

## TEXTS

<b>National University of Public Service</b> <b>Language Testing Centre</b> <b>NATO STANAG 6001 LEVEL 3</b> <b>READING PRACTICE TASKS</b>	<b>Number of tasks: 4</b> <b>Time: 90 minutes</b> Task 1 is worth 7 marks Task 2 is worth 5 marks Task 3 is worth 8 marks Task 4 is worth 5 marks <b>Pass mark: 15</b>
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**Reading Task 1, Questions 1-7** Read the text **Generation Next** and choose the best word for each gap. For each question mark one letter (**A, B, C** or **D**). Question **0** is an example.  
Write your final answers on the **ANSWER SHEET**:

### GENERATION NEXT

"The baby boomers and the Greatest Generation are delivering an economic .....**0**..... to their children," state American economists.

Big problems start coming in a year, when the first of 78 million baby boomers – the generation born from 1946 to 1964 – .....**1**..... at age 62 for early retirement benefits from Social Security. The costs start mushrooming in 2011, when the first boomers turn 65 and become eligible for taxpayer-funded Medicare. Economists from both political parties warn that the nation's economy is at risk from these fast-approaching costs.

Official government numbers were used to compute what the .....**2**..... means to the average American household. All federal taxes would have to double immediately. Benefits for Social Security, Medicare and government pensions would have to be slashed in half.

Every solution has the .....**3**..... to damage the economy. How this is resolved could .....**4**..... not only our economic security but our national security. Economist James Galbraith says the country can .....**5**..... higher tax rates, as Europeans do, and can save money by cutting spending elsewhere. "Providing health care and a modest living for our elderly is certainly something we can afford," he says.

The .....**6**..... of the problem is no secret in Washington. But documentation of the problem hasn't .....**7**..... political action to address it. "We have instructed our politicians not to tell us about this problem," says Boston University economist Kotlikoff. "If they even mention cuts to Social Security, we vote them out of office."

## TASKS

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**Reading Task 1, Questions 1-7** Read the text **Generation Next** and choose the best word for each gap. For each question mark one letter (**A, B, C** or **D**). Question **0** is an example.

Write your final answers on the **ANSWER SHEET**:

### Example:

0.  **A.** disaster      **B.** prosperity      **C.** progress      **D.** dilemma

1.    **A.** prefer            **B.** consider            **C.** request            **D.** qualify
2.    **A.** income            **B.** burden            **C.** charge            **D.** cargo
3.    **A.** potential            **B.** intent            **C.** target            **D.** value
4.    **A.** sustain            **B.** stimulate            **C.** affect            **D.** depress
5.    **A.** handle            **B.** involve            **C.** deal            **D.** overpay
6.    **A.** idea            **B.** worth            **C.** estimate            **D.** scope
7.    **A.** obliged            **B.** prompted            **C.** concluded            **D.** resulted

## MARKING GUIDE AND KEY

National University of Public Service

Language Testing Centre

NATO STANAG 6001 LEVEL 3

READING PRACTICE TASKS

TASK 1 is worth 7 MARKS

Each correct answer is worth 1 MARK

### Generation Next

1. D (1)
2. B (1)
3. A (1)
4. C (1)
5. A (1)
6. D (1)
7. B (1)

## TEXTS

**Reading Task 2, Questions 8-12** Read the text **Addressing the Issue**. For each question choose one name from the list of people, groups or institutions in the box.

Some of them can be used more than once. **A** is an example.

Write your final answers on the **ANSWER SHEET**.

### ADDRESSING THE ISSUE

British officials have unveiled a set of proposed education reforms. Education Secretary Ruth Kelly expressed confidence that the plan under discussion would give British schools more opportunity to run their own affairs through partnerships with companies, charities and parent organisations.

The recent annual head teachers' conference revealed potential pitfalls of the reform. The National Association of Head Teachers argues that the schools left with budget problems are paying too high a price for the reforms. Its general secretary Mick Brookes said there had been "no explanation" for the Education Secretary's refusal to participate in the conference. "It's unbelievable that the government should behave in this way to the people they are relying on to get their agenda through," he said.

A recent survey by the Office of Manpower Economics revealed that very few people wanted to become head teachers. The head of a primary school, Liz Paver, said that the job has changed out of all proportion. Besides teaching and managing nowadays "many head teachers are acting as "social workers", dealing with problems caused by "society getting things wrong", not to mention excessive workload and increased bureaucracy, she added.

