◆创新性：新方法，高分保证 ◆实用性：多套全真练习 ◆指导性：套题精解示范

GLOBAL IELTS SCHOOL 环球雅思学校

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雅思阅读实战技巧

"黑五类"阅读法有效帮助考生利用题目中有特征的关键词，克服因词汇量少而难以发现文中以同义词或近义词形式出现的关键词的障碍，迅速找到答案。

环球雅思学校指定教材

本书专门介绍了一种针对雅思阅读考试快速找出答案的高效率的方法——"黑五类"阅读法

Practical Skills For IELTS Reading

李箐 杨春◎编著

世界知识出版社

序

坚定目标　让成功成为必然

历经反复锤炼，《雅思阅读实战技巧》终于问世了！

说到这本书，不得不谈起它的审定者——环球雅思沈阳分校的杨春老师，他的豪爽、敬业几度感染了我，而他的风趣和幽默也使我们在讨论、修改稿件过程中的枯燥对话变得生动有趣。

《雅思阅读实战技巧》是一部经典之作，它凝结着李箐和杨春老师的智慧，凝结着我的心血。这本书能使考生在词汇量有限的前提下取得高分，因为它揭示了一种在短时间内迅速找出答案的好方法——“黑五类”阅读法。有志于通过雅思考试的考生，千万别错过书中讲到的神秘方法和讲解训练。

本书的特色在这里不再赘述，因为在接下来的阅读中，您所看到的将是妙趣横生而非枯燥乏味的讲解。希望能以《雅思阅读实战技巧》为基点，“授人以渔”，帮助考生轻松通过雅思考试，早日抵达大洋的彼岸，开始一段既精彩丰富又令人兴奋的人生旅途。

本书能够顺利完成，要特别感谢环球雅思学校的创始人张永琪先生。他在确定选题上精益求精、见解独特，并给予了很多建设性的意见，也正是他一直以来的耐心帮助使我在出版雅思图书过程中不断进步。

此外，我还要感谢世界知识出版社的陈佳、蔡慧、王然三位女士，她们敏锐的洞察力和严谨的工作作风确保了这本书以极高的品质出版。可以说，本书从策划到出版凝聚了大家共同的心血，是一本物超所值的好书。

环球卓尔英才图书部

檀琦

2009年2月

前　言

实践是检验真理的惟一标准。5年前《雅思阅读8分解决方案》风靡国内雅思培训行业，被广大雅思考生称为“高分技巧宝典”。几年来先后再版4次发行数万册，一本关于雅思阅读的书，能够再版4次，说明在广大雅思的A/G类考生中，这本书还是十分受欢迎的，也是经得起实战和时间考验的。

在这本书中，不但保留了原书中有关阅读技巧讲解的精华部分，还更新和增补了根据2009年2月以来最新“阅读机经”总结出的大量仿真度极高的练习题和套题，如在练习题和套题中有许多2008年刚刚考过的类似文章：语言学研究、机器人、公司革新和美国人工作时间管理等。

阅读考试中的文章题材多样，题型也不固定，对考生的阅读速度、理解能力均是一个严峻的考验。因此，只有针对不同的题型，熟练掌握本书中介绍的方法和技巧，并通过多做练习来熟悉题型，摸索和总结出最适合自己的方法，才是雅思阅读考出高分的捷径。

在对雅思试题进行细致分析之后，我们把这些文章按其阅读练习题型分成8个部分：Matching（配对题）、Paragraph Headings（段落标题题型）、True / False / Not Given（辨别正误题型）、Sentence Completion（完成句子题型）、Summary（摘要题）、Short-answer Questions（简答题）、Multiple Choice（多重选择题型）、Gram / Flow Chart / Table（完成图表、示意图题型）。读者在使用此书时无需按此顺序。

本书的模拟试题部分共有12套题（A类9套 / G类3套）。根据使用过这些试题并参加过雅思考试的考生的看法，这些题在难度和长度方面比真题略难、略长，但在题型方面没有差异。这也是作者编这些试题时的初衷。读者可分阶段按实战要求做这些题，以观察自己的进步及问题所在。

在本书的编写过程中，得到了世界知识出版社陈佳、蔡慧、王然和环球雅思北京总校檀琦女士的热情帮助，她们为本书提供了大量有建设性的意见和建议，在此表示衷心的感谢。

杨春

2009年2月

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第一部分

“黑五类”IELTS阅读法

第一章　锁定答案最快的方法

第一节 “黑五类”方法概述

IELTS阅读考试时最好先读题目，然后根据题目中的关键词再去阅读材料中搜寻相关信息，从而锁定答案。但考生在做题时经常发现，有很多题目中的关键词在阅读材料中是以同义词、近义词或词组的方式，而不是以原形的方式出现的，考生虽然记住了题目的意思和关键词，但是可能由于词汇量的限制无法找到相关信息。

那么，在考生词汇量较少的情况下，是否有办法把这种较难的题目（题目中的关键词是以同义词、近义词或词组的方式而不是以原形的方式出现在阅读材料中）答好呢？

答案是肯定的。

“黑五类”答案快速搜寻法就是一种既能帮助各种水平的考生提高做题的速度，又能帮助词汇量较少的考生在阅读材料中快速找到答案相关信息的方法。简单地说，“黑五类”答案快速搜寻法就是利用了词汇的特殊性——无论是在题目中，还是在阅读材料中，它们都不会变形，从而使考生再也不用担心题目中的关键词是以同义词、近义词或词组的方式出现在阅读材料中了。

举个例子：

通常情况下，如果题目中的三个关键词是A、B、C，而在阅读材料中与该题目相关的句子里并没有出现A、B、C的原形，而是以其同义词、近义词或词组的方式，即A’、B’、C’的形式出现。那么，对于词汇量较少的考生，是无法把这种变了形的A、B、C找出来的。有的考生甚至可能连题目中的三个关键词A、B、C都不一定认识，让他们在阅读材料中把这些词的变形找出，这无异于水中捞月。

但是，题目中如果有了“黑五类”中的任何一种词，我们暂时用X代表，这样题目中除了已有的关键词A、B、C以外，又有了X，即A、B、C、X（X可以在句子中的任意位置）。那么，在阅读材料中，A、B、C无论是以同义词还是近义词或词组的方式，即A’、B’、C’出现都不用考虑了。因为，我们只要在文章中把永远不变形的X找到，就找到了与题目相关的信息。“黑五类”的优势就是关键词在题目和文章中不变形，而且较显眼，易于快速找到。

一、“黑五类”的主要词汇

“黑五类”主要包括下列五种词：

1. 数字（指阿拉伯数字，英文表示的数字无效）
   如：1, 1000, 2/3, 50%, 0.78, 178 × 290……
2. 名字（人名、地名、国家名、书名等）
   如：James, New York, China, *Pride and Prejudice*...
3. 专有名词（大写字母组合）
   如：AIDS, OPEC, GPS, IELTS...
4. 黑体字和斜体字
   如：**X**, *X*...
5. 与特殊标点符号相连的词（如引号中，冒号、破折号后，含连字符的）
   如：developing “jasmine”, she said: “I don’t like to see that happening...”, Understanding how fire grows indoors — in enclosed spaces — is the first step in limiting..., sub-Saharan Africa...

二、“黑五类”的应用原则

“双优先”原则，即是“黑五类”的应用原则：

1. 题目中有“黑五类”时，要把“黑五类”作为在阅读文章中优先寻找的信息点（并不是所有题目中都有“黑五类”的）。
2. 题目中如果有多个“黑五类”，要把数字作为在阅读文章中优先寻找的信息点。寻找数字有时可以整段跳跃地寻找，而不必逐行扫描（此法会极大提高考生的做题速度，有时只需几秒钟就可以在文章中找到答案）。

例如：

在CAMBRIDGE IELTS 3（TEST 2 PASSAGE 1）1-5，YES / NO / NOT GIVEN题型中的第2题“Four thousand species of dung beetle were initially brought to Australia by the CSIRO.”和第3题“Dung beetles were brought to Australia by the CSIRO over a fourteen-year-period.”中都有“黑五类”。考生只需几秒钟就可以在文章中快速地找到这个“显眼”的CSIRO，题目答案在文章中的位置很快就找到了。

再如：

在下面的文章中，简答题的题目是：*What telephone number should you ring for further enquiries?*

The Recreation and Sports Association

Welcome! The Recreation and Sports Association (RSA) provides recreational and sporting activities for students, staff, and the community. Students and staff have access to a wide variety of programmes ranging from meditation to whitewater canoeing. Our Association offers all students and staff an opportunity to forget the rigors of college life and involve themselves in healthy and enjoyable activities.

The RSA continues to forge links with the community through auxiliary membership to any of the 25 clubs on campus of access to our many facilities including the Aquatic Centre, Synthetic Hockey Centre, and the Recreation Centre.

Membership

All students and staff are automatically members of the Recreation and Aquatic Centers. Membership entitles students and staff to all facilities and programmes at member rates. In addition, members are eligible to join any of our constituent clubs.

Types of Membership Cost

Students: Paid from enrolment fees	Staff: Nil	Auxiliary: $90
Graduates: $76	Life: After 6 years of fees, $15	

Membership cards must be produced upon request, or non-member rates will apply.

Recreation Facilities

The Recreation Centre comprises the Indoor Recreation Aquatic Centre, and a variety of playing fields and tennis courts.

Hours of Operation

During Session	Monday-Thursday	7:30 am-11:00 pm
	Friday	7:30 am-9:00 pm
Out of Session	Saturday-Sunday	8:30 am-6:00 pm
Public Holidays	(unless otherwise notified)	9:30 am-6:00 pm

The Recreation and Sports Association now has:

- new pool changing rooms,
- 4 new tennis courts,
- an expanded sports lounge,
- a new aerobics room.

The Squash Centre has:

- 4 glass-backed squash courts.

Bookings can be made by telephone, or by calling in person to the Centre.

The Sports Hall is a multi-purpose facility catering for a broad range of indoor activities including:

Badminton (6 courts), Basketball (2 courts), Volleyball (2 courts), Hockey (1 court), Soccer (1 court), Netball (2 undersize, 1 international court).

Aerobics / Conferences: Space is available for long-term hire or on a casual basis, depending on your requirements. Call into the Recreation Centre and see the range of activities available.

Gymnasium: The Gymnasium is located upstairs in the Recreation Centre. A variety of equipment is available for the weight and circuit-training enthusiast.

Sports Lounge: The Lounge is available on a casual basis for students to sit and have lunch when unoccupied. It can be booked for parties, conferences, lectures, or any other *activity* suited to moderate-sized groups. This facility is utilized by some of our sporting clubs as a canteen/kiosk area but can be adapted to suit a variety of uses. It also links to the pool area for an extensive “Pool Party / BBQ”, if you desire. Why not organize a party, BBQ, or social function? The Lounge caters for up to 100 people. All are welcome.

Outdoor Facilities

Aquatic Centre: This magnificent 50 meter outdoor heated aquatic facility is available to anyone. Come and see for yourself! See the Aquatic Centre section of this booklet for details of operating hours and programmes.

Hockey Centre: The region’s first synthetic hockey surface is a sight to behold! Gone are the problems of being washed out for half the season. Available for a variety of uses, including competitions, training, and lunchtime sports.

Tennis Courts: The new tennis courts are finally here! Two magnificent artificial courts, excellent tot serve/volley exponents, or two synpave courts ideal for baseliners. All 4 courts are available for hire, and bookings can be made at the Recreation Centre reception. Excellent value for money on permanent bookings.

Ovale and Cricket Nets: The Recreation Centre takes all bookings for use of the ovals. We currently have 3 ovals for a variety of uses, including club training sessions, lunchtime sports, and casual student use. The 2 new cricket nets mean we now have a total of 5 practice nets available to all.

Other Information

The Aquatic Centre is a multi-use facility providing pool space for a large variety of university and community sporting and recreational groups. Although we do provide for these alternative sporting groups, we also cater for the lap swimmer, recreational swimmer, and those who just want to laze around, or simply stand and splash in the water. Lap swimmers have priority over all other swimmers, and can always be assured of available swimming lanes. The best times to swim laps are 8:30 am-12:00 pm, 3:00 pm-4:00 pm, and 6:00 pm-7:30 pm. However, at times the pool may be completely booked.

Please read the signs in the pool passage, and take a copy of the “Timetable of Pool Use”. The Recreation and Sports Association’s own newspaper — Sports Unillustrated — will keep you up-to-date on any changes to timetables.

For further enquiries phone: 9371 4356 during office hours.

该题的答案是电话号码，要找到它并没有必要逐行扫描，只要把每一段当作一个整体，粗看一下有没有电话号码，没有就继续看下一段。这样连续跳跃就可以在10秒之内发现在文章的结尾出现了唯一的电话号码，再稍微加以判断就可以答出来了，做题的全部时间不到20秒，熟练的考生10秒就可以了。针对刚刚讲过的方法，下面的这个题目也是针对上面的文章提出的，供考生们练习使用：

How many clubs are there on the college campus?

第二节 无“黑五类”答案快速搜寻法

在IELTS考试过程中，每组题都给出了答题参考时间，当所给时间结束时，考生一定要停下来，即使这组题目没有做完，也要停止做答，马上开始回答下一组题，否则所能完成的题目总数就会减少，从而影响IELTS阅读的总体得分。在实际考试时，阅读材料中80%的内容都可以略读，因为针对这部分内容所出的题目很少，大约占题目总量的20%。而阅读材料中20%的核心内容却要加以精读，因为针对这部分内容出的题目最多，大约占题目总量的80%。那么，如何在字数繁多的阅读材料中把这20%左右的核心内容快速找出来呢？

首先，考试时应尽可能快速地阅读所给的“指引”（Direction），“例句”（Example）及“问题”（Question）三个部分，并准确理解，从而争取到更多的时间来答题。切记不可为了节省时间而忽视查看指引部分，因为指引部分包含了理解题型和回答问题过程中至关重要的信息，如文章的主要内容、问题的类型及内容等。当然，也不可以读得太慢，否则会占用太多的答题时间。

其次，在开始阅读文章前，应首先弄清需要回答的问题，再带着这些问题，有的放矢地去读那些与答题有关的部分，有些部分则完全可以不看，这样就可以节省出很多时间，达到事半功倍的效果。具体步骤如下：

Step 1: Key Words

IELTS阅读考生应首先在文章后面的问题中寻找关键词语，需要回答的问题中总会有些词或短语与文章中的某些词或短语完全相同，词义相近或者相关。寻找关键词的顺序如下：

问句主语中的名词 → 谓语动词（行为动词）→ 宾语部分的名词

上述三个关键词可用作索引，用于在文章中找出答案所在的位置。一些介词短语或惯用表达法也可用作关键词语。特别是粗体字专有名词（表明数字、日期、时间、地点的词）均可用作关键词。

Step 2: Scan

带着题目的意思和三个关键词去读，同时提醒自己注意这些关键词可能会以同义词或近义词的形式出现在阅读材料中，并快速扫读文章。具体方法：在一篇文章中用

笔从左至右逐行快速移动，同时眼睛要紧随其移动，查看所要寻找的内容。对扫描过的句子内容没有必要充分理解，只了解该句子大意与要找的信息是否相关即可，不相关的句子略过，不用理解它的确切意思，因为答案不会在那里，精读无用信息只会浪费时间。但应注意文章中有关问题的信息并非全都能在一个句子中找到，甚至在关键词及短语之间会存在一些不相关的信息，这些都是寻找答案过程中的障碍。

Step 3: Match

大多数情况下，利用在题目中找到的关键词及短语与文中的词及短语相匹配即可得出答案。具体方法如下：

1. 先在文中找到问句中的关键词及短语的相应位置。利用问句中的1-3个关键词，在文章中查找相同或者相近及相关的词语，来确定答案在文中的位置。在IELTS阅读考试中，能否准确找出正确答案在很大程度上取决于能否辨认出同义词、近义词、相关词及不同形式的短语。同义词，如Kids — Children；词义相近，但并非同义，如special off — discount price；词义相关，如soldier — army。上述三种词汇或短语表达方式中，第一种同义词也相对不难，但第二种与第三种形式则不易辨认，所以要在阅读过程中多加比较练习。如能攻破这一关，则一定能够取得很好的成绩。

2. 仔细阅读这些关键词语所在的句子，很多情况下即可找到答案。

3. 如果根据关键词语所在的句子无法确定答案，可再读上一句及随后一句就基本上能找出其答案。

采用这种方法可以直接、快速地找出答案。但有时问句中所含信息与文章中相应句子所含的信息在出现的顺序上可能不同，甚至前后完全倒置，这一点应该注意。另外，在IELTS阅读考试中，文章中经常会带有图表或示意图。这些图表一定包含了一些与回答问题有关的信息，也就是说有的答案就在这些图表中。因此，在阅读文章时一定也要对这些图表做一扫读并了解其内容，从而加快答题速度，否则，就有可能陷在文章中，四处寻找答案而乱无头绪。

Step 4: Judge

通过精读阅读材料中答案所在的句子提炼出正确答案时，一定要注意不要掉入出题者精心设计好的陷阱中。否则，就会辛辛苦苦做错题，从而前功尽弃。

在IELTS阅读考试中，有时会出现这样的情况，比如问题在阅读材料中的位置准确找到了，并且意思也读懂了，但是答案却错了。为什么呢？原来，IELTS阅读的出题者在出题时就针对一些粗心大意的考生精心设计了几种陷阱，下面让我们通过例题认识一下它们。

例题1 *Short-answer Question*

What does a member of the Recreation and Aquatic Centers need to show when requested?

阅读材料中相对应的句子是：

All students and staff are automatically members of the Recreation and Aquatic Centers. Membership cards must be produced upon request, or non-member rates will apply.

找到答案位置后，如不加以仔细判断，该题的答案很可能会写成Membership cards，从而掉入了陷阱。题目问的是一个成员要出示什么而不是成员们。因此，答案应该是单数（a）Membership card，这就是单复数陷阱。

例题2 *Sentence Completion*

All people who live in the city will benefit if cities are...

阅读材料中相对应的句子是：

Modifying cities in order to enhance children's will become more environmentally sustainable, as well as more sociable and more livable for all city residents.

如果把题目中if cities are...中的are理解为系动词，该题的答案很可能会写成modifying cities，从而掉入了陷阱。因为，考生忽略了if cities are...中的are还可以是被动语态be的符号。因此，答案应该是单数modified。这就是被动陷阱。因此，在做完成句题型时，一定要注意以is或are中断的句子，它们既可能是系词也可能是被动语态be的符号。

例题3 *Multiple Choice*

The writer refers to some rich countries as being "less enlightened" than New Zealand because

A They disapprove of paying farmers for not cultivating the land.

B Their new fuel crops are as harmful as the ones they have replaced.

C Their policies do not recognize the long-term benefit of ending subsidies.

D They have not encouraged their farmers to follow environmentally friendly practices.

阅读材料中相对应的句子是：

In less enlightened countries, and in the European Union, the trend has been to reduce rather than eliminate subsidies, and to introduce new payments to encourage farmers to treat their land in environmentally friendlier ways, or to leave it fallow.

如果不能较仔细地查看上面这段话，该题的答案很可能会选择D，从而掉入了陷阱。因为，阅读材料中相对应的句子后半段中明确指出introduce new payments to encourage farmers。而在D选项中是have not encouraged their farmers。所以，它的意思是相反的。这就是否定陷阱。

IELTS阅读考试中还有很多这种让考生辛辛苦苦做错题的陷阱，在本书后面章节“类型题精讲”中会有讲解。

第二章 核心题型破解技巧

考试题型

IELTS阅读考试为了从各方面测试考生们的实际语言交流技巧（Communication Skills），所以，它的题型具有多样化的特点。IELTS考试阅读部分经常考到的题型有：

1. Matching（配对）主力题型
2. Paragraph Headings（段落标题）主力题型
3. True / False / Not Given（一致 / 不一致 / 文中未提及）或 Yes/ No/ Not Given（是 / 否 / 文中未提及）主力题型
4. Multiple Choice（选择）次主力题型
5. Summary（摘要）次主力题型
6. Sentence Completion（完成句子）非主力题型
7. Short-answer Questions（简答）非主力题型
8. Gram/ Flow Chart/ Table（图表）非主力题型

评分标准

A类阅读考试的评分标准

正确题数	分数段
1	1
2-3	2
4-9	3
10-15	4
16-22	5
23-28	6
29-35	7
36-39	8
40	9

G类阅读考试的评分标准

正确题数	分数段
1-2	1
3-5	2
6-11	3
12-17	4
18-25	5
26-34	6
35-37	7
38-39	8
40	9

IELTS阅读考试可以有0.5分。比如A类阅读中答对16-22道题是5分，那么答对19道题（中间值）就是5.5分，19以下到16是5分，如答对18道题就是5分；19（含）到22就是5.5分，如答对21道题是5.5分。

第一节　配对题

一、题型分析及答题步骤

【题型分析】

Matching（配对）主力题型（出题概率100%），这个题型出题量近3年来持续增加，已经由2006年出题量的第三位跃居为2008年的第一位，该趋势在2009年的考试中依然会保持。通常在实战考试中该题型会有30多道（占总题量的3/4）。尤其是在2008年下半年考试中，多次出现40道题全部是配对题的历史罕见情况。它的出题方式主要有3种：

① 时间、人名（地名、书名等）与论述、事件配对。

② 题目内容与段落内容配对。该出题方式是最近4年才出现的，并且有增加的趋势。该题型难度大，被近年考生称为“拦路虎”。本书后面类型题精讲部分有详细的破解方法。

③ 图画与阅读内容配对。

【例题】

A Different Taste of Things to Come

The French are turning their noses up at wine and rejecting their croissant in favor 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 40% 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 harboring 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. With 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 1-5

Some of the lifestyle changes affecting various European nations below are listed. Match each change with the country in which it is said to occur by writing the appropriate letter A-F in the spaces numbered 1-5 on the answer sheet. One has been done for you as an example.
There are more countries than you need, but you may use some countries more than once.

Example	Answer
eating more pizza	A

1 eating more cereals
2 drinking less wine

3　using more central heating
4　drinking less tea
5　having fewer children

List of countries

A	Spain
B	Italy
C	France
D	Germany
E	Britain
F	Sweden

【例题答案】C　C　E　E　A/B

【答题步骤】

1. 仔细查看答题指引，了解需要回答何种问题。
2. 查看例句，确定答题方式。
3. 根据题目中划出的中心词在原文中寻找信息点，注意以大写、斜体、括号和引号方式出现的概念。
4. 对于有关人名与理论、新产品与发明家和时间相配的配对题，首先要利用“黑五类”法快速找出人名、公司名和时间，然后在附近的上下文中寻找答案。

【答案解析】

1. 在文章的第1段首句中，“The French are turning their noses up at wine and rejecting their croissant in favor of breakfast cereal, the English are turning from tea to mineral water and the Spanish are turning to pizza at an alarming rate.” 它的意思是法国人正在拒绝面包而开始喜欢吃cereal。正确答案是：C。
2. 在文章的第4段首句中，“The French are also becoming ‘less French’ as they continue to shy away from wine.” 正确答案是：C。
3. 在文章的第7段第五句中，“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.”它的意思是英国人广泛使用central heating。正确答案是：E。
4. 同上，“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.”它的

意思是在英国tea的消费量减少了。正确答案是：E。

5. 在文章的第5段末句中，"The gap will narrow still further because, surprisingly enough, the birth rates in Catholic countries such as Spain and Italy are falling." 它的意思是在意大利和西班牙的出生率正在下降。正确答案是：A / B。

二、题型演练

Exercise 1

难度系数：★★★

The Origins of Indo-European Languages

The traditional view of the spread of the Indo-European languages holds that an Ur-language, ancestor to all the others, was spoken by nomadic horsemen who lived in what is now western Russia north of the Black Sea near the beginning of the Bronze Age. As these mounted warriors roamed over greater and greater expanses, they conquered the indigenous peoples and imposed their own proto-Indo-European language, which in the course of succeeding centuries evolved in local areas into the European languages we know today. In recent years, however, many scholars, particularly archaeologists, have become dissatisfied with the traditional explanation.

The starting point of the problem of the origins of Indo-European is not archaeological but linguistic. When linguists look at the languages of Europe, they quickly perceive that these languages are related. The connections can be seen in vocabulary, grammar and phonology (rules for pronunciation). To illustrate the numbers from one to ten in several Indo-European languages. Such a comparison makes it clear that there are significant similarities among many European languages and also Sanskrit, the language of the earliest literary texts of India, but that languages such as Chinese or Japanese are not members of the same family (see figure 1).

ENGLISH:	ONE TWO THREE FOUR FIVE SIX SEVEN EIGHT NINE TEN
OLD GERMAN:	AINS TWAI THRIJA FIDWOR FIMF SAIHS SIBUM AHTAU NIUN TAIHUM
LATIN:	UNUS DUO TRES QUATTOUR QUINQUE SEX SEPTEM OCTO NOVEM DECEM
GREEK:	HEIS DUO TREIS TETTARES PENTE HEKS HEPTA OKTO

	ENNEA DEKA
SANSKRIT:	EKAS DVA TRYAS CATVARAS PANCA SAT SAPTA ASTA NAVA DASA
JAPANESE:	HITOTSU FUTATSU MITTSU YOTTSU ITSUTSU MUTTSU NANATSU YATTSU KOKONOTSU TO

FIGURE 1 Words for numbers from one to ten show the relations among Indo-European languages and the anomalous character of Japanese, which is not part of that family. Such similarities stimulated interest in the origins of Indo-European languages.

The Romance languages served as the first model for answering the question. Even to someone with no knowledge of Latin, the profound similarities among Romance languages would have made it natural to suggest that they were derived from a common ancestor. On the assumption that the shared characteristic of these languages came from the common progenitor (whereas the divergences arose later as the languages diverged), it would have been possible to reconstruct many of the characteristics of the original proto-language. In much the same way, it became clear that the branches of the Indo-European family could be studied and a hypothetical family tree constructed, reading back to a common ancestor: proto-Indo-European.

This is the tree approach. The basic process represented by the tree model is one of divergence: when languages become isolated from one other, they differ increasingly, and dialects gradually differentiate until they become separate languages.

Divergence is by no means the only possible tendency in language evolution. Johannes Schmidt, introduced a “wave” model in which linguistic changes spared like waves, leading ultimately to convergence; that is, growing similarity among languages that were initially quite different.

Today, however, most linguists think primarily in terms of linguistic family trees. It is necessary to construct some explicit models of how language change might occur according to a process-based view. There are four main classes of models.

The first is the process of initial colonization, by which an uninhabited territory becomes populated; its language naturally becomes that of the colonizers. The second are processes of divergence, such as the linguistic divergence arising form separation or isolation mentioned above in relation to early models of the Indo-European languages. The third group of models is based on processes of linguistic convergence. The wave model, formulated by Schmidt in the 1870's, is an example, but convergence methods have not generally found favor among linguists.

Now, the slow and rather static operation of these processes is complicated by another factor: linguistic replacement. That factor provides the basis for a fourth class of models. In many areas of the world the languages initially spoken by the indigenous people have come to be replaced, fully or partially, by languages spoken by people coming from outside. Were it not for this large complicating factor, the world's linguistic history could be faithfully described by the initial distribution of Homo Sapiens, followed by the gradual, ling-term workings of divergence and convergence. So linguistic replacement also has a key role to play in explaining the origins of the Indo-European languages.

Questions 1-4

Several aspects of language development discussed in Exercise 1 are listed below.
Match each aspect with the appropriate model from the box below, according to the information in the Reading Passage. Write the appropriate letter (A, B, C, or D) in boxes 1-4 on your answer sheet.

Example	Answer
Population of territory	A

Aspects of language development

1 "wave" model
2 Romance languages
3 proto-Indo-European
4 European languages

Models

A Colonization
B Divergence
C Convergence
D Replacement

Exercise 2

难度系数：★★★

Of Ducks and Duck Eggs

For people who like to keep poultry, ducks offer certain advantages over hens. Ducks are immune to some common diseases found in hens and are less vulnerable to others. Some breeds of duck produce bigger eggs than hens. In addition, ducks lay eggs over a longer season than do hens.

Poultry keepers with gardens have less to worry about if they keep ducks rather than hens because the former are less apt to dig up plants and destroy roots. While both hens and ducks benefit the garden by eating pests, hens are known to damage herb and grass beds. Ducks, on the other hand, will search for insects and snails more carefully. Only very delicate plans are at risk from the broad, webbed feet of ducks.

Like all water birds, ducks need access to water, and duck keepers typically provide this by building a pond. Something this large is not absolutely necessary, however, ducks need only to be able to dip their heads in the water to keep their nostrils clean. If a pond is provided, though, it is important to keep ducklings away from it until they are old enough to withstand the cool temperature of the water — about eight weeks.

When keeping ducks, one has to consider just how many the land will support. Generally the rule is 100 ducks per half hectare. If more than this proportion is introduced, there is a risk of compacting the soil, which can lead to muddy conditions for long periods as the rain is not easily absorbed into the ground.

While ducks offer many advantages over hens, they must be given a greater quantity of food, especially if regular eggs are desired. An adult duck will eat between 170 to 200 grams of food a day. If the ducks have access to grass and a pond, they will be able to find for themselves approximately 70% of their daily dietary requirements in warmer months but less than half that in colder times. Therefore, it is important that they be fed enough food, such as grain, every day.

Experienced duck keepers raise ducklings every three years or so because it is after this period of time that ducks' egg-laying powers begin to seriously weaken. If the aim is to hatch ducklings, keepers should be aware that not all ducks make good mothers, and that certain breeds of duck appear to be worse than others. The poor mothers abandon their eggs a few days after laying them. A sure way of making sure the rejected eggs hatch is to place them next to chicken eggs under a hen.

The eggs of ducks as food for humans have a mixed reputation. This is because of a number of cases of salmonella food poisoning in Europe in the 1970s. Although it was never conclusively shown that duck eggs were to blame, the egg-eating public stopped buying and many duck egg producers went bankrupt. Indeed, there is a risk of salmonella poisoning when ducks lay their eggs in damp conditions, such as on ground that is constantly wet, but the same can be said for the eggs of hens. And commercial duck egg production in France and England, where the outbreaks of salmonella poisoning took place, followed the same standards as those used in the hen egg industry, which experienced no salmonella problems. (Storage of eggs, whether those of hen or duck, can also be a factor in contamination. Studies have found that bacterial growth reaches potentially dangerous levels at storage temperatures of 5°C or greater.

The salmonella scare was over by the early 1980s, however, at least in smaller markets like Australia and New Zealand, few producers wished to risk investment in ducks for fear of problems. No large-scale commercial duck egg production exists in these countries. It has thus been left to small producers, and, more commonly, home duck keepers.

Questions 1-6

Classify the characteristics listed below as belonging to:

D Ducks

H Hens

NI If there is no information in the reading passage

Write the appropriate letters in boxes 1-6 on your answer sheet.

Example	Answer
more vulnerable to illness	H

1 more eggs per week

2 lengthier laying period

3 less likely to uproot plans

4 dangerous to grass
5 eat more grain
6 better mothers

三、题型演练答案速查

Exercise 1

1 C
2 B
3 D
4 B

Exercise 2

1 NI
2 D
3 D
4 H
5 NI
6 H

第二节 段落标题题型

一、题型分析及答题步骤

【题型分析】

Paragraph headings（段落标题）主力题型（出题概率几乎100%，难度较大）。该题型出题量近两年来在减少，已经由通常出题量第2位跌落下来。2008年下半年平均每次考5-6道题，不考的时候极其个别。

该种题型是在阅读文章的后面给出List of headings，一般是10个左右的选项，其中含一到两个段落及其标题的例子。要求考生对给出的段落，根据其内容从文章后面的List of headings中找出与其相匹配的段落标题。尽管有的题目说明中提示一个标题选项可能会适用多个段落，但正式考试中一般一个标题选项只能用于一个段落。

【答题步骤】

1. 首先在List of headings中划去作为例子的Heading或Headings，以免根据段落内容在List of headings中找出与其相匹配的段落标题时，作为例子的Heading或Headings干扰考生对其他Headings的选择。
2. 在文章中把作为例子的段落划掉，以免对例子进行不必要的精读。
3. 对题目中给出的段落，根据首句（第1、2句）、末句和中间句寻找主题句。注意：不是在这几句话都读完后再从List of headings中找出与其相匹配的段落标题，这样做会浪费宝贵的时间，而是应该读完首句后就去找答案，找不到就读末句，再找不到就读中间句，主题句只能在这三个句子中。因为80%左右的主题句在段落的首句中（15%在末句，极少5%左右在中间句中）。如果时间允许，而且考生英语基础非常好，也可以直接用快速阅读整段的方式找出答案，但该种方法显然不适合绝大部分考生。
   ① 读首句的技巧：先不要第1、2句连读，而应当先观察一下第2句开头的词或词组是不是有转折的意思，如出现了But\ However\ Despite the fact时，就应该直接读第2句。如果没有表示转折的词和词组，就第1、2句连读。
   ② 匹配的技巧：1）在List of headings中的答案句的意思既可以是主题句意思的全部，也可以是部分，如果是部分意思，可能会选出几个可能匹配的Headings都包含部分主题句的部分意思（通常两至三个），当然其中只能有一个为正确答案。但发生这种情况时，可以将它留在最后进行匹配，不要在较难的题目上花费更多的时间，而应选择较易回答的题目进行匹配，最后所剩即为该难题的答案。
4. 做完一道题以后，千万不要在List of headings中轻易地把你已经选中的“答案”划掉。因为，万一你答错了，而你划掉的又是另外一题的答案，就会因为答错一道题而答错两道。因此，选完的“答案”应当依然作为其他题目的备选项，看看它是否更适合其他题目。如果是这样，你还有机会改正前面的错误。

【例题1】

Rising Seas

Paragraph 1 Increased temperatures

The average air temperature at the surface of the earth has risen this century, as has the temperature of ocean surface waters. Because water expands as it heats, a warmer ocean means higher sea levels. We cannot say definitely that the temperature rises are due to the greenhouse effect; the heating may be part of a “natural” variability over a long time-scale that we have not yet recognized in our short 100 years of recording. However, assuming the build up of greenhouse gases is responsible, and that the warming will continue, scientists — and inhabitants of low-lying coastal areas — would like to know the extent of future sea level rises.

Paragraph 2

Calculating this is not easy. Models used for the purpose have treated the ocean as passive, stationary and one-dimensional. Scientists have assumed that heat simply diffused into the sea from the atmosphere. Using basic physical laws, they then predict how much a known volume of water would expand for a given increase in temperature. But the oceans are not one-dimensional, and recent work by oceanographers, using a new model which takes into account a number of subtle facets of the sea — including vast and complex ocean currents — suggests that the rise in sea level may be less than some earlier estimates had predicted.

Paragraph 3

An international forum on climate change, in 1986, produced figures for likely sea-level rises of 20 cms and 1.4 ms, corresponding to atmospheric temperature increases of 1.5°C and 4.5°C respectively. Some scientists estimate that the ocean warming resulting from those temperature increases by the year 2050 would raise the sea level by between 10 cms and 40 cms. This model only takes into account the temperature effect on the oceans; it does not consider changes in sea level brought about by the melting of ice sheets and glaciers, and changes in ground water storage. When we add on estimates of these, we arrive at figures for total sea level rises of 15 cms and 70 cms respectively.

Paragraph 4

It's not easy trying to model accurately the enormous complexities of the ever-changing oceans, with their great volume, massive currents and sensitivity to the influence of land masses and the atmosphere. For example, consider how heat enters the ocean. Does it just "diffuse" from the warmer air vertically into the water, and heat only the surface layer of the sea? (Warm water is less dense than cold, so it would not spread downwards.) Conventional models of sea-level rise have considered that this is the only method, but measurements have shown that the rate of heat transfer into the ocean by vertical diffusion is far lower in practice than the figures that many modelers have adopted.

Paragraph 5

Much of the early work, for simplicity, ignored the fact that water in the oceans moves in three dimensions. By movement, of course, scientists don't mean waves, which are too small individually to consider, but rather movement of vast volumes of water in huge currents. To understand the importance of this, we now need to consider another process — advection imagine smoke rising from a chimney. On a still day it will slowly spread out in all directions by means of diffusion. With a strong directional wind, however, it will all shift downwind. This process is advection — the transport of properties (notably heat and salinity in the ocean) by the movement of bodies of air or water, rather than by conduction or diffusion.

Paragraph 6

Massive ocean currents called gyres do the moving. These currents have far more capacity to store heat than does the atmosphere. Indeed, just the top 3 ms of the ocean contains more heat than the whole of the atmosphere. The origin of gyres lies in the fact that more heat from the Sun reaches the Equator than the Poles, and naturally heat tends to move from the former to the latter. Warm air rises at the Equator, and draws more air beneath it in the form of winds (the "Trade Winds") that, together with other air movements, provide the main force driving the ocean currents.

Paragraph 7

Water itself is heated at the Equator and poleward, twisted by the Earth's rotation and affected by the positions of the Continents. The resultant broadly circular movements between about 10° and 40° North and South are clockwise in the Northern Hemisphere and anticlockwise in the Southern Hemisphere. They flow towards the east at mid latitudes in the equatorial region. They then flow towards the Poles, along the eastern sides of continents, as warm currents. When two different masses of water meet, one will move beneath the other, depending on their relative densities in the subduction process. The densities are determined by temperature and salinity. The convergence of water of different densities from the Equator and the Poles deep in the oceans causes continuous subduction. This means that water moves vertically as well as horizontally. Cold water from the Poles travels at depth — it is denser than warm water — until it emerges at the surface in another part of the world in the form of a cold current.

Paragraph 8 How the greenhouse effect will change ocean temperatures?

Ocean currents, in three dimensions, form a giant "conveyor belt", distributing heat from the thin surface layer into the interior of the oceans and around the globe. Water may take decades to circulate in these 3-D gyres in the top kilometer of the ocean, and centuries in the deeper water, with the increased atmospheric temperatures due to the greenhouse effect, the oceans' conveyor belt will carry more heat into the interior. This subduction moves heat around far more effectively than simple diffusion. Because warm water expands more than cold when it is heated, scientists had presumed that the sea level would rise unevenly around the globe. It is now believed that these inequalities cannot persist, as winds will act to continuously spread out the water expansion. Of course, if global warming changes the strength and distribution of the winds, then this “evening-out” process may not occur, and the sea level could rise more in some areas than others.

Questions 1-6

There are 8 paragraphs numbered 1-8 in Reading Passage. The first paragraph and the last paragraph have been given headings. From the list below numbered A-I, choose a suitable heading for the remaining 6 paragraphs. Write your answers A-I, in the spaces numbered 1-6 on the answer sheet.
There are more headings than paragraphs, so you will not use all the headings.

List of headings

A The gyre principle
B The greenhouse effect
C How ocean waters move
D Statistical evidence
E The advection principle
F Diffusion versus advection
G Figuring the sea level changes
H Estimated figures
I The diffusion model

1 Paragraph 2
2 Paragraph 3
3 Paragraph 4
4 Paragraph 5
5 Paragraph 6
6 Paragraph 7

【例题答案】G H I E A C

【答案解析】

1. Paragraph 2 的末句 “But the oceans are not one-dimensional, and recent work by oceanographers, using a new model which takes into account a number of subtle facets of the sea — including

vast and complex ocean currents — suggests that the rise in sea level may be less than some earlier estimates had predicted."讲的是海平面的上升比早期做出的一些预测要少，与答案G最吻合。

2. Paragraph 3的首句 "An international forum on climate change, in 1986, produced figures for likely sea-level rises of 20 cms and 1.4 ms, corresponding to atmospheric temperature increases of 1.5°C and 4.5°C respectively." 讲的是统计出来的数字，答案是H。
3. Paragraph 4的末句 "Conventional models of sea-level rise have considered that this is the only method, but measurements have shown that the rate of heat transfer into the ocean by vertical diffusion is far lower in practice than the figures that many modelers have adopted."讲的是测量显示通过垂直扩散方式向海洋传递的热量比其它方式要少，答案是I。
4. Paragraph 5的末句 "This process is advection — the transport of properties (notably heat and salinity in the ocean) by the movement of bodies of air or water, rather than by conduction or diffusion." 讲的是对水平对流的解释，答案是E。
5. Paragraph 6的首句 "Massive ocean currents called gyres do the moving." 讲的是被称为涡流的大洋流起流动的作用，答案是A。
6. Paragraph 7的首句 "Water itself is heated at the Equator and poleward, twisted by the Earth's rotation and affected by the positions of the Continents."讲的是海水是如何流动的，答案是C。

【例题2】

International Students in Australia

Section (i)

A recently published analysis of a major survey taken of international students in Australia is providing up-to-date data for teachers and marketers of English language training programs.

Section (ii)

The major regions of student representation in the survey were Asia with 73.4% of students, Europe 10.2%, Pacific 0.5%, and others 7%. Japanese students formed the largest national group, representing 34% of the student population. Other national groups represented, in descending order, were Taiwan, Korea, Indonesia, Switzerland, Hong Kong, Thailand, other European countries, China, and Iran. Increases in arrivals since the early 1990s have occurred from all China, with an increase of almost 50% from Western Europe.

Section (iii)

Approximately one-third of the students questioned, three-quarters were 25 and under, only 8% were aged over were 20 years and under, and almost 30, and fewer than 3% were over 35. Almost half of all students aged between 31 and 35 were students in Australia on student visas. As expected, a very high proportion (79%) of working holiday visa holders were aged between 21 and 25. Tourist visa holders ranged from under 20 to 31. The oldest students were from Iran, with 60% aged over 30 and 25% over 35. Students from China also tended to be older than other nationalities, with 25% in the over 30 age bracket. More than half the Korean students were in their early 20s, with only a few over 25. Students from Hong Kong were also predominantly young, with over half aged under 20. At least 20% of students from all major national groups, except Korea and China, were under 20 years of age. Indonesian students were the youngest, with over 60% under 20.

Section (iv)

Overall, female students outnumbered male students in the survey. However, there were more males than females from four countries: Iran, Indonesia, Korea, and, to a lesser extent, China. Females accounted for 60% of students from Taiwan, Switzerland, and Japan. Gender differences concerning the responses to questions were noticed, but varied widely according to nationality.

Section (v)

A very high proportion (87%) of students had completed senior high school or better. Just under one-third had completed a university degree, and 5% had completed a postgraduate degree. Over a third had at least completed high school, and over 20% had completed a technical diploma or junior college. Students with a maximum middle school education formed less than 7% of all respondents, and came predominantly from Hong Kong, Indonesia, and Taiwan. Iranian students were among the highest educated, with more than half having already completed a postgraduate degree. Koreans, Thais, and Chinese were also particularly well educated, with over 60% of each national group having completed at least a university degree. Almost half of the Japanese and more than half of the Swiss respondents had completed education to senior high school level or less.

Section (vi)

While student visa holders took either 10-29-week or 40-week courses, most students on working holiday and tourist visas took courses of less than 10 weeks, or from 10 to 19 weeks in length. More than 50% of all students were taking courses of between 10 and 29 weeks, with the proportion fairly evenly divided between the 10-19 weeks and 20-29 weeks ranges. A large proportion of students were taking courses of at least 40 weeks in length, and only a few students indicated enrolment in courses shorter than 10 weeks. There were noticeable differences between nationalities, with Koreans, Japanese, and Taiwanese taking longer courses than other nationalities, and Swiss and other European students taking much shorter courses.

