

### **6. Які найскладніші завдання на ЗНО з іноземної?**

У кожного вони будуть свої. Однак **найпоширеніші** – це завдання, де потрібно додати пропущені слова в тексті. Складність в тому, що з-поміж 4 синонімів або схожих слів потрібно вибрати одне правильне. Треба дуже добре знати і відчувати слова, а це важко, оскільки в конкретному випадку можуть ніби-то підходити й кілька слова.

У програмі можна знайти інформацію, за якою для ЗНО потрібно володіти лексичним запасом з **2500 слів**. Однак це дуже орієнтовне число. Тим паче не варто якось намагатись витратити час на точний підрахунок свого багажу слів.

Тому підготовка до цього виду тестових завдань полягає в «підтягуванні» лексичного словничка, читанні найрізноманітніших матеріалів: текстів, статей, новин, діалогів, у вивченні слів, фраз, повторенні їх, письмовому та усному їх уживанні.

Для багатьох складним, звичайно, є **письмове**, в якому треба зрозуміти не один абзац та підібрати заголовок до нього, а весь текст і відповісти на запитання до нього. Складність в тому, що запитання/завдання йдуть не в порядку подачі інформації в тексті, часто можуть стосуватись головної думки чи конкретної фрази.

Read the text below. Match choices (A-I) to (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet. An example (0) has been done for you.

0 VICKY, CANADA

Many times I have helped other fellow students to cheat from my examination paper and at the end when I saw that they had a good mark, I was very happy, even if you call it cheating! I have also cheated from my friend's paper. Nothing can be done! Students are clever enough to find new ways to overcome the obstacles that [others] are trying to impose upon them.

1 KAYSSIE, CANADA

The people who say cheating is good sometimes are the ones who know that it is never good. They are just trying to justify themselves so that they do not feel guilty. There are a lot of cheaters out there and they are making it hard for other people to do well. If you don't cheat you are making life easier for the other non-cheaters. I mean

if only one person in your class cheated, they probably wouldn't do so well.

## 2 GABRIELA, BRAZIL

I think that cheating is not a big problem, but it can harm your future! Because "once a cheater, always a cheater" and then you learn nothing. You will have difficulty in the examination test... Consequently, you don't go to a university! So the best thing to do is to study hard!

## 3 WILLOW ROSENBERG, U.S.A.

I was doing my English test, when my friend asked me to exchange the tests. It was my first time cheating, so we tried, but we made a huge mistake. He took the first page of the test and I took the second. When the teacher turned to see what was going on, he saw each of us holding one page of the test. We both went to the principal's office and got a zero. Yeah, I learned with my mistakes...

## 4 MICHAELA, U.S.A.

I think that cheating is bad, but truthfully everyone has tried it in some shape or form in their life.

I personally have and sometimes I am not successful, but most the times I am. Cheating is wrong: if you feel you have to hide and be secretive about something, it is wrong. This does not stop people from cheating. Some people make a job cheating people out of money and other things.

## 5 NOBERTO, U.S.A.

Well, I don't think that the teachers should even care of a boy or girl who cheats on a test. They are just hurting themselves. But I do not think it is right for a teacher to say she has seen someone cheating because they have happened to talk. Some teachers just need to sit and get off our backs.

## 6 WALLART, U.S.A.

I think that cheating is common in schools and very understandable. This is because teachers give too much work and a lot of hard tests that force you into cheating. Therefore I think that teachers should STOP giving so much work and tests. Cheating is cool with me. I also think that teachers and people who work at school are bad at catching cheaters and that cheating is completely necessary at this current time. :) CHEAT ON!

This student mentions that

A it is no use fighting against cheating.

B cheating at school may lead a person to fraud in future.

C a student can be expelled from the university for cheating.

D cheating is unfair for those who have prepared for a test.

E a student should cheat only when it is completely necessary.

F teachers should not keep an eye on students during the test.

G cheating may catch up with a student by his getting caught.

H s/he is proud of being able to outwit teachers on the exam.

I cheating on a test can spoil students' career opportunities.

Read the following text. For (1-7) choose T if the statement is true according to the text, F if it is false. Write your answers on the separate answer sheet. An example (0) has been done for you.

## SICK BUILDING SYNDROME

By Sally Deneen

You may notice that whenever you're at work your eyes get watery, your nose or throat get irritated, your skin becomes dry or itchy.

You start to get a headache. Fatigue sets in. It's hard to concentrate. Colleagues complain of similar symptoms. Yet, an odd thing happens: soon after you leave the building you feel relief.

All are indicators of "sick building syndrome" (SBS). That's a scary-sounding, catch-all term, which simply describes situations in which building occupants experience acute health and comfort effects that seem linked to time spent in a building, but no specific illness or cause can be identified, according to the US Environmental Protection Agency. Complaints may come from workers in one specific room or zone, or they may come from employees throughout a building. One report cited by EPA says up to 30 percent of new and remodeled buildings worldwide may prompt excessive complaints related to lousy indoor air quality.