More schools in England are hiring managers to take care of marketing and financial management. John Dunford, general secretary of the Association of School and College Leaders, said, "We are very definitely not saying that business leaders can be parachuted in to lead schools, but that people with the right leadership qualities and experience should be eligible for the job as schools take on a wider range of activities."

Education Secretary Ruth Kelly wants schools to be open from 8 am to 6 pm with all schools offering a range of clubs and out of school activities". Mick Brookes calls extending the school day a "national baby-sitting service", which will be a good excuse for some parents to "wash their hands" of responsibility for their children.

The president of the Association of School and College Leaders, Sue Kirkham, gave a warning about the impact of extending extra-curricular activities. "The requirements to co-ordinate such activities and to further erode financial capacity by raiding school budgets to support such schemes not only threaten administrative chaos but will also damage the capacity of the school to fulfil its core purpose."

## TASKS

**Reading Task 2, Questions 8-12** Read the text **Addressing the Issue**. For each question choose one name from the list of people, groups or institutions in the box. Some of them can be used more than once. Question 0 is an example.

Write your final answers on the **ANSWER SHEET**.

- |                                       |  |
|---------------------------------------|--|
| <b>A. <u>Ruth Kelly</u> (example)</b> | <b>E. Office of Manpower Economics</b> |
| <b>B. Parents</b>                     | <b>F. John Dunford</b>                 |
| <b>C. Mick Brookes</b>                | <b>G. Liz Paver</b>                    |
| <b>D. Business leaders</b>            | <b>H. Sue Kirkham</b>                  |

<b>Example:</b> <b>Who is sure the new reforms will give schools greater autonomy?</b>	<b>A</b>
<b>8. Who refers to wider social implications of stretching school hours?</b>	
<b>9. Who accuses the decision makers of ignoring the opinion of those concerned?</b>	
<b>10. Who implies that the composition of school boards should meet the changed requirements?</b>	
<b>11. Who emphasises the damaging financial consequences of burdening schools with additional tasks?</b>	
<b>12. Who explains what is behind the school principal recruitment problem?</b>	

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**STANAG 6001 LEVEL 3**

**READING PRACTICE TASKS**

**TASK 2 is worth 5 MARKS**

**Each correct answer is worth 1 MARK**

**Addressing the Issue**

**8. C (1)**

**9. C (1)**

**10. F (1)**

**11. H (1)**

**12. G (1)**

## TEXTS

**Reading Task 3, Questions 13-20** Complete the text **A New Paradigm for EW** by choosing the right word for each gap. Three of the suggested words do not fit at all. Question **0** is an example.

Write your final answers on the **ANSWER SHEET**.

**A. market (0)**

**D. equipped**

**G. trigger**

**J. hardware**

**B. allocated**

**E. represented**

**H. shift**

**K. survivability**

**C. detect**

**F. relocate**

**I. small arms**

**L. strategy**

### A NEW PARADIGM FOR EW

Electronic warfare (EW) has always been a platform-driven .....**0**..... . In a conventional warfare scenario, such as Cold War, EW was primarily acquired for bombers, fighter aircraft and attack helicopters because they.....**13**..... the “tip of the spear”.

The military buyer .....**14**..... about 5-10 per cent of the platform’s total cost to EW equipment. When the September 11 attacks occurred, the EW .....**15**..... began to change. As military operations in Afghanistan and Iraq began to draw out, the operational scenario began to .....**16**..... from conventional toward irregular warfare. In irregular warfare, the enemy can attack any platform operating in the theatre.

Today, the adversary can access very capable commercial technology and exploit it for military purposes, such as using mobile phones to .....**17**..... IEDs. He can also buy inexpensive military .....**18**..... , such as Man-Portable Air Defence systems, from a variety of sources. In Iraq and Afghanistan, this has led to numerous helicopter losses to .....**19**..... and shoulder-launched IR-guided missiles. These types of tactics have driven military leaders to rethink their platform .....**20**..... . In essence, more robust EW capabilities are needed on a much larger portion of the platform inventory, including utility helicopters, ground vehicles, small UAVs and even on soldiers. New emerging operational requirements are beginning to reflect this trend.

## TASKS

**Reading Task 3, Questions 13-20** Read the text **A New Paradigm for EW** and put the letter of each missing word in the correct box. Question **0** is an example.

Write your final answers on the **ANSWER SHEET**.