Section (vii)

Interest in further education differed significantly from country to country. Students from Iran (94.8%), Hong Kong (88.7%), China (88.4%), Thailand (88.3%), and Indonesia (85.4%) registered high levels of interest, whereas respondents showed lower interest from Japan (42%) and Korea (62%). There was much lower interest in further study among students from Switzerland (13%), and other European countries accounted for (26%).

Questions 1-6

Choose the most suitable heading from the list of headings below for each of the seven sections of Reading Passage headed "International Students in Australia". Write your answers in boxes 1-6 on your answer sheet. The first one has been done for you as an example.
Note that there are more headings than sections, so not all will be used.

Example	Answer
Example section (i)	D

List of headings

A Further study
B Length of courses
C High school
D Major student survey
E Student source
F Educational background
G Student age
H Visas
I Gender
J University degrees
K Asian national groups
L Female students

1 Section (ii)
2 Section (iii)
3 Section (iv)
4 Section (v)
5 Section (vi)
6 Section (vii)

【例题答案】E G I F B A

【答案解析】

1. 从Section (ii)的首句“The major regions of student representation in the survey were Asia with 73.4% of students, Europe 10.2%, Pacific 0.5%, and others 7%.”中，我们明显可以看出它讲的是学生的来源，故答案是E。
2. 从Section (iii)的首句“Approximately one-third of the students questioned, three-quarters were 25 and under, Only 8% were aged over were 20 years and under, and almost *30, and fewer* than 3% were over 35.”中，我们明显可以看出它讲的是学生的年龄，故答案是G。
3. 从Section (iv)的首句“Overall, female students outnumbered male students in the survey.”中，我们可知讲的是在调查中男女学生的比例，故答案是I。
4. 从Section (v)的首句“A very high proportion (87%) of students had completed senior high school or better.”中，我们明显可以看出它讲的是学生的教育背景，故答案是F。
5. 从Section (vi)的首句“While student visa holders took either 10-29-week or 40-week courses, most students on working holiday and tourist visas took courses of less than 10 weeks, or from 10-19 weeks in length.”中，我们明显可以看出它讲的是课程的长短，故答案是B。
6. 从Section (vii)的首句“Interest in further education differed significantly from country to country.”中，我们可知讲的是来自不同国家的学生继续深造的意向，故答案是A。

二、题型演练

Exercise 1

难度系数：★★★★

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 a 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 center 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 $1,497. All that profit is yours.” In addition to the fifteen software programs, licensees also have access to two other profit centers. 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 center 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 license fee includes computer, printer, CD labeling kit and everything necessary right down to the paper clips. Personal coaching and mentoring is provided for the first six months to ensure that licenses get off to the best possible start, and SiliconZeal promises an ongoing stream of new resources to ensure continuing profitability. "This business can provide licenses 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 1-5

Choose the title which best fits each section of the text and write the number i to ix in boxes1-5 on your answer sheet.
Note: there are more titles than you will need.

List of headings

i	Build your business future
ii	A high profitable investment
iii	An excellent opportunity to start your own business
iv	Small businesses in New Zealand
v	The software convenient for small businesses
vi	The best choice for Ex-top managers
vii	Tax planning and small businesses
viii	Business products and services for small businesses in New Zealand
ix	Small investment leads to great Success

1 Section A
2 Section B
3 Section C
4 Section D
5 Section E

Exercise 2

难度系数：★★★

Questions 1-7

The Reading Passage below has eight paragraphs (A-H). Choose the most suitable heading for each paragraph from the list of headings below. Write the appropriate numbers (I-X) in boxes 1-7 on your answer sheet.

NB There are more headings than paragraphs so you will not use all of them. You may use any heading more than once.

Example	Answer
Paragraph A	X

List of headings

I Benefiting from an early model
II Important operative conditions
III Examining the public confusion
IV Where to go from here?
V How it's all linked up
VI Finding a suitable location
VII Comparing wind speed in Australian cities
VIII Matching operational requirements with considerations of appearance
IX What make Esperance different?
X What is a wind farm?

1 Paragraph B
2 Paragraph C
3 Paragraph D
4 Paragraph E
5 Paragraph F
6 Paragraph G
7 Paragraph H

Australia's First Commercial Wind Farm

It's two years since the rotor blades began spinning in Esperance, Western Australia.

A Harvest time in Esperance is constant. As long as the wind blows — which is pretty much all the time — nine identical synchronized wind turbines reap the benefits of the dependable *winds that* gust up around the southern coastline of Western Australia. These sleek, white, robot-like wind turbines loom up on the horizon forming part of Australia's first commercial wind farm. They're not only functional machines that help provide electricity for this secluded coastal town, but increasingly, they're also drawcards for curious tourists and scientists alike.

B Because of its isolation, Esperance is not linked to Western power's grid which supplies electricity from gas-, coal- and oil-fired power station to the widespread population of Western Australia. Before the wind turbines went in, Esperance's entire electricity needs were met by the diesel power station in town.

C The $5.8 million Ten Mile Lagoon project is not Esperance's first wind farm. The success of a smaller, experimental wind farm, at a spot called Salmon Beach, encouraged the State's power utility to take Esperance wind seriously. Today, the wind turbines at Ten Mile Lagoon work in conjunction with the diesel power station, significantly reducing the amount of the town's electricity generated by expensive diesel power.

D The wind farm is connected to the power station by a 33-kilovolt powerline, and a radio link between the two allows operators to monitor and control each wind turbine. The nine 225-kilowatt Vestas wind turbines produce a total generating capacity of two megawatt and provide around 12 percent of the energy requirements of Esperance and its surrounding districts.

E The power produced by a wind turbine depends on the size and efficiency of the machine and, of course, on the energy in the wind. The energy in the wind available to the wind turbines is proportional to wind speed cubed. Thus, the greater the wind speed, the greater the output of the turbine. In order to achieve optimum wind speed, the right location is imperative. "You have to accept the nature of the beast," Mr. Rosser, Western Power's physicist said. "As surface dwellers our perceptions of wind speeds are bad. As you go higher, wind speed increases significantly."

F The most favorable wind sites are on gently sloping hills, away from obstructions like trees and buildings and where the prevailing wind are not blocked. Computer modeling was used to select the best site for Esperance's wind farm. Scientists were concerned not only with the coastal health environment which is rich in plant life and home to tiny pygmy and honey-possums, and a host of bird species. In addition, the wind farm is adjacent to Esperance's popular scenic tourist drive.

G Strict erosion controls have been implemented and access to the wind farm is limited to selected viewing areas. The wind turbine towers are painted white and devoid of corporate logos of signage. According to Mr. Rosser, there is something of a worldwide backlash against wind farms with regard to their visual impact. "But because wind turbines perform best in the most exposes positions, they will always be visible. There is a very real need to balance environmental and technical requirements. I think the Ten Mile Lagoon Wind Farm sets the standards for environmentally friendly developments."

H In fact, the project has become something of tourist attraction in itself. Esperance shire president Ian Mickel said the wind turbines had been well accepted by locals. "We have watched the wind farm develop with great interest, and now we find visitors to Esperance are equally enthusiastic about it," he said. The aim now is to identify other remote locations where wind turbines will be a feasible means of supplementing existing power stations.

Exercise 3

难度系数：★★★★

Question 1-9

The Reading Passage below has 12 paragraphs A-L.
Choose the correct heading for each paragraph from the list of headings below.

List of headings

i Controlling is a tough problem to be solved
ii Network plays a key role
iii Competition for two systems
iv Bottomline for running economically
v New transportation system in big city
vi Hierarchical structure of communication
vii Dual mode vehicles
viii Remote suburbs is not considered
ix Best solutions for guideway are not found yet
x Alternative solution for city dwellers
xi No stop needed to passengers' destination
xii New solutions for lower density area

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

New Transportation

A To provide accessibility and service to the profusion of origins and destinations in metropolitan areas, a system is needed which can be designed to be more responsive to the requirements varying population densities and land use patterns might generate. One such concept is "personal rapid transit", sometimes called area wide individual transit or network transit. It would consist of small vehicles, each carrying about the same number of persons as an automobile. These vehicles would travel over an exclusive right-of-way or guide way network, either over standard routes, or else automatically routed individually from origin to destination at network stations.

B Personal rapid transit (PRT) would provide travelers the important advantages of minimum waiting time at the origin station, and private, secure accommodations. At the heart of the concept is the premise that personal transit would serve a metropolis, except perhaps for its lowest density outskirts, with a network or grid of lines, each perhaps a mile or two apart.

C Empty passenger vehicles or “capsules” would be available at each station on the network. The riders would enter one, select and register their destination, and then be transported there automatically, with no stopping. The average speed would be essentially equal to the vehicle speed. The station spacing on a guide way network for the system would have no influence on speed of travel. Passenger demand and station costs would dictate proper station spacing.

Empty vehicles would be recirculated automatically to maintain an inventory at each station, and passengers could be routed past stations without stopping until they reached their destinations. Ideally, such a system would give travelers the same privacy as a private automobile, although during peak periods in cities with particularly heavy corridor movements a traveler might have to share a vehicle with two or three other passengers.

D The guide way network covering the metropolitan area is the essential ingredient of the personal rapid transit system. Without a network of guide ways the system could hardly avoid conventional heavy dependence on work trips and a radial orientation to existing central business districts. Thus, it could not provide adequate transportation alternatives in large metropolitan areas with a wide dispersion of trip origins and destinations. No matter how sophisticated the technology, transit which operates without some sort of network service pattern almost certainly will remain a marginal service in the movement of urban populations.

E Network systems of personal rapid transit would perform economically with travel demand ranging from 1,000 to 10,000 persons an hour in a travel corridor — the medium to lower density conditions in which mass transit systems today usually perform inadequately. Yet these corridor travel demand levels prevail in most metropolitan areas. The network system, moreover, could have average speeds of 50 to 70 miles an hour, a substantial improvement over average urban freeway speeds.

F The roadbed or guide way for personal rapid transit might consist of rails or surfaces for air bearings; the vehicles could use steel or rubber wheels or air pads. Propulsion could be in the vehicle or in the guide way itself. Each guide way would be about 5 feet wide and could be a single-lane over substantial portions of its length. The narrower and lighter structures should require less land. They also could be more attractive than many urban freeways. All these options are open to the design engineer; no particular solution has yet been shown to be outstanding.

G　The ultimate goal should be a system that does not require this kind of temporizing. Yet control problems become even more complex in the areas of merging one vehicle stream into another and of routing numerous small vehicles automatically over a network of guide ways, with provisions for switching off the line at stations, of maintaining adequate supplies of empty cars at stations, and of distributing vehicles so that congestion does not result on any line. The new systems study found that these problems are surmountable, and that a prototype system could be developed, tested, and evaluated in less than 10 years at a cost of about $250 million.

H　On the outer fringes of the personal rapid transit system just described, the network of lines in the lower density areas, to remain economical, would probably be too far apart for convenient walking access, and unsuitable for short neighborhood or local trips. The new systems study found the dual mode vehicle system to offer a possible solution to these problems. In a dual mode system, the vehicle can convert easily from travel on a street to travel on an automated network. It thus could serve as a logical extension or elaboration of personal rapid transit.

I　The RUF (Rapid Urban Flexible) system being developed in Denmark is an example of a hybrid that uses specially modified electric cars that can operate automatically when riding on the tracks or manually on the road. Use your car around town as usual, but when you want to travel farther or faster, drive into a station where your car is guided onto a special monorail track. From there, allow the computer to drive you to your destination stop, where you drive off the track and resume manual control. RUF requires much less track than SkyTran and provides passengers with greater independence; on the other hand, the cars themselves are much more complex and expensive. The dual mode vehicles could operate on the parts of the network of lines used by personal rapid transit. Vehicles would drive from the streets onto the guide way at selected PRT stations.

J　Dual mode personal vehicle systems would give the same service for persons who did not own or know how to drive an automobile as would the personal rapid transit system. They would use public vehicles on the automatic guide ways, and would walk or transfer to other systems for local trips. However, the guide ways also would be accessible to privately owned or leased vehicles which could be routed on and off ramps connecting with ordinary streets, and driven over the streets to the driver's destination just as in the case of an automobile. At the point of destination, the vehicles could be parked as they are today or, if they were leased for the trip, they could be turned in at local connection points for redistribution to other users. This last method has the advantage of minimizing parking problems in congested areas.

K A dual mode system presents more technical development problems than the personal transit system. However, it should be possible to work on such problems simultaneously with the development of personal transit, and to so design personal transit systems for ultimate dual mode use. The earliest developmental problems will be in the adaptation of propulsion, suspension, and guidance systems for use on both automatic guide ways and regular streets. None of them seems insurmountable in the light of present knowledge.

L Propulsion on the guide way, as in the case of the personal transit system, would almost certainly be electric, probably using third rail power distribution in prototypes. In the final development of the system, however, propulsion might be a version of the linear motor discussed previously. Vehicles would thus need an electric motor; off the guide way they would run on batteries or use a separate engine to generate power for the electric motor.

Since these are the directions in which propulsion technology for ordinary automobiles may evolve to achieve reductions in air pollution, the propulsion problems of a dual mode personal vehicle are likely to be solved well before its other problems.

Exercise 4

难度系数：★★★★★

Sea Change

1 Human activity in coastal areas is responsible for killing coral, say a pair of researchers who've been tracking coral disease. This means that local measures such as reducing soil run-off or sewage discharges might help save corals that fall ill. Sick coral also provides an early warning that entire ecosystems are in danger, according to the researchers.

2 For 20 years, marine biologists have watched in dismay as corals succumbed to a dozen apparently new infections. Now a global map of coral diseases has pointed the finger at *human* development of coastal zones.

3 Most coral diseases are known by their symptoms, such as white band or yellow pox. According to Laurie Richardson of Florida International University in Miami, only three of these coral ailments have a known cause.

4 The diseases can be devastating. During the 1980s, white band disease, caused by a bacterium related to cholera, nearly wiped out Acropora corals across the Caribbean, where they had dominated coral communities for at least 4,000 years. The soil bacterium Aspergillus causes waves of mass mortality among gorgonian corals, or sea fans.

5 But until now, no one understood the pattern of disease: why Caribbean reefs were the hardest hit, for example. So to learn more about the causes of coral disease, Ed Green of the World Conservation Monitoring Centre in Cambridge and Andrew Bruckner of the US National Marine Fisheries Service in Silver Spring, Maryland, mapped coral diseases in the same way human epidemics are plotted.

6 They conclude that human activity is probably the major factor in areas already predicted to be suffering environmental stress. In the Caribbean, they found disease was most prevalent in areas threatened by a range of human activities including intense coastal development and overfishing.

7 The researchers suggest sick coral might be a good early warning signal for creeping damage to entire marine ecosystems, which can be hard to detect. "Coral diseases are big and visible," says Green. "If the relationship holds, they could signal when protective measures are needed." He likens corals around the world to canaries in coal mines. "And this canary is singing," he warns.

Questions 1-6

Choose the title which best fits each section of the text and write the number A-H in boxes 1-6 on your answer sheet.

NB There are more titles than you will need.

List of headings

A Corals warn
B Known diseases
C Scientists prevent diseases
D People ruin ecosystem
E Main reason of coral diseases
F Attack of new infections
G The aftermath of diseases
H Scientists study reasons

1 Paragraph 2
2 Paragraph 3
3 Paragraph 4
4 Paragraph 5
5 Paragraph 6
6 Paragraph 7

Exercise 5

难度系数：★★★★★

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 travelers. With limited communication facilities, and shipping technology still in its infancy in the early nineteen hundreds, we consider ocean travel to have been a risky business. But 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. And the Titanic was confidently proclaimed to be unsinkable. She 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 meters 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 11:40 pm, 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 formalized 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 kilometers 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 traveling 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.

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 realizing 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.

Questions 1-5

Choose the most suitable heading from the list of headings below for each of the eight sections of Reading Passage. Write your answers in boxes 1-5 on your answer sheet.

List of headings

I	Low priority placed on safety
II	Inadequate training
III	The reason for unsinkable
IV	Iceberg location not plotted
V	Captain's role at that night
VI	Ignorance of the impending disaster
VII	Life-saving boats
VIII	Captain's over-confidence

1 Paragraph D
2 Paragraph E
3 Paragraph F
4 Paragraph G
5 Paragraph H

三、题型演练答案速查

Exercise 1

1 viii
2 v
3 ix
4 vi
5 i

Exercise 2

1 IX
2 I
3 V
4 II
5 VI
6 VIII
7 IV

Exercise 3

1 v
2 viii
3 xi
4 ii
5 iv
6 ix
7 i
8 xii
9 vii

Exercise 4

1 E
2 B
3 G
4 H
5 D
6 A

Exercise 5

1 IV
2 VIII
3 I
4 VI
5 II

第三节 辨别正误题型

一、题型分析及答题步骤

【题型分析】

True / False / Not Given（一致/不一致/文中未提及）或 Yes / No / Not Given（是/否/文中未提及）主力题型（出题概率几乎100%，难度较大）。该题型通常是IELTS阅读考试中出题量最大的，有时会占到总题数的1/3甚至1/2。但在2008年，尤其是下半年考试中，该题型的出题量明显少于配对题了。一般每次考试考8个题目以上。

1. 针对事实，要求考生判断题目中对事实的陈述与原文提供的信息之间的关系。

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts with the information*
NOT GIVEN	*if there is no information on this*

2. 针对观点，要求考生判断题目表述的意思与原文中作者观点之间的关系。

YES	*if the statement reflects the opinion of the writer*
NO	*if the statement contradicts the opinion of the writer*
NOT GIVEN	*if it is impossible to say what the writer thinks about this*

【解题要点】

（一）审题和答案的书写 —— 细节决定成败

1. 考生在考试中遇到这种题型时，考虑的不应该是如何去解具体的题目，而首先应该通过审题来确定这些题目是按True / False / Not Given还是Yes / No / Not Given来答。

如果考试中这些题目要求用True / False / Not Given来答，而考生答题用的是Yes / No / Not Given的方式；或者，如果考试中这些题目要求用Yes / No / Not Given来答，而考生答题用True / False / Not Given的方式。那么，即使意思答对了也算错！每一次IELTS考试结束后，都会有考生由于犯下了这种低级错误而考试失利。

注意：IELTS阅读每一次考试的试题都是由题库中随机抽出的不同版本的阅读材料组成。在考试中如果第一篇文章中这种类型题用的是True/ False/ Not Given的方式来考，那么，这并不意味着后面文章中的这种类型题都是用True/ False/ Not Given 方式来考。实战考试中这种题型在不同文章中一会儿是用True/ False/ Not Given 方式，一会儿是用Yes/ No/ Not Given方式。因此，考生应当首先确定答题方式。否则，即使做对了也得不到分。

2. 答案必须严格按照出题形式书写。

在这种题型的实战考试中，有的考生答案书写得不规范也是辛辛苦苦做对了却不能得分的原因。比如：某篇阅读文章中这种题型用的是下面的方式来考。

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts with the information*
NOT GIVEN	*if there is no information on this*

假如某道题的答案应该是TRUE，那么，考生就必须严格按照出题的方式书写，答案是大写的TRUE，而像True、true、或者T，都是错误的。具体讲，就是出题的方式是什么，考生就必须按什么方式来书写答案。

（二）思维的调整

确切理解题目的含义，严格按照题目与文章本身意思的关系去理解和判断。

1. 不要想当然而进行错误的逻辑推理。

例如：题目 Last night, Tom and Jerry went to the cinema, so did their friend Susan.

原文 There are three good friends in Class there, Tom, Jerry and Susan. Jerry and Tom spent their time in the theater yesterday evening to see a movie named ICE AGE 2. ICE AGE 2 is...

很多考生把该题答案写成了TRUE，因为他们根据原文中三人是好朋友而推断出如果Jerry and Tom干了什么，那么Susan也干了。这就是典型的想当然而进行了错误的逻辑推理。事实上，原文中并没有关于Susan昨晚干了什么的确切信息。因此，答案是NOT GIVEN。

2. 不要根据题目中的个别词汇是否在原文中出现来判断。

例如：题目 An Israeli business manager would undoubtedly appreciate the gift of a black, white and red striped tie.

原文　There are important details to consider when giving. Avoid certain color combinations: red, white and black (colors of the Nazi flag); and red, green and black (the Palestinian flag) in Israel.

很多考生把该题答案写成了NOT GIVEN，因为他们根据题目中的个别词汇business manager和tie在原文中没有出现来判断。这就是典型的没有确切理解题目含义、但仍严格按照题目与文章本身意思的关系去理解和判断的例子。事实上，原文中已经明确说明在以色列应该回避red, white and black (colors of the Nazi flag)的颜色组合，即以色列人不会喜欢这三种颜色组合的任何东西。题目中说以色列的商人们会毫不犹豫地喜欢这三种颜色组合的领带作为礼物显然是错误的。因此，答案是FALSE。

【答案的一些规律性】

True / False / Not Given或Yes / No / Not Given题型在IELTS阅读考试中在一篇阅读文章后面最少连出3道题（大概占10%左右），出4-7道题（大概占85%左右），出8、9道题（大概占5%左右）。

1. 许多考生在实战考试中由于对该种题型不了解，在选择答案时过多地选择了NOT GIVEN，殊不知在答案中NOT GIVEN的数量是最少的。而一般来说YES（TRUE）数量最多。下面给出了NOT GIVEN在不同情况下可能出现的数量。

出3道题时，NOT GIVEN的数量范围90%的可能在0-1（1的可能性为90%）；

出4-7道题时，NOT GIVEN的数量范围90%的可能在0-2；

出8、9道题时，NOT GIVEN的数量范围90%的可能在0-3。

注：90%意味着并不绝对，只是可能性特别高。具体问题还要具体分析才是科学的态度。

2. 如果True / False / Not Given或 Yes / No / Not Given题型在一篇阅读文章后面以第一种题型出现时，该题型中的第一题的答案在文章中的位置90%的可能在前三段。如果没有发现相关的信息无法判断，大胆地可以立刻选择NOT GIVEN，以防为该题扫描全文后发现的确是NOT GIVEN，从而浪费了宝贵的答题时间。

① 题目中如果有条件状语，如if或者unless时，答案90%不是YES（TRUE）。

② 题目中如果有绝对词，如all, must, only等时，答案90%不是YES（TRUE）。

③ 题目中如果出现了比较级时，答案90%不是YES（TRUE）。

【答案判别的方法】

（一）题目的答案是YES（TRUE）时，一般有两种情况：

1. 较简单。题目的意思（事实的陈述）与作者的观点（文章中的信息）一致，但题目与原文相对应部分所用的词汇和句式不一定相同。如：题目与原文相对应部分有些关键词用了同义词、近义词或同义词组进行了替换或者句式变化了。

例如：题目　Teenagers whose parents smoke are at risk of getting lung cancer at some time during their lives.

原文　It has been calculated that 17 per cent of cases of lung cancer can be attributed to high levels of exposure to second-hand tobacco smoke during childhood and adolescence.

虽然题目中的Teenagers在文章中用同义词组during childhood and adolescence进行了替换；parents smoke在文章中用同义词组second-hand tobacco smoke进行了替换，但题目的意思与原文相对应部分作者的观点是一致的。因此，正确答案是：YES。

又如：题目　Popper says that the scientific method is hypothetico-deductive.

原文　The position taken by Karl Popper in The Logic of Scientific Discovery (1972, 2rd edition) is that the nature of scientific method is hypothetico-deductive and not, as is generally believed, inductive.

题目与原文相对应部分只是作了句式的变化。因此，正确答案是：YES。

2. 较复杂，很容易被错误地选成NOT GIVEN。题目的意思（事实的陈述）是文章中不同部分（或段落）中作者的观点（信息）的总结和概括。这种题目的出题形式主要是：题目的意思是由两个或三个意思组合而成的。

例如：题目　Today furniture operates as a role sign in the same way as dress has always done. (CAMBRIDGE IELTS 3 TEST 2, PASSAGE 3)

原文　第5自然段中In social circumstances, dress has often been used as a role sign to indicate the nature and degree of formality of any gathering and occasionally the social status of people present.

原文　第7自然段中In organizations, office signs and furniture are often used as role signs.

题目意思显然是由两个意思组成，即Today furniture operates as a role sign和the same way as dress has always done。我们在原文第7自然段中发现了office signs and furniture are often used as role signs。同时，在第5自然段中也找到了dress has often been used as a role sign。那么，就是说题目的意思是文章中不同段落中多个意思的总结和概括。因此，正确答案是：YES。

（二）题目的答案是NO（FALSE）时，一般有两种情况：

1. 较简单。题目的意思（事实的陈述）与作者的观点（文章中的信息）相反。

例如：题目 If a prediction based on a hypothesis is fulfilled, then the hypothesis is confirmed as true.

原文 If the predictions turn out to be correct then your hypothesis has been supported and may be retained until such time as some further test shows it not to be correct.

题目中是说如果建立在假说基础上的预测应验了的话，那么，假说就被证明是对的。文章中讲如果发现假说是对的，那么，你的假说就已经得到了支持并且可能被保留直到进一步的实验证明它不是正确的。因此，正确答案是：NO。

2. 较复杂。题目与原文相对应部分使用了表示不同范围和频率的词。

例如：题目 Thirty per cent of deaths in the Unite States are caused by smoking-related diseases.

原文 Smoking, it is believed, is responsible for 30 per cent of all deaths from cancer and clearly represents the most important preventable cause of cancer in countries like the United States today.

题目中讲的是全部死亡的30%，而在文章说的是死于癌症的30%。范围变化了，故正确答案是NO。

又如：题目 Four thousand species of dung beetle were initially brought to Australia by the CSIRO.

原文 Between 1968 and 1982, the CSIRO imported insects from about 50 different species of dung beetle, from Asia and Africa, aiming to match them to different climatic zones in Australia.

题目中讲的是引进4000种，而在文章说的是引进50种。范围变化了，故正确答案是NO。

再如：题目 The dung beetles cause an immediate improvement to the quality of a cow pasture.

原文 In time the beetles multiply and within three or four years the benefits to the pasture are obvious.

题目中讲的是立刻，而在文章说的是要经过3-4年。频率变化了，故正确答案是NO。

（三）题目的答案是NOT GIVEN时，一般有两种情况：

1. 较简单。题目中出现了多个事物的比较，在文章中虽然出现了这些事物，但是没有进行比较。

例如：题目 Bush flies are easier to control than buffalo flies.

原文 Australia's native dung beetles are scrub and woodland dwellers, specializing in coarse marsupial droppings and avoiding the soft cattle dung in which bush flies and buffalo flies breed.

题目中比较了两种苍蝇，而在原文中虽然出现了这两种苍蝇，但是并没有把它们进行比较。因此，正确答案是：NOT GIVEN。

2. 较复杂。题目的意思（事实的陈述）与作者的观点（文章中的信息）完全或部分无关。

例如：题目 If one partner in a marriage smokes, the other is likely to take up smoking.

原文 In the case of a married couple where one partner is a smoker and one a non-smoker, the latter is believed to have a 30 per cent risk of death from heart disease because of passive smoking.

题目中前半句的意思在文章里有，后半句的意思没有。文章中只是讲另一方有30%的风险死于心脏病。但是并没有说明他（她）会不会开始吸烟。因此，正确答案是：NOT GIVEN。

【答题步骤】

1. 详细阅读并理解答题指引部分，确定答题方式。分清是 YES/ NO/ NOT GIVEN还是 TRUE / FALSE / NOT GIVEN。
2. 找出问句中的关键词语。利用关键词语确定答案在文章中的位置。
3. 确切理解问句的含义，仔细查看文章中关键词语所在句子的含义。必要时应查看关键词语所在句子前后句子的含义，也可利用语法、词法判断答案所在相关句子的肯定与否定含义。
4. 严格按照文章本身意思理解和推断，不要想当然。

【例题 1】

Finding the Lost Freedom

1 The private car is assumed to have widened our horizons and increased our mobility. When we consider our children's mobility, they can be driven to more places (and more distant places) than they could visit without access to a motor vehicle. However, allowing our cities to be dominated by cars has progressively eroded children's independent mobility. Children have lost much of their freedom to explore their own neighborhood or city without adult supervision. In recent surveys, when parents in some cities were asked about their own

childhood experiences, the majority remembered having more, or far more opportunities for going out on their own, compared with their own children today. They had more freedom to explore their own environment.

2 Children's independent access to their local streets may be important for their own personal, mental and psychological development. Allowing them to get to know their own neighborhood and community gives them a "sense of place". This depends on "active exploration", which is not provided for when children are passengers in cars. (Such children may see more, but they learn less.) Not only is it important that children be able to get to local play areas by themselves, but walking and cycling journeys to school and to other destinations provide genuine play activities in themselves.

3 There are very significant time and money costs for parents associated with transporting their children to school, sport and to other locations.

4 The reduction in children's freedom may also contribute to a weakening of the sense of local community. As fewer children and adults use the streets as pedestrians, these streets become less sociable places. There is less opportunity for children and adults to have the spontaneous exchanges that help to engender a feeling of community. This in itself may exacerbate fears associated with assault and molestation of children, because there are fewer adults available who know their neighbors' children, and who can look out for their safety.

5 The extra traffic involved in transporting children results in increased traffic congestion, pollution and accident risk. As our roads become more dangerous, more parents drive their children to more places, thus contributing to increased levels of danger for the remaining pedestrians. Anyone who has experienced either the reduced volume of traffic in peak hour during school holidays, or the traffic jams near school at the end of a school day, will not need convincing about these points. Thus, there are also important environmental implications of children's loss of freedom.

6 As individuals, parents strive to provide the best upbringing they can for their children. However, in doing so, (e.g. by driving their children to sport, school or recreation) parents may be contributing to a more dangerous environment for children generally. The idea that streets are for cars and back yards and playgrounds are for children's is a strongly held belief, and parents have little choice as individuals but to keep their children off the streets if they want to protect their safety.

7 In many parts of Dutch cities, and some traffic-calmed precincts in Germany, residential streets are now places where cars must give way to pedestrians. In these areas, residents are accepting the view that the function of streets is not solely to provide mobility for cars. Streets may also be for social interaction, walking, cycling and playing. One of the most important aspects of these European cities, in terms of giving cities back to children, has been a range of "traffic calming" initiatives, aimed at reducing the volume speed of traffic. These initiatives have had complex interactive effects, leading to a sense that children have been able to "recapture" their local neighborhood, and more importantly, that they have been able to do this in safety. Recent research has demonstrated that children in many German cities have significantly higher levels to freedom to travel to places in their own neighborhood or city than children in other cities in the world.

8 Modifying cities in order to enhance children's will become more environmentally sustainable, as well as more sociable and more livable for all city residents. Perhaps it will be our concern for our children's welfare that convinces us that we need to challenge the dominance of the car in our cities.

Questions 1-5

Do the following statements agree with the information given in Reading Material?
In boxes 1-5 on your answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts with the information*
NOT GIVEN	*if there is no information on this*

1 The private car has helped children have more opportunities to learn.
2 Children are more independent today than they used to be.
3 Walking and cycling to school allows children to learn more.
4 Children usually walk or cycle to school.
5 Parents save time and money by driving children to school.

【例题解析】

1. 第2段中第三句："This depends on 'active exploration', which is not provided for when children are passengers in cars. (Such children may see more, but they learn less.)"意思是

孩子们在车上学到的知识少了，故正确答案是FALSE。

2. 第1段中第三句："However, allowing our cities to be dominated by cars has progressively eroded children's independent mobility."和第五句"In recent surveys, when parents in some cities were asked about their own childhood experiences, the majority remembered having more or far more opportunities for going out on their own, compared with their own children today."意思与题目完全是相反的，故正确答案是FALSE。
3. 第2段中第三、四句："This depends on 'active exploration', which is not provided for when children are passengers in cars. (Such children may see more, but they learn less.) Not only is it important that children be able to get to local play areas by themselves, but walking and cycling journeys to school and to other destinations provide genuine play activities in themselves."意思与题目完全是一致的，故正确答案是TRUE。
4. 第2段中第四句："Not only is it important that children be able to get to local play areas by themselves, but walking and cycling journeys to school and to other destinations provide genuine play activities in themselves."并没有说明孩子们是否经常"walk and cycle to school"，故正确答案是NOT GIVEN。
5. 在第3段中"There are very significant time and money costs for parents associated with transporting their children to school, sport and to other locations."意思与题目完全是相反的，故正确答案是FALSE。

【例题2】

The Recreation and Sports Association

Welcome! The Recreation and Sports Association (RSA) provides recreational and sporting activities for students, staff, and the community. Students and staff have access to a wide variety of programmes ranging from meditation to whitewater canoeing. Our Association offers all students and staff an opportunity to forget the rigors of college life and involve themselves in healthy and enjoyable activities.

The RSA continues to forge links with the community through auxiliary membership to any of the 25 clubs on campus of access to our many facilities including the Aquatic Centre, Synthetic Hockey Centre, and the Recreation Centre.

Membership

All students and staff are automatically members of the Recreation and Aquatic Centers. Membership entitles students and staff to all facilities and programmes at member rates. In addition, members are eligible to join any of our constituent clubs.

Types of Membership Cost

Students: Paid from enrolment fees	Staff: Nil	Auxiliary: $90
Graduates: $76	Life: After 6 years of fees, $15	

Membership cards must be produced upon request, or non-member rates will apply.

Recreation Facilities

The Recreation Centre comprises the Indoor Recreation Aquatic Centre, and a variety of playing fields and tennis courts.

Hours of Operation

During Session	Monday-Thursday	7:30 am-11:00 pm
	Friday	7:30 am-9:00 pm
Out of Session	Saturday-Sunday	8:30 am-6:00 pm
Public Holidays	(unless otherwise notified)	9:30 am-6:00 pm

The Recreation and Sports Association now has:

- new pool changing rooms,
- 4 new tennis courts,
- an expanded sports lounge,
- a new aerobics room.

The Squash Centre has:

- 4 glass-backed squash courts.

Bookings can be made by telephone, or by calling in person to the Centre.

The Sports Hall is a multi-purpose facility catering for a broad range of indoor activities including:

Badminton (6 courts), Basketball (2 courts), Volleyball (2 courts), Hockey (1 court), Soccer (1 court), Netball (2 undersize, 1 international court).

Aerobics / Conferences: Space is available for long-term hire or on a casual basis, depending on your requirements. Call into the Recreation Centre and see the range of activities available.

Gymnasium: The Gymnasium is located upstairs in the Recreation Centre. A variety of equipment is available for the weight and circuit-training enthusiast.

Sports Lounge: The Lounge is available on a casual basis for students to sit and have lunch when unoccupied. It can be booked for parties, conferences, lectures, or any other activity suited to moderate-sized groups. This facility is utilized by some of our sporting clubs as a canteen/kiosk area but can be adapted to suit a variety of uses. It also links to the pool area for an extensive "Pool Party / BBQ", if you desire. Why not organize a party, BBQ, or social function? The Lounge caters for up to 100 people. All are welcome.

Outdoor Facilities

Aquatic Centre: This magnificent 50 meter outdoor heated aquatic facility is available to anyone. Come and see for yourself! See the Aquatic Centre section of this booklet for details of operating hours and programmes.

Hockey Centre: The region's first synthetic hockey surface is a sight to behold! Gone are the problems of being washed out for half the season. Available for a variety of uses, including competitions, training, and lunchtime sports.

Tennis Courts: The new tennis courts are finally here! Two magnificent artificial courts excellent tot serve / volley exponents, or two synpave courts ideal for baseliners. All 4 courts are available for hire, and bookings can be made at the Recreation Centre reception. Excellent value for money on permanent bookings.

Ovale and Cricket Nets: The Recreation Centre takes all bookings for use of the ovals. We currently have 3 ovals for a variety of uses, including club training sessions, lunchtime sports, and casual student use. The 2 new cricket nets mean we now have a total of 5 practice nets available to all.

Other Information

The Aquatic Centre is a multi-use facility providing pool space for a large variety of university and community sporting and recreational groups. Although we do provide for these alternative sporting groups, we also cater for the lap swimmer, recreational swimmer, and those who just want to laze around, or simply stand and splash in the water. Lap swimmers have priority over all other swimmers, and can always be assured of available swimming lanes. The best times to swim laps are 8:30 am-12:00 pm, 3:00 pm-4:00 pm, and 6:00 pm-7:30 pm. However, at times the pool may be completely booked.

Please read the signs in the pool passage, and take a copy of the "Timetable of Pool Use". The Recreation and Sports Association's own newspaper — Sports Unillustrated — will keep you up-to-date on any changes to timetables.

For further enquiries phone: 9371 4356 during office hours.

Questions 1-6

Do the following statements agree with the information given in Reading Material?
In boxes 1-6 on your answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts with the information*
NOT GIVEN	*if there is no information on this*

1 Hockey players can now use the Hockey Centre throughout the season.
2 Players wishing to use the tennis courts must book in advance.
3 Lap swimmers are always provided with swimming lanes.
4 The RSA's newspaper is not called Sports Illustrated.
5 Student membership of the Association is paid from tuition fees.
6 Cricketers have a choice of 3 ovals and 5 cricket nets.

【例题解析】

1. Hockey Center段中第二句：“Gone are the problems of being washed out for half the season.”是一个倒装句，正确的语序是“The problems of being washed out for half the season are gone.”故正确答案是TRUE。
2. Tennis Courts段中第二句：“All 4 courts are available for hire, and bookings can be made at the Recreation Centre reception.”意思是在休闲中心接待处能够预定，并没有说一定要提前预定，故正确答案是NOT GIVEN。
3. Other Information段中第三句：“Lap swimmers have priority over all other swimmers, and

can always be assured of available swimming lanes.”意思与题目完全是一致的，故正确答案是TRUE。

4. Other Information段中第五句：“Please read the signs in the pool passage, and take a copy of the ‘Timetable of Pool Use’ The Recreation and Sports Association’s own newspaper— Sports Unillustrated — will keep you up-to-date on any changes to timetables.”报纸的名字是Sports Unillustrated，而不是Sports illustrated，原文意思与题目完全是一致的，故正确答案是TRUE。
5. 在Membership段下面的表格Types of membership Cost中，有“Students: Paid from enrolment fees.”意思是会员费是从注册费中扣除的，故正确答案是FALSE。
6. Oval and Cricket Nets段中第二句：“We currently have 3 ovals for a variety of uses, including club training sessions, lunchtime sports, and casual student use. The 2 new cricket nets mean we now have a total of 5 practice nets available to all.”意思是有3 ovals，还有加上2 new cricket nets，一共是5 practice nets（nets和ovals不是一样的），故正确答案是TRUE。

二、题型演练

Exercise 1

难度系数：★★★★

Seed Hunting

It may lack the romantic allure of archaeology, or the whiff of danger that accompanies going after big game, but seed hunting is an increasingly serious business. Some seek seeds for profit — hunters in the employ of biotechnology firms, pharmaceutical companies and private corporations on the lookout for species that will yield the drugs or crops of the future. Others collect to conserve, working to halt the sad slide into extinction facing so many plant species.

Among the pioneers of this botanical treasure hunt was John Tradescant, an English royal gardener who brought back plants and seeds from his journeys abroad in the early 1600s. Later, the English botanist Sir Joseph Banks — who was the first director of the Royal Botanic Gardens at Kew and travelled with Captain James Cook on his voyages near the end of the 18th century — was so driven to expand his collections that he sent botanists around the world at his own expense.

Those heady days of exploration and discovery may be over, but they have been replaced by a pressing need to preserve our natural history for the future. This modern mission drives hunters such as Dr Michiel van Slageren, a good-natured Dutchman who often sports a wide-brimmed hat in the field — he could easily be mistaken for the cinematic hero Indiana Jones. He and three other seed hunters work at the Millennium Seed Bank, an 80 million [pounds sterling] international conservation project that aims to protect the world's most endangered wild plant species.

The group's headquarters are in a modern glass-and-concrete structure on a 200-hectare estate at Wakehurst Place in the West Sussex countryside. Within its underground vaults are 260 million dried seeds from 122 countries, all stored at –20°C to survive for centuries. Among the 5,100 species represented are virtually all of Britain's 1,400 native seed-bearing plants, the most complete such collection of any country's flora.

Overseen by fine Royal Botanic Gardens, the Millennium Seed Bank is the world's largest wild-plant depository. It aims to collect 24,000 species by 2010. The reason is simple: thanks to humanity's efforts, an estimated 25 per cent of the world's plants are on the verge of extinction and may vanish within 50 years. We're currently responsible for habitat destruction on an unprecedented scale, and during the past 400 years, plant species extinction rates have been about 70 times greater than those indicated by the geological record as being "normal". Experts predict that during the next 50 years a further one billion hectares of wilderness will be converted to farmland in developing countries alone.

The implications of this loss are enormous. Besides providing staple food crops, plants are a source of many medicines and the principal supply of fuel and building materials in many parts of the world. They also protect soil and help regulate the climate. Yet, across the globe, plant species are being driven to extinction before their potential benefits are discovered.

The World Conservation Union has listed 5,714 threatened plant species worldwide, but it admits this is only scratching the surface. With only four per cent of the world's described plants having been evaluated, the true number of threatened species is sure to be much higher. In the UK alone, 300 wild plant species are classified as endangered.

The Millennium Seed Bank aims to ensure that even if a plant becomes extinct in the wild, it won't be lost forever. Stored seeds can be used to help restore damaged or destroyed environments or in scientific research to find new benefits for society — in medicine, agriculture or local industry — that would otherwise be lost.

Seed banks are an "insurance policy" to protect the world's plant heritage for the future, explains Dr Paul Smith, another Kew seed hunter. "Seed conservation techniques were originally developed by farmers," he says. "Storage is the basis of what we do, conserving seeds until you can use them — just as in farming." Smith says there's no reason why any plant species should become extinct, given today's technology. But he admits that the biggest challenge is finding, naming and categorizing all the world's plants. And someone has to gather these seeds before it's too late. "There aren't a lot of people out there doing this," he says. "The key is to know the flora from a particular area, and that knowledge takes years to acquire."

When in the field, Kew's collectors are guided by a target list, generally provided by the host country, of the seeds they need. Priorities are determined by the "Three Es" — economic importance, endangered status and endemism — although they will deviate from the list if the chance arises to gather an unknown plant they've stumbled upon.

The Millennium Seed Bank's four seed hunters oversee activities all over the world. Smith, who grew up in Zambia, Botswana and Swaziland, administers Kew's work in Madagascar and southern Africa, where he was a plant collector for 15 years. Tim Pearce oversees East Africa, India and Australia, Michael Way covers fine Americas, and Van Slageren, who began hunting pods seven years ago, is responsible for the Middle East and North and West Africa.

Kew's seed hunters have been behind some great successes since collecting the Millennium Seed Bank's first seed — a wall whitlow-grass (Draba muralis) from a railway embankment in Derbyshire — in May 1997. For example, they helped revive the fortunes of the St Helena boxwood (Mellissia, begonifolia), thought to be extinct until a single dying plant was found on the South Atlantic island after which it was named. It was saved by taking cuttings and collecting and germinating about 400 seeds. In South Africa, two plants thought to be extinct were recovered; one of them, the elephant's foot (Dioscorea elephantipes) was once cooked and eaten as famine food by the Hottentots. In the UK, the strapwort (Corrigola liloralis) was *successfully* reintroduced to its original habitat using seeds from the Millennium Seed Bank.

One practice threatening to undermine the seed hunters' work is "bio-prospecting" or "biopiracy" — collecting seeds, plants or other genetic material for commercial gain. "It is our greatest enemy," says Van Slageren. Developing nations are becoming increasingly suspicious of, and obstructive to, plant collectors — a response to seeing their traditional knowledge of plant properties being patented by overseas institutions that then have the temerity to try to license it back to them.

