы найти нужный отрывок.

**Шаг 5:** Более внимательно прочитайте отрывок и выберите наиболее подходящие слова для пропущенной ячейки таблицы. Помните, что вы должны использовать соответствующую форму глагола.

## **Reading task type seven: MATCHING CAUSES AND EFFECTS**

#### **Task description**

You will be provided with two lists. In most cases, one list contains a small number of causes and the other list contains a larger number of effects. The task is to find the effect which arose from (matches) each cause. To complete this task well you will need to understand clearly what the words 'cause' and 'effect' mean.

#### **What is being tested is your ability to:**

- understand cause and effect relationships
- understand gist and paraphrase
- skim for information

#### **Описание задания**

Вам будут предложены два списка. В большинстве случаев эти списки представляют собой ограниченный перечень причин и обширный список результатов (следствий). Задание сводится к правильному подбору пары «причина – следствие». Для выполнения этого задания вам нужно хорошо понять, что такое причина и что такое следствие.

#### **Проверяются ваши умения**

- понимать причинно-следственную связь
- понимать основную мысль и перефразирование
- быстро находить информацию

**Sample task** The reading passage describes a number of cause and effect relationships. Match each cause (1-4) in List A with its effect (A-H) in List B

NB There are more effects in List B than you will need, so you will not use all of them. You may use any effect more than once if you wish.

List A: Causes	List B: Effects
1. Outdated regulations designed for much smaller ships	a) Lack of lifeboat training and drills
2. Captain Smith's failure to communicate sufficient information to officers	b) More than two of the watertight compartments filled with water
3. No requirements for 24 hour a day wireless operation	c) Locations of icebergs received in ice warnings were not plotted
4. Lack of procedures for dealing with wireless messages	d) Half full lifeboats did not return to rescue people
	e) Nearby ship did not come to Titanic's rescue
	f) Not enough lifeboats
	g) Passengers panicked
	h) Lifeboats were not fully loaded

How to approach questions which ask you to match causes and effects	Как правильно определить причинно-следственную связь
<p><b>Step 1:</b> Read the instructions carefully.</p> <p><b>Step 2:</b> Look at the table and decide which list you should work from. In most cases, it would be most efficient to work from the shorter list (usually the causes).</p> <p><b>Step 3:</b> Read the first cause.</p> <p><b>Step 4:</b> Briefly familiarise yourself with the effects list. Which effects seem possible at this stage?</p> <p><b>Step 5:</b> Skim the reading text to find the section which discusses the first cause.</p> <p><b>Step 6:</b> Read that section of the reading text carefully to find the effect.</p> <p><b>Step 7:</b> When you have found the effect in the reading passage, refer back to the effects list and select the one which best paraphrases the information in the reading text. If none of the effects listed seem to match, then keep reading the text, as it is not unusual for causes to have more than one effect.</p>	<p><b>Шаг 1:</b> Внимательно прочитайте инструкции</p> <p><b>Шаг 2:</b> Ознакомившись с таблицей, решите, на какой из списков вы будете опираться. В большинстве случаев работать с более коротким списком будет более оправдано (обычно это причины)</p> <p><b>Шаг 3:</b> Прочитайте описание первой причины.</p> <p><b>Шаг 4:</b> <b>Просмотрите список следствий. Какой из предложенных возможен по смыслу?</b></p> <p><b>Шаг 5:</b> Найдите в тексте отрывок, где упоминается первая причина.</p> <p><b>Шаг 6:</b> Внимательно прочитайте этот отрывок и найдите описание следствия.</p> <p><b>Шаг 7:</b> Определив по тексту следствие, вернитесь к списку и выберите из предложенных следствий то, которое соответственно перефразирует информацию текста. Если вам кажется, что никакое из предложенных описаний следствий не подходит, продолжайте читать текст, потому что, может случиться так, что просто одна причина имеет более одного следствия.</p>