### Example:

0.	A
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13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

## MARKING GUIDE AND KEY

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STANAG 6001 LEVEL 3

READING PRACTICE TASKS

TASK 3 is worth 8 MARKS

Each correct answer is worth 1 MARK

### A New Paradigm for EW

- 13. E (1)
- 14. B (1)
- 15. L (1)
- 16. H (1)
- 17. G (1)
- 18. J (1)
- 19. I (1)
- 20. K (1)

## TEXTS

**Reading Task 4, Questions 21-25** Read the text **Defensive Behaviour** and then circle one of the statements (A, B, C or D) which you think fits best. Question 0 is an example.

Write your final answers on the **ANSWER SHEET**.

### DEFENSIVE BEHAVIOUR

Alarm bells are sounding anew for NATO. The Allies rallied around after September 11 but soon discovered the US then needed no help to destroy its enemies in Afghanistan. Although British special forces joined the battle, “Thanks, but no thanks” was the message from US commanders, who, truth be told, didn’t want a bunch of Europeans questioning their decisions. Besides, what could Europe bring to the shooting party? Where was Europe’s Rapid Reaction Force, its strategic airlift, its carrier battle groups?

As the world becomes a vastly more dangerous place, some worrisome trends first exposed in the Balkans are being confirmed. Post-cold war defence spending cuts have left Europe without the military strength to contribute to regional, let alone global, security. The US, on the other hand, just gets stronger. Over the next five years, the largest increase in defence outlays since the Reagan era will see the Pentagon spending more than \$2 trillion. Small wonder that Super Power envy – and fear – abound.

The growing disparity between US and European capabilities has profound implications. NATO has always struggled with the issue of “interoperability” – whether US tanks, for example, can fire Belgian ammo. Such problems can only grow as the US services deploy high-tech “next-generation” weapons and adapt their war-fighting doctrines accordingly. As Europe’s capabilities weaken, dependence on America to do the dirty work will deepen. But dependence breeds resentment on both sides, and already in Europe voices can be heard criticising America’s go-it-alone interventionism. Across the Atlantic the notion of a feeble Europe unable and unwilling to share the security burden is taking hold. Europe talks loudly, it seems, but carries a very small stick.

When not complaining about Americans in “unilateralist overdrive,” the Europeans protest, with some justification, that the US prefers peacemaking to peacekeeping. US bombs and cruise missiles helped “pacify” the Balkans, but it is the Europeans who have the task of making sure that the peace endures. Europeans who think this division of labour is the way of the future should think again. Europe is closer than the US to many of the world’s flashpoints and cannot afford to drop its military guard. Europe’s cash-strapped governments will never be able to match US spending, but they can close the capability and credibility gap without mirror-imaging US forces. Smarter procurement would enable European nations to get more value for their money; Europe also needs to get its organisational act together.

## TASKS

**Reading Task 4, Questions 21-25** Read the text **Defensive Behaviour** and then circle one of the statements (A, B, C or D) which you think fits best. Question 0 is an example.

Write your final answers on the **ANSWER SHEET**.

### Example:

**0 Right after September 11 the US**

- A. did not use European support at all.
- B. did not really want European support.
- C. asked for more European support.
- D. insisted on European support.

**21. The US defence budget**

- A. has not grown since the Reagan era.
- B. is expected to rise dramatically.
- C. is strongly criticised by Europe.
- D. can affect Europe's burden sharing willingness.

**22. The US is critical about European Forces mainly because**

- A. European powers refuse to identify with US goals.
- B. European commanders belong to different generations.
- C. Europe is striving to adopt a go-it-alone attitude in NATO.
- D. Europe has shortfalls in essential military capabilities.

**23. Europe could upgrade its forces by**

- A. adopting the American way.
- B. further expansion of its defence budget.
- C. better allocation of resources.
- D. developing high-tech weapons.

**24. Europe must maintain its defence capabilities because**

- A. there are volatile regions close to it.
- B. there is a risk of losing US support.
- C. it intends to counter US dominance.
- D. it needs to justify its defence spending.

**25. The US is resentful of Europe because**

- A. Europe wants to do the dirty work.
- B. Europeans are in "unilateralist overdrive".
- C. Europe promises more than it can deliver.
- D. Europeans refuse to create their own doctrines.

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READING PRACTICE TASKS

TASK 4 is worth 5 MARKS

Each correct answer is worth 1 MARK

### Defensive Behaviour

21. B (1)
22. D (1)
23. C (1)
24. A (1)
25. C (1)