International measures such as the UN Convention of Biological Diversity aim to outlaw the practice by stopping the removal of genetic material from a country without permission. The convention permits access to a country's genetic material providing national law allows it and the results and commercial benefits of research are shared "in a fair and equitable way". A total of 168 countries have signed this convention since it was introduced in 1992, with the USA being one notable omission. Despite this almost worldwide acceptance, biopiracy remains a global problem.

The Millennium Seed Bank makes its seeds available to researchers, conservationists and scientific institutions free of charge. Collaboration with other countries, which includes using local botanists, also strengthens Kew's standing, although it has also changed the role of the seed hunter. "My job has changed from seed collector in the strict sense, to international coordinator," says Van Slageren, who manages partners in Burkina Faso, Egypt, Lebanon and Saudi Arabia. A decade ago — during what van Slageren calls the "cowboy era" — seed hunters would undertake brief expeditions with little local input. Nowadays, they collaborate with local experts, who work throughout the year in their region of expertise.

Despite the biopirates, paperwork and difficult travel, Kew's seed hunters love their job. But they are quick to dispel any romantic views about their occupation. "What I tell people is that it is actually work — you're just not behind a desk in England," says Van Slageren. Smith is even more blunt. "My colleagues will kill me for saying this," he says, "but seed collecting is really no more than glorified fruit picking". Still, it's nice work if you can get it.

There are about 1,470 seed banks scattered around the globe, with a combined total of 5.4 million samples, of which perhaps two million are distinct non-duplicates. Most preserve genetic material for agricultural use in order to ensure crop diversity; others aim to conserve wild species, although only 15 per cent of all banked plants are wild.

Many seed banks are themselves under threat due to a lack of funds. Last year, Imperial College, London, examined crop collections from 151 countries and found that while the number of plant samples had increased in two thirds of the countries, budgets had been cut in a quarter and remained static in another 35 per cent. The UN's Food and Agriculture

Organization and the Consultative Group on International Agricultural Research has since set up the Global Conservation Trust, which aims to raise US $260million (156 million [pounds sterling]) to protect seed banks in perpetuity.

Money isn't the only problem. In September 2002, scientists in Kabul reported that Afghanistan's seed collections had been lost. Looters ransacked seed banks in two cities, dumped seeds found in jars and fled with the empty containers. And some activists accuse seed banks of aiding genetic looting by giving scientists access to seeds without them needing to go into the field. Most seed banks forbid the patenting of this material, but companies have sidestepped the rules by altering the material and then claiming the results as their own.

While a seed is waiting for the correct set of conditions to germinate, its metabolic processes are still turning over — albeit slowly — and it will eventually use up its energy reserves. Some seeds only remain viable for a short time; most grasses, for example, won't germinate after 5-10 years. Others, however, enter a state of dormancy, greatly slowing or ceasing their metabolic processes and converting their food reserves from sugars to more stable substances such as fats and starches. These seeds can remain viable for long periods; Indian lotus seeds have been germinated after more than 300 years.

Most seeds are dried and then frozen to increase their longevity. The seeds are placed within a drying facility where the temperature is set at 15-18°C and the relative humidity is between 11 and 15 per cent. After about a month, the seeds are sealed in airtight containers and placed in the cold rooms (–20°C). Under these cold, dry conditions, the seeds should live for decades.

Once the seeds are placed in the bank, a sub-sample is germinated to test their viability. Many seeds require very specific treatment or conditions before they will germinate. Because many of the species in the bank have never before been germinated in a laboratory, schemes have been developed that begin with the most simple and successful treatments and then move on to more complex methods as the early steps fail. Every ten years, sub-samples are removed from storage and their viability rechecked.

Questions 1-6

Do the following statements agree with the information given in Reading Material?
In boxes 1-6 on your answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts with the information*
NOT GIVEN	*if there is no information on this*

1 The reasons for seed hunting have been changed.
2 The World Conservation Union has listed all the threatened plant species worldwide.
3 The Millennium Seed Bank is the world's first seed bank for wild-plant depository.
4 Finding and classifying all the world's plants is a tough task for seed hunters.
5 The Millennium Seed Bank charges researchers not much for using its seeds.
6 1,470 seed banks have been established in the world.

Exercise 2

难度系数：★★★★

Sea Change

1 Human activity in coastal areas is responsible for killing coral, say a pair of researchers who've been tracking coral disease. This means that local measures such as reducing soil run-off or sewage discharges might help save corals that fall ill. Sick coral also provides an early warning that entire ecosystems are in danger, according to the researchers.

2 For 20 years, marine biologists have watched in dismay as corals succumbed to a dozen apparently new infections. Now a global map of coral diseases has pointed the finger at human development of coastal zones.

3 Most coral diseases are known by their symptoms, such as white band or yellow pox. According to Laurie Richardson of Florida International University in Miami, only three of these coral ailments have a known cause.

4 The diseases can be devastating. During the 1980s, white band disease, caused by a bacterium related to cholera, nearly wiped out Acropora corals across the Caribbean, where they had dominated coral communities for at least 4,000 years. The soil bacterium Aspergillus causes waves of mass mortality among gorgonian corals, or sea fans.

5 But until now, no one understood the pattern of disease: why Caribbean reefs were the

hardest hit, for example. So to learn more about the causes of coral disease, Ed Green of the World Conservation Monitoring Centre in Cambridge and Andrew Bruckner of the US National Marine Fisheries Service in Silver Spring, Maryland, mapped coral diseases in the same way human epidemics are plotted.

6 They conclude that human activity is probably the major factor in areas already predicted to be suffering environmental stress. In the Caribbean, they found disease was most prevalent in areas threatened by a range of human activities including intense coastal development and overfishing.

7 The researchers suggest sick coral might be a good early warning signal for creeping damage to entire marine ecosystems, which can be hard to detect. "Coral diseases are big and visible," says Green. "If the relationship holds, they could signal when protective measures are needed." He likens corals around the world to canaries in coal mines. "And this canary is singing," he warns.

Questions 1-8

Do the following statements agree with the information given in Reading Material?
In boxes 1-8 on your answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts with the information*
NOT GIVEN	*if there is no information on this*

1 People and corals coexist in harmony.
2 US National Marine Biology Institute provide serious research on corals diseases.
3 Intensities of coral diseases and technological impact have the same tendency.
4 All coral diseases are known by their symptoms.
5 Laurie Richardson is a leading specialist on coral diseases.
6 Acropora corals suffered from cholera during the 1980s.
7 Gorgonian corals and sea fans were nearly wiped by bacterium Aspergillus.
8 Ed Green and Andrew Bruckner studied why Carribeans were hit hardly than other territories.

Exercise 3

难度系数：★★★

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 a 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 center 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 $1,497. All that profit is yours." In addition to the fifteen software programs, licensees also have access to two other profit centers. 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 center 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 license fee includes computer, printer, CD labeling kit and everything necessary right down to the paper clips. Personal coaching and mentoring is provided for the first six months to ensure that licenses get off to the best possible start, and SiliconZeal promises an ongoing stream of new resources to ensure continuing profitability. “This business can provide licenses 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 1-5

Do the following statements agree with the information given in Reading Material?
In boxes 1-5 on your answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts with the information*
NOT GIVEN	*if there is no information on this*

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

Exercise 4

难度系数：★★★★★

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 travelers. With limited communication facilities, and shipping technology still in its infancy in the early nineteen hundreds, we consider ocean travel to have been a risky business. But 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. And the Titanic was confidently proclaimed to be unsinkable. She 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 meters 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 11:40 pm, 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 formalized 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 kilometers 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 traveling 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.

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 decor, 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 realizing 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.

Questions 1-7

Do the following statements reflect the opinion of the writer in Reading Material?
In boxes 1-7 on your answer sheet, write

YES	*if the statement reflects the opinion of the writer*
NO	*if the statement contradicts the opinion of 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 realized that the Titanic was sinking.

7 The sinking of the Titanic prompted an overhaul of standard operating procedures which made ocean travel much safer.

Exercise 5

难度系数：★★★★

It is almost impossible to write of the Arts in Australia without mentioning the building that first put Australia firmly on the world cultural map — the Sydney Opera House. Completed in 1973 after 14 years of much heated discussion and at a cost of over $85 million, it is not only the most well-known Australian building in the world but perhaps the most famous design of any modern building anywhere.

Its distinctive and highly original shape has been likened to everything from the sails of a sailing ship to broken eggshells, but few would argue with the claim that the Opera House is a major contribution to world architecture. Set amidst the graceful splendor of Sydney Harbor, presiding like a queen over the bustle and brashness of a modern city striving to forge a financial reputation in a tough commercial world, it is a reminder to all Australians of their deep and abiding love of all things cultural.

The Opera House was designed not by an Australian but by a celebrated Danish architect, John Utzon, whose design won an international competition in the late 1950s. However, it was not, in fact, completed to his original specifications. Plans for much of the intended interior design of the building have only recently been discovered. Sadly, the State Government of the day interfered with Utzon's plans because of concerns about the escalating cost, though this was hardly surprising — the building was originally expected to cost only $8 million. Utzon left the country before completing the project and in a fit of anger vowed never to return. The project was eventually paid for by a state-run lottery.

The size of the interior of the building was scaled down appreciably by a team of architects whose job it was to finish construction within a restricted budget. Rehearsal rooms and other facilities for the various theatres within the complex were either made considerably smaller or cut out altogether, and some artists have complained bitterly about them ever since. But despite the controversy that surrounded its birth, the Opera House has risen above the petty squabbling and is now rightfully hailed as a modern architectural masterpiece. The Queen officially opened the building in 1975 and since then, within its curved and twisted walls, audiences of all nationalities have been quick to acclaim the many world-class performances of stars from the Australian opera, ballet and theatre.

Questions 1-10

Do the following statements agree with the information given in Reading Material?
In boxes 1-10 on your answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts with the information*
NOT GIVEN	*if there is no information on this*

1 The building is possibly the most famous of its type in the world.
2 The Opera House drew world attention to the Arts in Australia.
3 Utzon designed the roof to look like the sails of a sailing ship.
4 A few people claim that it is a major architectural work.
5 According to the author, Sydney is a quiet and graceful city.
6 The cost of construction went more than $75 million over budget.
7 Utzon never returned to Australia to see the completed building.
8 There is only one theatre within the complex.
9 The Government was concerned about some artists' complaints.
10 Australian artists give better performances in the Opera House.

Exercise 6

难度系数：★★★

When was the last time you saw a frog? Chances are, if you live in a city, *you have not* seen one for some time. Even in wet areas once teeming with frogs and toads, it is becoming less and less easy to find those slimy, hopping and sometimes poisonous members of the animal kingdom. All over the world, and even in remote parts of Australia, frogs are losing the ecological battle for survival, and biologists are at a loss to explain their demise. Are amphibians simply over-sensitive to changes in the ecosystem? Could it be that their rapid decline in numbers is signaling some coming environment disaster for us all?

This frightening scenario is in part the consequence of a dramatic increase over the last quarter century in the development of once natural areas of wet marshland; home not only to frogs but to all manner of wildlife. However, as yet, there are no obvious reasons why certain frog species are disappearing from rainforests in Australia that have barely been touched by human hand. The mystery is unsettling to say the least, for it is known that amphibian species are extremely sensitive to environmental variations in temperature and moisture levels. The danger is that planet Earth might not only lose a vital link in the ecological food chain (frogs keep populations of other wise pestilent insects at manageable levels), but we might be increasing our output of air pollutants to levels that may have already become irreversible. Frogs could be inadvertently warning us of a catastrophe.

An example of a species of frog that, as far as is known, has become extinct, is the platypus frog. Like the well-known Australian mammal it was named after, it exhibited some very strange behavior; instead of giving birth to tadpoles in the water, it raised its young within its stomach. The baby frogs were actually born from out of their mother's mouth. Discovered in 1981, less than ten years later the frog had completely vanished from the crystal clear waters of Booloumba Creek near Queens land's Sunshine Coast. Unfortunately, this freak of nature is not the only frog species to have been lost in Australia. Since the 1970s, no less than eight others have suffered the same fate.

One theory that seems to fit the facts concerns the depletion of the ozone layer, a well-documented phenomenon which has led to a sharp increase in ultraviolet radiation levels. The ozone layer is meant to shield the Earth from UV rays, but increased radiation may be having a greater effect upon frog populations than previously believed. Another theory is that worldwide temperature increases are upsetting the breeding cycles of frogs.

Questions 1-11

Do the following statements agree with the information given in Reading Material?
In boxes 1-11 on your answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts with the information*
NOT GIVEN	*if there is no information on this*

1 Frogs are disappearing only from city areas.
2 Frogs and toads are usually poisonous.
3 Biologists are unable to explain why frogs are dying.
4 The frogs' natural habitat is becoming more and more developed.
5 Attempts are being made to holt the development of wet mashland.
6 Frogs are important in the ecosystem because they control pests.
7 The platypus frog became extinct by 1991.
8 Frogs usually give birth to their young in an underwater nest.
9 Eight frog species have become extinct so far in Australia.
10 There is convincing evidence that the ozone layer is being depleted.
11 It is a fact that frogs' breeding cycles are upset by worldwide increases in temperature.

三、题型演练答案速查

Exercise 1

1 TRUE
2 FALSE
3 NOT GIVEN
4 TRUE
5 FALSE
6 TRUE

Exercise 2

1 FALSE
2 NOT GIVEN

3 NOT GIVEN
4 FALSE
5 NOT GIVEN
6 TRUE
7 FALSE
8 TRUE

Exercise 3

1 FALSE
2 NOT GIVEN
3 TRUE
4 NOT GIVEN
5 FALSE

Exercise 4

1 YES
2 NO
3 NOT GIVEN
4 NO
5 NOT GIVEN
6 YES
7 YES

Exercise 5

1 TRUE
2 TRUE
3 NOT GIVEN
4 FALSE
5 FALSE
6 FALSE
7 NOT GIVEN
8 FALSE
9 NOT GIVEN
10 NOT GIVEN

Exercise 6

1 FALSE
2 FALSE
3 TRUE
4 TRUE
5 NOT GIVEN
6 TRUE
7 TRUE
8 NOT GIVEN
9 FALSE
10 TRUE
11 FALSE

第四节　完成句子题型

一、题型分析及答题步骤

【题型分析】

完成句子（Sentence Completion）是非主力题型（出题概率50%，难度低）。有时考有时不考，考时一般3-5道题。

完成句子题型就是先给出句子的一部分，要求考生根据文章内容填写或选择未给出部分的答案。如果是填空式出题，考生一定要在审题时注意句子未完成的部分最多可以填几个词，即No More Than X Word (s)

这种题型不难，但要注意一些问题：

1. 当作为题目给出的半个句子是以is, are或者be结尾时，一定要注意它们在句子中是系动词做表语还是表示进行时的符号，或者是表示被动语态的标记。慎防“被动陷阱”。

2. 一个句子补充完整后，不要着急做下一个。应当把已经完成的句子再从头到尾读一遍。如果发现：1）句子读起来不通顺；2）句子前后搭配不符合语法要求；3）句子的汉语意思是违背常理的。那么，已经完成的句子一定是错误的。因为，完成后的句子应该是通顺的、语法正确的和意思符合常理的。

【答题步骤】

1. 详细阅读答题指引，获取必要的答题信息。
2. 参考例句，确定答题形式。
3. 利用语法知识确定句子缺失部分。
4. 仔细查看所给句子的含义，并找出关键词语。
5. 利用所给部分的关键词语在文章中找出相关句子。
6. 在文章中的相关句子里，选取缺失部分需要的内容即为答案。

【例题1】

Finding the Lost Freedom

1 The private car is assumed to have widened our horizons and increased our mobility. When we consider our children's mobility, they can be driven to more places (and more distant places) than they could visit without access to a motor vehicle. However, allowing our cities to be dominated by cars has progressively eroded children's independent mobility. Children have lost much of their freedom to explore their own neighborhood or city without adult supervision. In recent surveys, when parents in some cities were asked about their own childhood experiences, the majority remembered having more, or far more opportunities for going out on their own, compared with their own children today. They had more freedom to explore their own environment.

2 Children's independent access to their local streets may be important for their own personal, mental and psychological development. Allowing them to get to know their own neighborhood and community gives them a "sense of place". This depends on "active exploration", which is not provided for when children are passengers in cars. (Such children may see more, but they learn less.) Not only is it important that children be able to get to local play areas by themselves, but walking and cycling journeys to school and to other destinations provide genuine play activities in themselves.

3 There are very significant time and money costs for parents associated with transporting their children to school, sport and to other locations.

4 The reduction in children's freedom may also contribute to a weakening of the sense of local community. As fewer children and adults use the streets as pedestrians, these streets

become less sociable places. There is less opportunity for children and adults to have the spontaneous exchanges that help to engender a feeling of community. This in itself may exacerbate fears associated with assault and molestation of children, because there are fewer adults available who know their neighbors' children, and who can look out for their safety.

5 The extra traffic involved in transporting children results in increased traffic congestion, pollution and accident risk. As our roads become more dangerous, more parents drive their children to more places, thus contributing to increased levels of danger for the remaining pedestrians. Anyone who has experienced either the reduced volume of traffic in peak hour during school holidays, or the traffic jams near school at the end of a school day, will not need convincing about these points. Thus, there are also important environmental implications of children's loss of freedom.

6 As individuals, parents strive to provide the best upbringing they can for their children. However, in doing so, (e.g. by driving their children to sport, school or recreation) parents may be contributing to a more dangerous environment for children generally. The idea that streets are for cars and backyards and playgrounds are for children's is a strongly held belief, and parents have little choice as individuals but to keep their children off the streets if they want to protect their safety.

7 In many parts of Dutch cities, and some traffic-calmed precincts in Germany, residential streets are now places where cars must give way to pedestrians. In these areas, residents are accepting the view that the function of streets is not solely to provide mobility for cars. Streets may also be for social interaction, walking, cycling and playing. One of the most important aspects of these European cities, in terms of giving cities back to children, has been a range of "traffic calming" initiatives, aimed at reducing the volume speed of traffic. These initiatives have had complex interactive effects, leading to a sense that children have been able to "recapture" their local neighborhood, and more importantly, that they have been able to do this in safety. Recent research has demonstrated that children in many German cities have significantly higher levels to freedom to travel to places in their own neighborhood or city than children in other cities in the world.

8 Modifying cities in order to enhance children's will become more environmentally sustainable, as well as more sociable and more livable for all city residents. Perhaps it will be our concern for our children's welfare that convinces us that we need to challenge the dominance of the car in our cities.

Questions 1-5

Questions 1-5 are statement beginnings, which represent information given in the passage. Below these statements, there are some statement endings numbered A-J. Choose the correct ending for each statement.

1 Children should play...
2 In some German towns, pedestrians have right of way...
3 Streets should also be used for ...
4 Reducing the amount of traffic and the speed is...
5 All people who live in the city will benefit if cities are...

List of statement endings

A ... a dangerous environment.
B ... modified.
C ... on residential streets.
D ... modifying cities.
E ... neighborhoods.
F ... socializing.
G ... in backyards.
H ... for cars.
I ... traffic calming.
J ... residential.

【例题答案】G C F I B

【答案解析】

1. 在第6段第三句中，“The idea that streets are for cars and backyards and playgrounds are for children's is a strongly held belief, and parents have little choice as individuals but to keep their children off the streets if they want to protect their safety”. 意思是孩子们应该在后院玩耍，故答案是G。
2. 在第7段第一句中，“In many parts of Dutch cities, and some traffic-calmed precincts in Germany, residential streets are now places where cars must give way to pedestrians.” 意思是：在住宅区的街道上车必须让人，故答案是C。
3. 在第7段第三句中，“Streets may also be for social interaction, walking, cycling and playing.” 故答案是F。

4. 在第7段第四句中，“One of the most important aspects of these European cities, in terms of giving cities back to children, has been a range of ‘traffic calming’ initiatives, aimed at reducing the volume speed of traffic.” 故答案是 I 。
5. 在第8段第一句中，“Modifying cities in order to enhance children’s will become more environmentally sustainable, as well as more sociable and more livable for all city residents.” 故答案是B。（注意被动语态，避开 “被动陷阱”）

二、题型演练

Exercise 1

难度系数：★★★★

Personal Time Management

Since the early work of Halberg (1960), the existence of human “circadian rhythms” has been well-known to biologists and psychologists. Circadian rhythms dictate that there are certain times of the day when we are at our best both physically and psychologically. At its simplest, the majority of us feel more alive and creative in the mornings, while come the evenings we are fit only for collapsing with a good book or in front of the television. Other of us note that in the morning we take a great deal of time to get going physically and mentally, but by the evening are full of energy and bright ideas, while a very few of us feel most alert and vigorous in the late afternoon.

Irrespective of our personal rhythms, most of us have a productive period between 10:00 am and noon, when the stomach, pancreas, spleen and heart all appear to be in their most active phases. Conversely, the majority of us experience a low period in the hour or two after lunch (a time when people in some societies sensibly take a rest), as most of our energy is devoted to the process of digestion. The simple rules here are: don’t waste too much prime time having a coffee break around 11:00 am when you should be doing some of your best work, and don’t make the after-lunch period even less productive by overloading your digestion. A short coffee or tea break is, in fact, best taken on arrival at the office, when it helps us start the day in a positive mood, rather than mid-morning when it interrupts the flow of our activities. Lunch is best taken early, when we are just beginning to feel hungry, and we are likely to eat less than if we leave it until later. An early lunch also means that we can get back into our productive stride earlier in the afternoon.

Changes in one's attitude can also enhance personal time management. For example, the notion of pro-action is eminently preferable to reaction. To pro-act means to anticipate events and be in a position to take appropriate action as soon as the right moment arrives. To react, on the other hand, means to have little anticipation and do something only when events force you to do so. Pro-actors tend to be the people who are always one step ahead of other people, who always seem to be in the right place at the right time, and who are always better informed than anyone else. Many of us like an easy life, and so we tend to be reactors. This means that we aren't alert to the challenges and opportunities coming our way, with the consequence that challenges bother us or opportunities pass us by before we're even properly aware they're upon us. We can train ourselves in pro-action by regularly taking the time to sit down and appraise the likely immediate future, just as we sit down and review the immediate past.

Psychologists recognize that we differ in the way in which we characteristically attribute responsibility for the various things that happen to us in life. One of the ways in which we do this is known as locus of control (Weiner, 1979), which refers to assigning responsibility. At its simplest, some individuals have a predominantly external locus of control, *attributing* responsibility to outside causes (for example, the faults of others or the help given by them), while with other individuals the locus of control is predominantly internal, in which responsibility is attributed to oneself (for example, one's own abilities or lack of them, hard work, etc.).

However, the picture usually isn't as simple as this. Many people's locus of control is more likely to be specific to a particular situation, for example internal in certain areas, such as their social lives, and external in others, such as their working lives. Or, to take another example, they may attribute certain kinds of results to themselves, such as their successes, and certain kinds of results to other people, such as their failures. Obviously the best kind of locus of control is one that is realistic and able to attribute every effect to its appropriate cause, and this is particularly important when it comes to time management. Certainly, there are occasions when other people are more responsible for our time loss than we are, but for most of us, and for most of the time, the blame must fall fairly and squarely upon ourselves.

Questions 1-7

Complete the sentences below with words taken from Reading Material, "Personal Time Management". Use NO MORE THAN THREE WORDS for each answer. Write your answers in boxes 1-7 on your answer sheet.

Example	Answer
Most people are less productive	lunch

1 Our__________ influence our physical and mental performance.
2 We are more likely to be productive in the afternoon if we have__________.
3 A person who reacts tends not to see__________ when they are approaching.
4 Assessing the__________ aids us in becoming proactive.
5 A person with a mainly internal locus of control would likely direct blame toward __________.
6 A person with a mainly external locus of control would likely direct failure toward __________.
7 A person with a healthy and balanced locus of control would attribute a result, whether negative or positive, to__________.

Exercise 2

难度系数：★★★

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 amanaging 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 center 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 $1,497. All that profit is yours." In addition to the fifteen software programs, licensees also have access to two other profit centers. 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 center 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 license fee includes computer, printer, CD labeling kit and everything necessary right down to the paper clips. Personal coaching and mentoring is provided for the first six months to ensure that licenses get off to the best possible start, and SiliconZeal promises an ongoing stream of new resources to ensure continuing profitability. "This *business* can provide licenses 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 1-4

Complete the following sentences with information from the reading passage. Write NO MORE THAN THREE WORDS. Write your answers in boxes 1-4 on your answer sheet.

1__________________describe New Zealand as a mainly small business based country. SiliconZeal sells software packages to solve everyday business tasks including tax planning and 2________________. SiliconZeal's clients have an opportunity 3_______________, pack and sell the software under license agreement. To know more about SiliconZeal's services you can order a 4________________.

Exercise 3

难度系数：★★★★

(Untitled)

The renewed spread of malaria in recent years, particularly in parts of sub-Saharan Africa, has been a cause of great concern to health workers and officials around the world. The global health community was once confident that the disease had been brought under control, with many successes in ridding large areas of malaria over the previous decades, but now increasingly large numbers of people are dying from the mosquito-borne ailment. Forty per cent of the world's population live in areas that are infected with malaria, and each year brings approximately 270 million new cases. Table 1 summarizes recent distribution by geographic area.

The resurgence of malaria is occurring in several parts of the world. However, it is most acute in Africa, south of the Sahara Desert, where according to a 1993 World Health *Organization* (WHO) report, between 1.4 and 2.8 million people, half of them children, now die each year from the disease. This is triple the annual number of people in the same region who die of AIDS. Actual numbers of malaria deaths may be even larger because the symptoms, such as chronic fever, are often mistaken for other, unrelated illnesses, such as influenza or pneumonia.

Table 1: Annual distribution of malaria infection, approximate, selected regions

	Sub-Saharan Africa	Southeast Asia	Indian subcontinent	South America	Northeast Asia
New cases (average per year)	135 million	66 million	46 million	17 million	6 million
of which children (average per year)	48 million	23 million	19 million	5.1 million	1.7 million
Deaths (average per year)	2.1 million	360,000	320,000	110,000	57,000

Incidences of cerebral malaria, which is caused by Plasmodium falciparum, the more dangerous of the two main malaria parasites, have been responsible for the growing number of fatalities in East Africa since the late 1980s. When treatment using chloroquine, which in many cases is not even effective, is not available, victims of cerebral malaria may survive as little as 24 hours.

In the 1950s, sub-tropical regions in the United States, southern Europe and elsewhere were sprayed with DDT, which eliminated the malaria parasite where used appropriately but resulted in resistant mosquitoes where sprayed too often. In other parts of the world at this time, chloroquine was introduced as a means of preventing infection, and it was thought to be effective in bringing down the number of malaria cases until the 1970s, when chloroquine-resistant strains of the parasite began to appear. The resistance kept getting stronger as time went on, and in some areas, such as Malawi and Kenya, malaria is now no longer preventable with commonly used drugs.

Increasing urbanization is also responsible for the renewed spread of malaria in Africa Because the parasite is more commonly found in rural areas where mosquitoes can breed in large numbers, people who are raised there have a significantly higher immunity to it than those reared in the towns and cities. Indeed, 5% of children in the countryside die of malaria, and the many who survive it go on to become adults with a high degree of natural resistance. This is not the case with people living in urban areas; when such people go to visit relatives in the countryside, they are at a much higher risk of contracting malaria.

Health workers, discouraged by the diminishing effectiveness of malarial drugs, are seeking to promote physical barriers to infection rather than chemical ones. The concept of mosquito nets hung over beds to keep mosquitoes away is certainly not new, but recent efforts to improve them have led to some success in protecting people from malaria. In experiments in Gambia, the number of children dying from malaria has dropped 50% since using nets soaked in insecticide. To remain effective, the nets need to be re-soaked only twice a year, and no drugs need to be taken for prevention. The nets provide additional benefits to the families who use them in that they prevent other types of irritating insects from getting too close.

Whether or not mosquito nets would be effective on a large scale remains to be seen, as conditions vary from place to place. Some users complain it is too hot under the nets to be able to sleep. Furthermore, their cast limits the number of people who can take advantage of them.

Thus the search for a vaccine for malaria continues. Manuel Patarroyo, a medical researcher from Columbia, stated in 1993 that he had been successful in trying a new vaccine on some 20,000 people in South America. Similar testing of the vaccine is being done in Africa, but health officials there are not convinced it will be effective because the rate at which new cases of malaria develops is many times higher than that in South America.

Although not a vaccine, arthemeter, derived from the Chinese herb qinghao, appears to offer an effective way of protecting people from malaria parasites. It proved to have tripled the effectiveness of chloroquine in research carried out in 1993 along the border of Thailand and Cambodia, an area not unlike sub-Saharan Africa in the strength of the parasite's resistance to conventional malarial drugs. There are plans for the new drug to be produced in China and marketed internationally by a French pharmaceutical company.

Questions 1-3

Choose ONE phrase A-H from the list below to complete each key point. Write the appropriate letters A-H in boxes 1-3 on your answer sheet.
The information in the completed sentences should be an accurate summary of points made by the writer.
NB There are more phrases A-H than sentences so you will not use them all. You may use any phrase more than once.

1 Malaria infection...
2 Arthemeter...
3 Use of DDT...

A has spread to 40% of the population.
B is preventable without the need for drugs.
C has not been recorded in Northeast Asia.
D is especially effective in aiding victims of Plasmodium falciparum.
E effectively rid parts of the world of malaria parasite.
F has been found to be effective in South America.
G is claimed to be better at fighting infection than chloroquine.
H is limited to malaria prevention.

三、题型演练答案速查

Exercise 1

1 circadian rhythms
2 (an) early lunch
3 opportunities/ challenges/ challenges and opportunities
4 (likely)immediate future/ immediate past

5 himself/ herself
6 others/ other people/ outside causes/ faults of others
7 (its) appropriate cause(s)

Exercise 2

1 Small business monitor
2 sales & marketing
3 to duplicate
4 business opportunity booklet

Exercise 3

1 B
2 G
3 E

第五节 摘要题

一、题型分析及答题步骤

【题型分析】

摘要题（Summary）是次主力题型（出题概率60%，难度中），多数时候考，考试时一般有4-6道题。

摘要题的出题方式通常有两类：1）按照摘要覆盖全文的程度，可分为全文摘要和部分段落摘要。搜寻前者比搜寻后者需要更多的时间，较难。2）按照答题的方式，可分成填空式摘要和选择式摘要。前者是“所见即所得”式答题，只要在文章中确定了答案，即使不认识词或词组的意思，按照NO MORE THAN X WORD (S) 的要求填上即可；而后者即使在文章中确定了答案，如果不认识词或词组的意思也无法在备选项中选出答案。因此，后者难于前者。在实战中，该题型最难的是全文选择式摘要，最简单的是部分段落填空式摘要。至于考生在考场上会遇到哪一个，就完全Depend on your luck了！

无论何种形式的摘要题，都需要借助语法和词法知识，分析所需填空的题目在文章中的相关句子的含义。如果在填空题中需要填的词为名词，还要确定该词的单数或复数形式。如果是动词，还要查看其动词的主语。如果主语为单数形式，应确定其动

词是否为一般现在时的第三人称单数形式。还需要确定所填单词在句子中的作用，是肯定还是否定的。连接词通常会决定词意的性质。例如：“however”、“but”、“on the other hand”等词会改变句子的性质；而“also”、“and”、“to”、“as well as”则仍保持句子的性质不变。

有时所需要填的单词会在摘要文章的后面出现，这一点值得注意。要特别注意摘要题中的代词，每个代词都会表明它所代表的名词或名词短语。因此一定要找出填空后面的代词，以确定它所代表的名词，这在回答摘要题时有很大帮助。

【答题步骤】

1. 首先阅读答题指引部分，确定摘要文章是所给阅读文章的全篇还是部分的缩写，如果是填空式摘要，则要弄清每个空是否有NO MORE THAN X WORD (S) 的限制；如果是选择式摘要，则要了解所给单词是否可以多次使用。

2. 利用例句确定答案在文章中的位置（如果摘要中有明显的“黑五类”，也可迅速确定摘要在文章中的大概位置），如能在一组题内先查看例句及最后一个问题，并确定例句的关键词语与最后一个问题的关键词语在文章中的位置，即可确定其它各题的答案一定是处在它们之间的段落内，从而缩小了搜索答案的范围，而不必通篇阅读。

3. 快速扫描文章，了解其大致含义，然后查看填空前后的词语及该填空所在句子，并理解其含义，利用关键词语与所给文章的相关句子进行匹配，在文章中找到相对应的句子。

4. 利用语法及词法知识预判所需要填空部分的词性；如果为短语，确定其相应的词性功能。通过判别词性可以缩小选词目标，从而缩短答题时间。

5. 填空所需词性如果为名词，而文章中相对应部分中并无名词，仅有形容词，就必须将该形容词转换成名词形式进行填空，但这种情况并不多见。

【例题 1】

Some Misconceptions about Aboringinal Australia

When airline pilot Percy Trezise began to explore the rock art galleries of Cape York peninsula in the early 1960s — a hobby that was to obsess him for the next 30 years — the consensus of academic opinion was that Australia had been peopled for less than 10,000 years. Stone tools found in Kakadu have now been dated to at least 50,000 years, and camp sites as diverse as lake Mungo in the Willandra lakes region of NSW and WA's upper Swan River have yielded tools charcoal radiocarbon — dated to between 38,000 and 45,000 years. More than a dozen other sites date to more than 30,000 years — indisputable evidence, says archaeologist

Josephine Flood, of the great antiquity of Aboriginal culture.

Thirty years ago, the first Australians were still thought of as a backward race. Trezise recalls in his book *Dream Road*, that there was much sage discussion on whether they were even capable of abstract thought. Since then, reawakened interest in and growing knowledge of Australia's Aboriginal heritage has demonstrated that this is a complex, subtle and rich culture.

The closer we look at Australian prehistory, the more it continues to confound our assumptions. Until recently, the authoritative view was that the population of Australia at the time of the arrival of Europeans in 1788 was probably somewhere between 250,000 and 500,000. But the discovery, beginning two years ago, of a vast Aboriginal graveyard at Lake Victoria near the confluence of the Murray and Darling rivers has thrown even this into doubt. At least 10,000 skeletons are buried in the sands of Lake Victoria, possibly as many as 40,000. Researchers are wondering if they have stumbled on the demographic hub of an infinitely more populous prehistoric Australia than was ever previously supposed, at the crossroads of two of its greatest river highways. Archaeologist Dr Colin Pardoe of the SA museum says the idea of 300,000 or so people in Australia before white settlement must be radically re-evaluated. "I believe that we should be thinking 10 times that", he told science writer Julian Cribb recently. As Cribb noted, this would be a greater population than pre-Roman Britain's.

Though Aborigines might see themselves as indigenous (in the sense, as Josephine Flood explains, that they have no race history not associated with this continent) there is no doubt that they were in fact Australia's first migrants. Their springboard was provided by the last Ice Age or Pleistocene period, which lasted between two million and 10,000 years ago. So much water was locked up on land that the ocean level dropped perhaps 150 ms. There was never a complete land bridge to southeast Asia, but Arnhem Land was linked to Papua New Guinea for most of the past 100,000 years, says Flood. And this would have been one of the easiest mutes for Ice Age immigrants moving south. What is certain, says Flood in her excellent book *The Riches of Ancient Australia*, is that once here, the first Australians spread rapidly. The inland would have been dry, but considerably more hospitable than it is today. The inland salt pans were then fresh water lakes teeming with fish and the country was much greener.

Questions 1-10（难度大，基础弱的考生可直接做例题后的练习题）

Below is a summary of Reading Passage. Complete the summary by choosing ONE suitable word from the list below. Write your answers in the spaces numbered 1-10 on the answer sheet.

Note that there are more words than you need.

Summary

Recent 1 __________ findings in Australia indicate that previous ideas about Aboriginal 2 __________ may need to be revised. Charcoal radio-carbon dating of 3 __________ found in different campsites provides evidence of a society that goes back as far as 50,000 years. Furthermore, vast numbers of 4 __________ have been discovered buried in the Lake Victoria region, leading researchers to reconsider their estimates of 5 __________ before white settlement. It appears that there may have been 10 times as many 6 __________ as was previously thought. If we go back far enough, we can consider the Aborigines as the first migrants because they would have been able to come 7 __________ from Papua New Guinea during the last Ice Age. During this 8 __________ there was a land 9 __________ between Arnhem Land and Papua New Guinea which would have facilitated movement. The land itself would have been more 10 __________ than nowadays with flesh-water fish in the lakes and plenty of vegetation.

period	civilization	habitable
population	skeletons	inhabitants
link	archaeological	across
century	exploration	out
settled	implements	

【答案解析】

1. 在文章的第1段第二句中，“Stone tools found in Kakadu have now been dated to at least 50,000 years, and camp sites as diverse as lake Mungo in the Willandra lakes region of NSW and WA’s upper Swan River have yielded tools charcoal radiocarbon — dated to between 38,000 and 45,000 years.” 意思是在Kakadu发现了石器。石器的发现是属于考古学的发现，故正确答案是archaeological。
2. 同上，“Stone tools found in Kakadu have now been dated to at least 50,000 years, and camp sites as diverse as lake Mungo in the Willandra lakes region of NSW and WA’s upper Swan River have yielded tools charcoal radiocarbon — dated to between 38,000 and 45,000 years.” 石器的发现是属于考古学的发现，它代表着土著人的古代文明。因此，最近考古学的发现指示出以前关于土著人文明的理论应当重新审视，故正确答案是

civilization。

3. 同上，“Stone tools found in Kakadu have now been dated to at least 50,000 years, and camp sites as diverse as lake Mungo in the Willandra lakes region of NSW and WA’s upper Swan River have yielded tools charcoal radiocarbon — dated to between 38,000 and 45,000 years.” 它的意思是在古代的营地里发现了工具，故正确答案是implements。
4. 在文章的第3段第三句中，“But the discovery, beginning two years ago of a vast Aboriginal graveyard at Lake Victoria near the confluence of the Murray and Darling rivers has thrown even this into doubt”，意思是在维多利亚湖边发现了大量的土著人坟墓，故正确答案是skeletons。
5. 在文章的第3段第六、七句中，“Archaeologist Dr Colin Pardoe of the SA museum says the idea of 300,000 or so people in Australia before white settlement must be radically re-evaluated. ‘I believe that we should be thinking 10 times that’, he told science writer Julian Cribb recently, As Cribb noted, this would be a greater population than pre-Roman Britain’s.” 这是围绕在白人到来以前的土著人人口谈的，故正确答案是population。
6. 同上，“Archaeologist Dr Colin Pardoe of the SA museum says the idea of 300,000 or so people in Australia before white settlement must be radically re-evaluated. ‘I believe that we should be thinking 10 times that’, he told science writer Julian Cribb recently, As Cribb noted, this would be a greater population than pre-Roman Britain’s.” 意思是10倍于以前估计的当地生活着土著人的人口，故正确答案是inhabitants。
7. 在文章的第4段第二、三和四句中，“Their springboard was provided by the last Ice Age or Pleistocene period, which lasted between two million and 10,000 years ago. So much water was locked up on land that the ocean level dropped perhaps 150 m. There was never a complete land bridge to Southeast Asia, but Arnhem Land was linked to Papua New Guinea for most of the past 100,000 years, says Flood.” 意思是最早的土著人是从亚洲通过巴布亚新几内亚的陆桥来到澳大利亚的，故正确答案是across。
8. 同上，“Their springboard was provided by the last Ice Age or Pleistocene period, which lasted between two million and 10,000 years ago. So much water was locked up on land that the ocean level dropped perhaps 150 m. There was never a complete land bridge to southeast Asia, but Arnhem Land was linked to Papua New Guinea for most of the past 100,000 years, says Flood.”意思是在过去的100,000年的大部分时间里，有一个陆桥连接着亚洲和澳大利亚，故正确答案是period。
9. 同上，“Their springboard was provided by the last Ice Age or Pleistocene period, which lasted between two million and 10,000 years ago. So much water was locked up on land that the ocean level dropped perhaps 150 m. There was never a complete land bridge to southeast Asia, but Arnhem Land was linked to Papua New Guinea for most of the past 100,000 years, says Flood.”意思是有一个陆桥连接着亚洲和澳大利亚，故正确答案是link。

10. 在文章的最后1段末二句中，“The inland would have been dry, but considerably more hospitable than it is today.”意思是以前这块土地比今天更适合人类居住，故正确答案是habitable。

二、题型演练

Exercise 1

难度系数：★★★

Of Ducks and Duck Eggs

For people who like to keep poultry, ducks offer certain advantages over hens. Ducks are immune to some common diseases found in hens and are less vulnerable to others. Some breeds of duck produce bigger eggs than hens. In addition, ducks lay eggs over a longer season than do hens.

Poultry keepers with gardens have less to worry about if they keep ducks rather than hens because the former are less apt to dig up plants and destroy roots. While both hens and ducks benefit the garden by eating pests, hens are known to damage herb and grass beds. Ducks, on the other hand, will search for insects and snails more carefully. Only very delicate plans are at risk from the broad, webbed feet of ducks.

Like all water birds, ducks need access to water, and duck keepers typically provide this by building a pond. Something this large is not absolutely necessary, however, ducks need only to be able to dip their heads in the water to keep their nostrils clean. If a pond is provided, though, it is important to keep ducklings away from it until they are old enough to withstand the cool temperature of the water — about eight weeks.

When keeping ducks, one has to consider just how many the land will support. Generally the rule is 100 ducks per half hectare. If more than this proportion is introduced, there is a risk of compacting the soil, which can lead to muddy conditions for long periods as the rain is not easily absorbed into the ground.

While ducks offer many advantages over hens, they must be given a greater quantity of food, especially if regular eggs are desired. An adult duck will eat between 170 to 200 grams of food a day. If the ducks have access to grass and a pond, they will be able to find for themselves approximately 70% of their daily dietary requirements in warmer months but less than half that in colder times. Therefore, it is important that they be fed enough food, such as grain, every day.

Experienced duck keepers raise ducklings every three years or so because it is after this period of time that ducks' egg-laying powers begin to seriously weaken. If the aim is to hatch ducklings, keepers should be aware that not all ducks make good mothers, and that certain breeds of duck appear to be worse than others. The poor mothers abandon their eggs a few days after laying them. A sure way of making sure the rejected eggs hatch is to place them next to chicken eggs under a hen.

The eggs of ducks as food for humans have a mixed reputation. This is because of a number of cases of salmonella food poisoning in Europe in the 1970s. Although it was never conclusively shown that duck eggs were to blame, the egg-eating public stopped buying and many duck egg producers went bankrupt. Indeed, there is a risk of salmonella poisoning when ducks lay their eggs in damp conditions, such as on ground that is constantly wet, but the same can be said for the eggs of hens. And commercial duck egg production in France and England, where the outbreaks of salmonella poisoning took place, followed the same standards as those used in the hen egg industry, which experienced no salmonella problems. (Storage of eggs, whether those of hen or duck, can also be a factor in contamination. Studies have found that bacterial growth reaches potentially dangerous levels at storage temperatures of 5°C or greater.

The salmonella scare was over by the early 1980s, however, at least in smaller markets like Australia and New Zealand, few producers wished to risk investment in ducks for fear of problems. No large-scale commercial duck egg production exists in these countries. It has thus been left to small producers, and, more commonly, home duck keepers.

Questions 1-4

Complete the partial summary below: Choose ONE or TWO words from the passage for each answer. Write your answers in boxes 1-4 on your answer sheet.