## Reading task type eight: SENTENCE COMPLETION

Task description	Описание задания
<p>You will be provided with a number of incomplete sentences which you need to complete using information from the reading text. Generally you must complete the statement in three words or fewer, but confirm this with the instructions.</p> <p><b>What is being tested is your ability to:</b></p> <ul style="list-style-type: none"> <li>skim for general information</li> <li>read for details</li> <li>understand paraphrase in the incomplete sentences</li> </ul>	<p>Вам будут даны несколько незаконченных предложений, которые вы должны дописать, используя информацию из текста. Обычно ответ не должен содержать более 3 предложений, но в этом нужно убедиться по тексту задания.</p> <p><b>Проверяется ваше умение</b></p> <ul style="list-style-type: none"> <li>понимать общую информацию</li> <li>находить конкретные детали</li> <li>понимать перефразирование в незаконченных предложениях.</li> </ul>

**Sample task Complete the sentences below using words taken from the reading passage. Use no more than three words for each answer**

1. One positive outcome was that the inquiries into the Titanic disaster sought to improve safety procedures by initiating ...(1)...
2. The Titanic's safety feature, which convinced most people that she wouldn't sink, was her ...(2)...
3. Passenger ships across the North Atlantic Ocean had had an excellent safety record in the ...(3)...

<p><b>How to approach this task</b></p> <p><b>Step 1:</b> Read the instructions carefully. Note that in the sample task you must only use words from the reading passage, and that you may use no more than three words to complete each sentence.</p> <p><b>Step 2:</b> Briefly read through all the incomplete sentences to get an idea of what information you will have to find in the text.</p> <p><b>Step 3:</b> Read the first sentence more carefully. Decide what information you will need. In this case, you will look for a section discussing inquiries about improving safety procedures.</p> <p><b>Step 4:</b> Once you have found the relevant section of the reading text, look back at the incomplete sentence and decide what specific information you need to complete it. In this case, you need to find what was initiated.</p> <p><b>Step 5:</b> Read that part of the text more carefully to find the answer. Remember that the correct answer you find in the text should fit the incomplete sentence grammatically. If not, you may need to look for another answer. In some IELTS tests the instructions will not say 'using words taken from the text', in which case you can use your own words or change the form of the words in the reading text.</p>	<p><b>Как выполнять задания этого типа</b></p> <p><b>Шаг 1:</b> Внимательно прочитайте инструкции. Обратите внимание, что в ответах вы должны использовать только слова из текста, и что ответ для завершения предложения должен быть не больше трех слов.</p> <p><b>Шаг 2:</b> Просмотрите все незаконченные предложения, чтобы понять, какую информацию вам нужно будет найти при чтении текста.</p> <p><b>Шаг 3:</b> Внимательнее прочитайте первое предложение. Решите, какая информация вам нужна. В приведенном задании, например, вы будете искать отрывок, касающийся вопросов по улучшению мер безопасности.</p> <p><b>Шаг 4:</b> Найдя нужный отрывок, прочитайте предложение задания еще раз, чтобы определить, какая точно информация требуется для завершения предложения. В приведенном выше примере вам предстоит найти описание действий, которые были начаты.</p> <p><b>Шаг 5:</b> Более внимательно прочитайте отрывок текста, чтобы найти точный ответ. Помните, что правильный ответ, который вам предстоит вписать, должен вписываться во все предложение грамматически. В противном случае вам нужно искать другой вариант ответа. В тех случаях, когда задание не оговаривает «используя слова текста», вы можете выразить ответ своими собственными словами.</p>
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## Reading task type nine: SHORT ANSWER QUESTIONS

<p><b>Task description</b></p> <p>You will be provided with a number of questions, which you have to answer. Generally, your answers must be in three words or fewer but confirm this with the instructions.</p> <p><b>What is being tested is your ability to:</b></p> <ul style="list-style-type: none"> <li>• skim for general information</li> <li>• read for details</li> <li>• identify the focus of the question</li> <li>• understand paraphrase in the question</li> </ul>	<p><b>Описание задания</b></p> <p><b>Вам будут даны несколько вопросов, на которые нужно будет дать ответ. Обычно ответы должны быть не более 3 слов, но убедитесь в этом по тексту задания.</b></p> <p>Проверяются ваши умения</p> <ul style="list-style-type: none"> <li>• понимать общую информацию</li> <li>• находить детали</li> <li>• определять направленность вопроса</li> <li>• понимать перефразирование в вопросе</li> </ul>
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**Sample task Using no more than three words, answer the following questions**

1. Alexander Carlisle implied that the Titanic's owners were more concerned about the ship's appearance than what?
2. The laws of which government regulated the lifeboat requirements that the Titanic conformed to in 1912?
3. What term used in the passage tells the reader that this was the Titanic's first journey?