"Sick building syndrome probably originated as a result of the oil embargoes that began in the mid- 1970s," reports the journal Archives of Environmental Health. Buildings erected after that increasingly were built "tight" - with windows that couldn't open, for instance - to conserve energy. An unexpected consequence: Fungi became trapped indoors, along with chemicals released from cleaning products, ozone from photocopiers, pesticides sprayed by the exterminator, fumes from new carpets, and secondhand cigarette smoke drifting indoors from the ventilation system.

Often, according to the EPA, problems trace to a building being operated or maintained in a manner that is inconsistent with its original design or operating procedures. Sometimes indoor air problems trace to poor building design or occupant activities.

There's some thought that no one really knows why people get sick; maybe it isn't the air, but some other reason, like maybe sitting too long in front of a computer ("visual display unit" or "VDU"). One study found increased sick-building symptoms when working at a VDU at least seven hours a day; other studies found an effect after fewer hours, according to the journal Occupational and Environmental Medicine.

To figure out what's going on, building managers can conduct a walk-through survey to look for obvious issues such as poor

cleaning, water damage or overcrowding, then may distribute a questionnaire to employees to get a sense of the extent of the problem.

Solutions can be wide-ranging, including storing paint only in well-ventilated areas and letting new carpets off-gas their airborne pollutants before anyone goes inside the building.

0 The term “sick building syndrome ” has been accurately defined.

1 Only people who permanently stay in certain parts of the building suffer from SBS.

2 No exact causes of SBS have been determined so far.

3 Using low-power technologies in construction blocked fresh air inflow to the building.

4 The architects anticipated the problems with the air indoors.

5 SBS cannot be exclusively explained by the mistakes of the building’s designers.

6 Indoor air problem is the only reason found to cause sick-building symptoms.

7 Workers’ opinions may help understand this problem.

Read the texts below. Match choices (A-H) to (1-5). There are two choices you do not need to use.

Write your answers on the separate answer sheet. An example (0) has been done for you.

### WHY DO TEENS TAKE RISKS?

When teens drink or do other forbidden things, adults often say we aren’t thinking about the risks of unsafe behaviour. But a recent

study shows that teens think things through far more than people realize. I wanted to know more, so I decided to interview Dr. Valerie Reyna, a Cornell University professor.

David Schmutzer

Interviewer: 0 \_\_\_\_\_ A \_\_\_\_\_

Dr. Valerie Reyna: The conventional wisdom has been that kids do these activities because they think they're invulnerable and they're going to live forever. The research has shown that's not the case. In fact, teens think that they're more vulnerable than adults think they are.

Teens actually take longer than adults to think about the risks and benefits of doing something dangerous. They even overestimate their risk. But then they decide the benefits — like peer acceptance — outweigh the risks. That's why they engage in the risky behaviour.

Interviewer: 1 \_\_\_\_\_

Reyna: We used to think that you got to be an adult and you began to calculate risks more. But now the evidence suggests that you calculate less as you get older, and that's why you don't take risks.

The theory is that adults don't need to go into the precise details and weigh them to make a decision. Instead, they base their decisions on their bottom-line "gist" of the situation.

Interviewer: 2 \_\_\_\_\_

Reyna: There are certain situations that adults look at and they say, "Wow, we know how this situation is going to turn out before we hear the rest of the story." For young people without experience, what happens can be a surprise.

For example, let's say it's prom night and some kids are renting a hotel room, there's a lot of drinking going on, and there's no adult supervision. Most adults won't be surprised that there might be some behaviour problems in that situation: an adult immediately

gets the gist. The bottom-line decision is that you don't get into that situation. If you're not in that situation, nothing bad will happen to you.

Interviewer: 3 \_\_\_\_\_

Reyna: There are teens who are thrill seekers and others who are more risk-averse and that continues into adulthood. Some teens appear to mature faster, which means they're getting the "gist" sooner.

Why do some teens get the gist sooner than others? We don't know, but as you get more experience, you learn more about risky behaviour and your thinking changes. Also, parents are often cited as the most important role models in a child's life.

Interviewer: 4 \_\_\_\_\_

Reyna: Believe it or not, but teens overestimate the risk of risky behaviours. The teens surveyed didn't think they were immortal. In fact, some had a very fatalistic attitude [meaning they think they are powerless to change the future].

What's the first thing public health officials do when they're trying to educate teens? They tell teens what the risks are because they want to inform them. It's very well intentioned, but it could backfire. In fact, if you tell a teen the risk is X and it turns out it's lower than they thought it was, you could make them more likely to engage in risky behaviour.

Interviewer: 5 \_\_\_\_\_

Reyna: Examine your values carefully and think about how your everyday life connects to those values. Instead of thinking of values as an abstraction, think about how you would apply them to your encounters with people in concrete situations.

A What makes teens do risky things?

B How can public health officials help to inform teens?

C What surprised you in your research?

D What's your advice to teens?

E When do teens start making more adult decisions?

F Why do some teens choose not to take risks?

G What's "bottom-line" decision-making?

H What are the benefits for teens to engage in the risky behaviour?