To prevent their 1 __________ from getting dirty, ducks should have access to water. This may be provided by building a pond, but ducklings under 2 __________ of age should be prevented from entering it because of the 3 __________of the water. If too many ducks are kept on a plot of land, the soil may eventually become 4 ____________ as a result of compaction. For this reason, it is advised that one limits the number of ducks per half hectare of land to 100.

Exercise 2

难度系数：★★★★

The Origins of Indo-European Languages

The traditional view of the spread of the Indo-European languages holds that an Ur-language, ancestor to all the others, was spoken by nomadic horsemen who lived in what is now western Russia north of the Black Sea near the beginning of the Bronze Age. As these mounted warriors roamed over greater and greater expanses, they conquered the indigenous peoples and imposed their own proto-Indo-European language, which in the course of succeeding centuries evolved in local areas into the European languages we know today. In recent years, however, many scholars, particularly archaeologists, have become dissatisfied with the traditional explanation.

The starting point of the problem of the origins of Indo-European is not archaeological but linguistic. When linguists look at the languages of Europe, they quickly perceive that these languages are related. The connections can be seen in vocabulary, grammar and phonology (rules for pronunciation). To illustrate the numbers from one to ten in several Indo-European languages. Such a comparison makes it clear that there are significant similarities among many European languages and also Sanskrit, the language of the earliest literary texts of India, but that languages such as Chinese or Japanese are not members of the same family (see figure 1).

ENGLISH:	ONE TWO THREE FOUR FIVE SIX SEVEN EIGHT NINE TEN
OLD GERMAN:	AINS TWAI THRIJA FIDWOR FIMF SAIHS SIBUM AHTAU NIUN TAIHUM
LATIN:	UNUS DUO TRES QUATTOUR QUINQUE SEX SEPTEM OCTO NOVEM DECEM
GREEK:	HEIS DUO TREIS TETTARES PENTE HEKS HEPTA OKTO ENNEA DEKA
SANSKRIT:	EKAS DVA TRYAS CATVARAS PANCA SAT SAPTA ASTA

	NAVA DASA
JAPANESE:	HITOTSU FUTATSU MITTSU YOTTSU ITSUTSU MUTTSU NANATSU YATTSU KOKONOTSU TO

FIGURE 1 Words for numbers from one to ten show the relations among Indo-European languages and the anomalous character of Japanese, which is not part of that family. Such similarities stimulated interest in the origins of Indo-European languages.

The Romance languages served as the first model for answering the question. Even to someone with no knowledge of Latin, the profound similarities among Romance languages would have made it natural to suggest that they were derived from a common ancestor. On the assumption that the shared characteristic of these languages came from the common progenitor (whereas the divergences arose later as the languages diverged), it would have been possible to reconstruct many of the characteristics of the original proto-language. In much the same way, it became clear that the branches of the Indo-European family could be studied and a hypothetical family tree constructed, reading back to a common ancestor: proto-Indo-European.

This is the tree approach. The basic process represented by the tree model is one of divergence: when languages become isolated from one other, they differ increasingly, and dialects gradually differentiate until they become separate languages.

Divergence is by no means the only possible tendency in language evolution. Johannes Schmidt, introduced a "wave" model in which linguistic changes spared like waves, leading ultimately to convergence; that is, growing similarity among languages that were initially quite different.

Today, however, most linguists think primarily in terms of linguistic family trees. It is necessary to construct some explicit models of how language change might occur according to a process-based view. There are four main classes of models.

The first is the process of initial colonization, by which an uninhabited territory becomes populated; its language naturally becomes that of the colonizers. The second are processes of divergence, such as the linguistic divergence arising form separation or isolation mentioned above in relation to early models of the Indo-European languages. The third group of models is based on processes of linguistic convergence. The wave model, formulated by Schmidt in the 1870's, is an example, but convergence methods have not generally found favor among linguists.

Now, the slow and rather static operation of these processes is complicated by another factor: linguistic replacement. That factor provides the basis for a fourth class of models. In many areas of the world the languages initially spoken by the indigenous people have come to be replaced, fully or partially, by languages spoken by people coming from outside. Were it not for this large complicating factor, the world's linguistic history could be faithfully described by the initial distribution of Homo Sapiens, followed by the gradual, ling-term workings of divergence and convergence. So linguistic replacement also has a key role to play in explaining the origins of the Indo-European languages.

Questions 1-7

Below is a summary of part of Reading Passage," The Origins of Indo-European Languages". Read the summary and then select the best word or phrase from the box below to fill each gap according to the information in the Reading Passage. Write the corresponding letters (A-L) in boxes 1-7 on your answer sheet.

NB There are more words and phrases than you will need to fill the gaps. You may use a word or phrase more than once if you wish.

Example	Answer
There are four main models of language...	K

The first is the process of initial colonization where an uninhabited territory becomes populated: the language spoken will therefore be that of the 1 ___________.

Processes of 2 ___________ occur where different dialects, and then languages, develop from a common 3 ___________. Many of the original characteristic of this common ancestor can be reconstructed from what we know of the present separate 4 ___________.

Processes of linguistic 5 ___________ occur when languages which were initially different become more similar through contact. The wave model, formulated by Schmidt in the 1870s, is an example.

The final model is that of linguistic 6 ___________. In this model, a new language replaces the language spoken by the 7 ___________.

A colonizers

B invaders

C proto-language
D indigenous people
E linguists
F model
G languages
H waves
I replacement
J convergence
K development
L divergence

三、题型演练答案速查

Exercise 1

1 nostrils
2 eight weeks
3 (cool) temperature
4 muddy

Exercise 2

1 A
2 L
3 C
4 G
5 J
6 I
7 D

第六节 简答题

一、题型分析及答题步骤

【题型分析】

简答题（Short-answer Questions）为非主力题型（出题概率 50%，难度低），有时考有时不考，考时一般有 3-5 道题。

简答题是根据所给文章或图表回答问题。在 IELTS 阅读考试中通常是用下列单词提问：What、Which、When、Where、Who、Whose、Whom、Why、How 等。除了利用上述单词进行提问外，有时会在答题指引中将所提问题列出。答案不能超过三个单词。

【答题步骤】

1. 仔细查看答题指引，了解回答何种问题。
2. 查看例句，确定答题方式。
3. 要确定问句的种类，一般疑问句可按正常形式回答（例如：YES/ NO），如果是选择疑问句或者是以 WH/ HOW 开头的问句就一定要具体回答。
4. 仔细理解问句所提问题。
5. 特别要注意问句中所提问题的关键词语（例如：单数、复数），以及问句中表明数量、时间、地点的词语。
6. 将问句中的关键词语与文章中相关句子中的词语进行匹配。
7. 确定问句与文章中相关句子含义是否一致，得出答案。

【例题 1】

Fire Tests

Most fires start in a building's contents, not its structure. Understanding how fire grows indoors — in enclosed spaces — is the first step in limiting its potential for death and destruction. Fire tests have been around for years, and most building codes make reference to them. Some, however, are obsolete, in the sense that they can't accommodate a growing number of new materials in new configurations. Nor can they rank items in order of flammability what is needed are graded tests that attach numbers to the degree of flammability. These numbers could then be plugged into suitable computer models. The computer could work out the total flammability of an item, depending on what it's made of, how it's put together, and where it's placed.

Computer models are becoming important in fire research. Scientists are hoping that one day, with enough data and sufficiently powerful computers, they will be able to calculate, without actually setting fire to anything, the way a fire will spread in any given building.

A fire indoors is a very different animal from one outdoors. When you put a match to your incinerator, the flames build up steadily. Most of the heat is lost to the atmosphere, so you have no trouble staying close by.

Inside a room, it obeys different and more complex physics, and the danger quietly multiplies. First, instead of a match, imagine a cigarette dropped into the back of a lounge chair. Cigarettes, you should know, are among the major causes of fires in houses. A carelessly discarded cigarette can stay alight in a concealed crevice for as long as 45 minutes. Then after smouldering away, the chair's upholstery suddenly ignites. Within perhaps 30 seconds, smoke, combustion gases, and heat begin curling upwards, and before 1 minute has passed, they have started building up in a trapped layer under the ceiling.

As the chair continues to burn the layer gets hotter and thicker, and after 2 minutes it starts radiating heat hack down to the chair and other furniture in the room. After 3 minutes or so the trapped heat can become so intense that we see "flash-over" — everything in the room, including combustible gases, has reached ignition point and bursted into flame.

Experiments have shown that some polyurethane armchairs can, 5 minutes after ignition, give out 1-2 megawatts of heat. That's no more than a lively incinerator produces; but when it's confined in a room it can easily induce flash-over. After flash-over anybody still in the room would be dead. People rarely appreciate how quickly a small fire indoors can turn into a deadly inferno. They waste time going to the laundry to get a bucket of water instead of making sure everybody else is out of the house. By the time they get back, the fire will almost certainly be out of control. Billowing clouds of smoke and toxic gases quickly spill through doorways and along halls, enveloping and incapacitating sleeping occupants in the rest of the house.

You can appreciate that modeling the entire course of an indoor fire on a computer is a daunting task. The program needs to consider the flaming combustion zone, the rising thermal plume above it, the hot gas layer beneath the ceiling, and ventilation. Turbulence of air is very difficult to model because large eddies can grow from features as small as 0.1 mm across.

Nevertheless, fire researchers overseas have simplified models to study aspects of fire behavior in homes, hospitals, aircraft, tunnels, stadiums, shopping malls and airports. For example, the Fire Research Station in Britain has spent 7 years developing “jasmine”, which can show how air circulates into a burning building and how the smoke layer deepens with time.

In the United States, the National Bureau of Standards has developed ASET, which calculates “Available Safe Egress Time”. This fire-growth model requires figures for rates of mass loss, smoke release, production of toxic gases, and heat build-up. Most existing tests, as we have noted, fail to provide the necessary data. They will need to be modified, or a whole new generation of tests devised.

Questions 1-2

What are two models for observing fire behavior that have been developed overseas? Write the answers in the spaces numbered 1-2 on the answer sheet.

1 ____________

2 ____________

【答案解析】

1. 在文章倒数第2段中谈到了有关海外的情况，其中第二句是：“For example, the Fire Research Station in Britain has spent 7 years developing ‘jasmine’, which can show how air circulates into a burning building and how the smoke layer deepens with time.” 故正确答案是jasmine。
2. 在文章倒数第1段中接着谈有关海外的情况，其中第一句是：“In the United States, the National Bureau of Standards has developed ASET, which calculates ‘Available Safe Egress Time’.” 故正确答案是ASET。

二、题型演练

Exercise 1

难度系数：★★★★

(Untitled)

The renewed spread of malaria in recent years, particularly in parts of sub-Saharan Africa, has been a cause of great concern to health workers and officials around the world. The global health community was once confident that the disease had been brought under control, with many successes in ridding large areas of malaria over the previous decades, but now increasingly large numbers of people are dying from the mosquito-borne ailment. Forty per cent of the world's population live in areas that are infected with malaria, and each year brings approximately 270 million new cases. Table 1 summarizes recent distribution by geographic area.

The resurgence of malaria is occurring in several parts of the world. However, it is most acute in Africa, south of the Sahara Desert, where according to a 1993 World Health Organization (WHO) report, between 1.4 and 2.8 million people, half of them children, now die each year from the disease. This is triple the annual number of people in the same region who die of AIDS. Actual numbers of malaria deaths may be even larger because the symptoms, such as chronic fever, are often mistaken for other, unrelated illnesses, such as influenza or pneumonia.

Table 1: Annual distribution of malaria infection, approximate, selected regions

	Sub-Saharan Africa	Southeast Asia	Indian subcontinent	South America	Northeast Asia
New cases (average per year)	135 million	66 million	46 million	17 million	6 million
of which children (average per year)	48 million	23 million	19 million	5.1 million	1.7 million
Deaths (average per year)	2.1 million	360,000	320,000	110,000	57,000

Incidences of cerebral malaria, which is caused by Plasmodium falciparum, the more dangerous of the two main malaria parasites, have been responsible for the growing number of fatalities in East Africa since the late 1980s. When treatment using chloroquine, which in many cases is not even effective, is not available, victims of cerebral malaria may survive as little as 24 hours.

In the 1950s, sub-tropical regions in the United States, southern Europe and elsewhere were sprayed with DDT, which eliminated the malaria parasite where used appropriately but resulted in resistant mosquitoes where sprayed too often. In other parts of the world at this time, chloroquine was introduced as a means of preventing infection, and it was thought to be effective in bringing down the number of malaria cases until the 1970s, when chloroquine-resistant strains of the parasite began to appear. The resistance kept getting stronger as time went on, and in some areas, such as Malawi and Kenya, malaria is now no longer preventable with commonly used drugs.

Increasing urbanization is also responsible for the renewed spread of malaria in Africa. Because the parasite is more commonly found in rural areas where mosquitoes can breed in large numbers, people who are raised there have a significantly higher immunity to it than those reared in the towns and cities. Indeed, 5% of children in the countryside die of malaria, and the many who survive it go on to become adults with a high degree of natural resistance. This is not the case with people living in urban areas; when such people go to visit relatives in the countryside, they are at a much higher risk of contracting malaria.

Health workers, discouraged by the diminishing effectiveness of malarial drugs, are seeking to promote physical barriers to infection rather than chemical ones. The concept of mosquito nets hung over beds to keep mosquitoes away is certainly not new, but recent efforts to improve them have led to some success in protecting people from malaria. In experiments in Gambia, the number of children dying from malaria has dropped 50% since using nets soaked in insecticide. To remain effective, the nets need to be re-soaked only twice a year, and no drugs need to be taken for prevention. The nets provide additional benefits to the families who use them in that they prevent other types of irritating insects from getting too close.

Whether or not mosquito nets would be effective on a large scale remains to be seen, as conditions vary from place to place. Some users complain it is too hot under the nets to be able to sleep. Furthermore, their cast limits the number of people who can take advantage of them.

Thus the search for a vaccine for malaria continues. Manuel Patarroyo, a medical researcher from Columbia, stated in 1993 that he had been successful in trying a new vaccine on some 20,000 people in South America. Similar testing of the vaccine is being done in Africa, but health officials there are not convinced it will be effective because the rate at which new cases of malaria develops is many times higher than that in South America.

Although not a vaccine, arthemeter, derived from the Chinese herb qinghao, appears to offer an effective way of protecting people from malaria parasites. It proved to have tripled the effectiveness of chloroquine in research carried out in 1993 along the border of Thailand and Cambodia, an area not unlike sub-Saharan Africa in the strength of the parasite's resistance to conventional malarial drugs. There are plans for the new drug to be produced in China and marketed internationally by a French pharmaceutical company.

Questions 1-4

Answer each of the following question using NUMBERS or NO MORE THAN TWO WORDS taken from Reading Material. Write your answers in boxes 1-4 on your answer sheet.

1 Approximately how many children contract malaria each year in sub-Saharan Africa?
2 Identify ONE symptom of malaria as discussed in the passage.
3 Identify ONE country in which conventional drugs are no longer effective in preventing malaria.
4 Identify ONE problem with the use of mosquito nets.

Exercise 2

难度系数：★★★★

For some time yet, much of our telecommunicating will continue to depend on the existing web of thin copper wires that telephonically link most of our homes and workplaces. Making it possible for that network to match the communications demands of the near future will require new technologies that widen the lanes on the information highway. The standard telephone service is something we take for granted in today's modern world. The public telecommunications network provides a reliable and highly accessible service — we have high expectations and react strongly when the service is unavailable. To meet the demand for high reliability, and to provide services economically the public network is being progressively upgraded.

Yet consumers are still waiting for the widespread use of new services such as the video phone, which was first demonstrated 30 years ago. What then is required to make new services such as video telecommunications possible and widely available? Apart from the availability of inexpensive video terminal equipment, the key requirement is increased bandwidth (that is, more available frequencies for transmission) which must be provided by the network at an affordable cost. Understanding how this objective might be achieved requires a review of the existing telecommunications network and the new technologies that are expected to improve and extend its capacity.

The traditional telephone network consists of a pair of copper wires connecting the customer premises to a local exchange. This is known as the customer access network. The local exchange is connected to other local exchanges through a series of intermediate exchanges, using coaxial cable, microwave or satellite transmission links. This part of the network is referred to as the core network. Within the core network, a technique known as multiplexing is used so only a small number. of physical connections are needed between each telephone exchange. As a result, each transmission link may carry thousands of telephone conversations simultaneously. Traditionally the telephone network used analogue switching and transmission techniques. Since the 1970s, the core network has been progressively changed from an analogue to a digital network. Digital technology offers better quality, with the *capability to* actively regenerate the original transmitted signal even when buried in unwanted noise. Pulse Code Modulation (PCM) is the process in which the analogue telephone signal is converted to a digital one Each analogue voice signal is sampled at a rate of 8,000 times a second, with one sample represented by eight bits of digital. Each voice signal therefore requires a 64 kilobits/second transmission channel.

The physical connections in the core network have in recent years been changed to fibre optic cable. A large fibre optic network can connect many major metropolitan centres. Fibre optic cable is fundamentally the most important transmission technology because of the high bandwidth that it offers.

The shift from the analogue to digital world within the core network exchanges means that a majority of local exchanges are now digital exchanges. What then of the customer access network? A long term goal is to upgrade the customer access network using fibre optic cable, which will allow the delivery of new high bandwidth services such as video-on demand. However,only this final step (to the customer is an expensive one, due to the large number of connections) the demand for these new services is well established can the cost of large scale deployment of fibre optic cable in the customer network be justified.

Questions 1-4

Answer the following questions with NOT MORE THAN THREE WORDS which MUST COME FROM THE TEXT. Write your answers in spaces numbered 1-4 on the answer sheet.

1 What does today's telecommunicating depend on?

2 What are the words used to describe today's standard telephone service?

3-4 What are TWO main requirements to make new services accessible?

三、题型演练答案速查

Exercise 1

1 48 million

2 chronic fever

3 Malawi / Kenya

4 too hot / cost

Exercise 2

1 thin topper wires

2 reliable / highly accessible

3-4 (inexpensive) VT Equipment / increased and width / affordable cost (any 2)

第七节 多重选择题型

一、题型分析及答题步骤

【题型分析】

选择题(Multiple Choice)是次主力题型（出题概率70%，难度中），多数时候考，考时一般有3-6道题。该题型出题方式主要有三种：4选1，多选1和多选多，其中多选多很少考。

IELTS阅读考试中的多重选择题型与TOEFL考试中的多重选择题型虽然类似，但实质上差别很大。IELTS阅读考试中的多重选择题型更多侧重于对文章的理解，而非强调语法及词法的运用。

【答题步骤】

4选1是考生在初中就熟悉的选择题型，下面分别讲解一下多选1、多选多和4选1的解题步骤。

1. “多选1”题型如果不是出现在任意一篇文章后面的第一题，就是一定出现在最后一题，出题形式如下：

From the list below choose the most suitable title for Reading Passage 2.
Write the appropriate letter A-E in box on your answer sheet.

A Environmental management
B Increasing the world's food supply
C Soil erosion
D Fertilizers and pesticides-the way forward
E Farm subsidies

做该类型题只可智取不可强攻。因为，雅思阅读考试，每一个题目的分值无论难易都是一样的，平均做题时间是90秒。试想一下，一篇阅读材料大约1,000字左右，基础特好的考生也至少需要5分钟左右才能读完。如果这样，即使答案选对了也还是得不偿失。因为，5分钟应该是做3道题的时间，用5分钟做对一道题，那就意味着丢失了做另外两道题的时间和机会，还不如不做了。如果用5分钟读完再做错了就更不值得了。

那么，如何智取呢？

首先，我们知道考试中的阅读材料是人写的，不是机器合成的。那么，人写文章就要遵循写作的要求，即文章中的每一个段落都要围绕中心意思来写。其次，我们还知道一篇文章中各个段落的段落大意大部分在首句中。因此，只要我们快速地阅读各段的首句就会发现，大部分段落都是在围绕一个核心词或词组从各个方面展开的。那么，这个核心词或词组就是文章的中心思想，文章标题自然因它而写了。

【例题1】

Question 1

From the list below choose the most suitable title for the whole of Reading Passage. Write the appropriate letter A-D in box 1 on your answer sheet.

A The Growing Incidence of Malaria
B The Worldwide Spread of Malaria
C Malaria Prevention Using Vaccines
D The Elimination of the Malaria Parasite

(Untitled)

The renewed spread of malaria in recent years, particularly in parts of sub-Saharan Africa, has been a cause of great concern to health workers and officials around the world. The global health community was once confident that the disease had been brought under control, with many successes in ridding large areas of malaria over the previous decades, but now increasingly large numbers of people are dying from the mosquito-borne ailment. Forty per cent of the world's population live in areas that are infected with malaria, and each year brings approximately 270 million new cases. Table 1 summarizes recent distribution by geographic area.

The resurgence of malaria is occurring in several parts of the world. However, it is most acute in Africa, south of the Sahara Desert, where according to a 1993 World Health Organization (WHO) report, between 1.4 and 2.8 million people, half of them children, now die each year from the disease. This is triple the annual number of people in the same region who die of AIDS. Actual numbers of malaria deaths may be even larger because the symptoms, such as chronic fever, are often mistaken for other, unrelated illnesses, such as influenza or pneumonia.

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In the 1950s, sub-tropical regions in the United States, southern Europe and elsewhere were sprayed with DDT, which eliminated the malaria parasite where used appropriately but resulted in resistant mosquitoes where sprayed too often. In other parts of the world at this time, chloroquine was introduced as a means of preventing infection, and it was thought to be effective in bringing down the number of malaria cases until the 1970s, when chloroquine-resistant strains of the parasite began to appear. The resistance kept getting stronger as time went on, and in some areas, such as Malawi and Kenya, malaria is now no longer preventable with commonly used drugs.

Increasing urbanization is also responsible for the renewed spread of malaria in Africa. Because the parasite is more commonly found in rural areas where mosquitoes can breed in large numbers, people who are raised there have a significantly higher immunity to it than those reared in the towns and cities. Indeed, 5% of children in the countryside die of malaria, and the many who survive it go on to become adults with a high degree of natural resistance. This is not the case with people living in urban areas; when such people go to visit relatives in the countryside, they are at a much higher risk of contracting malaria.

Health workers, discouraged by the diminishing effectiveness of malarial drugs, are seeking to promote physical barriers to infection rather than chemical ones. The concept of mosquito nets hung over beds to keep mosquitoes away is certainly not new, but recent efforts to improve them have led to some success in protecting people from malaria. In experiments in Gambia, the number of children dying from malaria has dropped 50% since using nets soaked in insecticide. To remain effective, the nets need to be re-soaked only twice a year, and no drugs need to be taken for prevention. The nets provide additional benefits to the families who use them in that they prevent other types of irritating insects from getting too close.

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【例题答案】A

【答案解析】

阅读材料中有多个段落首句在谈The Growing Incidence of Malaria。因此，答案是A。

2. 多选多答题要点：根据题目中的核心词在原文中找相关的信息。

【例题2】

Rising Seas

Paragraph 1 Increased temperatures

The average air temperature at the surface of the earth has risen this century, as has the temperature of ocean surface waters. Because water expands as it heats, a warmer ocean means higher sea levels. We cannot say definitely that the temperature rises are due to the greenhouse effect; the heating may be part of a "natural" variability over a long time-scale that we have not yet recognized in our short 100 years of recording. However, assuming the build up of greenhouse gases is responsible, and that the warming will continue, scientists — and inhabitants of low-lying coastal areas — would like to know the extent of future sea level rises.

Paragraph 2

Calculating this is not easy. Models used for the purpose have treated the ocean as passive, stationary and one-dimensional. Scientists have assumed that heat simply diffused into the sea from the atmosphere. Using basic physical laws, they then predict how much a known volume of water would expand for a given increase in temperature. But the oceans are not one-dimensional, and recent work by oceanographers, using a new model which takes into account a number of subtle facets of the sea — including vast and complex ocean currents — suggests that the rise in sea level may be less than some earlier estimates had predicted.

Paragraph 3

An international forum on climate change, in 1986, produced figures for likely sea-level rises of 20 cms and 1.4 ms, corresponding to atmospheric temperature increases of 1.5°C and 4.5°C respectively. Some scientists estimate that the ocean warming resulting from those temperature increases by the year 2050 would raise the sea level by between 10 cms and 40 cms. This model only takes into account the temperature effect on the oceans; it does not consider changes in sea level brought about by the melting of ice sheets and glaciers, and changes in ground water storage. When we add on estimates of these, we arrive at figures for total sea level rises of 15 cms and 70 cms respectively.

Paragraph 4

It's not easy trying to model accurately the enormous complexities of the ever-changing oceans, with their great volume, massive currents and sensitivity to the influence of land masses and the atmosphere. For example, consider how heat enters the ocean. Does it just "diffuse" from the warmer air vertically into the water, and heat only the surface layer of the sea? (Warm water is less dense than cold, so it would not spread downwards.) Conventional models of sea-level rise have considered that this is the only method, but measurements have shown that the rate of heat transfer into the ocean by vertical diffusion is far lower in practice than the figures that many modelers have adopted.

Paragraph 5

Much of the early work, for simplicity, ignored the fact that water in the oceans moves in three dimensions. By movement, of course, scientists don't mean waves, which are too small individually to consider, but rather movement of vast volumes of water in huge currents. To understand the importance of this, we now need to consider another process — advection imagine smoke rising from a chimney. On a still day it will slowly spread out in all directions by means of diffusion. With a strong directional wind, however, it will all shift downwind. This process is advection — the transport of properties (notably heat and salinity in the ocean) by the movement of bodies of air or water, rather than by conduction or diffusion.

Paragraph 6

Massive ocean currents called gyres do the moving. These currents have far more capacity to store heat than does the atmosphere. Indeed, just the top 3 ms of the ocean contains more heat than the whole of the atmosphere. The origin of gyres lies in the fact that more heat from the Sun reaches the Equator than the Poles, and naturally heat tends to move from the former to the latter. Warm air rises at the Equator, and draws more air beneath it in the form of winds (the "Trade Winds") that, together with other air movements, provide the main force driving the ocean currents.

Paragraph 7

Water itself is heated at the Equator and poleward, twisted by the Earth's rotation and affected by the positions of the Continents. The resultant broadly circular movements between about 10° and 40° North and South are clockwise in the Northern Hemisphere and anticlockwise in the Southern Hemisphere. They flow towards the east at mid latitudes in the equatorial region. They then flow towards the Poles, along the eastern sides of continents, as warm currents. When two different masses of water meet, one will move beneath the other, depending on their relative densities in the subduction process. The densities are determined by temperature and salinity. The convergence of water of different densities from the Equator and the Poles deep in the oceans causes continuous subduction. This means that water moves vertically as well as horizontally. Cold water from the Poles travels at depth — it is denser than warm water — until it emerges at the surface in another part of the world in the form of a cold current.

Paragraph 8 How the greenhouse effect will change ocean temperatures?

Ocean currents, in three dimensions, form a giant "conveyor belt", distributing heat from the thin surface layer into the interior of the oceans and around the globe. Water may take decades to circulate in these 3-D gyres in the top kilometer of the ocean, and centuries in the deeper water, with the increased atmospheric temperatures due to the greenhouse effect, the oceans' conveyor belt will carry more heat into the interior. This subduction moves heat around far more effectively than simple diffusion. Because warm water expands more than cold when it is heated, scientists had presumed that the sea level would rise unevenly around the globe. It is now believed that these inequalities cannot persist, as winds will act to continuously spread out the water expansion. Of course, if global warming changes the strength and distribution of the winds, then this "evening-out" process may not occur, and the sea level could rise more in some areas than others.

Question 1

Look at the following list of factors A-F and select THREE which are mentioned in the reading *passage which may contribute to the rising ocean levels. Write the THREE corresponding letters A-F in the space numbered 1 on the answer sheet.*

List of factors

A	thermal expansion
B	melting ice
C	increased air temperature
D	higher rainfall
E	changes in the water table
F	increased ocean movement

【例题答案】B C E

【答案解析】

第3段中，Some scientists estimate that the ocean warming resulting from those temperature increases by the year 2050 would raise the sea level by between 10 cms and 40 cms. This model only takes into account the temperature effect on the oceans; it does not consider changes in sea level brought about by the melting of ice sheets and glaciers, and changes in ground water storage. When we add on estimates of these, we arrive at figures for total sea level rises of 15 cms and 70 cms respectively. 故答案应为：B，C，E。

3. 接下来再讲解一下“4选1”选择题的答题步骤
   ① 详细阅读答题指引，尽量找出相关答题信息。
   ② 按所给问题顺序答题。
   ③ 首先剔出例句答案所在部分，紧随其后从上至下开始答题。
   ④ 在问句中找出关键词语。
   ⑤ 在所给选项中找出关键词语。
   ⑥ 依次将问句及选项中的关键词语与文章中的相关词语进行匹配。
   ⑦ 依据“三点相符”原则确定答案，即如果在匹配过程中找出三个逻辑上的相同点，就可确信答案正确无疑；两点相同，准确率也应在80%以上；一点相同，就须根据语法知识及相关信息加以判断。但有些题只需一点或两点相同即可找出答案。

4. 注意多重选择题型的下列情况：
   ① All of the above.（上述全部）
   ② Either a. or b. or c. or above.（或者上面的a.或b.或c.）

③ It depends on.（视……而定）

如果出现上述三种情况，则要对所有的选择答案进行分析对比。

【例题3】

Of Ducks and Duck Eggs

For people who like to keep poultry, ducks offer certain advantages over hens. Ducks are immune to some common diseases found in hens and are less vulnerable to others. Some breeds of duck produce bigger eggs than hens. In addition, ducks lay eggs over a longer season than do hens.

Poultry keepers with gardens have less to worry about if they keep ducks rather than hens because the former are less apt to dig up plants and destroy roots. While both hens and ducks benefit the garden by eating pests, hens are known to damage herb and grass beds. Ducks, on the other hand, will search for insects and snails more carefully. Only very delicate plans are at risk from the broad, webbed feet of ducks.

Like all water birds, ducks need access to water, and duck keepers typically provide this by building a pond. Something this large is not absolutely necessary, however, ducks need only to be able to dip their heads in the water to keep their nostrils clean. If a pond is provided, though, it is important to keep ducklings away from it until they are old enough to withstand the cool temperature of the water — about eight weeks.

When keeping ducks, one has to consider just how many the land will support. Generally the rule is 100 ducks per half hectare. If more than this proportion is introduced, there is a risk of compacting the soil, which can lead to muddy conditions for long periods as the rain is not easily absorbed into the ground.

While ducks offer many advantages over hens, they must be given a greater quantity of food, especially if regular eggs are desired. An adult duck will eat between 170 to 200 grams of food a day. If the ducks have access to grass and a pond, they will be able to find for themselves approximately 70% of their daily dietary requirements in warmer months but less than half that in colder times. Therefore, it is important that they be fed enough food, such as grain, every day.

Experienced duck keepers raise ducklings every three years or so because it is after this period of time that ducks' egg-laying powers begin to seriously weaken. If the aim is to hatch ducklings, keepers should be aware that not all ducks make good mothers, and that certain breeds of duck appear to be worse than others. The poor mothers abandon their eggs a few days after laying them. A sure way of making sure the rejected eggs hatch is to place them next to chicken eggs under a hen.

The eggs of ducks as food for humans have a mixed reputation. This is because of a number of cases of salmonella food poisoning in Europe in the 1970s. Although it was never conclusively shown that duck eggs were to blame, the egg-eating public stopped buying and many duck egg producers went bankrupt. Indeed, there is a risk of salmonella poisoning when ducks lay their eggs in damp conditions, such as on ground that is constantly wet, but the same can be said for the eggs of hens. And commercial duck egg production in France and England, where the outbreaks of salmonella poisoning took place, followed the same standards as those used in the hen egg industry, which experienced no salmonella problems. (Storage of eggs, whether those of hen or duck, can also be a factor in contamination. Studies have found that bacterial growth reaches potentially dangerous levels at storage temperatures of 5°C or greater.

The salmonella scare was over by the early 1980s, however, at least in smaller markets like Australia and New Zealand, few producers wished to risk investment in ducks for fear of problems. No large-scale commercial duck egg production exists in these countries. It has thus been left to small producers, and, more commonly, home duck keepers.

Questions 1-2

Choose the appropriate letters (A-D) and write them in boxes 1-2 on your answer sheet.

1 Salmonella food poisoning...

A resulted from consumption of duck eggs.

B created difficulties for the duck egg business.

C occurred all over Europe.

D was found in both duck and hen eggs.

2 Duck eggs...

A have been produced in large quantities in New Zealand since the early 1980s.

B are most at risk of salmonella contamination than hen eggs.

C may be contaminated when laid in wet conditions.

D should be kept at 5℃ to prevent contamination.

【例题答案】B C

【答案解析】

1. 在倒数第2段第二句中，“This is because of a number of cases of salmonella food poisoning in Europe in the 1970s. Although it was never conclusively shown that duck eggs were to blame, the egg-eating public stopped buying and many duck egg producers went bankrupt.” 故答案是B。
2. 在倒数第2段第三句中，“Indeed, there is a risk of salmonella poisoning when ducks lay their eggs in damp conditions, such as on ground that is constantly wet but the same can be said for the eggs of hens.” 故答案是C。

二、题型演练

Exercise 1

难度系数：★★★★

The Archaeology of Russia

A resurgence of interest in the Russian past is detailed in an article titled “The Archaeology of Medieval Moscow: Recent Explorations (1980-1990s),” by L.A. Beliaev and A.G. Veksler in the journal Rossiiskaia Arkheologiia (Russian Archaeology) from issue 3, 1996, pp. 106-133. The following review discusses major topics in this article.

A In September of 1997, Moscow celebrated the 850th anniversary of the first reference to the city in AD 1147 in the Ipatievskaya Chronicle, one of several medieval Russian collective historical works. The earliest of these was the Primary Chronicle, compiled by at least six different writer-editors. Begun by Monk Nikon in Kievan Rus in the late 11th century, and completed by Monk Nestor in AD 1118, the Primary Chronicle contains information on historic and diplomatic events, as well as treaties, deeds, and prose records of heroic legends. During the 9th and 10th centuries, Kiev became the first national capital and controlled the Russian state. At that time Moscow was an obscure and minor outpost. Moscow’s AD 1147 mention in the slightly later Ipatievskaya Chronicle thus marks the beginning of the city's place in Russian history.

B Marking this anniversary, Russian archaeologists have been conducting extensive excavations in and around the city center of Moscow. During the last fifteen years the artifacts and architectural features thereby uncovered have allowed a significantly improved understanding of medieval Russia. This period has a distinct time frame and refers to different events than the Middle Ages for Western Europe, which began in the 5th century with the fall of the Western Roman Empire to the Germanic barbarians, and whose end corresponds with the discovery and exploration of the New World in the 15th century. The Russian Middle Ages, by contrast, began in the 9th century with the establishment of the Rurik dynasty and ended in the 17th century when Peter the Great ushered Western civilization into Russia.

C Several ancient monasteries were excavated from the late 1970s to 1988, producing artifacts from the 13th through 17th centuries. Investigations have revealed that 14th century monasteries were built near estates of the nobility, many of whose owners have been established. Some of the most interesting findings from the Medieval period occurred in the areas of the Kremlin and Red Square. In 1989-1993, the painstaking excavation of the Kazan Cathedral on Red Square has permitted its faithful reconstruction. The same project uncovered the first and only birchbark document ever found in Moscow. This unusual discovery was the impetus for further work in church archaeology.

D During the Medieval period Moscow was organized into several major sections, including the Kremlin, Kitay-gorod, Beliy Gorod, Zemlyanoy Gorod, Zamoskvoreche, and the area known as the suburbs. The most significant archaeological discoveries have been made in the area of the Kremlin, the contemporary as well as historic city center.

E The Kremlin, situated on a hill 125 feet above the level of the Moscow River, contains many remarkable edifices within its walls, which housed the throne and secular branches of government, as well as the church and the military. Although every medieval Russian town boasts a kremlin (from the Mongol word kreml meaning "fortress"), Moscow's Kremlin has a particularly rich history. Founded in 1147 by Yuri Dolgorukiy, Prince of Moscow, the first fortress was originally constructed of wood. Dolgorukiy's Kremlin, surrounded by wooden houses, stables and churches, was sacked and burned to the ground during the Mongol invasion in 1238. Yet Moscow's growth and development were virtually unstoppable and the city soon recovered. The Kremlin, and the city which surrounded it were rebuilt, and in 1339 it stood with fortifications made of oak. These oak walls were replaced by stone some forty years later, and it was because of the white color of these new walls that Moscow became known as the “White City”.

F During Kremlin construction projects in 1988 and 1991, hoards of silver jewelry were accidentally discovered by workers at two separate sites. Researchers speculate that the treasure was buried in anticipation of the Mongolian invasion of Batu Khan (grandson of Genghis Khan) in 1238, since no other burials of this type, which predate the 12th to 13th centuries, have ever been uncovered in Moscow. Although the contents of the hoards themselves are of great value, even more historical significance is attached to their provenience, namely the northeastern section of the Kremlin, near the 15th century wall. Placement of the treasures is quite significant since this wall had not previously been known to be connected with the pre-Mongolian era.

G The Mongols controlled the Russian land for the next 200 years. During the reign of Grand Duke Ivan III (1462-1505), Moscow continued to expand, tripling in size, and was finally able to defeat the Mongols. In celebration, Ivan III embarked on a vigorous building program, bringing in Italian architects in 1472. In fact, many of the fortifications and cathedrals still standing in Moscow today were designed and constructed by Italian architects and engineers. Excavations revealed fragments of the first ornamental reliefs used in these stone structures, dating from the end of the 15th to the early 16th centuries.

H Excavations at the site of the Kazan Cathedral at Red Square revealed its original layout and its architectural stratigraphy. The original Kazan Cathedral was constructed in 1636 in commemoration of Tsar Mikhail Romanov’s victory over the Poles, but was demolished in the 1930s, and replaced by a sidewalk cafe and a park. The Cathedral was dedicated to the Virgin of Kazan, and housed the precious icon of Our Lady of Kazan. In 1993 the Cathedral was rebuilt using the results of archaeological excavations and blueprints drafted by architect Pyotr Baranovskiy.

I Another excavation in the area of Red Square exposed ash and residue of a 1493 fire overlying a cultural layer of the 13th century. A well-preserved but crude wooden dwelling built during the late 13th century was unearthed, and served as an example of the architecture of this era. Fires were a constant threat in Medieval Russia since most dwellings — belonging to both the peasantry and nobility — were constructed of wood. Stone structures were impractical in the cold Russian climate because of the condensation associated with the tiled stoves used for heating. Such heating methods in wooden structures had disastrous results. In fact, fires consumed dwellings so often that by the 16th century Russians had devised a system of prefabricating wooden dwellings which might be constructed and inhabited within the space of a week.

J The Red Square excavation site also produced the first birchbark document *discovered* in Moscow, a fragment of a legal text dating from the end of the 15th century. Such a find is highly unusual because Moscow's dry, oxidized soil is not conducive to the preservation of birchbark, which occurs, in most cases, in water-logged soil conditions, such as in the Russian city of Novgorod.

K The recent archaeological discoveries in Moscow have provided a wealth of new data on Russian history. The attention being paid to rebuilding historical monuments such as the Kazan Cathedral and the particular interest in the Red Square excavations reflect Russia's desire to firmly establish its cultural identity and find its place in the history of Western civilization.

Question 1-4

Choose the correct letter, A, B, C or D.

1 Which city is the first national capital in Russian state?
- A Moscow
- B Kiev
- C Kazan
- D Kremlin

2 Kremlin was founded by?
- A Yuri Dolgorukiy
- B Hirohisa Hirukawa
- C Batu Khan
- D Vladimir Spidla

3 According to the passage, the jewelries were hided under Kremlin is that
- A they had no room to hold them
- B they were trying to make Kremlin more attractive.

C they were afraid of the Mongolian invasion
D they had been advised by the monks

4 What is the purpose for Red Square excavations?
A To attract more tourists from the Western world
B Trying to excavate more treasure
C To show its contribution to the Western civilization
D Trying to save old buildings

Exercise 2

难度系数：★★★★★

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 travelers. With limited communication facilities, and *shipping* technology still in its infancy in the early nineteen hundreds, we consider ocean travel to have been a risky business. But 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. And the Titanic was confidently proclaimed to be unsinkable. She 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 meters 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 11:40 pm, 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 formalized 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 kilometers 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 traveling 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.

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 realizing 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.

Questions 1-2

Choose the appropriate letters A-D for each question and write them in boxes 1-2 on your answer sheet.

1 The number of lifeboats on the Titanic
- A would have been sufficient if all boats had been filled to capacity.
- B met the regulations for much smaller ships but not the Titanic.
- C had been designed in 1894 by the British Board of Trade.
- D could carry more people than required under the regulations.

2 The Titanic was
- A higher than the tallest building of her day.
- B divided into 16 watertight compartments.
- C unsinkable.
- D the most technologically advanced liner of her time.

三、题型演练答案速查

Exercise 1

1 B
2 A
3 C
4 C

Exercise 2

1 B

2 D

第八节 完成图表、示意图题型

一、题型分析及答题步骤

【题型分析】

图表题（Flow Chart / Table）为非主力题型（出题概率50%，难度低），有时考有时不考，考时一般有5-6道题。

这类题型要求考生根据文章所给出的信息，将图表内缺失的内容（或数据）填补进去。在IELTS阅读考试中，有很多种图表及示意图。这些图表中虽然词语不多，但却能够明确说明问题的答案。通常这些图表会附在所给的阅读文章之内，作为文章的一部分。切记不可忽略这些图表。图表填空的关键在于分析图表中已有文字的信息点所在，然后根据已给出的信息点寻找对应的信息。

【答题步骤】

1. 详细查看答题指引，以确定图表为何种信息。
2. 查看例句，了解图表内容及答题方式。
3. 查看图表题目所对应的横竖栏中的词语或数字符号。
4. 利用题目所对应的横竖栏中的词语或数字符号作为关键信息点在阅读材料中搜寻答案。

【注意事项】

1. 该题型有两种出题方式：填空式和选择式。填空式审题时要注意每个空最多可以填几个词或数字（NO MORE THAN X WORDS）。

2. 图表中所填答案或所选答案要同时符合横竖两个条件。所填答案或所选答案如果只能满足横向或竖向一个条件则必错。

【例题】

Fire Tests

Most fires start in a building's contents, not its structure. Understanding how fire grows indoors — in enclosed spaces — is the first step in limiting its potential for death and destruction. Fire tests have been around for years, and most building codes make reference to them. Some, however, are obsolete, in the sense that they can't accommodate a growing number of new materials in new configurations. Nor can they rank items in order of flammability what is needed are graded tests that attach numbers to the degree of flammability. These numbers could then be plugged into suitable computer models. The computer could work out the total flammability of an item, depending on what it's made of, how it's put together, and where it's placed.

Computer models are becoming important in fire research. Scientists are hoping that one day, with enough data and sufficiently powerful computers, they will be able to calculate, without actually setting fire to anything, the way a fire will spread in any given building.

A fire indoors is a very different animal from one outdoors. When you put a match to your incinerator, the flames build up steadily. Most of the heat is lost to the atmosphere, so you have no trouble staying close by.

Inside a room, it obeys different and more complex physics, and the danger quietly multiplies. First, instead of a match, imagine a cigarette dropped into the back of a lounge chair. Cigarettes, you should know, are among the major causes of fires in houses. A carelessly discarded cigarette can stay alight in a concealed crevice for as long as 45 minutes. Then after smouldering away, the chair's upholstery suddenly ignites. Within perhaps 30 seconds, smoke, combustion gases, and heat begin curling upwards, and before 1 minute has passed, they have started building up in a trapped layer under the ceiling.