**How to approach short answer questions**

**Step 1:** Read the instructions carefully. Note that in the sample task you may use your own words but you may not use more than three words for each answer.

**Step 2:** Briefly read through all of the questions to get an idea of what information you will have to find in the text.

**Step 3:** Read the first question more carefully. Decide what information you will skim for. In this case you will skim for reference to Alexander Carlisle.

**Step 4:** Once you have found the relevant section of the reading text, look back at the question and decide what specific information you need to answer the question. In this case, you need to find what the owners thought was less important than Titanic's appearance.

**Step 5:** Read that part of the text more carefully to find the answer.

**Step 6:** Your answer does not need to be a complete sentence but it does need to make sense grammatically.

**Как выполнять задания этого типа**

**Шаг 1:** Внимательно прочитайте инструкции. Обратите внимание, что в приведенном выше задании вы можете использовать свои слова, но каждый ответ не должен быть длиннее 3 слов.

**Шаг 2:** Просмотрите все вопросы, чтобы понять, какую информацию вам предстоит искать в тексте.

**Шаг 3:** Внимательнее прочитайте первый вопрос. Решите, какую информацию вам предстоит искать. В приведенном примере вам нужно будет найти ссылку на Александра Карлисла.

**Шаг 4:** Найдя нужный отрывок, вернитесь к вопросу. И определите, какую конкретно информацию вам предстоит указать в ответе. В данном примере вам нужно найти, что владельцы считали менее важным, чем внешнее убранство парохода.

**Шаг 5:** Более внимательно прочитайте эту часть текста.

**Шаг 6:** Вашему ответу не обязательно быть завершенным предложением, но он должен быть грамматически правильным.

## ОТВЕТЫ К ЗАДАНИЯМ

### Natural History Museum

1 – B	5 – D	9 – B	13 – A	17 – C
2 – B	6 – C	10 – A	14 – A	18 – D
3 – B	7 – D	11 – C	15 – B	19 – B
4 – C	8 – D	12 – B	16 – C	

### INFORMATIONAL TEXTS ON EVERYDAY SITUATIONS

#### Ex. 1

1 – D; 2 – B; 3 – D

#### Ex. 2 Advertisements

1 – B; 2 – D; 3 – K; 4 – I; 5 – G; 6 – J; 7 –

#### Ex. 3 Driver License

1. her license may be cancelled
2. hand it in at any Motor Registry
3. the Reid Room
4. 7.00 p.m.

#### Ex. 4 Moreton College

1 – the Reid Room; 2 – 7.00 pm; 3 – 8.30 pm

#### Ex. 6 Classic Tours

1 – C; 2 – D; 3 – C; 4 – A; 5 – B; 6 – B

#### Ex. 7 Booking a Wessex Cottage Holiday

1 – TRUE 2 – FALSE 3 – TRUE 4 – TRUE 5 – FALSE 6 – FALSE 7 – FALSE

#### Ex. 8 – 10 Heart Attack

1 – B; 2 – B; 3 – medical help/ambulance; 4 – heartbeat and breathing; 5 – NG; 6 – T; 6 – F; 7 – NG

#### Ex. 11 Scorpio Cooker

1 – a large burner; 2 – A; 3 – C; 4 – 10 minutes; 5 – A; 6 – B; 7 – plastic; 8 – Celsius; 9 – C

#### Ex. 12 Don't Pay Full Fare

1 – False; 2 – True; 3 – False; 4 – NG; 5 – NG; 6 – NG; 7 – True

#### Ex. 13 Casual Employment

4. C
5. A
6. B
7. B

### INFORMATIONAL TEXTS RELATED TO EDUCATION

#### Ex. 1 School of design

1. two/2
2. a written argument
3. the syllabus document.
4. a real-life problem.
5. work plan backwards.
6. safe

## Ex. 2 Student Accommodation

1 – C; 2 – B; 3 – A; 4 – B; 5 – \$ 68.50; 6 – \$154; 7 – 21; 8 – 17; 9 – Boronia; 10 – women

## Ex. 3 Student loans

1 – No	4 – not given	7 – no
2 – no	5 – no	8 – no
3 – yes	6 – yes	9 – yes

## Ex. 4 Supported Open Learning

1 ix	7 A	13 E
2 vii	8 D	14 F
3 vi	9 C	15 A
4 i	10 D	16 C
5 viii	11 (full-time) employment	
6 iv	12 family/domestic responsibilities	

## Ex. 6 St. Trinian College

- 1.iii
- 2.i Key words are 'deciding which program'.
- 3.iv ... 'tuition fees'.
- 4.viii ... 'full details of term dates'.
- 5.ix ... 'overseas student office'.
- 6.vii ... 'help graduates find suitable employment'.
- 7.iii ... are 'the few regulations that are enforced are ...'
- 8.immigration authorities (point two)
- 9.an ELICOS course (point three)
10. the students (*see Fees*, point 2: 'textbooks, equipment ... are your responsibility')
11. by bank draft (*see Fees*, point 4)
12. it is refunded (*see Application fees*, point b)
13. over 4 weeks (*see Course fees* point c)
14. International Student Programs (*see Transfer to Another Institution*)

## TEXTS ON TOPICS OF GENERAL INTEREST

### Ex. 1 Wrap up your gift

1	language	9	IE
2	host(s)	10	T
3	climate	11	(gift) giving
4	anguish	12	pigs
5	F	13	colours
6	F	14	black
7	IE	15	quality
8	F		

### Ex. 2 The Value of Driver Training

1 G	5 A	9 F	13 G
2 C	6 T	10 F	14 D
3 I	7 NI	11 F	15 B
4 B	8 T	12 H	16 F

### Ex. 3 Co-housing

- |                                       |               |
|---------------------------------------|---------------|
| 1. privacy & ownership                | 7. F          |
| 2. isolation                          | 8. household  |
| 3. sharing /community /access (any 2) | 9. dwelling   |
| 4. (lack) privacy                     | 10. hobbies   |
| 5. C                                  | 11. music     |
| 6. D                                  | 12. residents |

### Ex. 4 Helping Small Business – Helping Yourself

- |     |       |                           |                                 |
|-----|-------|---------------------------|---------------------------------|
| 1 C | 7 C   | 13 VIII                   | 19 sales & marketing            |
| 2 A | 8 F   | 14 V                      | 20 to duplicate                 |
| 3 B | 9 NG  | 15 IX                     | 21 business opportunity booklet |
| 4 A | 10 T  | 16 VI                     |                                 |
| 5 B | 11 NG | 17 I                      |                                 |
| 6 A | 12 F  | 18 Small Business Monitor |                                 |

### Ex. 5 Hard Work Is Asian's Secret to Success

1. B (the pattern of agreeing and disagreeing with the statements in the questionnaire is that of an American parent)
  2. disappeared
  3. higher ('harder' is not acceptable English; a 'high achiever' in modern English is an expression often used to describe a person with ambitious goals who usually achieves them)
  4. effort
  5. innate (a quality you are born with, not learnt, as in 'innate good sense')
  6. beliefs ('false beliefs' = 'misconceptions, myths, 'false myths' is a tautology, and wrong)
  7. more (paragraph 5)
  8. skills (paragraph 7)
  9. less ('Chinese and Japanese mothers stressed the importance of hard work to a greater degree than American mothers and American mothers gave greater emphasis to innate ability than did Chinese and Japanese mothers.')
  10. more
  11. actively ('Chinese and Japanese parents are more interested and involved in their children's schooling-Chinese and Japanese families mobilised themselves to assist the child...')
  12. expectations ('Chinese and Japanese mothers held higher standards for their children's achievement than American mothers...')
  13. American (' American mothers overestimated their child's abilities...')
  14. Asian (' Chinese and Japanese mothers gave more realistic evaluations of their child's ... characteristics.')
  15. realistic
- 