As the chair continues to burn the layer gets hotter and thicker, and after 2 minutes it starts radiating heat hack down to the chair and other furniture in the room. After 3 minutes or so the trapped heat can become so intense that we see "flash-over" — everything in the room, including combustible gases, has reached ignition point and bursted into flame.

Experiments have shown that some polyurethane armchairs can, 5 minutes after ignition, give out 1-2 megawatts of heat. That's no more than a lively incinerator produces; but when it's confined in a room it can easily induce flash-over. After flash-over anybody still in the room would be dead. People rarely appreciate how quickly a small fire indoors can turn into a deadly inferno. They waste time going to the laundry to get a bucket of water instead of making sure everybody else is out of the house. By the time they get back, the fire will almost certainly be out of control. Billowing clouds of smoke and toxic gases quickly spill through doorways and along halls, enveloping and incapacitating sleeping occupants in the rest of the house.

You can appreciate that modeling the entire course of an indoor fire on a computer is a daunting task. The program needs to consider the flaming combustion zone, the rising thermal plume above it, the hot gas layer beneath the ceiling, and ventilation. Turbulence of air is very difficult to model because large eddies can grow from features as small as 0.1 mm across.

Nevertheless, fire researchers overseas have simplified models to study aspects of fire behavior in homes, hospitals, aircraft, tunnels, stadiums, shopping malls and airports. For example, the Fire Research Station in Britain has spent 7 years developing "jasmine", which can show how air circulates into a burning building and how the smoke layer deepens with time.

In the United States, the National Bureau of Standards has developed ASET, which calculates "Available Safe Egress Time". This fire-growth model requires figures for rates of mass loss, smoke release, production of toxic gases, and heat build-up. Most existing tests, as we have noted, fail to provide the necessary data. They will need to be modified, or a whole new generation of tests devised.

Questions 1-7

Below is a list of the stages in the build-up of an indoor fire caused by a cigarette dropped down the back of an upholstered chair. Decide where each stage fits in the following table according to the time when it occurs and write the appropriate letters A-H in the spaces numbered 1-7 on the answer sheet.

STAGE 1	STAGE 2	STAGE 3	STAGE 4
Up to 45 mins. before ignition	Up to 1 min. after ignition	2 mins.	3 mins and after
Example: A	1 ________	4 ________	6 ________
	2 ________	5 ________	
	3 ________		7 ________

List of stages

A The cigarette smoulders unseen
B The heat trapped in the room intensifies
C Smoke, gases and heat rise towards the ceiling
D The hot layer beneath the ceiling spreads heat back *to the chair and* other furniture in the room
E A layer of heat is formed under the ceiling
F Smoke and gases spread into other parts of the house, endangering anyone who may be there
G Everything in the room reaches ignition point and bursts into flame
H The upholstery catches fire

【例题答案】H C E D B G F

【答案解析】

1. 在文章的第4段第四、五句中，“A carelessly discarded cigarette can stay alight in a concealed crevice for as long as 45 minutes. Then, after smouldering away, the chair's upholstery suddenly ignites.”意思是一个隐蔽在墙缝中被随手丢弃的烟头可以一直燃烧45分钟。然后，在低温闷烧后，椅子等家具开始被点燃，故正确答案是H。
2. 在文章的第4段第六句中，“Within perhaps 30 seconds, smoke, combustion gases, and heat begin curling upwards, and before 1 minute has passed, they have started building up in a trapped layer under the ceiling.” 意思是烟和热开始盘旋向上，故正确答案是C。
3. 同上，“Within perhaps 30 seconds, smoke, combustion gases, and heat begin curling upwards, and before 1 minute has passed, they have started building up in a trapped layer under the ceiling.” 故正确答案是E。
4. 在文章的第5段首句中，“As the chair continues to burn the layer gets hotter and thicker, and after 2 minutes it starts radiating heat hack down to the chair and other furniture in the room.” 故正确答案是D。
5. 在文章的第5段第二句中，“After 3 minutes or so the trapped heat can become so intense that we see 'flash-over'— everything in the room, including combustible gases, has reached ignition point and bursts into flame.” 故正确答案是B。
6. 同上，“After 3 minutes or so the trapped heat can become so intense that we see 'flash-over' — everything in the room, including combustible gases, has reached ignition point and bursts into flame.” 故正确答案是G。
7. 在文章的第6段首一、二句中，“Experiments have shown that some polyurethane armchairs can, 5 minutes after ignition, give out 1-2 megawatts of heat. That's no more than a lively

incinerator produces, but when it's confined in a mom it can easily induce flashover. After flash — over anybody still in the room would be dead." 故正确答案是 F。

二、题型演练

Exercise 1

难度系数：★★★★

1 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 play a relatively limited role in medical behavior generally. Conversely, Chinese medicine plays a major role in the maintenance and restoration of health and is 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.

2 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).

3 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.

4 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 spices, or the calorific value of the food.

5 In general, leafy vegetables, and most fruit are classified as cold and are said to cool the body, while 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 antitonic 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 1-8

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. Write your answers in the spaces numbered 1-8 on the answer sheet.

Table of food classification

CLASS	FOOD	EFFECT
cold	leafy vegetables,	cooling
hot	meat, alcohol	heating
1______	honey, rice	2______
3______	4______	deplete blood volume
wind	raw foods, fruit	5______
6______	beef, fowl	7______
8______	(not described)	(not described)

Exercise 2 (G类)

难度系数：★★★★

Kuringai Chase National Park
Guided Walks and Nature Activities

SUNDAY MAY 7 EASY

Early Morning Stroll in Upper Lane Cove Valley

Meet at 7:30 am at the end of Day Rd, Cheltenham while the bush is alive with birdsong.

Round trip: 4 hours

FRIDAY MAY 12 MEDIUM

Possum Prowl

Meet 7:30 pm at Seaforth Oval carpark. Enjoy the peace of the bush at night. Lovely water views. Bring torch and wear non-slip shoes as some rock clambering involved. Coffee and biscuits supplied.

Duration: 2 hours

SUNDAY JUNE 4 HARD

Bairne / Basin Track

Meet 7:30 am Track 8, West Head Road. Magnificent Pittwater views. Visit Beechwood cottage. Bring lunch and drink. Some steep sections. Reasonable fitness required.

Duration: approx. 6 hours.

FRIDAY JUNE 16 EASY

Poetry around a mid-winter campfire

Meet 7:00 pm Kalkaari Visitor Centre. Share your favorite poem or one of your own with a group around a gently crackling fire. Billy tea and damper to follow. Dress up warmly. Bring a mug and a rug (or a chair). Cost $ 4.00 per person.

Duration: 2.5 hours

SUNDAY JUNE 25 EASY

Morning Walk at Mitchell Park

Meet 8:30 am entrance to Mitchell Park, Mitchell Park Rd, Cattai for a pleasant walk wandering through rainforest, river flats and dry forest to swampland. Binoculars a must to

bring as many birds live here. Finish with morning tea.
Duration:3 hours.

GEARING

EASY	suitable for ALL fitness levels
MEDIUM	or those who PERIODICALLY exercise
HARD	only if you REGULARLY exercise

Questions 1-8

Below is a chart containing some of the Kuringai Chase Park Nature Activities. Fill in the blanks using information from the brochure "Guided Walks and Nature Activities".
Write NO MORE THAN THREE WORDS in boxes 1-8 on your answer sheet.

ACTIVITY	WHAT TO BRING / WEAR	WHAT IS SUPPLIED	CHIEF ATTRACTION
EARLY MORNING STROLL			1________
MORNING WALK	2________		varied landscape, binds
POETRY	warm clothes, mug, rug / chair, poem	3________ 4________	
5________	6________ 7________	coffee, biscuits	peace 8________

三、题型演练答案速查

Exercise 1

1 tonic
2 increase blood volume / (promote) health and energy
3 antitonic
4 sour food / raw food / cold food
5 wind illness/ rheumatism/ arthritis
6 toxic
7 convulsions/ skin irritation/ infection
8 magic

Exercise 2

1 birdsong
2 binoculars
3 (billy) tea
4 damper
5 Possum Prowl
6 torch
7 non-slip shoes
8 (lovely) (water) views

第三章 实战前的准备

第一节 考前必须了解的几个问题

一、时间的把握

IELTS阅读考试作为考试的第二项在星期六上午9点50分左右开始。在这之前您已经进行了40分钟的听力考试。阅读和听力答题纸分别在一张纸的两面，阅读考试没有单独的答题纸。监考人员将发给您试卷，并要求您在封面填写姓名和考号。在监考人员告诉您开始以前，不得打开阅读试卷，打开阅读试卷将被视为违纪（口头警告或被记录）。

阅读考试开始，在考试中监考人员一般会报告三次时间：还剩下30分钟，15分钟，5分钟。考生在监考人员宣布还剩下30分钟时，如果做完18-22道题，就说明时间把握得好，如果低于18道题则应该加快速度。当监考人员宣布还剩下15分钟时，最好已经开始做第三篇阅读材料了，G类开始做第三部分。当监考人员宣布还剩下5分钟时，考生应该停顿下来查看一下答题纸，看看自己是否已经填了。如果还没有填写，那么就应该先填写完答题纸再接着做题。因为，最后你的成绩是从答题纸上被判断出来，而不是从您的阅读试卷上（写在阅读试卷上的答案无效）。阅读考试在60分钟后结束，考生按指示放下铅笔，监考人员将收走您的答题纸和阅读试卷。

二、速度的把握

IELTS考试阅读量之大，相信参加过或准备参加IELTS考试的人都有所领教，因而阅读速度的重要性也就不言而喻了。这里需要澄清一个错误观念，即认为必须认识文章中的每一个单词并看懂每一个句子才能答对题目。其实，考试时这样做既不可能也无必要，你只需看懂回答问题时需要的文字就可以了。

提高英语阅读的速度非一日之功，通常需要相当长的一段时间的学习及训练。加强英文基础训练、掌握必要的测试技巧和摈弃一些坏习惯，都会有助于加快考生们阅读文章的速度。

IELTS考试的阅读部分，无论是A类还是G类都是同时测试考生的阅读速度和理解

的精确度，考生们既不能为了在1小时的时间内答完考题而单一求快，也不能为了答题的准确性高而放弃回答一些问题。

英语阅读的速度可以通过加强自己快速阅读的能力来提高。快速阅读就是用扫描文章的方法对其结构有大致的了解，并把握其主旨，同时在重点句子和词汇上做出标记。这种方法对阅读考试帮助极大，平时可多加练习。考生们应鄙弃逐词阅读的陋习，逐词阅读不但速度太慢，而且容易引起误解。应该学会词汇组合阅读，如：

Chinese authorities devised an ambitious plan to save the giant panda from the ravages of deforestation last year.

1. Chinese authorities have devised an ambitious plan ...(WHO and WHAT)
2. ...save the giant panda (Save WHOM)
3. ...from the ravages of deforestation (From WHAT)
4. ...last year (WHEN)

在阅读上面的句子时，应迅速联想到可能就该句提出的问题。如：WHO、WHAT、WHEN等。

三、词意的猜测

另外，为了提高阅读的速度，还要养成良好的阅读习惯，不能边看边用嘴跟着读，眼、嘴并用必会降低读速；一旦发现生词（这种情况是绝大多数考生都肯定要遇到的），先不要紧张，要通过英语构词法（前缀、词根和后缀）来分析推测词义，或结合上下文、前后词语去猜测，如果根据上下文及前后词语还是无法确切了解其真正含义，你可以再看一下这个词对整个句子所构成的影响是肯定的，还是否定的，实际上这对于理解作者的意图已足够了，实在不行就做上记号，将来看一看是否影响答题，如无影响就坚决忽略，切记不要恋战。

1. 利用上下文词语意义的互相联系猜测词义

Example 1:

The fishermen make their canoes from tree trunks. They go from island to island in these light marrow boats and collect turtles' eggs.

我们从上下文中可以得出以下信息："canoe"是渔夫用树木做的、一种来回于岛屿之间的、轻狭长的、类似于小船之类的东西。尽管我们可能还不能肯定它的确切解释，但这一生词已经不会影响我们的阅读和理解了。

Example 2:

Jogging has become very popular in some countries, it is believed to be a good exercise for old people.

根据“a good exercise for old people”可以推断出“jogging”的意思是一种适合老年人的运动方式。

2. 利用文章中词与词的同义和反义关系猜测词义

Example 1:

If you happened to be sitting in the woods outside the city, you might have witnessed a strange sight. You would have seen a very proud looking man riding along horseback, saying something.

在文章中可以很容易地判断出“witness”的同义关系词是“seen”，因此“witness”就是看见的意思。

Example 2:

In the northern regions the winters are generally cold and humid, and the summers hot and dry.

显然，冬天和夏天的气候是截然相反的，它们的修饰词的意思也应该截然相反。“cold”与“hot”对应，“humid”与“dry”对应。因此，“humid”是“潮湿”的意思。

3. 利用文章中对词的定义猜测词义

Example 1:

Such experiences are not unusual for the amateur conchologists, people who collect shells.

“conchologists”的意思可以根据该词后面的同位解释“people who collect shells”理解为收集贝壳的人或贝壳收藏家。

Example 2:

Jack is now a florist, who keeps a shop for selling flowers in our district.

“florist”的意思就是其后定语从句“who keeps a shop for selling flowers ”所描述的“拥有一家专门卖花的商店的人”，即“花店主”。

4. 利用文章中对词的举例及解释猜测词义

Example 1:

Today young couples who are just starting their households of ten spend lots of their money on appliances, for instance, washing machines, refrigerators and color TVs.

通过所举的例子（washing machines，refrigerators and color TVs）可以看出，“appliances”应是这些名词的总称，即“家用电器”。

Example 2:

Finally the enemy surrendered. They threw down their weapons and walked out of the home with their hands over their heads.

通过后一句对“surrendered”的解释：扔掉武器（throw down their weapons），举起双手（with their hands over heads ）可知其意是“投降”。

5. 利用构词法知识（前缀和后缀）猜测词义

Example 1:

They overestimated the interviewee's ability and asked him many difficult questions.

“estimate”是“估计”的意思，“over-”是前缀，意为“过分，过度，超过”等，因此“overestimate”就是“高估”的意思。

Example 2:

We were told that ours was the most spacious room in the hotel. That was why we had to pay so much for it.

“spacious”是由“space(名词，空间)”+“-ious(形容词后缀)”变化而来的。因此，可猜测其词义为“宽敞”。

第二节 做题的正确方法

一、做题的数量与质量

考生在最后冲刺做套题时，一定不要吃力不讨好：做的套题很多，成绩却不见提高。为什么会出现这种情况呢？原因就在于太注重做的数量而忽略了质量。多年的教学实践和众多高分学员的成绩说明，做套题的质量远比数量重要！

通常情况下，考生都是60分钟做一套题，接着就对答案。然后，再用60分钟做另外一套题，接着又对答案。如果这样做下去，恐怕做上再多的套题也是枉然。因为，您现在只不过是用不同的套题检验您目前的阅读考试水平，能力根本没有变化，也不可能有变化。

如果说做一套题需要60分钟，那么，您至少要花2小时根据答案总结这套题才能有所提高。2小时干什么？向做错的题要原因：是因为没有根据问题的关键词在原文中找到答案，还是找到了位置却写错了答案。如果是第一种，那么在做下一套题时要注意在原文中找答案时须留意问题中的关键词是否会以同义词或近义词的形式出现。如果是第二种，则要注意熟练掌握正确的解题方法。那么做对的题还看不看呢？当然要看，要学会向做对的题要时间：善于总结规律，思考如果做下一套题时遇见类似的题目，能不能更快一些把答案找出来。

二、关于词汇

做套题时遇到生词要不要背？这要看情况。如果这些生词与我们答题无关，就没有必要背。如果有关也要看情况。如果你认为该生词只会出现在这篇文章中，而在同类型文章中不太可能出现则没有必要记。比如，真题中“中国塔和日本塔”中的生词Pagoda（宝塔）就没有必要背，而文章中的Construction（建筑）就需要，因为在同类文章中一定会出现。

词汇的积累不可忽视。不错，阅读技巧的娴熟掌握可以帮助考生在极短的时间内在考试中提高一定的分数，但“巧妇难为无米之炊”，失去了词汇这一根本，想通过IELTS考试或得到较高的分数就有困难。为了从根本上提高阅读的成绩，必须尽量每天安排一定的时间，比如说每天半小时左右，根据自身的英文情况制定一个学习计划，稳步、系统地准备单词、训练对句子和段落的理解力，并且要持之以恒。

考生们要学会在文章当中记单词，如脱离语言环境，孤立地背词汇，就很容易把单词的意义遗忘或混淆。好的方法是：每天背一定量生词，并把它们制成小卡片，随

时随地拿出来，见缝插针地背诵，不断重复、不断补充，就像“滚雪球”一样，力求在短期内迅速扩大词汇量。重复是记忆之母！下面介绍一种实用的记忆英语词汇的科学方法——词根、词缀记忆法。

词根词缀记忆法解决的是词汇微观记忆问题。它的特点是充分利用单词的构词规律，通过掌握一组单词的共同词根或词缀，达到成串记忆单词的目的。比如知道able和abil的意思是“能（capable）”，就可以知道able，enable，unable，ability，capable等都是与能力和才干有关系的；如果知道act=to do, to drive，是“做，干，驱动”的意思，那么记忆act, action，actor，actress，active，activity，activate，actual，exact，reactor，interact，transaction等就非常简单了。知道了part=to separate，意思是“分离，分开”，更可以记住一长串单词：如parcel，park，partly，partial，partner，party，participate，participant，particle，particular，apart，apartment，department，compartment，depart，part，partion。类似的词根还有很多，在这里我们仅举几例：advan=forward在前，向前；add=to put to加上；aer=air, space空气，天空，太空；ag=to do，to move，to conduct做，搅动，引导；alter=to change改变；ampl=large，spacious宽，大；ann，enn=year年；art=skill技艺；cur(e)，sur(e) =care操心，关注，安全，照看，医治；dic，dit=to speak讲，说；form，forma=，format=shape，figure形成，模式。

除了词根以外，英语单词中还有很多词缀（包括前缀、后缀），这些前缀和后缀在单词中出现得非常频繁。记住了这些单词的前缀和后缀再加上词根的帮助，记忆单词绝不是一件无序的事情，而是一件有众多规律可循的事情。

这种记忆方法的优点是，可以充分利用单词之间的形式和意义联系，对大量的词汇进行模糊记忆。这里的“模糊”是指，只要知道某个单词中包含有某个认识的词根或词缀，就可以知道该词的大致意义或词性，从而大大提高阅读理解能力。

三、英语单词构词法——前缀

1. 表示否定意义的前缀

（1）纯否定前缀

a-, an-, asymmetry（不对称）, amoral, anhydrous（无水的）

dis- dishonest, dislike, disagree

in-, ig-, il-, im-, ir-, incapable, inability, inadequate, ignoble, impossible, immoral, illegal, irregular, irresistible

ne-, n-, none, neither, never

non-, nonsense, nonessential

neg-, neglect

un-, unable, unemployment

（2）表示错误的意义

male-, mal-, malfunction, maladjustment（失调）, malediction（诅咒）

mis-, mistake, mislead, misadvise

pseudo-, pseudonym（假名）, pseudoscience, pseudoclassicism（伪古典主义）

（3）表示反动作的意思

de-, defend, demodulation（解调）

dis-, disarm, disconnect

un-, unload, uncover

（4）表示相反、相互对立的意思

anti-, ant-, antiknock（防震）, antiforeign（排外的）, antipathy（反感）

contra-, contre-, contro-, contradiction, controflow（逆流）, contraposition（换位，对调）

counter-, counterreaction, counterbalance, conterattack（反攻，反击）

ob-, oc-, of-, op-, object, oppose, occupy

with-, withdraw, withstand, withhold（抑制，拒绝）

2. 表示空间位置，方向关系的前缀

（1）*a-*, 表示“在……之上”，“向……”

aboard, aside, arise

（2）*by-*, 表示“附近，邻近，边侧”

bypath, bypass（弯路）

（3）*circum-, circu-*, 表示“周围，环绕，回转”

circumstance, circuit

（4）*de-*, 表示“在下，向下”

descend, degrade, decrease, debase

（5）*en-*, 表示“在内，进入”

encage, enbed（上床）, encase（装箱）

（6）*ex-, ec-, es-*, 表示“外部，外”

exit, eclipse, expand, export, exhale（呼出，呼气）

（7）*extra-*, 表示“额外”

extraction（提取）, extraordinary（特别的）, extrasensory（超感觉的）

（8）*fore-*, 表示“在前面”

forehead, foreground, forearm（前臂）

（9）*in-, im-*, 表示“向内，在内，背于”

inland, invade, inside, import, immigrate

（10）*inter-*, 表示“在……间，相互”
international, interaction, interchange
（11）*intra-*, *intro-*, 表示“向内，在内，内侧”
intraparty（党内的）, introspect（内省）, introduce
（12）*medi-*, *med-*, *mid-*, 表示“中，中间”
Mediterranean, midposition
（13）*out-*, 表示“在上面，在外部，在外”
outline, outside, outward
（14）*over-*, 表示“在上面，在外部，向上”
overlook, overhead, overboard, overbridge（天桥，路桥）
（15）*post-*, 表示“向后，在后边，次”
postscript（附言）, postgraduate（研究生）, postscript（附笔，后记）
（16）*pre-*, 表示“在前，在前面”
prefix, preface, preposition, predict（预言，预知）
（17）*pro-*, 表示“在前，向前”
progress, proceed, prologue（序言，开场白）
（18）*sub-*, *suc-*, *suf-*, *sug-*, *sum-*, *sup-*, *sur-*, *sus-*, 表示“在下面，下”
subdivide（再分）, submarine, suffix, suppress, supplement
（19）*super-*, *sur-*, 表示“在……之上”
supernatural（超自然的）, superficial, superstructure, surface
（20）*trans-*, 表示“移上，转上，在那一边”
translate, transform, transfuse（输血，灌输）
（21）*under-*, 表示“在……下面，下的”
underline, underground, underwater, underage（未成年的）
（22）*up-*, 表示“向上，向上面，在上”
upward, uphold, uphill（上坡）

3. 表示时间，序列关系的前缀

（1）*ante-*, 表示“先前，早于，预先”
antedate（提前的日期）, antecedent, anticipate, antechamber（来宾接待室）
（2）*ex-*, 表示“先，故，旧”
expresident, exhusband
（3）*fore-*, 表示“在前面，先前，前面”
foreward, forecast, foretell（预言）, foresight（先见之明）
（4）*mid-*, *medi-*, 表示“中，中间”

midnight, midsummer

（5）*post-*, 表示“在后，后”

postwar, postpone（延期）, postdoctoral（取得博士学位后的）

（6）*pre-*, *pri-*, 表示“在前，事先，预先”

preheat, prehistoric（史前的）, prehistory

（7）*pro-*, 表示“在前，先，前”

prologue（序幕）, prophet（预言家）, proceed

（8）*re-*, 表示“再一次，重新”

rebel（反叛）, rewrite, rebound（弹回）

4. 表示比较程度差别关系的前缀

（1）*by-*, 表示“副，次要的”

byproduct, bywork（副业）

（2）*extra-*, 表示（超越，额外）

extraordinary, extrasensory（知觉外的，超感觉的）

（3）*hyper-*, 表示（超过，极度）

hypersonic（超声波）, hypertesion（高血压）, hypercriticism（吹毛求疵）

（4）*out-*, 表示“超过，过分”

outdo（超过）, outbid（出价过高的人）, outnumber（数目胜过……）

（5）*over-*, 表示“超过，过度，太”

overeat, overdress, oversleep, overlook（看漏，俯视）

（6）*sub-*, *suc-*, *sur-*, 表示“低，次，副，亚”

subeditor, subordinate, subtropical（亚热带）, subtitle（副标题）

（7）*super-*, *sur-*, 表示“超过”

supernature, superpower, surplus, surpass, superfluous（多余的）

（8）*under-*, 表示“低劣，低下”

undersize, undergrown, underproduction（生产不足）, underestimate（评价过低）

（9）*vice-*, 表示“副，次”

vicepresident, vicechairman

5. 表示“共同”、“相等”意思的前缀

（1）*com-*, *con-*, *col-*, *co-*, 表示“共同，一起”

connect, combine, collect, combat, coexist, co-operate, collaborate

（2）*syn-*, *sym-*, 表示“同，共，和，类”

symmetry, sympathy, synthesis（合成）

6. 表示“整个”、“完全”意思的前缀

（1）*al-*, 表示“完整，完全”
alone, almost, almighty（万能的）
（2）*over-*, 表示“完全，全”
overall, overflow（充满）
（3）*pan-*, 表示“全，总，万”
panentheism（泛神论）, panorama

7. 表示“分离”、“离开”意思的前缀

（1）*a- ab-, abs-*, 表示“分离，离开”
away, apart, abstract, abstain, absolve（赦免）
（2）*de-*, 表示“离去，除去”
depart, decolour, decease（死亡）
（3）*dis-, di-*, 表示“分离，离开”
divorce, disarm（缴械）, discord（不一致，不合）
（4）*ex-, e-*, 表示“离开，分离”
expel, exclude, expatriate（驱出国外）, exit（出口，退路）
（5）*for-*, 表示“离开，脱离”
forget, forgive
（6）*re-*, 表示“离开”
release, resolve
（7）*se-*, 表示“分离，隔离”
separate, seduce, select

8. 表示“通过”、“遍及”意思的前缀

（1）*dia-*, 表示“通过，横过”
diameter, diagram, dialogue（对话）
（2）*per-, pel-*, 表示“通，总，遍”
perfect, perform, pervade（浸透）, perspective（透视法）
（3）*trans-*, 表示“横过，贯通”
transparent, transmit, transport

9. 表示“加强”意思的前缀

（1）*a-*, arouse, ashamed, awake, avenge（为报仇）
（2）*ad-*, adjoin, adhere（粘着）, adapt

10. 表示变换词类作用的前缀

（1）*be-*, befriend, becalm
（2）*en-*, enslave, enable, enrich, enact
（3）*ad-*, *ac-*, *af-*, *ag-*, *an-*, *ap-*, *ar-*, *as-*, *at-*, adapt, accord, affix, aggression, arrive, assist, attend, attract, arrange, assign（委派）

11. 表示数量关系的前缀

（1）表示“单一，一”
mono-, monotone（单调）, monopoly, monolingual（只用一种语言的）
uni-, un-, uniform, unicellular（单细胞）, unity
（2）表示“二，两，双”
ambi-, ambiguous, amphibian（两栖类）
bi-, *di-*, bicycle, binary, diode（二级管）, bicolored（双色的）
twi-, twilight（黄昏）
（3）表示“十，十分之一”
deca-, *deci-*, decade, decimals（十进制的）, decagon（十角形）, decigram（分克）
（4）表示“百，百分之一”
hecto-, *hect-*, hectometer
centi-, centimeter
（5）表示“千”
kilo-, kilometer
（6）表示“万，万分之一”
myria-, *myri-*, myriametre
mega-, *meg-*, megabyte
micro-, microvolt（微伏特）
（7）表示“许多，复，多数”
multi-, *mult-*, multipmetre（万用表）
poly-, polysyllable, polygon（多角形）
（8）表示“半，一半”

hemi-, hemisphere
demi-, demiofficial
semi-, semiconductor, semitransparent
pene-, *pen-*, peninsula

12. 表示特殊意义的前缀

（1）*arch-*, 表示“首位，第一的，主要的”
architect, archbishop
（2）*auto-*, 表示“自己，独立，自动”
automobile, autobiography, automotive, autocriticism
（3）*bene-*, 表示“善，福”
benefit, benediction（祝福）, benefactor（施主，恩人）
（4）*eu-*, 表示“优，美好”
eugenics（优生学）, euphemism（委婉的说法）, eulogy（颂辞）
（5）*male-*, *mal-*, 表示“恶，不良”
maltreatment, malodor, malfunction, malcontent（不满的）
（6）*macro-*, 表示“大，宏大”
macroeconomics（宏观经济学）, macroscale（大规模）
（7）*magni-*, 表示“大”
magnificent
（8）*micro-*, 表示“微”
microscope, microwave（微波）

13. 表示术语的前缀

（1）*aud-*, 表示“听，声”
audience
（2）*bio-*, 表示“生命，生物”
biography（传记）
（3）*ge-*, 表示“地球，大地”
geography
（4）*phon-*, 表示“声，音调”
phonograph
（5）*tele-*, 表示“远离”
television, telephone, telegram

四、英语单词构词法——后缀

1. 名词后缀

（1）具有某种职业或动作的人

1）*-an, -ian,* 表示"……地方的人，精通……的人"
American, historian, musician

2）*-al,* 表示"具有……职务的人"
principal

3）*-ant,-ent,* 表示"……者"
merchant, agent, servant, student, immigrant, accountant

4）*-ar,* 表示"……的人"
scholar, liar, burglar, beggar

5）*-ard, -art,* 表示"做……的人"
coward, laggard, braggart（夸张者）, wizard（奇才，男巫）

6）*-arian,* 表示"……派别的人，……主义的人"
humanitarian, vegetarian

7）*-ary,* 表示"从事……的人"
secretary, missionary, revolutionary, adversary

8）*-ate,* 表示"具有……职责的人"
candidate, graduate, magnate（伟人，大企业家）

9）*-ator,* 表示"做……的人"
educator, speculator（投机者）

10）*-crat,* 表示"某种政体、主义的支持者"
democrat, bureaucrat

11）*-ee,* 表示"动作承受者"
employee, examinee, interviewee（被接见者）, trustee（受托人，董事）

12）*-eer,* 表示"从事于……的人"
engineer, volunteer, auctioneer（拍卖人）, fictioneer（小说作家）

13）*-er,* 表示"从事某种职业的人，某地区、地方的人"
banker, observer, villager, singer, teenager, gardener

14）*-ese,* 表示"……国人，……地方的人"
Japanese, Cantonese, Chinese, Vietnamese（越南人）

15）*-ess,* 表示"阴性人称名词"
actress, hostess, manageress, poetess, princess, goddess

16）*-eur,* 表示"……家"

amateur, litterateur, farceur（滑稽演员）

17）*-ian,* 表示“……地方人，信仰……教的人，从事……职业的人”

Christian, physician（内科医生）, musician

18）*-ician,* 表示“……精通者，……家”

electrician, magician, technician

19）*-icist,* 表示“……家，……者，……能手”

physicist, phoneticist, technicist

20）*-ic,* 表示“……者，……师”

mechanic, critic

21）*-ie,* 表示“小”

dearie, auntie, lassie（小姑娘）, birdie（小鸟）, doggie（小狗）, piggie（小猪）

22）*-ier,* 表示“从事……职业”

cavalier, clothier, brazier（黄铜匠）, premier, soldier

23）*-ine, -ina,* 表示“阴性人称”

heroine, ballerina

24）*-ist,* 表示“从事……研究者，信仰……主义者”

pianist, communist, dentist, artist, chemist, socialist, typist, novelist

25）*-ive,* 表示“动作者，行为者”

native, captive, detective, relative

26）*-logist,* 表示“……学家，研究者”

biologist, geologist（地质学家）

27）*-or,* 表示“……者”

author, doctor, operator, successor, counsellor

28）*-ster,* 表示“做……事情的人”

youngster, gamester（赌徒）, songster, minister, speedster（超速驾驶者）

29）*-yer,* 表示“从事……职业者”

lawyer

（2）具有“抽象名词”的含义

1）*-acy,* 表示“性质，状态，境遇”

accuracy, diplomacy, privacy, intimacy

2）*-age,* 表示“状态，行为，身份及其结果，集合”

courage, storage, marriage, usage, shortage

3）*-al,* a）表示“事物的动作，过程”

refusal, arrival, survival, denial, approval, trial, removal

b）表示“具体的事物”

manual, signal, editorial, journal

4）*-ance, -ence,* 表示“性质，状况，行为，过程，总量，程度”
endurance, importance, diligence, difference, obedience, appearance, existence, attendance

5）*-ancy, -ency,* 表示“性质，状态，行为，过程”
frequency, urgency, efficiency, brilliancy, vacancy, compliancy

6）*-bility,* 表示“动作，性质，状态”
possibility, feasibility

7）*-craft,* 表示“工艺，技巧”
woodcraft, handicraft, statecraft（治国才能）

8）*-cracy,* 表示“统治，支配”
bureaucracy, democracy

9）*-cy,* 表示“性质，状态，职位，级别”
bankruptcy（破产）, supremacy, normalcy（正常状态）

10）*-dom,* 表示“等级，领域，状态”
freedom, kingdom, wisdom, bachelordom（独身）

11）*-ery, -ry,* 表示“行为，状态，习性”
bravery, bribery, rivalry

12）*-ety,* 表示“性质，状态”
variety, dubiety（怀疑）

13）*-faction, -facture,* 表示“作成，……化，作用”
satisfaction, manufacture

14）*-hood,* 表示“资格，身份，年纪，状态”
childhood, manhood, falsehood, neighborhood, brotherhood

15）*-ice,* 表示“行为，性质，状态”
notice, justice, service, practice, cowardice（懦弱）, avarice（贪财）

16）*-ine,* 表示“带有抽象概念”
medicine, discipline, famine, feminine

17）*-ing,* 表示“动作的过程，结果”
building, writing, learning, charming, burning

18）*-ion, -sion, -tion, -ation, -ition,* 表示“行为的过程，结果，状况”
action, solution, conclusion, destruction, expression, correction, civilization, inflation

19）*-ise,* 表示“性质，状态”
exercise, merchandise（商业）

20）*-ism,* 表示“制度，主义，学说，信仰，行为”
socialism, criticism, heroism, realism, confucianism（儒教）

21）*-ity,* 表示“性质，状态，程度”

purity, reality, ability, calamity

22）*-ment,* 表示“行为，状态，过程，手段及其结果”

treatment, movement, judgment, punishment, argument, statement, judgement

23）*-mony,* 表示“动作的结果，状态”

ceremony, testimony

24）*-ness,* 表示“性质，状态，程度”

goodness, kindness, tiredness, friendliness, badness, weakness, greatness, bitterness

25）*-or, -our,* 表示“动作，性质，状态”

favor, error, actor, oppressor, translator, tailor, tutor

26）*-osity,* 表示“动作，状态”

curiosity

27）*-ship,* 表示“情况，性质，技巧，技能及身份，职业”

hardship, membership, friendship, relationship, doctorship

28）*-th,* 表示“动作，性质，过程，状态”

depth, wealth, truth, length, growth, breadth, strength

29）*-tude,* 表示“性质，状态，程度”

latitude, altitude（海拔）

30）*-ure,* 表示“行为，结果”

exposure, pressure, failure, procedure（手续）, closure, mixture, exposure

31）*-y,* 表示“行为的结果，状态，性质”

glory, history, victory, inquiry, icy, sleepy, rainy

（3）带有“场所，地方”的含义

1）*-age,* 表示“住所，地点”

village, cottage

2）*-ary,* 表示“住所，场地”

library, granary（谷仓）, rosary（玫瑰园）, seminary（发源地）

3）*-ery, -ry,* 表示“工作场所，饲养所，地点”

laundry, nursery, surgery（手术室）, bakery, gallery（画廊）

4）*-ory,* 表示“工作场所，住处”

factory, dormitory, laboratory, observatory, territory, armory（军械库）

（4）带有“学术，科技”的含义

1）*-grapy,* 表示“……学，写法”

biography, calligraphy, geography

2）*-ic, -ics,* 表示“……学，……法”

logic, mechanics, optics, electronics, physics, ethics（伦理学）
3）*-ology,* 表示“……学，……论”
biology, zoology, technology（工艺学）
4）*-nomy,* 表示“……学，……术”
astronomy, economy, bionomy（生态学）
5）*-ery,* 表示“学科，技术”
chemistry, cookery, machinery
6）*-y,* 表示“……学，术，法”
photography, philosophy

（5）表示“人和事物的总和，集合”的含义
1）*-age,* baggage, tonnage（吨数）, peerage（贵族）, wordage（词汇量）
2）*-dom,* newspaperdom（新闻界）, stardom（明星）, officialdom（政界）
3）*-hood,* neighbourhood, womanhood, girlhoud（少女时期）
4）*-ry,* cavalry, ministry（内阁）, weaponry（武器总称）, machinery（机器）
5）*-ure,* legislature, furniture

（6）表示“物品和物质名称”的含义
1）*-ant,* -ent, solvent, constant
2）*-al,* signal, pictorial（画报）
3）*-ar,* collar, pillar（石柱）
4）*-er,* boiler, computer, washer, cooker
5）*-ery,* drapery（绸缎）
6）*-ing,* clothing, matting
7）*-ment,* instrument, equipment, attachment

（7）表示“细小”的含义
1）*-cle,* particle,
2）*-cule,* molecule（分子）, animalcule（微生物）
3）*-el,* parcel, damsel（少女）, runnel（小河，小溪）
4）*-en,* chicken, maiden, kitten（小猫）, elfin（小精灵）
5）*-et,* pocket, ticket, circlet（小圈）, cabinet（内阁，小私室）
6）*-ette,* cigarette, essayette（短文）, novelette（短篇小说）
7）*-kin,* napkin
8）*-ling,* duckling, seedling, wolfing, birdling
9）*-let,* booklet, houselet（小房子）, townlet（小镇）, starlet（小星）

10）*-y,* baby, doggy

2. 形容词后缀

（1）带有“属性，倾向，相关”的含义

1）*-able, -ible,* movable, comfortable, adaptable, visible, responsible, reasonable

2）*-al,* natural, additional, educational, personal

3）*-an,* urban, suburban, republican, veteran

4）*-ant, -ent,* distant, important, excellent, brilliant

5）*-ar,* similar, popular, regular

6）-ary, military, voluntary

7）*-ic, -atic, -ical,* politic, systematic, historic, physical

8）*-ine,* masculine, feminine, marine

9）-ing, moving, touching, daring

10）*-ish,* foolish, bookish, selfish

11）*-ive,* active, impressive, decisive, massive, protective

12）*-ory,* satisfactory, compulsory, sensory, obligatory

13）*-il, -ile, -eel,* fragile, genteel（文雅的）, sterile, fertile

（2）表示“相像，类似”的含义

1）*-ish,* boyish, childish, foolish, devilish

2）*-esque,* picturesque

3）*-like,* manlike, childlike, steelike, warlike, ladylike

4）*-ly,* manly, fatherly, scholarly, godly

5）*-some,* troublesome, handsome, gladsome, lonesome

6）*-y,* milky, pasty, rosy, sunny

（3）表示“充分”的含义

1）*-ful,* beautiful, wonderful, helpful, truthful, useful, peaceful

2）*-ous,* dangerous, generous, courageous, various, spacious, glorious

3）*-ent,* violent

（4）表示“由某种物质形成，制成或生产”的含义

1）*-en,* wooden, golden, woolen, leaden, silken, wheaten

2）*-ous,* gaseous

3）*-fic,* scientific

（5）表示“方向”的含义
1）*-ern,* eastern, western, southwestern
2）*-ward,* downward, forward, seaward（向海的）, eastward

（6）表示“倍数”的含义
1）*-ble,* double, treble
2）*-ple,* triple
3）*-fold,* twofold, tenfold, hundredfold

（7）表示“数量关系”的含义
1）*-teen,* thirteen
2）*-ty,* fifty
3）*-th,* fourth, fiftieth

（8）表示“国籍，语种，宗教”的含义
1）*-an,* Roman, European
2）*-ese,* Chinese
3）*-ish,* English, Spanish

（9）表示“比较程度”的含义
1）*-er,* greater
2）*-ish,* reddish, yellowish
3）*-est,* highest, greatest
4）*-most,* foremost, topmost

（10）表示否定的含义
-less, countless, stainless, useless, priceless, groundless

3. 动词后缀

1）*-ize, -ise,* 表示“做成，变成，……化”
modernize, mechanize, democratize, organize, centralize, normalize
2）*-en,* 表示“使成为，引起，使有”
quicken, weaken, soften, richen, shorten, strengthen
3）*-fy,* 表示“使……化，使成……”
classify, purify, intensify, signify, qualify

4）*-ish,* 表示“使，令”
finish, abolish, diminish, establish, vanish, nourish

5）*-ate,* 表示“成为……，处理，作用”
separate, operate, indicate, isolate, maturate

4. 副词后缀

1）*-ly,* possibly, swiftly, simply, absolutely, actually, shortly

2）*-ward, -wards,* downward, inwards, upward

3）*-ways,* always, sideways

4）*-wise,* otherwise, clockwise

五、英语单词构词法——词根

1）*aer, ar,* 含义是“空气，大气”
aeroplane, aerial

2）*ag, act, ig,* 含义是“做，动作”
active, agent, reaction

3）*alt,* 含义是“高”
altitude, altimeter（高度计）

4）*alter,* 含义是“其它，变更”
alternate, alternative（二者择一的）

5）*bio,* 含义是“生物，生命”
biology, bionics（仿生学）, biochemistry（生物化学）

6）*brev,* 含义是“短”
breviary（缩略，摘要）, brevity（短暂）

7）*cap, capt, cept, cip,* 含义是“取，获”
capture, except, concept, capacity, capable, captivate（迷惑）

8）*cede, ceed, cess,* 含义是“行，让步”
proceed, succeed, excess（过度）, antecede, recede

9）*centr,* 含义是“中心”
concentrate, eccentric（偏心的）, acentric（离心的）

10）*claim, clam,* 含义是“呼喊”
acclaim, proclaim, exclaim, declaim

11）*clus, clud,* 含义是“闭合”
conclude, enclose, include

12）*cult,* 含义是“耕耘”
cultivate, agriculture, culture
13）*cor, cord,* 含义是“心”
cordial, record, accord
14）*curr, cur, cour,* 含义是“跑，动作”
current, occur, concurrence（同时发生）
15）*dic, dict,* 含义是“说，示”
dictate, edict, contradict, predict
16）*doc, doct,* 含义是“教”
doctor, document, docile
17）*duc, duct,* 含义是“引导，传导”
introduce, produce, conduct, deduct（推论）
18）*fact, fac, fect,* 含义是“做，创造”
factory, effect, factitious, perfect, manufacture
19）*fend, fest,* 含义是“打，击”
defence, infest
20）*fer,* 含义是“搬运，移转”
ferry, transfer, defer（迟延）, fertile, confer
21）*fin, finit,* 含义是“终，极”
final, finish, infinitude, define
22）*firm,* 含义是“坚固”
firm, confirm, affirm（断定）
23）*fix,* 含义是“固定”
prefix, affix（附加）
24）*flect, flex,* 含义是“弯曲”
flexible, reflect
25）*flor, flour, flower,* 含义是“花”
flower, flourish, florist（花匠）
26）*form,* 含义是“形”
uniform, informal, transform, reform, deform, malformation（畸形）
27）*fort,* 含义是“力，强度”
force, fortitude（坚忍，不屈不挠）, effort
28）*gen, genit,* 含义是“生产，发生”
generate, generation
29）*gram, graph,* 含义是“书写，记录”
telegram, diagram, photograph, epigram（警句）, biography（传记）