### Ex. 6 A Different Taste of Things to Come

- |                           |         |        |
|---------------------------|---------|--------|
| 17 Europanel              | 23 C    | 29 No  |
| 18 social                 | 24 C    | 30 No  |
| 19 demographic            | 25 E    | 31 Yes |
| 20 man/woman living alone | 26 E    | 32 No  |
| 21 will look abroad       | 27 A  B |        |
| 22 A                      | 28 Yes  |        |



## Ex. 7 Traditional Vietnamese Medical Theory

1 – E	10 – physical effects
2 – H	11 – tonic
3 – B	12 – increase blood volume    (promote) health and energy
4 – G	13 – antitonic
4 – D	14 – sour food   raw food    cold food
5 – yin & yang    blood & breath	15 – wind illness    rheumatism    arthritis
7 – physical & mental	16 – toxic
8 – age & pregnancy	17 – convulsions // /skin irritation // infection
9 – intrinsic nature	18 – magic

## Ex. 8 First Impressions Count

1 F	5 C	10 No
2 A	6 No	11 Not Given
3 G	7 Yes	12 No
4 E	8 Yes	
5 B	9 No	

## Ex. 9 Why Are We Touched by the Sound of Music?

1. F	6. DNS	11. E	16, 17 A,B
2. DNS	7. DNS	12. C	18. C
3. DNS	8. F	13. B	19. D
4. F	9. D	14. C	
5. F	10. A	15. D	

## Ex. 10 The Problems of mature Job Hunters

1. C	5. Y	9. N
2. B	6. Y	10. N
3. B	7. N	11. Y
4. Y	8. Y	

## Lessons from the Titanic Answer Keys

### 1. Summary completion

1. ocean	The Finest Ship Ever Built
2. safety	The North Atlantic Ocean crossing on the Titanic was expected to set a new standard for <b>ocean</b> travel in terms of comfort and <b>safety</b> . The shipping industry had an excellent <b>record</b> on the North Atlantic Crossing over the previous forty years and the Titanic was the finest and safest liner ever built. The Titanic combined the greatest technology of the day with sheer <b>size</b> , luxury and new safety features. The Titanic's owners were <b>confident</b> that even if the Titanic were letting in <b>water</b> , she would <b>float</b> indefinitely until help arrived. In hindsight, we know that the Titanic was not unsinkable and that technology alone could not save lives when facilities were <b>inadequate</b> and humans did not follow safe <b>procedures</b> whether because of arrogance or ignorance.
3. record	
4. size	
5. confident	
6. water	
7. float	
8. inadequate	
9. procedures	

**2. Matching headings to paragraphs**

Paragraph D	vi
Paragraph E	iii
Paragraph G	vii
Paragraph H	i
Paragraph I	ix

**3. Identifying the writer's views**

1. Yes
2. No
3. Not Given
4. No
5. Not Given
6. Yes
7. Yes

**4. Multiple choice questions**

1. C
2. B
3. D

**5. Selecting factors**

1. B
2. E
3. H

**6. Table completion**

1. Ice warnings / wireless messages
2. Out dated / out of date
3. Yes
4. Doesn't say
5. Buckle
6. Yes
7. 24 hour
8. Yes

**7. Matching causes and effects**

1. F
2. H
3. E
4. C

**8. Sentence completion**

1. international agreements / new regulations
2. sixteen watertight compartments
3. previous forty years

**9. Short answer questions**

1. safety / lifeboats
2. Britain / the British government
3. maiden

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Саливон Антонина Борисовна  
Рева Наталья Ивановна

# **ГОТОВИМСЯ К СДАЧЕ ЭКЗАМЕНА IELTS**

## **GENERAL MODULE**

### **READING COMPONENT**

Учебно-методическое пособие  
для подготовки к сдаче экзамена  
International English Language Testing System

В авторской редакции  
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