30）*grad, gress,* 含义是“步，阶段”
upgrade, aggress, progress, defrade（降职）

31）*hab, hibit,* 含义是“保持，住”
inhabit, exhibit, prohibit

32）*here, hes,* 含义是“粘附”
adhere, adhesion, coherent, hesitate

33）*ject, jac,* 含义是“抛射”
project, inject, reject, eject

34）*jour,* 含义是“日，一天”
journal（日记）, journey, adjourn（延期）

35）*jug, junct,* 含义是“结合，连合”
conjunction, junction（连合）

36）*labour, labor,* 含义是“劳动，工作”
labourer, elaborate, collaborate

37）*leet, leg,* 含义是“挑选，采集”
collect, select, elegant, legend

38）*lif, liv,* 含义是“生活，生存”
life, alive, live

39）*loc,* 含义是“场所，位置”
location, dislocate（脱位）, relocate, translocation

40）*long, leng, ling,* 含义是“长的”
length, prolong, linger, longitude, longevity

41）*loqu, locut,* 含义是“说话”
colloquial, eloquent, catalog, dialog, monolog

42）*mand, mend,* 含义是“命令”
command, demand, recommend

43）*man, manu,* 含义是“手，手法”
manipulate, manual, manuscript

44）*memor,* 含义是“记忆”
memory, remember, memorial, commemorate

45）*mind, ment,* 含义是“心”
mind, remind, mental, mention, mentality

46）*merc, merch,* 含义是“贸易”
commerce, merchant

47）*meas, mens, meter, metr,* 含义是“测量，度量”
measure, meter, diameter

48）*min,* 含义是“小”
diminish, minority, minify
49）*miss, mit,* 含义是“派遣，送”
mission, dismiss, transmit, missile, message, admit, intermit
50）*mob, mot, mov,* 含义是“动”
movement, motion, mobile, remove, motor, demote, promote
51）*nect, nex,* 含义是“捆扎”
connect, disconnect, annex（合并）
52）*not,* 含义是“记号，注意”
note, denote, annotation（注释）
53）*onom, onym,* 含义是“名字”
homonym, antonym, anonymous
54）*pair, par,* 含义是“相同，对等，准备”
compare, prepare, parity, disparate
55）*pel, puls,* 含义是“追逐”
expel, impel（推进）, pulse, compel, impulse
56）*pend, pens,* 含义是“悬挂”
depend, independent, expense（支付）, append, expenditure
57）*phon,* 含义是“声音”
symphony, telephone, microphone, gramophone
58）*plac,* 含义是“位置，场所”
place, replace
59）*peopl, popul, publ,* 含义是“人民，民众”
public, republic, popular, people, publish
60）*port,* 含义是“搬运”
export, import, deport（输送）, portable, porter
61）*press,* 含义是“压，压制”
pressure, express, oppress, impression, suppress
62）*prob, proof, prov,* 含义是“实验，验证”
prove, approve
63）*quire, quisit, quest,* 含义是“寻找，探问”
inquiry, question, inquisition（调查，追究）
64）*rang, rank,* 含义是“排列”
arrange, rank
65）*rect, right, rig,* 含义是“正，直”
correct, direct, erect, rectify, indirect

66）*riv,* 含义是“河流，流远”
river, arrive, derive
67）*rupt,* 含义是“破坏，毁坏”
eruption, bankrupt, corruption, interrupt, disrupt, abrupt
68）*sci,* 含义是“认识，知识”
science, conscious, prescient（先见，预知的）
69）*scrib, script,* 含义是“书写，记录”
describe, script, manuscript, postscript
70）*sens, sent,* 含义是“感觉，情感”
sensation, sentiment, sensible, consent
71）*sign,* 含义是“标记，符号”
signal, signature, design
72）*sembl, simil,* 含义是“相似，类似”
similar, resemble, assimilate（同化）
73）*soci,* 含义是“结合，社交”
social, association, sociable, association
74）*spec, spect,* 含义是“看，视”
inspect, spectator, respect, aspect, suspect
75）*struct,* 含义是“建筑，构造”
structure, construct, instruct, destruction, substructure
76）*tect,* 含义是“遮蔽，掩盖”
detect, protect
77）*temp, tens,* 含义是“时间，时机”
tense, contemporary, temporal
78）*tend, tens, tent,* 含义是“倾向，伸张”
tendency, intension, extend, intend, tense, attend, intense
79）*test,* 含义是“证明，证实”
testify, protest, contest（争论）
80）*text,* 含义是“编织，构成”
textile, texture, context, pretext
81）*tract,* 含义是“拖拉，吸引”
attract, tractor, abstract, contract（收缩）, subtract, detract
82）*tribut,* 含义是“给予”
contribution, distribute
83）*us, uti,* 含义是“用，使用”
usable, utilize, abuse, disuse, utile

84）*vac, van,* 含义是“空，虚”
vacancy, vanity, evacuate（清空）, vanish
85）*vade,* 含义是“走，去”
invade, wade, evade（逃避）, pervade
86）*vers, vert,* 含义是“旋转，反转”
convert, inversion（倒转）, reverse, divert（使转向）, versatile
87）*vid, vis,* 含义是“观看，看见”
television, visible, evident, visual, revise, provide
88）*viv, vit,* 含义是“生，活”
vivid, revive, survival
89）*war, ward,* 含义是“注意，保护”
aware, wary（谨慎）, ward（守护）
90）*way,* 含义是“路”
way, away, subway, always

六、关于句子

对句子的理解，考生们应学会从句子的主干成分——主谓结构入手，对并列句、比较句、指代句、复合句和双重否定句要有充分的了解，注意人称、时态和语态在句子中的变化，并结合句子上下文，以便正确地掌握其要表达的意思。还可以逐渐培养自己将一个长句子（有时不止一个句子，还包括从句）读成一个相对短的句子，以对长句子内容作一个总结式归纳，找出其所陈述的要点。

1. 列举和并列句

列举指的是：First, ... Second, ... Third, ... 等逐条列出。并列句是指：A，B and C，即逐项列出。它们共同的特征是列出两点或三点以上的条目。

2. 否定和转折句

否定句是指带有no或not，never等否定词的句子，而转折句则指带有however，but或rather等关联词引导的句子，它们可以用下面的句型说明：A is not B，as C，but is D。

3. 举例句

句中由 as 或 such as, for example 等引导的短语或句子为举例句。

4. 比较级和比喻

如果文中含有more than或as...as, like（a fly）等句型，为比较级或比喻句结构。

5. 同位语和插入语

文章中带有由that is，i.e., or等词汇引导的名词词组，位于一个名词后面，为同位语；插入语是指副词、不定式、分词、从句等结构放在句首、句中或句尾，不做句子成分，但修饰整个句子，表达作者感情的语法结构。

6. 因果句

句中若有如下结构或词汇的称为因果句：

（1）因果连词：because, since, for, as, therefore, so, consequently等；

（2）表示因果的动词：cause, result in, originate from等；

（3）表示因果的名词：base, basis, result, consequence等，这些因果句都是指明某两个事件间因果关系的，通过出题可以考查文中两个事件内在的因果关系。

第四章 套题精讲

套题精讲 1

Reading Passage 1

Networking

Networking as a concept has acquired what is in all truth an unjustified air of modernity. It is considered in the corporate world as an essential tool for the modern businessperson, as they trot round the globe drumming up business for themselves or a corporation. The concept is worn like a badge of distinction, and not just in the business world.

People can be divided basically into those who keep knowledge and their personal contacts to themselves, and those who are prepared to share what they know and indeed their friends with others. A person who is insecure, for example someone who finds it difficult to share information with others and who is unable to bring people, including friends, together does not make a good networker. The classic networker is someone who is strong enough within themselves to connect different people including close friends with each other. For example, a businessman or an academic may meet someone who is likely to be a valuable contact in the future, but at the moment that person may benefit from meeting another associate or friend.

It takes quite a secure person to bring these people together and allow a relationship to develop independently of himself. From the non-networker's point of view such a development may be intolerable, especially if it is happening outside their control. The unfortunate thing here is that the initiator of the contact, if he did but know it, would be the one to benefit most. And why?

Because all things being equal, people move within circles and that person has the potential of being sucked into ever growing spheres of new contacts. It is said that, if you know eight people, you are in touch with everyone in the world. It does not take much common sense to realize the potential for any kind of venture as one is able to draw on the experience of more and more people.

Unfortunately, making new contacts, business or otherwise, while it brings success, does cause problems. It enlarges the individual's world. This is in truth not altogether a bad thing, but it puts more pressure on the networker through his having to maintain an ever larger circle of people. The most convenient way out is, perhaps, to cull old contacts, but this would be anathema to our networker as it would defeat the whole purpose of networking. Another problem is the reaction of friends and associates. Spreading oneself thinly gives one less time for others who were perhaps closer to one in the past. In the workplace, this can cause tension with jealous colleagues, and even with superiors who might be tempted to rein in a more successful inferior. Jealousy and envy can prove to be very detrimental if one is faced with a very insecure manager, as this person may seek to stifle someone's career or even block it completely.

The answer here is to let one's superiors share in the glory; to throw them a few crumbs of comfort. It is called leadership from the bottom. In the present business climate, companies and enterprises need to co-operate with each other in order to expand. As globalization grows *apace*, companies need to be able to span not just countries but continents. Whilst people may rail against this development it is for the moment here to stay. Without co-operation and contacts, specialist companies will not survive for long. Computer components, for example, need to be compatible with the various machines on the market and to achieve this, firms need to work in conjunction with others. No business or institution can afford to be an island in today's environment. In the not very distant past, it was possible for companies to go it alone, but it is now more difficult to do so.

The same applies in the academic world, where ideas have been jealously guarded. The opening-up of universities and colleges to the outside world in recent years has been of enormous benefit to industry and educational institutions. The stereotypical academic is one who moves in a rarefied atmosphere living a life of sometimes splendid isolation, a prisoner of their own genius. This sort of person does not fit easily into the mould of the modern networker. Yet even this insular world is changing. The ivory towers are being left ever more frequently as educational experts forge links with other bodies; sometimes to stunning effect as in Silicon Valley in America and around Cambridge in England, which now has one of the most concentrated clusters of high tech companies in Europe.

It is the networkers, the wheeler-dealers, the movers and shakers, call them what you will, that carry the world along. The world of the Neanderthals was shaken between 35,000 and 40,000

BC; they were superseded by Homo Sapiens with the very “networking” skills that separate us from other animals: understanding, thought abstraction and culture, which are inextricably linked to planning survival and productivity in humans. It is said the meek will inherit the earth. But will they?

Questions 1-5

Do the following statements agree with the information given in Reading Passage 1?
In boxes 1-5 on your answer sheet, write

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

Example	Answer
Networking is a concept	Yes

1 Networking is not a modern idea.

Yes The answer is in the first sentence of the first paragraph where the writer states that it is unjustified that networking is considered a modern concept. Note the use of the word “idea” in the statement as a synonym for the word concept.

2 Networking is worn like a badge exclusively in the business world.

No The answer is in the last sentence of the first paragraph. You need to read the end of the sentence,... and not just in the business world. Make sure you read around the information when you find it and not just jump to conclusions. The last part of the sentence in the text qualifies or restricts where the badge is worn.

3 People fall into two basic categories.

Yes The answer is in the first sentence of the second paragraph. The text does not mention a number, but it does indicate that there are two types of person. Note that students commonly want to put “Not Given” as the answer here. However, the information as to the number is given.

4 A person who shares knowledge and friends makes a better networker than one who does not.

Yes The statement is a summary of the information in the first three sentences of paragraph two. Often, the exact words of the statement or sentence will not be found in the text itself, but the answer will be "Yes" because the exact sentence is an accurate summary or paraphrase of the information in the text. Understanding meaning is being tested here. Just because the words or phrases in the statement are not in the text, it does not mean that the answer cannot be "Yes".

5 The classic networker is physically strong and generally in good health.

Not Given The answer is in the third sentence of paragraph two: The classic networker is someone who is strong enough within themselves to...; the writer is talking about mental strength. The answer is "Not Given" rather than "No" because physical strength is not mentioned, so we do not know if the classic networker is physically strong or not. Note also that the writer does not mention anything about general health.

Questions 6-10

Using NO MORE THAN THREE WORDS from the passage, complete the sentences below.

6 Making new acquaintances brings success but also has its disadvantages.

The answer is in the first sentence of the third paragraph. Note that you need to scan the text for possible synonyms of the words new acquaintances and disadvantages. Remember that you are looking for a negative word or idea to paraphrase the latter word. Note also that the answers to this section will follow the previous one in the text. This is usually the case, but is not always so.

7 At work, problems can be caused if the manager is (very) insecure/ jealous/ envious.

The answer is in the second half of the third paragraph and the sentence is a paraphrase of the information in the passage. The technique here is to scan the passage for key words, at work/ manager, or their synonyms. There is more than one answer here, which is also possible in the exam. You only need to give one answer.

8 A manager can suppress, or even totally block the career of an employee.

The answer is at the end of the third paragraph. Note the use of the word totally in the question, so it is not possible to give block completely as the answer. As you scan the text for the answer, you need to look for synonyms of the words manager/ suppress/ totally/ career. In this case, the first and last words are in the text.

9 In business today, working together is necessary in order for companies and enterprises to grow.
The answer is in the first sentence of the fourth paragraph. The sentence to be completed is a paraphrase of this section of the passage. The words that help you to scan for the information are: business/ today/ working together/ grow. In this case, you are looking for synonyms of the last three items.

10 Businesses that specialize will not last for long without co-operation and contacts.
The answer is in the fourth sentence of the fourth paragraph. Note the key words for scanning: Businesses that specialize and last.

Questions 11-15

Answer the following questions with NO MORE THAN THREE WORDS from the passage. Write the answer in the spaces numbered 11-15 on the answer sheet.

11 In which sphere of life have ideas been protected jealously? (the) academic world
The answer is in the first sentence of the fifth paragraph. Again, the approach here is to scan the text for the key words which will lead to the location of the answer. The words that help you scan here are protected jealously or their synonyms. The questions in this section follow on from those in the previous one, so the area of text to scan is decreasing. Note that, sometimes in the exam, the sections overlap.

12 Which type of individual does not easily become a modern networker? (the) stereotypical academic
The answer is to be found in the third and fourth sentences of the fifth paragraph., The phrase This sort of person... at the beginning of the fourth sentence refers back to the sentence before, where the answer can be found. Your scan words are type (meaning sort) and modern networker.

13 Where is one of the greatest concentrations of high tech companies in Europe? Cambridge/ around Cambridge/ Cambridge in England
The answer is in the last sentence of the seventh paragraph; the word Cambridge would be enough, but a fuller answer is possible. The word Europe and the shortness of the text to scan makes this relatively simple.

14 Who replaced the Neanderthals? Homo Sapiens
The answer is in the last paragraph and is clear once the words Neanderthals and replaced/ superseded have been located.

15 What, as well as understanding and thought abstraction, sets us apart from other animals? culture

The answer is at the end of the last paragraph and, in this case, the answer cannot be more than one word. Again, scanning the passage to locate the information already in the sentence to be completed is the key to finding the answer.

The questions below will help you to make sure that you have chosen the correct answers for Questions 1-5 on Passage 1.

Question 1

Look at the first sentence of paragraph one and answer the following questions.

1 Which adjective qualifies the phrase "air of modernity"? unjustified

2 What is the meaning of the word "unjustified"?

  A not valid

  B not real

  C without justice

  D without truth

3 What does the word "acquired" mean? gained / come to have

4 Does the sentence below agree with the text? The writer states that networking is an old concept. yes

Question 2

Look at the first sentence of paragraph one and answer the following questions.

1 What does the word "concept" refer to? networking

2 Does the text restrict the wearing of the badge to the business world? Is it talking generally? No. It is talking generally.

3 Which phrase in the last sentence tells you this?... and not just in the business world

Question 3

Look at the first sentence of paragraph two and answer the following questions.

1 How many types does the writer say people can be divided into? two
2 Does the text mention a number? no
3 Therefore, do you know how many types of people there are? Is the information given? yes to both

Question 4

Look at the first three sentences of the second paragraph and answer the following questions.

1 Who shares things with others? a networker
2 Who doesn't share? a non-networker or somebody who is not good at networking
3 Does the text make a direct comparison between the two types? no
4 Is it clear from the text which type of person is better at networking? yes

Question 5

Look at the second paragraph and answer the following questions.

1 What does the word "strong" mean in the text? it refers to inner/ mental strength
2 Does the text mention physical weakness or not being physically strong? no
3 Does the text mention anything about general health? no

Reading Passage 2

A Silent Force

A There is a legend that St Augustine in the fourth century AD was the first individual to be seen reading silently rather than aloud, or semi-aloud, as had been the practice hitherto. Reading has come a long way since Augustine's day. There was a time when it was a menial job of scribes and priests, not the mark of civilization it became in Europe during the Renaissance when it was seen as one of the attributes of the civilized individual.

B Modern nations are now seriously affected by their levels of literacy. While the Western world has seen a noticeable decline in these areas, other less developed countries have advanced and, in some cases, overtaken the West. India, for example, now has a large pool of educated workers. So European countries can no longer rest on their laurels as they have done for far too long; otherwise, they are in danger of falling even further behind economically.

C　It is difficult in the modern world to do anything other than a basic job without being able to read. Reading as a skill is the key to an educated workforce, which in turn is the bedrock of economic advancement, particularly in the present technological age. Studies have shown that by increasing the literacy and numeracy skills of primary school children in the UK, the benefit to the economy generally is in billions of pounds. The skill of reading is now no more just an intellectual or leisure activity, but rather a fully-fledged economic force.

D　Part of the problem with reading is that it is a skill which is not appreciated in most developed societies. This is an attitude that has condemned large swathes of the population in most Western nations to illiteracy. It might surprise people in countries outside the West to learn that in the United Kingdom, and indeed in some other European countries, the literacy rate has fallen to below that of so-called less developed countries.

E　There are also forces conspiring against reading in our modern society. It is not seen as cool among a younger generation more at home with computer screens or a Walkman. The solitude of reading is not very appealing. Students at school, college or university who read a lot are called bookworms. The term indicates the contempt in which reading and learning are held in certain circles or subcultures. It is a criticism, like all such attacks, driven by the insecurity of those who are not literate or are semi-literate. Criticism is also a means, like all bullying, of keeping peers in place so that they do not step out of line. Peer pressure among young people is so powerful that it often kills any attempts to change attitudes to habits like reading.

F　But the negative connotations apart, is modern Western society standing Canute-like against an uncontrollable spiral of decline? I think not.

G　How should people be encouraged to read more? It can easily be done by increasing basic reading skills at an early age and encouraging young people to borrow books from schools. Some schools have classroom libraries as well as school libraries. It is no good waiting until pupils are in their secondary school to encourage an interest in books; it needs to be pushed at an early age. Reading comics, magazines and low brow publications like Mills and Boon is frowned upon. But surely what people, whether they be adults or children, read is of little import. What is significant is the fact that they are reading. Someone who reads a comic today may have the courage to pick up a more substantial tome later on.

H But perhaps the best idea would be to stop the negative attitudes to reading from forming in the first place. Taking children to local libraries brings them into contact with an environment where they can become relaxed among books. If primary school children were also taken in groups into bookshops, this might also entice them to want their own books. A local bookshop, like some local libraries, could perhaps arrange book readings for children which, being away from the classroom, would make the reading activity more of an adventure. On a more general note, most countries have writers of national importance. By increasing the standing of national writers in the eyes of the public, through local and national writing competitions, people would be drawn more to the printed word. Catch them young and, perhaps, they just might then all become bookworms.

Questions 16-22

Reading Passage 2 has eight paragraphs labelled A-H.
Choose the most suitable heading for each paragraph from the list of headings below.
Write the appropriate numbers (i-xii) in boxes 16-22 on your answer sheet.
One of the headings has been done for you as an example. Any heading may be used more than once.
Note: There are more headings than paragraphs, so you will not use all of them.

List of headings

i	Reading not taken for granted
ii	Taking children to libraries
iii	Reading: the mark of civilization
iv	Reading in st augustine's day
v	A large pool of educated workers in india
vi	Literacy rates in developed countries have declined because of people's attitude
vii	Persuading people to read
viii	Literacy influences the economies of countries in today's world
xi	Reading benefits the economy by billions of pounds
x	The attitude to reading amongst the young
xi	Reading becomes an economic force
xii	The writer's attitude to the decline in reading

Example	Answer
Paragraph H	vii

16 Paragraph A iii

The paragraph describes how reading became the mark of civilization. Heading (iv) is incorrect, because this heading describes only part of the content of the paragraph. It is the beginning of a development. It therefore does not cover the whole paragraph.

17 Paragraph B viii

The answer is mainly in the first sentence, which is also the topic sentence for the paragraph. Heading (v) is incorrect as this is only one fact extracted from the paragraph. If you removed this piece of information would the paragraph remain intact?

18 Paragraph C xi

The paragraph details how reading has developed into an economic force. Heading (ix) is incorrect as it is only one aspect of the paragraph.

19 Paragraph D vi

This heading describes the cause and effect mentioned in the paragraph.

20 Paragraph E x

This paragraph talks about the attitude that young people have to reading.

21 Paragraph F xii

This short paragraph gives the writer's opinion of the decline in reading.

22 Paragraph G vii

Note that the instructions state that any heading may be used more than once. This heading is suitable for this paragraph as well as paragraph H. Remember to read the instructions carefully or you could lose marks.

Questions 23-27

Do the following statements agree with the information given in Reading Passage 2?
In boxes 23-27 on your answer sheet, write

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

Example	Answer
According to legend, St Augustine was the first person to be seen reading silently.	Yes

23 European countries have been satisfied with past achievements for too long and have allowed other countries to overtake them in certain areas.

Yes The answer is in paragraph B: been satisfied with their achievements paraphrases rest on their laurels. The scan words here are European countries and overtake, or the opposite, i.e. fall behind.

24 Reading is an economic force.

Yes The statement is to be found at the end of paragraph C. Note the words: now no more just..., but rather..., fully fledged.... The information is presented forcefully.

25 The literacy rate in less developed nations is considerably higher than in all European countries.

Not Given The answer is at the end of paragraph D. We do not know to which degree the level of literacy in less developed nations/ countries is higher; the quality is not mentioned. Ask yourself: is the literacy rate in less developed nations/ countries higher...? The answer is yes. Then ask yourself: is the literacy rate in less developed nations/ countries considerably higher...? The question cannot be answered.

26 If you encourage children to read when they are young the negative attitude to reading that grows in some subcultures will be eliminated.

Yes The answer is in paragraphs G and H and is a summary of the text.

27 People should be discouraged from reading comics and magazines.

No The opposite is true. The text states people should be encouraged to read them; the answer is at the end of paragraph G. It does not matter what people read. What is significant is the fact that they are reading.

The questions below will help you to make sure that you have chosen the correct answers for Questions 16-22 on Reading Passage 2.

Question 16

Look at paragraph A and answer these questions.

1 Does the paragraph describe the development of reading from one point of time to another? yes
2 Is the paragraph only about reading as it was in St Augustine's day? no
3 Is the theme of the paragraph how reading became a mark of civilization? yes

Question 17

Look at paragraph B and answer these questions.

1 Does the paragraph talk about modern nations? yes
2 Are educated workers in India mentioned as an example of something in the paragraph? yes
3 Is the first sentence of the paragraph the topic sentence, and the rest of the paragraph exemplification? yes

Question 18

Look at paragraph C and answer these questions.

1 Is the importance of reading in an economic sense the theme of the paragraph? yes
2 Does the paragraph show how reading as a skill is now an economic force? yes
3 Is the amount of money that reading has contributed to the economy the central idea of the paragraph? no

Question 19

Look at paragraph D and answer these questions.

1 Is a problem described in this paragraph? yes
2 Does the paragraph only mention the fact that reading is taken for granted in developed societies? no
3 Are both a reason and a result discussed in this paragraph? yes

Question 20

Look at paragraph E and answer these questions.

1 Does the paragraph say that young people today are attracted to reading? no
2 Does this paragraph describe the various ways young people regard reading? yes
3 Is the writer's attitude to reading discussed? no

Question 21

Look at paragraph F and answer these questions.

1 Is the question about the attitude of modern Western society to the decline in reading? yes
2 According to the text, can this decline be controlled? yes
3 Does the writer answer a question by giving his or her own opinion? yes

Question 22

Look at paragraph G and answer these questions.

1 Does the paragraph describe how to encourage reading? yes
2 Does the paragraph talk about young people and their attitude to reading? no
3 Do the instructions for the exercise specify that each of the headings can be used only once? no

Reading Passage 3

Variations on a theme:
the sonnet form in English poetry

A The form of lyric poetry known as "the sonnet", or "little song", was introduced into the English poetic corpus by Sir Thomas Wyatt the Elder and his contemporary Henry Howard, Earl of Surrey, during the first half of the sixteenth century. It originated, however, in Italy three centuries earlier, with the earliest examples known being those of Giacomo de Lentino, "The Notary" in the Sicilian court of the Emperor Frederick II, dating from the third decade of the thirteenth century. The Sicilian sonneteers are relatively obscure, but the form was taken up by the two most famous poets of the Italian Renaissance, Dante and Petrarch, and indeed the latter is regarded as the master of the form.

B The Petrarchan sonnet form, the first to be introduced into English poetry, is a complex poetic structure. It comprises fourteen lines written in a rhyming metrical pattern of iambic pentameter, that into say each line is ten syllables long, divided into five "feet" or pairs of syllables (hence "pentameter"), with a stress pattern where the first syllable of each foot is unstressed and the second stressed (an iambic foot). This can be seen if we look at the first line of one of Wordsworth's sonnets, "After-Thought":
"I thought of thee my partner and my guide".
If we break down this line into its constituent syllabic parts, we can see the five feet and the stress pattern (in this example each stressed syllable is underlined), thus: "I thought/ of thee/ my partner and/ my guide".

C The rhyme scheme for the Petrarchan sonnet is equally as rigid. The poem is generally divided into two parts, the octave (eight lines) and the sestet (six lines), which is demonstrated through rhyme rather than an actual space between each section. The octave is usually rhymed abbaabba with the first, fourth, fifth and eighth lines rhyming with each other, and the second, third, sixth and seventh also rhyming. The sestet is more varied: it can follow the patterns cdecde, cdccdc, or cdedce. Perhaps the best interpretation of this division in the Petrarchan sonnet is by Charles Gayley, who wrote: "The octave bears the burden; a doubt, a problem,. a reflection, a query, an historical statement, a cry of indignation or desire, a vision of the ideal. The sestet eases the load, resolves the problem or doubt, answers the query or doubt, solaces the yearning, realizes the vision." Thus, we can see that the rhyme scheme demonstrates a twofold division in the poem, providing a structure for the development of themes and ideas.

D Early on, however, English poets began to vary and experiment with this structure. The first major development was made by Henry Howard, Earl of Surrey, altogether an indifferent poet, but was taken up and perfected by William Shakespeare, and is named after him. The Shakespearean sonnet also has fourteen lines in iambic pentameter, but rather than the division into octave and sestet, the poem is divided into four parts: three quatrains and a final rhyming couplet. Each quatrain has its own internal rhyme scheme, thus a typical Shakespearean sonnet would rhyme abab cdcd efef gg. Such a structure naturally allows greater flexibility for the author and it would be hard, if not impossible, to enumerate the different ways in which it has been employed, by Shakespeare and others. For example, an idea might be introduced in the first quatrain, complicated in the second, further complicated in the third, and resolved in the final couplet -indeed, the couplet is almost always used as a resolution to the poem, though often in a surprising way.

E These, then, are the two standard forms of the sonnet in English poetry, but it should be recognized that poets rarely follow rules precisely and a number of other sonnet types have been developed, playing with the structural. elements. Edmund Spenser, for example, more famous for his verse epic “The Faerie Queene”, invented a variation on the Shakespearean form by interlocking the rhyme schemes between the quatrains, thus: abab bcbc cdcd ee, while in the twentieth century Rupert Brooke reversed his sonnet, beginning with the couplet. John Milton, the seventeenth-century poet, was unsatisfied with the fourteen-line format and wrote a number of “Caudate” sonnets, or “sonnets” with the regular fourteen lines (on the Petrarchan model) with a “coda” or “tail” of a further six lines. A similar notion informs George Meredith’s sonnet sequence “Modern Love”, where most sonnets in the cycle have sixteen lines.

F Perhaps the most radical of innovators, however, has been Gerard Manley Hopkins, who developed what he called the “Curtal” sonnet. This form varies the length of the poem, reducing it in effect to eleven and a half lines, the rhyme scheme and the number of feet per line. Modulating the Petrarchan form, instead of two quatrains in the octave, he has two tercets rhyming abc abc, and in place of the sestet he has four and a half lines, with a rhyme scheme dcbdc. As if this is not enough, the tercets are no longer in iambic pentameter, but have six stresses instead of five, as does the final quatrain, with the exception of the last line, which has three. Many critics, however, are sceptical as to whether such a major variation can indeed be classified as a sonnet, but as verse forms and structures become freer, and poets less satisfied with convention, it is likely that even more experimental forms will out.

Questions 28-32

Passage 3 has eight paragraphs labelled A-H.
Choose the most suitable heading for each paragraph from the list of headings below.
Write the appropriate numbers (i-xiii) in boxes 28-32 on your answer sheet.
One of the headings has been done for you as an example. Any heading may be used more than once.
Note: There are more headings than paragraphs, so you will not use all of them.

List of headings

i	Octave develops sestet
ii	The faerie queene and modern love
iii	The origins of the sonnet
iv	The shakespearean sonnet form
v	The structure of the petrarchan sonnet form
vi	A real sonnet?
vii	Rhyme scheme provides structure developing themes and ideas
viii	Dissatisfaction with format
xi	The sicilian sonneteers
x	Howard v. shakespeare
xi	Wordsworth's sonnet form
xii	Future breaks with convention
xiii	The sonnet form: variations and additions

28 Paragraph A v

The answer is in the first line of the paragraph. The main distractor is heading (xi), but the paragraph is not about Wordsworth's sonnet, as the latter, although it occupies a substantial part of the paragraph, is subsidiary or supporting information; it is only an example to illustrate the form.

29 Paragraph B vii

The paragraph is a clear description of the rhyme of the Petrarchan sonnet and an explanation of the reason for this. The distractor here is (i); the paragraph is essentially not about the octave developing the sestet, but about how both contribute to the rhyme scheme for the Petrarchan sonnet.

30 Paragraph C iv

The paragraph is about an idea created by Howard (that was taken up and perfected by Shakespeare). Therefore heading (x) is not possible. The paragraph is not about the differences between the two.

31 Paragraph D xiii

The paragraph is about variations in the structure of the sonnet form. One distractor here is (yiii), but note that only Milton is mentioned as being unsatisfied. The other distractor is (ii), but this is only about a detail. The two headings are mentioned, but are not the theme of the paragraph. Can you remove the elements of (xiii) from the paragraph and still keep the meaning intact?

32 Paragraph E vi
The question mark at the end of the heading is vital here. The paragraph describes Manley's variation, but in the last sentence raises the question of whether such a form can be classified as a sonnet. The distractor here is (xii) as only the last sentence of the paragraph focuses on this idea.

Questions 33-37

Using NO MORE THAN THREE WORDS from the passage, complete the sentences below.

33 Sir Thomas Wyatt the Elder and Henry Howard were contemporaries.
The answer is in the first sentence of the first paragraph. Note that the word needs to be taken from the passage, but it can be adapted (in this case, singular to plural) as the plural is needed to fit the structure of the sentence.

34 It was in the third decade of the thirteenth century that the sonnet / little song was introduced.
The answer is in the second sentence of the first paragraph. The word it at the beginning of this sentence refers back to the sentence before.

35 Among poets of the Italian Renaissance Petrarch was considered to be the better sonneteer.
The answer is at the end of the first paragraph: ... the latter (or second of two previously mentioned things or people) is regarded as the master of the form.

36 The Petrarchan sonnet form consists of fourteen lines / octave and sestet.
The answer is at the beginning of the second paragraph: consists of is the same as comprises. The phrase Complex poetic structure would not fit here as the indefinite article would be needed, thus exceeding the word limit. For the alternative answer, see paragraph C, second sentence.

37 In comparison with the octave, the rhyming scheme of the sestet is more varied.
The answer is in paragraph C, where it is stated that the sestet is more varied.

Questions 38-40

Choose the correct letters A-D and write them in boxes 38-40 on your answer sheet.

38 According to Charles Gayley,

A the octave is longer than the sestet.

B the octave develops themes and ideas.

C the sestet provides answers and solutions.

D the sestet demonstrates a twofold division.

The answer is in the second half of paragraph C. As with all questions of this type where a name is mentioned, the first step is to scan for the name in question. A is not true as Charles Gayley is not mentioned in connection with this. B is incorrect as this refers to the entire rhyme scheme and not just the octave (see the last sentence of the paragraph), and D is incorrect for this same reason.

39 The Shakespearean sonnet is

A an indifferent development.

B more developed than the Petrarchan sonnet.

C more flexible than the Petrarchan sonnet.

D enumerated in different ways.

The answer is in paragraph D: Such a structure naturally allows greater flexibility for the author (rather than the division into octave and sestet mentioned earlier. and referring back to the Petrarchan sonnet form). A is incorrect, as it is Howard who is mentioned as an indifferent poet, not his development. B is not correct because one sonnet form is not said to be more or less developed than the other. Alternative D is not right because the author says: it would be hard, if not impossible, to enumerate the different ways in which it has been employed, i.e. used in different ways, not counted in different ways.

40 According to the passage, whose sonnet types are similar?

A Spenser and Brooke

B Brooke and Milton

C Hopkins and Spenser

D Milton and Meredith

The answer is in paragraphs E and F where the different sonnet forms of the poets are described. The key phrase is at the end of paragraph C: a similar notion informs.... The other forms are noticeably different.

套题精讲 2

Reading Passage 1

Adam's Wine

A Water is the giver and, at the same time, the taker of life. It covers most of the surface of the planet we live on and features large in the development of the human race. On present predictions, it is an element that is set to assume even greater significance.

B Throughout history, water has had a huge impact on our lives. Humankind has always had a rather ambiguous relationship with water, on the one hand receiving enormous benefit from it, not just as a drinking source, but as a provider of food and a means whereby to travel and to trade. But forced to live close to water in order to survive and to develop, the relationship has not always been peaceful or beneficial. In fact, it has been quite the contrary. What has essentially been a necessity for survival has turned out in many instances to have a very destructive and life-threatening side.

C Through the ages, great floods alternated with long periods of drought have assaulted people and their environment, hampering their fragile fight for survival. The dramatic changes to the environment that are now a feature of our daily news are not exactly new: fields that were once lush and fertile are now barren; lakes and rivers that were once teeming with life are now long gone; savannah has been turned to desert. What perhaps is new is our naive wonder when faced with the forces of nature.

D Today, we are more aware of climatic changes around the world. Floods in far-flung places are instant hews for the whole world. Perhaps these events make us feel better as we face the destruction of our own property by floods and other natural disasters.

E In 2002, many parts of Europe suffered severe flood damage running into billions of euros. Properties across the continent collapsed into the sea as waves pounded the coastline wreaking havoc with sea defences. But it was not just the seas. Rivers swollen by heavy rains and by the effects of deforestation carried large volumes of water that wrecked many communities.

F Building stronger and more sophisticated river defences against flooding is the expensive short-term answer. There are simpler ways. Planting trees in highland areas, not just in Europe but in places like the Himalayas, to protect people living in low-lying regions like the Ganges Delta, is a cheaper and more attractive solution. Progress is already being made in convincing countries that the emission of carbon dioxide and other greenhouse gases is causing considerable damage to the environment. But more effort is needed in this direction.

G And the future? If we are to believe the forecasts, it is predicted that two-thirds of the world population will be without fresh water by 2025. But for a growing number of regions of the world the future is already with us. While some areas are devastated by flooding, scarcity of water in many other places is causing conflict. The state of Texas in the United States of America is suffering a shortage of water with the Rio Grande failing to reach the Gulf of Mexico for the first time in 50 years in the spring of 2002, pitting region against region as they vie for water sources. With many parts of the globe running dry through drought and increased water consumption, there is now talk of water being the new oil.

H Other doom-laden estimates suggest that, while tropical areas will become drier and uninhabitable, coastal regions and some low-lying islands will in all probability be submerged by the sea as the polar ice caps melt. Popular exotic destinations now visited by countless tourists will become no-go areas. Today's holiday hotspots of southern Europe and elsewhere will literally become hotspots - too hot to live in or visit. With the current erratic behaviour of the weather, it is difficult not to subscribe to such despair.

I Some might say that this despondency is ill-founded, but we have had ample proof that there is something not quite right with the climate. Many parts of the world have experienced devastating flooding. As the seasons revolve, the focus of the destruction moves from one continent to another. The impact on the environment is alarming and the cost to life depressing. It is a picture to which we will need to become accustomed.

Questions 1-8

Reading Passage 1 has eight paragraphs labelled A-I.
Choose the most suitable headings for paragraphs B-I from the list of headings below.
Write the appropriate numbers (i-xiii) in boxes 1-8 on your answer sheet.

One of the headings has been done for you as an example.

Note: There are more headings than paragraphs, so you will not use all of them.

List of headings

I	Environmental change has always been with us
ii	The scarcity of water
iii	Rivers and seas cause damage
iv	Should we be despondent? or realistic?
v	Disasters caused by the climate make us feel better
vi	Water, the provider of food
vii	What is water?
viii	How to solve flooding
ix	Far-flung flooding
x	Humans' relationship with water
xi	The destructive force of water in former times
xii	Flooding in the future
xiii	A pessimistic view of the future

Example	Answer
Paragraph A	vii

1 Paragraph B x

The paragraph deals with the dual relationship that humans have with nature. The answer is not heading (vi) as this is the only part of the content of the paragraph.

2 Paragraph C i

The paragraph talks about the fact that we have always had environmental changes.

3 Paragraph D v

This paragraph deals with the idea that we feel better about our own property being destroyed by natural disasters if we are aware that it happens to others too. Heading (ix) is incorrect as this is only a detail in the paragraph.

4 Paragraph E iii

The paragraph talks about the destruction caused by both rivers and seas.

5 Paragraph F viii

The paragraph gives some solutions to the problem of flooding.

6 Paragraph G ii

This heading is straightforward. Some headings may be relatively uncomplicated.

7 Paragraph H xiii

The paragraph talks about various negative things that may happen in the future, not only flooding.

8 Paragraph I iv

The paragraph talks about both of these aspects.

Questions 9-15

Choose the appropriate letters A-D and write them in boxes 9-15 on your answer sheet.

9 The writer believes that water

A is gradually becoming of greater importance.

B will have little impact on our lives in future.

C is something we will need more than anything else.

D will have even greater importance in our lives in the future.

The answer is to be found in the last sentence of paragraph A. From the same sentence, it can be seen that A is incorrect - there is no mention of gradually. B is also incorrect because the opposite is stated. C is not correct because the text does not compare our need for water with anything else.

10 Humankind's relationship with water has been

A two-sided.

B one-sided.

C purely one of great benefit.

D fairly frightening.

The answer is in paragraph B. The paragraph describes the two sides (positive and negative) of humankind's relationship with water. B is therefore incorrect. C is incorrect because the benefit is only one side of the relationship and D is not clearly mentioned.

11 The writer suggests that

A we are in awe of the news we read and see on TV every day.

B change to the environment leaves us speechless.

C we should not be in awe of the news we read and see on TV every day.

D our surprise at the environmental change brought about by nature is something new.

The answer can be found at the end of paragraph C in the last sentence. A is not correct as it is not mentioned, nor is C; and B is wrong because the text says nothing about being left speechless.

12 According to the text, planting trees

A has to be co-ordinated internationally.

B is more expensive than building sea and river defences.

C is a less expensive answer to flooding than building river defences.

D is not an answer to the problem of flooding in all regions.

The answer is to be found in paragraph F. A is not correct as it is not mentioned. B is the opposite of the correct answer and it adds the word sea, whereas the text is talking about rivers only at this point. D is incorrect as it is not mentioned.

13 By 2025, it is projected that

A at least half the world population will have fresh water.

B the majority of the world population will have fresh water.

C one-third of the world population will have fresh water.

D fresh water will only be available to half of the world population.

The answer is in paragraph G. The text says that two-thirds of the world population will be without fresh water, so one-third will have it. Note that A is not possible because, like D, the numbers do not add up. As regards B, the majority will not have access.

14 According to the text, in the future low-lying islands

A will still be habitable.

B will not be under water.

C are likely to be under water.

D will probably not be under water.

The answer is in paragraph H. B and D are not correct as they are the opposite of C, and A cannot be correct if the islands are under water.

15 According to the writer,

A people do not need to get used to environmental damage.

B people will need to get used to climate changes that cause environmental damage.

C people are now more used to environmental damage than they have been in the past.

D the general despondency about environmental changes is ill-founded.

The answer can be found in the last paragraph of the passage, in the last two sentences. A is incorrect because, basically, it is the opposite. C is not stated and D is wrong because the end of the paragraph proves that the phrase at the beginning, Some might say that this despondency is ill founded, is not actually true. The despondency is well-founded.

MULTIPLE-CHOICE QUESTIONS

Remember to read the first part of the sentence each time you read the alternatives. It is easy to forget what the original stem says when you get to option D.

To help you concentrate, use a piece of paper to cover the questions and then reveal the alternatives one at a time.

Learn to look for distractors (options which may seem to be correct, but on closer inspection are not, perhaps because they are only partly true, or because the information does not actually appear in the text).

The questions below will help you to make sure that you have chosen the correct answers for questions 9-15 on Reading Passage 1.

Question 9

Look at paragraph A.

1 The writer mentions the importance of water. Where? in the last sentence of paragraph A
2 Does the writer say anything about the effect of water on our lives in the future? yes
3 Does the writer compare water to anything else? no

Question 10

Look at paragraph B.

1 Which word is closest to the meaning of "ambiguous"?
A not clear
B obvious

C peculiar
D striking

2 Does the writer show that humankind has had a relationship with water? yes
3 How many aspects does this relationship have? two
4 If there is one aspect, what is it? If two, what are they? a beneficial side and a destructive side

Question 11

Look at paragraph C.

1 Does the writer mention anything about news? yes
2 Does the writer mention the source of the news? no
3 Does the writer say anything about the effect of environmental change on us? no - effects on the environment are mentioned
4 Does the text mention anything about our attitude to the changes brought about by nature? yes

Question 12

Look at paragraph F.

1 Does the paragraph mention solutions to flooding? yes
2 Does the paragraph mention international co-ordination? no
3 Is planting trees compared with anything else? yes-building river defences
4 If it is, which is the cheaper option? planting trees

Question 13

Look at paragraph G.

1 What does the expression “be without fresh water” mean? to have no clean water
2 How many people will have fresh water by 2025? A third or two-thirds? a third

Question 14

Look at paragraph H.

1 Does the paragraph mention what will happen to low-lying islands in the future? yes
2 If so, what wilt happen? it is probable that they will be under water
3 Is the writer's prediction about the future certain or probable? probable

Question 15

Look at paragraph I.

1 Where does the writer state his or her conclusion to the paragraph? the last sentence
2 Where does the writer state what other people think? Which words show you? the first sentence of the paragraph: Some might say...
3 Does the writer compare people being accustomed to environmental damage now and in the past? no

Reading Passage 2

Is it any wonder that there are teacher shortages? Daily, the press carries reports of schools going on four-day weeks simply because they cannot recruit enough teachers. But why? There is no straightforward answer. For a start, fewer students are entering teacher-training courses when they leave school. But can you blame young people after the barracking faced by the teaching profession in the UK over the last decade? The attack, relentless in the extreme, has been on several fronts. Government inspectors, by accident or design, have been feeding the media a constant stream of negative information about the teaching establishments in this country. Teachers also come in for a lot of flak from politicians. And the government wonders why there are problems in schools.

The government's obvious contempt for the teaching profession was recently revealed by one of the most powerful people in government when she referred to schools as "bog standard comprehensives". Hardly the sort of comment to inspire parents or careers advisers seeking to direct young people's future. Would you want to spend your working life in a dead-end profession? The government doesn't seem to want you to either.

On the administrative side, most teachers are weighed down by an increasing flow of bureaucracy. Cynicism would have me believe that this stops teachers from fomenting dissent as they are worn out by useless administrative exercises. Most teachers must then also be cynics!

Teacher bashing has, unfortunately, spread to youngsters in schools as the recent catalogue of physical attacks on teachers will testify. If grown-ups have no respect for the teaching profession, young people can hardly be expected to think any differently. The circle is then squared when, as well as experienced, competent teachers being driven out of the profession by the increased pressure and stress; fewer students are applying for teacher-training courses.

Increased salaries are certainly welcome, but they are not the complete answer to a sector in crisis. Addressing the standing of the profession in the eyes of the public is crucial to encourage experienced teachers to remain in the classroom and to make it an attractive career option for potential teachers once again.

It might also be a good idea for the relevant ministers to go on a fact-finding mission and find out from teachers in schools, rather than relying overmuch on advisers, as to what changes could be brought about to improve the quality of the education service. Initiatives in the educational field surprisingly come from either politicians who know little about classroom practice or educational theorists who know even less, but are more dangerous because they work in the rarefied air of universities largely ignorant of classroom practice.

Making sure that nobody without recent classroom experience is employed as a teacher-trainer at any tertiary institution would further enhance the teaching profession. If someone does not have practical experience in the classroom, they cannot in all seriousness propound theories about it. Instead of being given sabbaticals to write books or papers, lecturers in teacher-training establishments should be made to spend a year at the blackboard or, these days, the whiteboard. This would give them practical insights into current classroom practice. Student teachers could then be given the chance to come and watch the specialists in the classroom: a much more worthwhile experience than the latter sitting thinking up ideas far removed from the classroom. Then we would have fewer initiatives like the recent government proposal to teach thinking in school. Prima facie, this is a laudable recommendation. But, as any practising teacher will tell you, this is done in every class. Perhaps someone needs to point out to the academic who thought up the scheme that the wheel has been around for some time.

In the educational field, there is surprisingly constant tension between the educational theorists and government officials on the one hand, who would like to see teachers marching in unison to some greater Utopian abstraction and, on the other, practising teachers. Any experienced classroom practitioner knows that the series of initiatives on teaching and learning that successive governments have tried to foist on schools and colleges do not work.

Questions 16-21

Complete the summary below of the first four paragraphs of Reading Passage 2.
Choose ONE WORD ONLY from the passage for each answer.
Write your answers in boxes 16-21 on your answer sheet.

Is it surprising that there is a 16_________ of teachers? Schools do not have enough teachers, but what are the reasons for this? To begin with, fewer students are going into 17_________ after finishing school. But this is not young people's fault. The 18_________ of teaching has been under constant attack over the last ten years. The government's lack of respect for the profession is 19_________. Moreover, administratively, the flow of bureaucracy is 20_________. Even pupils in schools have no respect for those who teach them, as a 21_________ series of assaults on teachers shows.

16 shortage In the passage the phrase is plural, teacher shortages, but in the summary the singular form is required.

17 teacher-training This part of the summary is a clear paraphrase of part of paragraph one in the passage. Remember that hyphenated words count as one word.

18 profession The answer is in paragraph one. Here, the noun phrase has been changed; the teaching profession in the passage needs to be changed to "the profession of teaching" to fit in the summary.

19 obvious Again, the noun phrase has been changed. At the start of paragraph two the passage refers to the government's obvious contempt for the teaching profession. The phrase has been changed in the summary, but the form of the word needed to fill the space need not be changed. (See 18 above.)

20 increasing The answer is in paragraph three. The word needed to complete the space is the same as that in the passage, although in the passage it functions as an adjective and in the summary as a verb form.

21 recent The answer is in paragraph four. Here, it is important to recognize the synonyms used in the summary for parts of the text: "series" in the summary replaces catalogue in the text. Even if you do not know the meaning of certain words, you should be able to work

out their meaning from their position in the relative sentences in the original text and the summary.

Questions 22-28

Do the following statements agree with the information given in Reading Passage 2?
In boxes 22-28 on your answer sheet, write

YES	*if the statement agrees with the claims of the writer*
NO	*if the statement contradicts the claims of the writer*
NOT GIVEN	*if it is impossible to say what the writer thinks about this*

22 More students are entering teacher-training courses.

NO The opposite is true. In the first paragraph it states: fewer students are entering teacher-training courses.

23 The government is right to be surprised that there are problems in schools.

NO The answer is to be found in the last sentence of the first paragraph. The writer is being ironic, given the facts stated in the paragraph there should be no surprise: And the government wonders...

24 Teachers are too weighed down by administrative duties to stir up trouble.

NOT GIVEN The answer is in the third paragraph. This is what cynics would have us believe; the writer does not say if this is actually the case or not.

25 All teachers are cynics.

NO The answer is in the last sentence of the third paragraph: 'all teachers' is not the same as most teachers. Note that 'must' indicates deduction/conclusion and therefore opinion.

26 Politicians are not as dangerous as educational theorists, who know even less than the former about educational theory.

YES The answer is in the sixth paragraph. The problem here is the negatives. It is important to check that the text and the statement have the same meaning; in this case 'politicians are not as dangerous as educational theorists' has the same meaning as politicians who know little about classroom practice or educational theorists who know even less, but are more dangerous.

27 Any experienced classroom practitioner knows that the initiatives on teaching and learning that governments have tried to impose on schools do not work.

YES The answer is in the eighth paragraph. The statement is a paraphrase of the last sentence, but it is important to check carefully that there are no differences in questions of this kind; in this case the meaning is the same.

28 The government's attitude with regard to teachers is of great interest to the general public.

NOT GIVEN There is no mention of this claim in the text.

Question 30

Choose the appropriate letter A-D and write it in box 29 on your answer sheet.

29 Which one of the following is the most suitable title for the passage?

A Politicians and teachers.

B A profession undervalued.

C Recruitment difficulties in the teaching profession.

D Teacher-training needs improvement.

The theme throughout the passage is that the teaching profession does not get the respect it deserves from a number of sources. The other headings all refer to only specific sections of the text.

SUMMARY COMPLETION

The summary will be a completion of part or all of the passage so check carefully which part the summary refers to.

The words used in the summary may not always be the same as those in the original phrase. Look for synonyms of key words in the text.

All the words which you need are in the original text, but their grammatical form may need to be changed (see below).

The questions below will help you to make sure that you have chosen the correct answers for questions 16-21 on Reading Passage 2.

Question 1

Below is a list of the grammatical items that you need to complete spaces 16-22 in the test. Choose one for each blank space. Items can be used more than once and you may not need all of them.

a singular noun
b plural noun
c adjective
d adverb
e verb

16 a Because of the use of the indefinite article here, it is clear that a singular noun is required.

17 c Because of the plural noun after the space in this case, the required ward must be an adjective. It is important to remember, however, that nouns can function as adjectives.

18 a This time the position of the definite article before the blank indicates that a noun is needed and the verb form later in the sentence means that the noun must be singular.

19 c / e This word must describe “the government’s lack of respect for the profession”, so it has to be an adjective or possibly a gerund.

20 a / c To complete the sentence a verb is probably needed, in this case in the present continuous form. Alternatively, an adjective would also fit here, but reference to the passage shows that it is the verb form which fits the sense of the summary.

21 c Even if you do not know the meaning of the word “series”, the presence of the indefinite article before the blank tells you that it is a noun. Therefore, the missing word must be an adjective.

Question 2

In summary completion exercises, parts of the original passage are often paraphrased in the summary.
Find the word or phrase in the summary that means the same as the words or phrases below

taken from Reading Passage 2.

Paragraph 1

1 any wonder surprising

2 entering going into

3 barracking attack

4 decade ten years

Paragraph 2

5 contempt lack of respect

Paragraph 4

6 teachers those who teach them

7 catalogue series

8 pressure strain

Reading Passage 3

Eva Hesse
Three Pieces Plus...

The Guggenheim Art Gallery, New York.

In one corner of the room is a mass of tangled rope suspended from the ceiling with some sections dangling to the floor; the first of three encountered pieces of work that have a resounding impact on the viewing public. It stops one in one's tracks: how dare it be there — this mess of nothing! It is like arranged chaos: that is, the confused mixture of varying sizes of rope, dipped in latex, looks as though it might collapse in a heap on the floor at any moment. At the same time, it is held up and in place by a series of fine wires and hooks, giving it a strange sense of... order. A deliberate challenge to the forces of gravity. It is a shambles. It makes one laugh. It is play. It is drawing in the air! Maybe it can move or dance about! Yet, it is hardly there, like something imagined.

The materials are cheap and disposable. Impermanent, like... the people looking at it. But it is very definitely present! It has a presence. You can see that people want to walk into it and become a part of it — but alas! The gallery guard is hovering nearby.

To the left of this piece, running along the wall, in two rows on top of each other, is a long series of lid-less boxes. They are mounted at average nose height and are made of fibreglass which gives them a shiny, almost moist, appearance. They are the colour of murky water, absorbing the gallery light with an opacity similar to that of mucus or tree gum.

They look as though they might be soft and malleable to touch, with their irregular edges and non-conforming sides. This gives the overall impression that they could fall in on themselves or slide down the wall. The structure is puzzlingly familiar, similar to things in the world, and yet it is not like anything in particular.

In the adjacent corner is the third piece, consisting of a collection of nine cylindrical open-ended objects, slit part way from end to end. They give the appearance of being randomly placed — some lying, some leaning on the wall or on each other-all seeming somehow to be related. Like the boxes, they are a multiple of each other. Made of fibreglass with a shiny surface they look almost like abandoned pods that had once been alive. The associations seem to jump around in one's head, running between sensations of delight and pleasure, violence and discomfort.

One has to bend down to be with them more. Driven by the desire to physically interact, one is almost forced to stoop further so that one can touch, or indeed taste, this intriguing surface; but no, the guard is there.

The visual language apparent in these artworks is unfamiliar, as is the artist, Eva Hesse. Her work is as exciting as it is disturbing. For many, Hesse's sculpture refers essentially to the body. This, perhaps, does not seem surprising when it is in relation to the body that women are generally assessed. Hesse died of a brain tumour in 1970 at the age of 34. It must be an inescapable inevitability, therefore, that her work was read in the context of its time where it has, until recently, been largely abandoned.

Given the influence of feminism on our cultural consciousness since that period, it seems paramount that we avoid, or at the very least attempt to avoid, those dramatic facts about her life and family history. We may then be freed from a limited and narrow translation of her art.

Hesse's work is much more ambiguous and funny than some rather literal readings would have us believe. Perhaps it is precisely because her use of metaphor in her work is so subtle that it escapes the one-line definitions we so love to employ.

We are now, more than ever, hungry for the cult of "personality". While Hesse and others before and since can more than fill that demand, we seem in danger of focusing on the life of the artist and not on the life of the art.

When looking at Hesse's sculpture, drawings and paintings, the most interesting and challenging aspects lie just there — within the work. And this must be the starting point for any interpretation, not her complex life or untimely death.

Questions 30-35

Do the following statements agree with the information given in Reading Passage 3?
In boxes 30-35 on your answer sheet, write

YES	*if the statement agrees with the claims of the writer*
NO	*if the statement contradicts the claims of the writer*
NOT GIVEN	*if it is impossible to say what the writer thinks about this*

Example	Answer
The Guggenheim Art Gallery is in New York.	Yes

30 The first piece of Hesse's art has little effect on visitors to the gallery.
No The answer is in the first paragraph and the key word resounding is in the first sentence; the writer says that the first piece of Hesse's work has a great effect on visitors.

31 The order inherent in the first piece of Hesse's art is essential to the understanding of her work.
Not Given The first paragraph describes the first piece of art; order and the lack of order are described in this paragraph, but the writer does not say that understanding of order is necessary to understand the art.

32 The second piece of art by Hesse is inferior in several significant ways to the first.
Not Given The second piece of art is described in the second paragraph, but there is no comparison made with the first piece described, so we do not know if the writer thinks the second piece of art is inferior to the first or not.

33 The second piece by Hesse has several design faults that attract the public.
Not Given The answer is in the second paragraph. The irregular edges and non-conforming

sides are not design faults, but an aspect of the art. Whether or not the public is attracted to this aspect is not mentioned.

34 The third piece of work arouses different emotions.
Yes The answer is to be found in the fourth paragraph in the last sentence: The associations seem to jump around in one's head, running between sensations of delight and pleasure, violence and discomfort. i.e.. the art arouses a range of emotions.

35 Of the three pieces of Hesse's work described, the first is the writer's favourite.
Not Given In the passage the writer describes three pieces of Hesse's work as well as describing her work in general, but we are not told that the first, or any of the pieces, is preferred by the writer. There is no mention of a favourite piece.

Questions 36-39

Choose the appropriate letter A-D and write it in box 36-39 on your answer sheet.

36 According to the writer, Eva Hesse
- A is not a well-known artist.
- B is very familiar, as is her work.
- C is not a good artist.
- D is strongly attracted by visual language.

The answer is in the first sentence of the sixth paragraph: The visual language apparent in these artworks is unfamiliar, as is the artist. B is therefore incorrect as the opposite is true; C is not mentioned and D applies to people who see her work, not to the artist herself.

37 The writer concludes that
- A Hesse's work is timeless.
- B the understanding of Hesse's work has until recently been interpreted only in the context of its time.
- C Hesse's work is a product of her time and is not relevant to the modern world.
- D Hesse's work is easy to read.

The answer is in the last sentence of the sixth paragraph:...her work was read in the context of its time where it has, until recently, been largely abandoned. B is almost a paraphrase of this section of the text. There is no mention of A, and although the first part of C may be correct, there is no mention of the second part. D is not correct because in the eighth paragraph the opposite is implied.

38 The writer thinks that it is____________ to define Hesse's work.

A not difficult

B essential

C not important.

D not easy

The writer's opinion about how easy it is to define Hesse's work can be found in the final three paragraphs: her work is both subtle and challenging, so not easy to define.

39 In the present climate,

A we may lose sight of Hesse's art and focus on her life.

B personality is very important.

C art cults are in vogue.

D we may lose sight of Hesse's life and focus on her art.

The answer is in the penultimate paragraph: We are now, more than ever, hungry for the cult of "personality"... we seem in danger of focusing on the life of the artist, and not on the life of the art. D is therefore wrong as the opposite is true; B is incorrect as "personality" has a different meaning when with inverted commas to when it is without them; C is untrue as only one cult is mentioned.

第二部分

IELTS 阅读实战练习

第一编：A类（9套）

Test 1

Reading Passage 1

New Zealand's National Pony spokesman on education, Dr Lockwood Smith, recently visited the US and Britain. Here he reports on the findings of his trip and what they could mean for New Zealand's education policy.

A "Education To Be More" was published last August. It was the report of the New Zealand *Government*'s Early Childhood Care and Education Working Group. The report argued for enhanced equity of access and better funding for childcare and early childhood education institutions. Unquestionably, that's a real need; but since parents don't normally send children to pre-schools until the age of three, are we missing out on the most important years of all?

B A 13-year study of early childhood development at Harvard University has shown that, by the age of three, most children have the potential to understand about 1000 words — most of the language they will use in ordinary conversation for the rest of their lives.

Furthermore, research has shown that while every child is born with a natural curiosity, it can be suppressed dramatically during the second and third years of life. Researchers claim that the human personality is formed during the first two years of life, and during the first three years children learn the basic skills they will use in all their later learning both at home and at school. Once over the age of three, children continue to expand on existing knowledge of the world.

C It is generally acknowledged that young people from poorer socio-economic backgrounds tend to do less well in our education system. That's observed not just in New Zealand, but also in Australia, Britain and America. In an attempt to overcome that educational under-achievement, a nationwide programme called "Headstart" was launched in the United States in 1965. A lot of money was poured into it. It took children into pre-school institutions at the age of three and was supposed to help the children of poorer families succeed in school.

Despite substantial funding, results have been disappointing. It is thought that there are two explanations for this. First, the programme began too late. Many children who entered it at the age of three were already behind their peers in language and measurable intelligence. Second, the parents were not involved. At the end of each day, "Headstart" children returned to the same disadvantaged home environment.

D As a result of the growing research evidence of the importance of the first three years of a child's life and the disappointing results from "Headstart", a pilot programme was launched in Missouri in the US that focused on parents as the child's first teachers. The "Missouri" programme was predicated on research showing that working with the family, rather than bypassing the parents, is the most effective way of helping children get off to the best possible start in life. The four-year pilot study included 380 families who were about to have their first child and who represented a cross-section of socio-economic status, age and family configurations. They included single-parent and two-parent families, families in which both parents worked, and families with either the mother or father at home.

The programme involved trained parent — educators visiting the parents' home and working with the parent, or parents, and the child. Information on child development, and guidance on things to look for and expect as the child grows were provided, plus guidance in fostering the child's intellectual, language, social and motor-skill development. Periodic check-ups of the child's educational and sensory development (hearing and vision) were made to detect possible handicaps that interfere with growth and development. Medical problems were referred to professionals.

Parent-educators made personal visits to homes and monthly group meetings were held with other new parents to share experience and discuss topics of interest. Parent resource centres, located in school buildings, offered learning materials for families and facilitators for child care.

E At the age of three, the children who had been involved in the "Missouri" programme were evaluated alongside a cross-section of children selected from the same range of socio-economic backgrounds and Family situations, and also a random sample of children that age. The results were phenomenal.

By the age of three, the children in the programme were significantly more advanced in language development than their peers, had made greater strides in problem solving and other intellectual skills, and were Further along in social development. In fact, the average child on the programme was performing at the level of the top 15 to 20 per cent of their peers in such things as auditory comprehension, verbal ability and language ability.

Most important of all, the traditional measures of "risk", such as parents' age and education, or whether they were a single parent, bore little or no relationship to the measures of achievement and language development. Children in the programme performed equally well regardless of socio-economic disadvantages.

Child abuse was virtually eliminated. The one factor that was found to affect the child's development was family stress leading to a poor quality of parent-child interaction. That interaction was not necessarily bad in poorer families.

F These research findings are exciting. There is growing evidence in New Zealand that children from poorer socio-economic backgrounds are arriving at school less well developed and that our school system tends to perpetuate that disadvantage. The initiative outlined above could break that cycle of disadvantage. The concept of working with parents in their homes, or at their place of work, contrasts quite markedly with the report of the "Early Childhood Care and Education Working Group". Their focus is on getting children and mothers access to childcare and institutionalized early childhood education.

Education from the age of three to five is undoubtedly vital, but without a similar focus on parent education and on the vital importance of the first three years, some evidence indicates that it will not be enough to overcome educational inequity.

Questions 1-4

Reading Passage 1 has six sections, A-F.
Which paragraph contains the following information?
Write the correct letter A-F in boxes 1-4 on your answer sheet.

1 details of the range of family types involved in an education programme
2 reasons why a child's early years are so important
3 reasons why an education programme failed
4 a description of the positive outcomes of an education programme

Questions 5-10

Classify the following features as characterising

A the "Headstart" programme
B the "Missouri" programme
C both the "Headstart" and the "Missouri" programmes
D neither the "Headstart" nor the "Missouri" programme

Write the correct letter A, B, C or D in boxes 5-10 on your answer sheet.

5 was administered to a variety of poor and wealthy families
6 continued with follow-up assistance in elementary schools
7 did not succeed in its aim
8 supplied many forms of support and training to parents
9 received insufficient funding
10 was designed to improve pre-schoolers' educational development

Questions 11-13

Do the following statements agree with the information given in Reading Passage 1?
In boxes 11-13 on your answer sheet, 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*

11 Most "Missouri" programme three-year-olds scored highly in areas such as listening, speaking, reasoning and interacting with others.
12 "Missouri" programme children of young, uneducated, single parents scored less highly on the tests.
13 The richer families in the "Missouri" programme had higher stress levels.

Reading Passage 2

You are advised to spend about 20 minutes on Questions 14-25 which are based on Reading Passage 2,

The Muang Faai Irrigation System of Northern Thailand

Section 1

Northern Thailand consists mainly of long mountain chains interspersed with valley bottoms where streams and rice fields dominate the landscape. Most of the remaining forests of the North are found at higher altitudes. The forests ensure regular seasonal rainfall for the whole area and at the same time moderate runoff, so that there is water throughout the year.

Section 2

The lowland communities have developed an agricultural system adapted to, and partially determining, the distinctive ecosystems of their areas. Practicing wet-rice agriculture in the valley-bottoms, the lowlanders also raise pigs, ducks and chickens and cultivate vegetable gardens in their villages further up the slopes. Rice, beans, corn and native vegetables are planted in hill fields above the villages, and wild vegetables and herbal medicines are gathered and wild game hunted in the forests higher up the hillsides. The forests also serve as grazing grounds for cows and buffalo, and are a source of wood for household utensils, cooking fuel, construction and farming tools. Fish are to be found in the streams and in the irrigation system and wet-rice fields, providing both food and pest control.

Section 3

In its essentials, a muang faai system consists of a small reservoir which feeds an intricate, branching network of small channels carrying water in carefully calibrated quantities through clusters of rice terraces in valley bottoms. The system taps into a stream above the highest rice field and, when there is sufficient water, discharges back into the same stream at a point below the bottom field. The water in the reservoir at the top, which is diverted into a main channel (Iam muang) and from there into the different fields, is slowed or held back not by an impervious dam, but by a series of barriers constructed of bunches of bamboo or saplings which allow silt, soil and sand to pass through.

Section 4

Water from the Iam muang is measured out among the farmers according to the extent of their rice fields and the amount of water available from the main channel. Also considered are the height of the fields, their distance from the main channel and their soil type. The size and depth of side-channels are then adjusted so that only the allocated amount of water flows into each farmer's field.

Section 5

Rituals and beliefs connected with muang faai reflect the villagers' submission to, respect for, and friendship with nature, rather than an attempt to master it. In mountains, forests, watersheds and water, villagers see things of great value and power. This power has a favorable aspect, and one that benefits humans. But at the same time, if certain boundaries are overstepped and nature is damaged, the spirits will punish humans. Therefore, when it is necessary to use nature for the necessities of life, villagers take care to inform the spirits what they intend to do, simultaneously begging pardon for their actions.

Section 6

Keeping a muang faai system going demands cooperation and collective management, sometimes within a single village, sometimes across three or four different subdistricts including many villages. The rules or common agreements arrived at during the yearly meeting amount to a social contract. They govern how water is to be distributed, how flow is to be controlled according to seasonal schedules, how barriers are to be maintained and channels dredged, how conflicts over water use are to be settled, and how the forest around the reservoir is to be preserved as a guarantee of a steady water supply and a source of materials to repair the system.

Section 7

The fundamental principle of water rights under muang faai is that everyone in the system must get enough to survive; while many patterns of distribution are possible, none can violate this basic tenet. On the whole, the systems also rest on the assumption that local water is common property. No one can take control of it by force, and it must be used in accord with the communal agreements. Although there are inequalities in land holding, no one has the right to an excessive amount of fertile land. The way in which many muang faai systems expand tends to reinforce further the claims of community security over those of individual entrepreneurship. In the gradual process of opening up new land and digging connecting channels, each local household often ends up with scattered holdings over the whole irrigation areas. Unlike modern irrigation systems, under which the most powerful people generally end up closest to the sources of water, this arrangement encourages everyone to take care that no part of the system is unduly favored or neglected.

Questions 14-19

Choose the most suitable heading for each section from the list of headings (A-L) below. Write the appropriate letter (A-L) in boxes 14-19 on your answer sheet.

NB There are more headings than sections, so you will not use all of them.

List of headings

A	Rituals and beliefs
B	Topography of Northern Thailand
C	The forests of Northern Thailand
D	Preserving the system
E	Agricultural practices
F	Village life
G	Water distribution principles
H	Maintaining natural balances
I	Structure of the irrigation system
J	User's rights
K	User's obligations
L	Community control

Example	Answer
Section 5	A

14 Section 1
15 Section 2
16 Section 3
17 Section 4
18 Section 6
19 Section 7

Questions 20-23

The chart below illustrates the agricultural system of the lowland communities.

Select words from Reading Passage 2 to fill the spaces in the chart. Use UP TO THREE WORDS for each space. Write your answers in boxes 20-23 on your answer sheet.

Example	Answer
Area	Activity
Forests	grazing cows, buffalo
Hill fields	gathering 20________hunting wild animals
Villages	cultivating 21________
Valley bottom	raising 22________ cultivating vegetables
Forests	growing 23________

Question 24

From the list below, select the three main structures which constitute the muang faai irrigation system. Write the THREE appropriate letters, in any order, in box 24 on your answer sheet.

A channels
B saplings
C dam
D barriers
E reservoir
F water

Question 25

From the list below, select two criteria for allocating water to farmers. Write TWO appropriate letters, in any order, in box 25 on your answer sheet.

A field characteristics
B social status
C location of field
D height of barriers
E fees paid
F water available

Reading Passage 3

Margam Castle, a Tudor Gothic mansion was, with it's service buildings and courtyards, built between 1830 and 1840 and it is listed Grade I as a building of exceptional quality and with some spectacular features such as the staircase. It was not until the 1820's that Christopher Rice Mansel Talbot (1803-1890) determined to build a new house at Margam.

The Margam estate had been in his family since 1536, however Thomas Mansel Talbot had demolished the original mansion house in 1787 to replace it with the magnificent Orangery that can be seen in the gardens today. Proud of this ancient family lineage Christopher Rice Mansel Talbot had always been attracted to romantic Margam. He wished to rebuild a suitable country residence which would compliment Margam's illustrious history.

A The site was deliberately chosen for its historic associations and picturesque position at the foot of a wooded historic hill, Mynydd-y-Castell, itself the site of Margam's earliest habitation, with the ruins of the Cistercian Abbey and the eighteenth century Orangery visible to the West. The prospect of the house, rising above the Orangery and monastic remains to the west is unique in Wales.

B Whilst the recognised and accredited architect is Thomas Hopper (1776-1856), it is rather interesting to find that another distinguished architect was closely involved with the project and almost certainly influenced the finished house with work on the interior and exterior, the stables, terraces and lodges, the Shrewsbury architect Edward Haycock (1790-1870). Thus we have two distinguished 19th Century architects involved with Margam. However there is a third person who was to greatly influence the architectural style and finished design and this was C.R.M.Talbot who was greatly influenced by the architecture of two family homes borrowing elements from Lacock Abbey in Wiltshire, ancestral home of the Talbots and residence of his cousin W.H.Fox Talbot; and the idea of the octagonal tower from Melbury House in Dorset, the seat of his mother's family, the Fox-Strangeways, Earls of Illchester.

Margam was really designed by three men Hopper, Haycock and Talbot and influenced by two earlier houses Laycock and Melbury whilst presenting an unique creation in sympathy with its sylvan surroundings, evocative of a rich and illustrious past — which is exactly what C.R.M.Talbot had in mind.

C The irregular plan and pinnacled, chimneyed and castellated skyline of the house give it a Romantic appearance. The house was built around a complex of three courtyards, one in the centre of the main block and two former service courts to the east forming an oblong site with four elevations, three of which included the most decorated parts of the main house. There are two main storeys, with a gabled third storey. The surfaces of the building are ornamented with carvings and sculpted heraldic panels, the great number of shields and coat of arms of the branches of the Mansel family show the owner's pride in his family history, which are seen in the stonework. A dramatic octagonal tower with attached stair turret (the stair turret is not the original height, decorative parapet stonework has appeared to have been removed) is situated in the centre of the building, it rises two storeys above the main house and at the top is a viewing room.

D The house is aligned east-west, with the main entrance front on the north. The drive approaches from the south east, dividing just before the house The southern branch leads to the stable court on the east end of the house and the main drive runs through a short cutting between grass banks and to the forecourt with central grass circle in front of the main entrance. This entrance is a two-storey gabled porch, with a four-centred arched door and a Gothic traceried window over it. The long, irregular south front, with protruding bays, oriel windows and another arched door, overlooks the wide terrace which also extends along the west front. Inside there is a spectacular stone staircase rising up the first two storeys of the tower.

E Most of the building work was completed by 1836 when the interior decoration began, the gothic style continued in the entrance and staircase halls. Whilst the exterior may have been impressive, it gave little indication of the elaborate finishes within. It had a spacious library, a drawing room, dining room, study and muniment room. The staircase hall was flagged and fitted with a fleu-de-lys and riband carpet in pink on a rich brown. Later a set of fitted gothic stalls were installed around the edge of the staircase hall each carved with a back panel set with monograms of C.R.M. Talbot, above were carved lifelike figures of the animals seen on the park.

F The library, drawing and dining rooms were sumptuously decorated with carved woodwork and panelling, stained glass windows, gilded plasterwork and handsome marble fireplaces. Bedroom suites were treated in various ways, including the then fashionable Chinese style, another was decorated with tapestries and some contained fireplaces of the popular, local, Mumbles marble. Gold leaf, carved marble, fine furniture, French rococo panelling, crystal chandeliers, Chinese lacquer screens, porcelain vases, paintings by Rubens, Canaletto, all completed the opulent furnishing of the rooms. C.R.M.Talbot was an avid collector. He brought many sculptures, paintings and antiques back from Italy. Margam was soon filled with fine furniture, paintings and object d'art.

G To the east of the main block are the Grade II service buildings clustered around a cobbled and flagged service court, with a screen wall on the north side topped with stepped crenellations. The entrance to the courtyard is through a massive, higher archway topped with a heraldic panel at the west end of the north side. Kitchens and domestic offices, including laundry, bakehouse and brewery, are ranged around all but the south side which is bounded by a wall with a door in it leading through to a smaller yard of stores and larders. To the east is the boiler house, laundry-maids sitting room and gun room, to the south of which is a long, single-storey Gothic building with arched doorways in the end walls and small three-light windows with shallow buttresses between them. Further to the east continuing the main axis of the house is the stable court, an L-shaped area with an entrance on the north side and a bounding wall on the south.

H The mansion is mostly built of a local sandstone, Pyle ashlar, which has mellowed beautifully over the years. Inside, use was made of a harder stone for the staircase hall whilst bricks were used extensively for the internal walls, the cellars and other parts of the building.

I Oak and pine were used for rafters and flooring, with an ingenious use of cast iron railway lines to support the stone landings of the main staircase. Elsewhere cast iron was used for the drainage system, for grilles and ventilation covers. The guttering and water pipes were of lead, with the Talbot crest embellishing each hopper above the downpipes. The complicated roof was of lead and Cornish slate and was constructed at so many levels and angles that it was always necessary for a small army of men to regularly sweep out the gutters and gullies whilst the onset of snow saw estate workmen sweeping the roofs clean. The great number of elaborate chimney stacks, all in variations of the Tudor style were especially made in Bedfordshire and brought to Margam.

J Christopher Rice Mansel Talbot died in 1890, his only son Theodore Mansel Talbot had died in 1876 and his daughter Miss Emily Charlotte Talbot inherited her father's Margam and Penrice estates. She made various changed to the house, new bathrooms and plumbing was installed, the heating improved and in 1891 — electricity was installed. The billiard room was added, being built over the small inner courtyard. Jacobean in style it became the popular haunt of gentlemen guests invited to her large house parties in the late 19th and early 20th centuries. A large skylight of plain coloured glass lit the room. The fireplace had an elaborately carved mantle bearing the date 1892 and the initials ECT, Emily Charlotte Talbot. Miss Talbot maintained a large retinue of servants in the house and on her estate including an army of gardeners.

Questions 26-32

Reading Passage 3 has nine paragraphs, labelled A-J.
Which paragraphs contain the following information?

26 main house was decorated
27 ventilation covers are made of cast iron
28 eastern style was used in bedroom decoration
29 demostic offices are concentrated in service buildings
30 inside decoration started after the construction work had finished
31 a tower in the center of the building
32 bricks and sandstone was used in the construction of the mansion

Question 33-38

Answer the questions below with words taken from Reading Passage 3.
Use NO MORE THAN TWO WORDS or A NUMBER for each answer.
Write your answers in boxes 32-34 on your answer sheet.

33 Which year was the old Margam Castle destroyed?
34 How mang people involved in the mansion's designing?
35 When did the people start to do the decoration work inside the building?
36 Who put the furniture and paintings into Margam after he came back from Italy?
37 Who took over the Margam mansion after C.R.M.Talbot died ?
38 When did the mansion go into electrict world ?

Question 39

Choose the correct letter, A, B, C, or D.

39 Before 1787, who is the owner of Margam estate ?

A Margam's family

B Hopper' family

C Talbot' family

D Mynydd's family

Test 2

Reading Passage 1

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

A People with intellectual disability form one of the largest single disability groups in a community. Intellectual disability refers to a general slowness to learn and function within society, and the identification of intellectual disability is usually based on an assessment of a person's performance in a number of tests. An individual's level of performance, as assessed, can change with time and circumstances. On occasions, an intellectually disabled person may perform better than at other times. Evidence for this inconsistent level of performance comes from modern research and practice which have shown that with skilled training and opportunity for development, people with intellectual disability have much greater potential for acquiring skills and for participation in community life than previously had been thought possible.

B In many western societies, five categories of intellectual disability have traditionally been used in order to indicate the perceived degree of difficulty an individual has with learning. All five may occur in either children, adolescents or adults, and show as mild moderate severe.

C There are some causes that are well documented. They include brain damage at birth due to lack of oxygen — prolonged labour during childbirth, brain damage before birth due to factors such as rubella, drug or diet-related problems, damage after birth due to illnesses such as encephalitis or accidents, hereditary defects in the genes, abnormal chromosome count resulting in, for example, Down Syndrome.

D Like everyone else, people with an intellectual disability need a rewarding job, a satisfying place to live and a good social life. But they may need extra support lo achieve these things. Good support services are based on the principle of normalization — which means enabling people to be part of the community like everyone else. In turn, normalization needs to be well-integrated into the community, in order to be effective. Some of the services needed include assessment centers, training for employment and support to keep jobs once they get them, residential accommodation that is homelike. For children, early education and school education appropriate to the child's needs, are essential. Without a strong community-based system of care, the intellectually disabled run the risk of becoming a huge underclass as in the United States, where thousands of intellectually disabled are homeless because of the American policy of de-institutionalization.

E With the introduction of the intellectually disabled into communities, there is a need to promote awareness of communication. Although many people may have little experience in talking with an intellectually disabled person, and anticipate great difficulty in communication, there are common guidelines that can simplify the interaction. Firstly, it is useful to remember that people with disabilities have feelings and can usually understand what is said, even though they sometimes may take longer to respond. Speaking in the same friendly manner as you would to anyone else, and using straightforward language and uncomplicated sentences, is also recommended. Being prepared to wait a little longer for replies during a conversation with an intellectually disabled person, would undoubtedly benefit the exchange. Above all, it is suggested not to talk about the person with someone else within their hearing. Ultimately, the idea is to encourage intellectually disabled people to do things for themselves.

Questions 1-3

Complete the following statements by writing ONE word from Reading Passage 2 in the spaces numbered 1-3 on the answer sheet.

Training helps intellectually disabled people be a part of a 1__________

In order to retain a job people with disabilities need 2__________

Housing for intellectually disabled people needs to be 3__________

Questions 4-8

Read each statement and according to the text, write T if the statement is true, F if the statement is false and IE of there is insufficient evidence. Write your answers in the spaces numbered 4-8 on the answer sheet.

4 Intellectual disability is an unchanging disorder.

5 Poor nutrition in mothers can lead to brain damage in new borns.

6 Down syndrome is the result of a shortage of oxygen at birth.
7 Work is the most urgent need for a person with disabilities.
8 Intellectually disabled people usually have hearing problems.

Questions 9-10

According to Reading Passage 1, which TWO causes of brain damage are not related to birth or genes. Use ONE word for each answer. Write your answers in the spaces numbered 9-10 on the answer sheet.

Questions 11-14

Select the best heading from the list below for each paragraph A-E in Reading Passage 1. Use each letter ONCE only. Write the appropriate letter A-E, in the spaces numbered 11-14 on the answer sheet.
There are more headings than paragraphs, so you won't use all of the headings.

Example	Answer
Paragraph A	iii

11 Paragraph B
12 Paragraph C
13 Paragraph D
14 Paragraph E

List of headings

i	How is intellectual disability assessed?
ii	What do people with an intellectual disability need?
iii	What is intellectual disability?
iv	How do people with an intellectual disability talk?
V	What are the forms of intellectual disability?
vi	What causes intellectual disability?
vii	How do you talk to a person with an intellectual disability?
viii	Which community-based intellectual disability services are available?

Reading Passage 2

You are advised to spend about 15 minutes on Questions15-24 which refer to Reading Passage 2 below.

Fuel Cells: 21st Century Electricity

The 21st century's leading energy source may very well depend on the development of a *technology* that was first discovered in 1839. Indeed, many experts believe that the future of electricity generation will not come from further refinement of solar, wind, coal or nuclear energy, but from fuel cells. Among the various types of fuel cells, the ceramic or solid oxide fuel cell promises to achieve the greatest efficiency of conversion of fossil fuels such as gas and coal to electricity while producing only very low levels of pollutants. To this end, a consortium comprising five leading organizations has established Ceramic Fuels Ltd. initially to expand fuel cell research and development and secondly, to bring the technology to commercial application.

Ceramic fuel cells are electrochemical devices that directly convert fuels such as gasified coal or natural gas into electricity, without the limitation of the Carnot cycle (an ideal thermodynamic cycle in which heat is taken onto a working fluid at a constant upper temperature and rejected at a constant lower temperature). In many respects, fuel cells work like batteries. As long as they are constantly supplied with fuel and oxidant, fuel cells can continuously produce power, removing the need for recharging.

Fuel cells offer several advantages over traditional thermal power plants. The major difference between these two power generators is that the chemical energy of the fuel cell is converted directly to electrical power without intermediate conversion first to heat. The efficiency of a coal-fired thermal plant is typically in the range of 30%-35%. In a combined cycle gas turbine system running on natural gas, the maximum efficiency is in the range 45%-50%. Many experts believe high temperature fuel cells could reach efficiencies of 80%-85%. Ceramic fuel colls thus offer a more efficient and less polluting alternative to current power generation technologies.

By-products from fuel cells are high quality heat, carbon dioxide and steam. The temperature of the exhaust gases is well above 500°C, meaning that solid oxide fuel cells are very attractive for electricity and heat generation as, in addition to supplying electricity, the leftover amounts of heat created during the process could be used to produce heat for industries, provide hot water supplies or warm buildings.

Fuel cell technology is not new. In fact, the principles of fuel cell operation were first reported by British scientist Sir William Grove in 1839. His prototype used dilute sulphuric acid and operated at room temperature. Ceramic fuel cells developed much later, with the first one operating at 1000°C in 1937. Ceramic fuel cells offer many advantages over other energy systems (they have the potential to produce electricity efficient!) from several Kiel sources.

- they can generate large amounts of electricity
- they are relatively quick to install

Fuel cell research and development is extremely competitive worldwide, with the USA, Japan and some European countries leading the charge to commercialize this promising technology. For instance, a Dutch Belgian company has developed a fuel cell for a Volkswagen van and is also working on a larger unit to power a bus. Additionally, a German company is working on a fuel cell for the European space shuttle program and for submarines, while a Canadian company is evaluating a fuel cell to be used in small buses.

Recent reports point to promising large international markets for ceramic fuel cells. Prospects for fuel cells in South East Asian markets appear good Several countries. including Indonesia, Thailand and The Philippines are expected to demonstrate high rates of growth in demand for power. It is an encouraging situation for those countries quick enough to develop and commercialize fuel cell technology. Energy is a vital component of a technology based society and the growing need for electricity generation by the most efficient method will ensure a promising future for ceramic fuel cell technology. The Ceramic Fuel Cells Ltd. initiative represents a major collaborative venture between public and private sectors. It is envisaged that this venture will go a long way towards achieving a greater efficiency of energy use worldwide.

Questions 15-19

Use a maximum of TWO words from the reading passage to answer each of questions 15-19. Write your answers in spaces numbered 15-19 on the answer sheet.

15 Which group has predicted a significant change in future energy generation?

16 Fuel cells are positive for the environment because they release minimal amounts of

which substances?

17 Which common energy sources have been compared to fuel cells?

18 What is the potential percentage gam in efficiency when comparing old style energy generators and fuel cells?

19 When were ceramic fuel cells first used?

Questions 20-24

Decide whether the statements below support information in Reading Passage 2. In the spaces numbered 20-24 on the answer sheet, write

Yes	*if the statements support information*
No	*if the statements do not support information*
Not Given	*if the statements do not refer to information*

An example has been done for you.

Example	Answer
Sir William Grove was a physicist	Not Given

20 Future transport vehicles may be powered by fuel cells.

21 European companies were first in the race to develop fuel cell technology.

22 Some rapidly developing South East Asian countries will soon market fuel cells.

23 Indonesia has an enormous need for fossil fuels.

24 Cooperation between private companies and governments will encourage wider use of efficient energy sources.

Reading Passage 3

You are advised to spend about 25 minutes on Questions 25-40 which refer to Reading Passage 3 below.

The New Ice Age

Antarctica's long dark winter evokes visions of early explorers barely surviving in huts, their huskies and sleds snowbound outside in the harshest conditions imaginable. But times have changed, Although expeditions like Mawson, Scott and Amundsen explored and wintered on the continent in the early years of the century, the notion of operating permanent year-round bases in Antarctica was relatively new until the 1950s and 1960s. Even after the Second World War, Antarctica was still being opened up and there were many blank spots on the map. Mawson station, opened in 1954, and Davis in 1957 are Australia's two oldest, continually operated bases on the continent. In the past, life at these bases was hardly luxurious. It meant camping in cramped zinc-alum sheds, listening to katabolic winds scream in the long winter night. Communication with the outside world was restricted to just a few telegraphed lines. Expedmoners heading south were issued with pamphlets listing five-letter codes covering almost every conceivable situation so they could communicate with their families and still keep within strict "word limits" during their year on base. Humor boosted morale and was an important element of life there. For instance "YIKLA" was code for "This is the life."

Today, living year-round in Antarctica is considerably easier. The weather hasn't changed of course, but you can pick up a telephone and dial direct anywhere in the world. The cost is very modest and is subsidized at 90 cents a minute. All that individuals need to do is to collect the bill at the end of the year. Because the summer-time work of scientists tends to capture the public's imagination, with revelations about the ozone hole or whale numbers, people tend to overlook the efforts of the 20 or so winterers at each base — mostly trades people — who keep the bases going long after "the boffins" (research scientists) have migrated to warmer climates. In doing so, they also keep alive claims to sovereignty of sections of the continent and maintain their environmental interest in this sensitive part of the planet. Aside from its wealth of marine resources, Antarctica controls much of the southern hemisphere's climate. As the only other wholly southern hemisphere continent.

Australia, more than any other large nation has the most at stake in what happens here. So what is life like down there? Over the past year, wintering on an Antarctic base has become positively civilized. The conclusion last summer of a 10 year building program has seen the historic zinc-alum shacks and an older wooden sheds built at an early Antarctic. Based on Heard Island in 1947, supplanted by vast, bright-coloured buildings with window views and ski-lodge decor, there are video lounges, gymnasiums, bars and libraries. The workshops are comparable to anything in modern industrialised countries. The food is plentiful. There are even field huts that double as weekenders for those who feel the need to get away from it all. The money's good and everything from beer to socks is supplied free (Not everyone is pleased with the new luxury).

Nowhere were the changes felt more keenly than at Mawson, where the old quarters is in their rugged outpost atmosphere were shut and the last team of huskies renamed to mini old Antarctic hands, it marked the end of the great "Intrepid Age" in Antarctica. There are some things about life in Antarctica, however that central heading and utilizing a live satellite sports broadcast can not image. The Antarctic Territory is still one of the most exotic places on Earth. Few people will ever get there. There are no flights which land there — you have to travel as the early explorers did, almost a century ago, by sea. Going to Mawson, for example, means a two-week voyage on an icebreaker such as Aurora Australia, across 5,000 kilometres of the Southern Ocean, one of the roughest stretches of water on Earth. Wax can exceed 15 meters, the ship can pitch 40 degrees and, if you're not a good sailor, even the industrial strength Avomine prescribed by Antarctic Division doctors won't keep breakfast down. Most often though, tourist ships sail from South American ports, which offer the easiest access to the spectacular coastal scenery of the Antarctic Peninsula. Once there, after the short shipping season has ended some time in February when the ice closes in, there is no changing your mind and heading home. You are there for the duration, at least until the pack ice breaks up the following November. Like the early explorers, you are confronted with the challenge of getting along with a small, isolated group of people through the long winter night. Learning to put up with their foibles the way they have to put up with yours. Which is why everyone applying for a job in Antarctica is interviewed by a psychologist before being accepted. As one veteran diesel mechanic at Davis put it "If you make an ass of yourself down here, there's no place you can go."

Questions 25-29

The paragraph below summaries information from Reading Passage 3. Select ONE word from the reading passage to fill each gap. Write your answers in the span's numbered 25-29 on the answer sheet.

In early days, 25__________was limited but today, with advancements in telecommunication, 26__________calls are not only convenient, they are quite cheap. But however ninth life in Antarctica improves to become more 27________in terms of facilities, accommodation and food, the 28___________never changes. Because of this, scientists, tradespeople, or tourists cannot travel out of Antarctica until at least 29________ .

Questions 30-33

Write the appropriate letter A, B, C or D in the spaces numbered 30-33 on the answer sheet.

30 The early Antarctic explorers:

A traveled to the continent during winter.

B first explored Antarctica in the 1950s.

C opened permanent bases in Antarctica.

D were isolated by heavy snow falls.

31 Those currently employed in Antarctica:

A work only in summer.

B maintain permanent all season bases.

C are all publicly acknowledged.

D are all scientists studying the environment.

32 Recreational opportunities include:

A staying in short term holiday huts.

B working in modern workshops.

C relaxing in ski lodges.

D sailing to South America.

33 The closure of Mawson base:

A caused many explorers to leave Antarctica.

B occurred in 1995.

C symbolised the change to modern working conditions.

D was welcomed by experienced Antarctic explorers.

Questions 34-37

Five sentences have been left out of Reading Passage 3. Each sentence is divided into Beginning of Sentence and End of Sentence. Complete questions 34-37 by adding a phrase from A-E. Write your answers in the spaces numbered 34-37 on the answer sheet.

Example	Answer
All workers	B

Beginning of Sentence

34 A major problem is to

35 Expeditioners learn

36 The pre-departure programs

37 Long-term Antarctic residents learn

End of Sentence

A concentrate on the vital aspects of living in a small, isolated community.

B undertake intensive training before going to Antarctica.

C through winter with no physical contact with the outside world.

D to survive in freezing conditions, emergency rescue procedures.

E mountain climbing, radio communications and vehicle use and care to wait until summer for mail from home.

Question 38-40

In Reading Passage 3 a number of difficulties and their solutions are mentioned. Answer questions 38-40 by listing a solution for each difficulty. Use ONE word for each solution. All the words you use will come from Reading Passage 3. Write your solutions in the spaces numbered 38-40 on the answer sheet.

38 low spirits of the early expeditioners

39 seasickness

40 how to check the personality of an Antarctic ob-seeker

Test 3

Reading Passage 1

You should spend about 20 minutes on Questions 1-13, which are based on Reading Passage 1 on the following pages.

Section A

The market for tourism in remote areas is booming as never before. Countries all across the world are actively promoting their “wilderness” regions — such as mountains, Arctic lands, deserts, small islands and wetlands — to high-spending tourists. The attraction of these areas is obvious: by definition, wilderness tourism requires little or no initial investment. But that does not mean that there is no cost. As the 1992 United Nations Conference on Environment and Development recognized, these regions are fragile (i.e. highly vulnerable to abnormal pressures) not just in terms of their ecology, but also in terms of the culture of their inhabitants. The three most significant types of fragile environment in these respects, and also in terms of the proportion of the Earth’s surface they cover, are deserts, mountains and Arctic areas. An important characteristic is their marked seasonality, with harsh conditions prevailing for many months each year. Consequently, most human activities, including tourism, are limited to quite clearly defined parts of the year.

Tourists are drawn to these regions by their natural landscape beauty and the unique cultures of their indigenous people. And poor governments in these isolated areas have welcomed the new breed of “adventure tourist”, grateful for the hard currency they bring. For several years now, tourism has been the prime source of foreign exchange in Nepal and Bhutan. Tourism is also a key element in the economies of Arctic zones such as Lapland and Alaska and in desert areas such as Ayers Rock in Australia and Arizona’s Monument Valley.

Section B

Once a location is established as a main tourist destination, the effects on the local community are profound. When hill-farmers, for example, can make more money in a few weeks working as porters for foreign trekkers than they can in a year working in their fields, it is not surprising that many of them give up their farm-work, which is thus left to other members of the family. In some hill-regions, this has led to a serious decline in farm output and a change in the local diet, because there is insufficient labour to maintain terraces and irrigation systems and tend to crops. The result has been that many people in these regions have turned to outside supplies of rice and other foods.

In Arctic and desert societies, year-round survival has traditionally depended on hunting animals and fish and collecting fruit over a relatively short season. However, as some inhabitants become involved in tourism, they no longer have time to collect wild food; this has led to increasing dependence on bought food and stores. Tourism is not always the culprit behind such changes. All kinds of wage labour, or government handouts, tend to undermine traditional survival systems. Whatever the cause, the dilemma is always the same: what happens if these new, external sources of income dry up?

The physical impact of visitors is another serious problem associated with the growth in adventure tourism. Much attention has focused on erosion along major trails, but perhaps more important are the deforestation and impacts on water supplies arising from the need to provide tourists with cooked food and hot showers. In both mountains and deserts, slow-growing trees are often the main sources of fuel and water supplies may be limited or vulnerable to degradation through heavy use.

Section C

Stories about the problems of tourism have become legion in the last few years. Yet it does not have to be a problem. Although tourism inevitably affects the region in which it takes place, the costs to these fragile environments and their local cultures can be minimized. Indeed, it can even be a vehicle for reinvigorating local cultures, as has happened with the Sherpas of Nepal's Khumbu Valley and in some Alpine villages. And a growing number of adventure tourism operators are trying to ensure that their activities benefit the local population and environment over the long term.

In the Swiss Alps, communities have decided that their future depends on integrating tourism more effectively with the local economy. Local concern about the rising number of second home developments in the Swiss Pays d'Enhaut resulted in limits being imposed on their growth. There has also been a renaissance in communal cheese production in the area, providing the locals with a reliable source of income that does not depend on outside visitors.

Many of the Arctic tourist destinations have been exploited by outside companies, who employ transient workers and repatriate most of the profits to their home base. But some Arctic communities are now operating tour businesses themselves, thereby ensuring that the benefits accrue locally. For instance, a native corporation in Alaska, employing local people, is running an air tour from Anchorage to Kotzebue, where tourists eat Arctic food, walk on the tundra and watch local musicians and dancers.

Native people in the desert regions of the American Southwest have followed similar strategies, encouraging tourists to visit their pueblos and reservations to purchase high-quality handicrafts and artwork. The Acoma and San lldefonso pueblos have established highly profitable pottery businesses, while the Navajo and Hopi groups have been similarly successful with jewellery.

Too many people living in fragile environments have lost control over their economies, their culture and their environment when tourism has penetrated their homelands. Merely restricting tourism cannot be the solution to the imbalance, because people's desire to see new places will not just disappear. Instead, communities in fragile environments must achieve greater control over tourism ventures in their regions; in order to balance their needs and aspirations with the demands of tourism. A growing number of communities are demonstrating that, with firm communal decision-making, this is possible. The critical question now is whether this can become the norm, rather than the ex.

Questions 1-3

Reading Passage 1 has six sections, A-C.
Choose the correct heading for each section from the list of headings below.
Write the correct number i-vi in boxes 1-3 on your answer sheet.

List of headings

i	The expansion of international tourism in recent years
ii	How local communities can balance their own needs with the demands of wilderness tourism
iii	Fragile regions and the reasons for the expansion of tourism there
iv	Traditional methods of food-supply in fragile regions
v	Some of the disruptive effects of wilderness tourism
vi	The economic benefits of mass tourism

1 Section A
2 Section B
3 Section C

Questions 4-9

Do the following statements reflect the claims of the writer in Reading Passage 1?
In boxes 18-23 on your answer sheet, write

YES	*if the statement reflects the claims of the writer*
NO	*if the statement contradicts the claims of the writer*
NOT GIVEN	*if it is impossible to say what the writer thinks about this*

4 The low financial cost of setting up wilderness tourism makes it attractive to many countries.
5 Deserts, mountains and Arctic regions are examples of environments that are both ecologically and culturally fragile.
6 Wilderness tourism operates throughout the year in fragile areas.
7 The spread of tourism in certain hill-regions has resulted in a fall in the amount of food produced locally.
8 Traditional food-gathering in desert societies was distributed evenly over the year.
9 Government handouts do more damage than tourism does to traditional patterns of food-gathering.

Questions 10-13

Choose ONE WORD from Reading Passage 1 for each answer.
Write your answers in boxes 10-13 on your answer sheet.

The positive ways in which some local communities have responded to tourism	
People/Location	Activity
Swiss Pays d'Enhaut	Revived production of 10_____
Arctic communities	Operate 11_____
Acoma and San Ildefonso	Produce and sell 12_____
Navajo and Hopi Activity	Produce and sell 13_____

Reading Passage 2

Some of the senses that we and other terrestrial mammals take for granted are either reduced or absent in cetaceans or fail to function well in water. For example, it appears from their brain structure that toothed species are unable to smell. Baleen species, on the other hand, appear to have some related brain structures but it is not known whether these are functional. It has been speculated that, as the blowholes evolved and migrated to the top of the head, the neural pathways serving sense of smell may have been nearly all sacrificed. Similarly, although at least some cetaceans have taste buds, the nerves serving these have degenerated or are rudimentary.

The sense of touch has sometimes been described as weak too, but this view is probably mistaken. Trainers of captive dolphins and small whales often remark on their animals' responsiveness to being touched or rubbed, and both captive and freeranging cetacean individuals of all species (particularly adults and calves, or members of the same subgroup) appear to make frequent contact. This contact may help to maintain order within a group, and stroking or touching are part of the courtship ritual in most species. The area around the blowhole is also particularly sensitive and captive animals often object strongly to being touched there.

The sense of vision is developed to different degrees in different species. Baleen species studied at close quarters underwater — specifically a grey whale calf in captivity for a year, and free-ranging right whales and humpback whales studied and filmed off Argentina and Hawaii — have obviously tracked objects with vision underwater, and they can apparently see moderately well both in water and in air. However, the position of the eyes so restricts the field of vision in baleen whales that they probably do not have stereoscopic vision.

On the other hand, the position of the eyes in most dolphins and porpoises suggests that they have stereoscopic vision forward and downward. Eye position in freshwater dolphins, which often swim on their side or upside down while feeding, suggests that what vision they have is stereoscopic forward and upward. By comparison, the bottlenose dolphin has extremely keen vision in water. Judging from the way it watches and tracks airborne flying fish, it can apparently see fairly well through the air — water interface as well. And although preliminary experimental evidence suggests that their in-air vision is poor, the accuracy with which dolphins leap high to take small fish out of a trainer's hand provides anecdotal evidence to the contrary.

Such variation can no doubt be explained with reference to the habitats in which individual species have developed. For example, vision is obviously more useful to species inhabiting clear open waters than to those living in turbid rivers and flooded plains. The South American boutu and Chinese beiji, for instance, appear to have very limited vision, and the Indian susus are blind, their eyes reduced to slits that probably allow them to sense only the direction and intensity of light.

Although the senses of taste and smell appear to have deteriorated, and vision in water appears to be uncertain, such weaknesses are more than compensated for by cetaceans' well-developed acoustic sense. Most species are highly vocal, although they vary in the range of sounds they produce, and many forage for food using echolocation. Large baleen whales primarily use the lower frequencies and are often limited in their repertoire. Notable exceptions are the nearly song-like choruses of bowhead whales in summer and the complex, haunting utterances of the humpback whales. Toothed species in general employ more of the frequency spectrum, and produce a wider variety of sounds, than baleen species (though the sperm whale apparently produces a monotonous series of high-energy clicks and little else). Some of the more complicated sounds are clearly communicative, although what role they may play in the social life and "culture" of cetaceans has been more the subject of wild speculation than of solid science.

Questions 14-20

Complete the table below.
Choose NO MORE THAN THREE WORDS from Reading Passage 2 for each answer.
Write your answers in boxes 14-20 on your answer sheet.

SENSE	SPECIES	ABILITY	COMMENTS
Smell	toothed	no	evidence from brain structure
	baleen	not certain	related brain structures are present
Taste	some types	poor	nerves linked to their 14__________ are underdeveloped
Touch	all	yes	region around the blowhole very sensitive
Vision	15__________	yes	probably do not have stereoscopic vision
	dolphins, porpoises	yes	probably have stereoscopic vision 16__________
	17__________	yes	probably have stereoscopic vision forward and upward
	bottlenose dolphin	yes	exceptional in 18__________ and good in air-water interface
	boutu and beiji	poor	have limited vision
	Indian susu	no	probably only sense direction and intensity of light
Hearing	most large baleen	yes	usually use 19__________ repertoire limited
	20__________ and humpback whales	yes	song-like
	toothed	yes	use more of frequency spectrum; have wider repertoire

Questions 21-25

Answer the questions below using NO MORE THAN THREE WORDS from the passage for each answer.

Write your answers in boxes 21-25 on your answer sheet.

21 Which of the senses is described here as being involved in mating?

22 Which species swims upside down while eating?

23 What can bottlenose dolphins follow from under the water?

24 Which type of habitat is related to good visual ability?

25 Which of the senses is best developed in cetaceans?

Reading Passage 3

A International trade is growing at a startling pace. While the global economy has been expanding at a bit over 3% a year, the volume of trade has been rising at a compound annual rate of about twice that. Foreign products, from meat to machinery, play a more important role in almost every economy in the world, and foreign markets now tempt businesses that never much worried about sales beyond their nation's borders.

B What lies behind this explosion in international commerce? The general worldwide decline in trade barriers, such as customs duties and import quotas, is surely one explanation. The economic opening of countries that have traditionally been minor players is another. But one force behind the import-export boom has passed all but unnoticed: the rapidly falling cost of getting goods to market. Theoretically, in the world of trade, shipping costs do not matter. Goods, once they have been made, are assumed to move instantly and at no cost from place to place. The real world, however, is full of frictions. Cheap labour may make Chinese clothing competitive in America, but if delays in shipment tie up working capital and cause winter coats to arrive in spring, trade may lose its advantages.

C At the turn of the 20th century, agriculture and manufacturing were the two most important sectors almost everywhere, accounting for about 70% of total output in Germany, Italy and France, and 40-50% in America, Britain and Japan. International commerce was therefore dominated by raw materials, such as wheat, wood and iron ore, or processed commodities, such as meat and steel. But these sorts of products are heavy and bulky and the cost of transporting them relatively high.

D Countries still trade disproportionately with their geographic neighbours. Over time, however, world output has shifted into goods whose worth is unrelated to their size and weight. Today, it is finished manufactured products that dominate the flow of trade, and, thanks to technological advances such as lightweight components, manufactured goods themselves have tended to become lighter and less bulky. As a result, less transportation is required for every dollar's worth of imports or exports.

E To see how this influences trade, consider the business of making disk drives for computers. Most of the world's disk-drive manufacturing is concentrated in South-east Asia. This is possible only because disk drives, while valuable, are small and light and so cost little to ship. Computer manufacturers in Japan or Texas will not face hugely bigger freight bills if they import drives from Singapore rather than purchasing them on the domestic market. Distance therefore poses no obstacle to the globalisation of the disk-drive industry.

F This is even more true of the fast-growing information industries. Films and compact discs cost little to transport, even by aeroplane. Computer software can be "exported" without ever loading it onto a ship, simply by transmitting it over telephone lines from one country to another, so freight rates and cargo-handling schedules become insignificant factors in deciding where to make the product. Businesses can locate based on other considerations, such as the availability of labour, while worrying less about the cost of delivering their output.

G In many countries deregulation has helped to drive the process along. But, behind the scenes, a series of technological innovations known broadly as containerisation and inter-modal transportation has led to swift productivity improvements in cargo-handling. Forty years ago, the process of exporting or importing involved a great many stages of handling, which risked portions of the shipment being damaged or stolen along the way. The invention of the container crane made it possible to load and unload containers without capsizing the ship and the adoption of standard container sizes allowed almost any box to be transported on any ship. By 1967, dual-purpose ships, carrying loose cargo in the hold and containers on the deck, were giving way to all-container vessels that moved thousands of boxes at a time.

H The shipping container transformed ocean shipping into a highly efficient, intensely competitive business. But getting the cargo to and from the dock was a different story. National governments, by and large, kept a much firmer hand on truck and railroad tariffs than on charges for ocean freight. This started changing, however, in the mid-1970s, when America began to deregulate its transportation industry. First airlines, then road hauliers and railways, were freed from restrictions on what they could carry, where they could haul it and see what price they could charge. Big productivity gains resulted. Between 1985 and 1996, for example, America's freight railways dramatically reduced their employment, trackage, and their fleets of locomotives — while increasing the amount of cargo they hauled. Europe's railways have also shown marked, albeit smaller, productivity improvements.

I In America the period of huge productivity gains in transportation may be almost over, but in most countries the process still has far to go. State ownership of railways and airlines, regulation of freight rates and toleration of anti-competitive practices, such as cargo-handling monopolies, all keep the cost of shipping unnecessarily high and deter international trade. Bringing these barriers down would help the world's economies grow even closer.

Questions 26-29

Reading Passage 3 has six sections, A-I. Which paragraph contains the following information?
Write the correct letter A-I in boxes 26-29 on your answer sheet.

26 a suggestion for improving trade in the future
27 the effects of the introduction of electronic delivery
28 the similar cost involved in transporting a product from abroad or from a local supplier
29 the weakening relationship between the value of goods and the cost of their delivery

Questions 30-34

Do the following statements agree with the information given in Reading Passage 3?
In boxes 30-34 on your answer sheet, 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*

30 International trade is increasing at a greater rate than the world economy.
31 Cheap labour guarantees effective trade conditions.
32 Japan imports more meat and steel than France.
33 Most countries continue to prefer to trade with nearby nations.
34 Small computer components are manufactured in Germany.

Questions 35-38

Complete the summary using the list of words A-K below.
Write the correct letter, A-K, in boxes 35-38 on your answer sheet.

The Transport Revolution

Modern cargo-handling methods have had a significant effect on 35________ as the business of moving freight around the world becomes increasingly streamlined. Manufacturers of computers, for instance, are able to import 36________ from overseas, rather than having to rely on a local supplier. The introduction of 37________ has meant that bulk cargo can be safely and efficiently moved over long distances. While international shipping is now efficient, there is still a need for governments to reduce 38________in order to free up the domestic cargo sector.

A tariffs	B components	C container ships	D output
E employees	F insurance costs	G trade	H freight
I fares	J software	K international standards	

Test 4

Reading Passage 1

You should spend about 20 minutes on questions 1-13, which are based on Reading Passage 1.

The people of ancient Egypt emerged as one of the first Western civilisations. Sustained by the River Nile and protected by vast deserts, the Egyptians lived in comparative security, prosperity and peace for thousands of years. When such conditions exist, the civilisation and its arts usually flourish. To this day, many of the Egyptian artistic creations display the wealth, splendour and talent of this great civilisation.

Ancient Egypt has been called a land of temples and tombs, and for centuries people have been filled with wonder at the ingenuity of the Egyptians, whose impressive works have withstood the ravages of time so well. Had it not been for the long-lasting nature of their monuments and carved inscriptions in the form of hieroglyphics, much evidence of their activities would have vanished from all historical records. In about 3000 BC, Upper and Lower Egypt were united under the first pharaoh, and generally from that time until the invasion by Alexander the Great in 332 BC, Egypt prospered as a nation of skilful craftsmen and artists.

The Egyptians were an industrious, highly civilised and deeply religious people, who obediently accepted the supreme authority of their pharaohs. The people were content to serve and work for the state in return for a secure livelihood. They considered this earthly life to be a segment in a great cycle, at the end of which everything would be returned to its original form. The richer and more important the person, the more careful and elaborate would be his or her burial, and the stronger and safer the tomb in which they would be buried. The burial of the dead in the ground was not considered sufficiently safe for kings, queens and court officials, so sunken, sealed tombs were ingeniously constructed to protect personal treasures, food and instructions for the safe conduct of the soul after death. The design of these tombs developed into the stepped pyramid, and finally into the square pyramid that we know today.

There are about 80 ancient pyramids in Egypt. The Great Pyramid at Gizeh, which King Cheops built as his tomb 5,000 years ago, holds most interest. It stands with two other pyramids on a slight rise overlooking the River Nile. At the centre of the pyramid is the King's Chamber and leading down from there is a long narrow area known as the Grand Gallery. The pyramid covers 13 acres and contains 2,300,000 blocks of limestone, each weighing an average of 1.5 tons. Its pyramidal form has a perfectly square base with sides of 756 feet and a height of 481 feet. Situated directly below the King's Chamber is the Queen's Chamber and there are two air channels leading upwards from the centre of the pyramid to the outside.

Originally the exterior was covered in highly polished limestone slabs, all of which have been stolen over the years. It is estimated that a total of 100,000 men laboured for 20 years to build this gigantic structure, and although architecturally unimportant in design, it has aroused the curiosity of millions of people because of the uncanny accuracy of its measurements and proportions. It reveals the remarkable ingenuity and the great organising ability of the ancient Egyptians.

Near these pyramids stands the Great Sphinx, the origin and purpose of which constitute one of the world's most famous puzzles. Shaped from an outcrop of stone in the form of a human-headed lion, the face is possibly a portrait of King Khafra, the son of Cheops, who was buried in the second largest pyramid. The Sphinx is one of the biggest statues ever made.

The Egyptian people showed reverence towards natural objects such as the lotus flower, the scarab beetle, the falcon, the lion, the sun and the River Nile. All these subjects and many more were used symbolically and conventionally as motifs in low-relief carving and painting. It was the custom of the Egyptians to depict the various parts of the human figure, usually in the most characteristic positions. The head was shown in profile except for the eye, which was represented from the front, the shoulders and a portion of the arms wert portrayed from the front, while the hips and legs were side views. Wall decoration showed little or no attempt to indicate depth or perspective, except by placing distant objects above near things. It was essentially two-dimensional, and relative size indicated the status of the person, so the pharaoh was the largest figure in the composition.

Egyptian art is characterised by a passion for permanence, a desire to impress by size, and a determination to make each item serve its function without much regard for the whole. It is obvious that art among these people reached a very high level and the strong influence of Egyptian art can be seen in the work of nearby civilisations.

The fortunate discovery and subsequent deciphering in 1822 of the Rosetta Stone, which showed the same laws inscribed both in Egyptian hieroglyphics and the Egyptian demotic, or popular version of their language, as well as the Greek language, eventually gave the key to the meaning of Egyptian inscriptions, and therefore the significance of much Egyptian art.

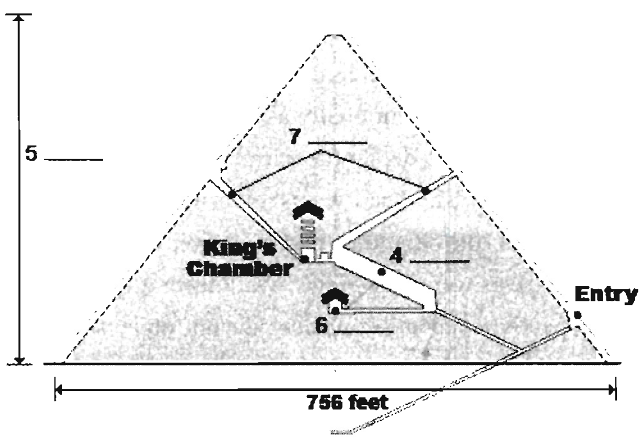
Questions 1-3

Complete the sentences below. Choose NO MORE THAN THREE WORDS from the passage for each answer.
Write your answers in boxes 1-3 on your answer sheet.

1 Security and peace are two________that are necessary for a civilisation to be successful.
2 Ancient Egyptians worked as both________.
3 Ordinary Egyptians expected to receive________for their hard work.

Questions 4-7

Label the diagram below. Choose NO MORE THAN THREE WORDS and/or NUMBERS from the passage for each answer. Write your answers in boxes 4-7 on your answer sheet.



Questions 8-12

Do the following statements agree with the information given in Reading Passage 1?
In boxes 8-12 on your answer sheet, 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*

8 The surface of the Great Pyramid is covered in polished limestone slabs.

9 King Khafra died before King Cheops.

10 Egyptian carvings were often based on things found in nature.

11 Important characters in Egyptian carvings were bigger than less important characters.

12 Egyptian art was greatly influenced by the art of neighbouring cultures.

Question 13

Choose the correct letter A, B, C or D.
Write the correct letter in box 13 on your answer sheet.

13 The writer's aim in this passage is to

A describe the construction methods of the pyramids.

B explain the beliefs of the ancient Egyptians.

C offer an interpretation of Egyptian art and sculpture.

D provide an overview of early Egyptian society.

Reading Passage 2

You should spend about 20 minutes on questions 1-13, which are based on Reading Passage 2.

A If Keilar Autumn, an expert in Biomechanik at Clark College in Portland, Oregon, has his way, the first footprints on Mars won't be human. They'll belong to a gecko. Gecko toes have legendary sticking power — and the Clark College scientist would like to see the next generation of Martian robots walking about on gecko-style feet. A gecko can whiz up the smoothest wall and hang from the ceiling by one foot, with no fear of falling.

B Autumn is one of a long line of researchers who have puzzled over the gecko's gravity-defying footwork. Earlier this year, he and his colleagues discovered that the gecko's toes don't just stick, they bond to the surface beneath them. Engineers are already trying to copy the gecko's technique — but reptilian feet are not the only ones they are interested in.

C Some of the most persistent "hanging" creatures are insects. They can defy not just gravity, but gusts of wind, raindrops and a predator's attempt to prize them loose. Recent discoveries about how they achieve this could lead to the development of quick-release adhesives and miniature grippers, ideal for manipulating microscopic components or holding tiny bits of tissue together during surgery. "There are lots of ways to make two surfaces stick together, but there are very few which provide precise and reversible attachment," says Stas Gorb, a biologist in Tübingen, Germany, working on the problem.

D Geckos and insects have both perfected ways of doing this, and engineers and scientists would dearly love to know how. Friction certainly plays a part in assisting horizontal movement, but when the animal is running up a slope, climbing vertically or travelling upside down, it needs a more powerful adhesive. Just what that adhesive is has been hotly debated for years. Some people suggested that insects had micro-suckers. Some reckoned they relied on electrostatic forces. Others thought that intermolecular forces between pad and leaf might provide a firm foothold.

E Most of the evidence suggests that insects rely on "wet adhesion", hanging on with the help of a thin film of fluid on the bottom of the pad. Insects often leave tiny trails of oily footprints. Some clearly secrete a fluid onto the "soles" of their feet. And they tend to lose their footing when they have their feet cleaned or dried.

F This year, Walter Federle, an entomologist at the University of Würzburg, showed experimentally that an insect's sticking power depends on a thin film of liquid under its feet. He placed an ant on a polished turntable inside the rotor of a centrifuge, and switched it on. At slow speeds, the ant carried on walking unperturbed. But as the scientist slowly increased the speed, the pulling forces grew stronger and the ant stopped dead, legs spread out and all six feet planted firmly on the ground. At higher speeds still, the ant's feet began to slide. "This can only be explained by the presence of a liquid," says Federle. "If the ant relied on some form of dry adhesion, its feet would pop abruptly off the surface once the pull got too strong."

G But the liquid isn't the whole story. What engineers really find exciting about insect feet is the way they make almost perfect contact with the surface beneath. "Sticking to a perfectly smooth surface is no big deal," says Gorb. But in nature, even the smoothest-looking surfaces have microscopic lumps and bumps. For a footpad to make good contact, it must follow the contours of the landscape beneath it. Flies, beetles and earwigs have solved the problem with hairy footpads, with hairs that bend like the bristles of a toothbrush to accommodate the troughs below.

H Gorb has tested dozens of species with this sort of pad to see which had the best stick. Flies resist a pull of three or four times their body weight — perfectly adequate for crossing the ceiling. But beetles can do better and the champion is a small, blue beetle with oversized yellow feet, found in the south-eastern parts of the US.

I Tom Eisner, a chemical ecologist at Cornell University in New York, has been fascinated by this beetle for years. Almost 30 years ago, he suggested that the beetle clung an tight to avoid being picked off by predators — ants in particular. When Eisher measured the beetle's sticking power earlier this year, he found that it can withstand pulling forces of around 80 times its own weight for about two minutes and an astonishing 200 times its own weight for shorter periods. "The ants give up because the beetle holds on longer than they can be bothered to attack it," he says.

J Whatever liquid insects rely on, the gecko seems able to manage without it. No one knows quite why the gecko needs so much sticking power. "It seems overbuilt for the job," says Autumn. But whatever the gecko's needs are, its skills are in demand by humans. Autumn and his colleagues in Oregon have already helped to create a robot that walks like a gecko. Mecho-Gecko, a robot built by iRobot of Massachusetts, walks like a lizard — rolling its toes down and peeling them up again. At the moment, though, it has to make do with balls of glue to give it stick. The next step is to try to reproduce the hairs on a gecko's toes and create a robot with the full set of gecko skills. Then we could build robots with feet that stick without glue, clean themselves and work just as well underwater as in the vacuum of space, or crawling over the dusty landscape of Mars.

Questions 14-18

Look at the following statements (Questions 14-18) and the list of scientists below.
Match each statement with the correct scientist A, B, C or D.
Write the correct letter A, B, C or D in boxes 14-18 on your answer sheet.

List of scientists

A Kellar Autumn
B Stas Gorb
C Walter Federte
D Tom Eisher

14 Some insects use their ability to stick to surfaces as a way of defending themselves.
15 What makes sticky insect feet special is the fact that they can also detach themselves easily from a surface.
16 Gecko feet seem to be stickier than they need to be.
17 A robot with gecko-style feet would be ideal for exploring other planets.
18 Evidence shows that in order to stick, insect feet have to be wet.

Questions 19-22

Reading Passage 2 has ten paragraphs A-J.
Which paragraph contains the following information?
Write the correct letter A-J in boxes 19-22 on your answer sheet.

19 some of the practical things a gecko-style adhesive could be used for
20 a description of a test involving an insect in motion
21 three different theories scientists have had about how insect feet stick
22 examples of remarkable gecko movements

Questions 23-26

Complete each sentence with the correct ending A-G below.
Write the correct letter A-G in boxes 23-26 on your answer sheet.

A stick to surfaces in and out of water.
B curl up and down.
C are washed and dried.
D resist a pull of three times their body weight.
E start to slip across the surface.
F leave yellow footprints.
G have hairy footpads.

23 Insect feet lose their sticking power when they ____________

24 If you put ants on a rapidly rotating object, their feet ____________

25 Beetles can stick to uneven surfaces because they ____________

26 The toes on robots like Mecho-Gecko ____________

Reading Passage 3

You should spend about 20 minutes on questions 27-40, which are based on Reading Passage 3.

Try It and See

A In the scientific pecking order, social scientists are usually looked down on by their peers in the natural sciences. Natural scientists do experiments to test their theories or, if they cannot, they try to look for natural phenomena that can act in lieu of experiments. Social scientists, it is widely thought, do not subject their own hypotheses to any such rigorous treatment. Worse, they peddle their untested hypotheses to governments and try to get them turned into policies.

B Governments require sellers of new medicines to demonstrate their safety and effectiveness. The accepted gold standard of evidence is a randomised control trial, in which a new drug is compared with the best existing therapy (or with a placebo, if no treatment is available). Patients are assigned to one arm or the other of such a study at random, ensuring that the only difference between the two groups is the new treatment. The best studies also ensure that neither patient nor physician knows which patient is allocated to which therapy. Drug trials must also include enough patients to make it unlikely that chance alone may determine the result.

C But few education programmes or social initiatives are evaluated in carefully conducted studies prior to their introduction. A case in point is the "whole-language" approach to reading, which swept much of the English-speaking world in the 1970s and 1980s. The whole-language theory holds that children learn to read best by absorbing contextual clues from texts, not by breaking individual words into their component parts and reassembling them (a method known as phonics). Unfortunately, the educational theorists who pushed the whole-language notion so successfully did not wait for evidence from controlled randomised trials before advancing their claims. Had they done so, they might have concluded, as did an analysis of 52 randomised studies carried out by the US National Reading Panel in 2000, that effective reading instruction requires phonics.

D To avoid the widespread adoption of misguided ideas, the sensible thing is to experiment first and make policy later. This is the idea behind a trial of restorative justice which is taking place in the English courts. The experiment will include criminals who plead guilty to robbery. Those who agree to participate will be assigned randomly either to sentencing as normal or to participation in a conference in which the offender comes face-to-face with his victim and discusses how he may make emotional and material restitution. The purpose of the trial is to assess whether such restorative justice limits re-offending. If it does, it might be adopted more widely.

E The idea of experimental evidence is not quite as new to the social sciences as sneering natural scientists might believe. In fact, randomised trials and systematic reviews of evidence were introduced into the social sciences long before they became common in medicine. An apparent example of random allocation is a study carried out in 1927 of how to persuade people to vote in elections. And randomised trials in social work were begun in the 1930s and 1940s. But enthusiasm later waned. This loss of interest can be attributed, at least in part, to the fact that early experiments produced little evidence of positive outcomes. Others suggest that much of the opposition to experimental evaluation stems from a common philosophical malaise among social scientists, who doubt the validity of the natural sciences, and therefore reject the potential of knowledge derived from controlled experiments. A more pragmatic factor limiting the growth of evidence-based education and social services may be limitations on the funds available for research.

F Nevertheless, some 11,000 experimental studies are known in the social sciences (compared with over 250,000 in the medical literature). Randomised trials have been used to evaluate the effectiveness of driver-education programmes, job-training schemes, classroom size, psychological counselling for post-traumatic stress disorder and increased investment in public housing. And where they are carried out, they seem to have a healthy dampening effect on otherwise rosy interpretations of the observations.

G The problem for policymakers is often not too few data, but what to make of multiple and conflicting studies. This is where a body called the Campbell Collaboration comes into its own. This independent non-profit organisation is designed to evaluate existing studies, in a process known as a systematic review. This means attempting to identify every relevant trial of a given question (including studies that have never been published), choosing the best ones using clearly defined criteria for quality, and combining the results in a statistically valid way. An equivalent body, the Cochrane Collaboration, has produced more than 1,004 such reviews in medical fields. The hope is that rigorous review standards will allow Campbell, like Cochrane, to become a trusted and authoritative source of information.

Questions 27-32

Reading Passage 3 has seven paragraphs A-G. Choose the correct heading for paragraphs B-G from the list of headings below. Write the correct number i-x in boxes 27-32 on your answer sheet.

List of headings

i	Why some early social science methods lost popularity
ii	The cost implications of research
iii	Looking ahead to an unbiased assessment of research
iv	A range of social issues that have been usefully studied
v	An example of a poor decision that was made too quickly
vi	What happens when the figures are wrong
vii	One area of research that is rigorously carried out
viii	The changing nature of medical trials
ix	An investigative study that may lead to a new system
x	Why some scientists' theories are considered second-rate

Example	Answer
Paragraph A	x

27 Paragraph B
28 Paragraph C
29 Paragraph D
30 Paragraph E
31 Paragraph F
32 Paragraph G

Questions 33-36

Complete the summary below.
Choose NO MORE THAN TWO WORDS from the passage for each answer.
Write your answers in boxes 33-36 on your answer sheet.

Fighting Crime

Some criminals in England are agreeing to take part in a trial designed to help reduce their chances of 33________. The idea is that while one group of randomly selected criminals undergoes the usual 34 ________, the other group will discuss the possibility of making some repayment for the crime by meeting the 35_________. It is yet to be seen whether this system, known as 36______, will work.

Questions 37-40

Classify the following characteristics as relating to

A Social Science
B Medical Science
C Both Social Science and Medical Science
D Neither Social Science nor Medical Science

Write the correct letter A, B, C or D in boxes 37-40 on your answer sheet.

37 a tendency for negative results in early trials
38 the desire to submit results for independent assessment
39 the prioritisation of research areas to meet government needs
40 the widespread use of studies that investigate the quality of new products

Test 5

Reading Passage 1

When a spacecraft flies by a planet, the gravitational field of the planet causes the spacecraft to accelerate. This change in speed and direction can be detected as a slight shift in the frequency of the radio signals that the spacecraft is sending back to Earth. Scientists have analyzed radio signals from several spacecraft that have passed Jupiter and have combined their results with studies of Jupiter's composition to create computer models of the planet. The computer models predict that Jupiter's outer layer, composed of a gaseous mixture of hydrogen, helium, and traces of hydrogen-rich compounds such as ammonia, methane, and water vapor, is about 1,000 km (about 600 mi) thick. Beneath this layer, the pressure is so great and the atmosphere is so hot and compressed that the hydrogen and helium atoms do not behave as a gas, but as what physicists call a supercritical fluid. Supercritical fluids form at high temperatures and pressures and have properties similar to those of both gases and liquids. The supercritical zone extends 20,000 to 30,000 km (12,000 to 19,000 mi) into Jupiter, which is about one-fourth to one-third of the radius of the planet.

Beneath the supercritical fluid zone, the pressure reaches 3 million Earth atmospheres. At this depth, the atoms collide so frequently and violently that the hydrogen atoms are ionized — *that is*, the negatively charged electrons are stripped away from the positively charged protons of the hydrogen nuclei. This ionization results in a sea of electrically charged particles that resembles a liquid metal and gives rise to Jupiter's magnetic field. This liquid metallic hydrogen zone is 30,000 to 40,000 km (19,000 to 25,000 mi) thick — about half the radius of the planet — and extends to the molten rock core at Jupiter's center. The molten rock core occupies a sphere with a radius of about 10,000 km (about 6,000 mi) — about one-fourth of Jupiter's total radius — and has a mass perhaps 10 to 15 times the mass of Earth.

The discovery that the comet was likely to collide with Jupiter caused great excitement within the astronomical community and beyond, as astronomers had never before seen two significant solar system bodies collide. Intense studies of the comet were undertaken, and as its orbit became more accurately established, the possibility of a collision became a certainty. The collision would provide a unique opportunity for scientists to look inside Jupiter's atmosphere, as the collisions were expected to cause eruptions of material from the layers normally hidden beneath the clouds.

Astronomers estimated that the visible fragments of SL9 ranged in size from a few hundred metres to at most a couple of kilometres across, suggesting that the original comet may have had a nucleus up to 5 km across — somewhat larger than Comet Hyakutake, which became very bright when it passed close to the Earth in 1996. One of the great debates in advance of the impact was whether the effects of the impact of such small bodies would be noticeable from Earth, apart from a flash as they disintegrated like giant meteors.

Other suggested effects of the impacts were seismic waves travelling across the planet, an increase in stratospheric haze on the planet due to dust from the impacts, and an increase in the mass of the Jovian ring system. However, given that observing such a collision was completely unprecedented, astronomers were cautious with their predictions of what the event might reveal.

Anticipation grew as the predicted date for the collisions approached, and astronomers trained terrestrial telescopes on Jupiter. Several space observatories did the same, including the Hubble Space Telescope, the ROSAT X-ray observing satellite, and significantly the Galileo spacecraft, then on its way to a rendezvous with Jupiter scheduled for 1995. While the impacts would take place on the side of Jupiter hidden from Earth, Galileo, then at a distance of 1.6 AU from the planet, would be able to see the impacts as they occurred. Jupiter's rapid rotation would bring the impact sites into view for terrestrial observers a few minutes after the collisions.

Two other satellites made observations at the time of the impact: the Ulysses spacecraft, primarily designed for solar observations, was pointed towards Jupiter from its location 2.6 AU away, and the distant Voyager 2 probe, some 44 AU from Jupiter and on its way out of the solar system following its encounter with Neptune in 1989, was programmed to look for radio emission in the 1-390 kHz range.

The first impact occurred at 20:15 UTC on July 16, 1994, when fragment A of the nucleus slammed into Jupiter's southern hemisphere at a speed of about 60 km/s. Instruments on Galileo detected a fireball which reached a peak temperature of about 24,000 K, compared to the typical Jovian cloudtop temperature of about 130 K, before expanding and cooling rapidly to about 1500 K after 40 s. The plume from the fireball quickly reached a height of over 3,000 km. A few minutes after the impact fireball was detected, Galileo measured renewed heating, probably due to ejected material falling back onto the planet. Earth-based observers detected the fireball rising over the limb of the planet shortly after the initial impact.

Astronomers had expected to see the fireballs from the impacts, but did not have any idea in advance how visible the atmospheric effects of the impacts would be from Earth. Observers soon saw a huge dark spot after the first impact. The spot was visible even in very small telescopes, and was about 6,000 km (one Earth radius) across. This and subsequent dark spots were thought to have been caused by debris from the impacts, and were markedly *asymmetric*, forming crescent shapes in front of the direction of impact.

Over the next 6 days, 21 distinct impacts were observed, with the largest coming on July 18 at 07:34 UTC when fragment G struck Jupiter. This impact created a giant dark spot over 12,000 km across, and was estimated to have released an energy equivalent to 6,000,000 megatons of TNT (750 times the world's nuclear arsenal). Two impacts 12 hours apart on July 19 created impact marks of similar size to that caused by fragment G, and impacts continued until July 22, when fragment W struck the planet.

Questions 1-3

Choose THREE letters A-H.
Write your answers in boxes 1-3 on your answer sheet.
NB Your answers may be given in any order.
Which THREE of the following statements are true of Reading Passage 1?

A Jupiter has two layers: out layer and inside layer.
B The impact effects could not be seenable from Earth.
C The collision provided a valuable chance to see Jupiter's inside.
D Before collision astronomers were not sure about what would happen.
E Collision of Solar system bodies is common to see.
F The impacts had lasted for 6 days.
G Astromoners witnessed the collision simultaneously when it happened.
H The largest fragment hit Jupiter first.

Questions 4-7

Complete the summary.

Choose NO MORE THAN TWO WORDS from the passage for each answer.
Write your answers in boxes 4-7 on your answer sheet.

Astronomers had no idea about the scene of the impacts because they had never seen this kind of collision before. The impact brought a 4_____ at first. It even could be seen by using 5_____. Debris from the impacts caused this and the 6_____ dark spots which created 7_____.

Questions 8-13

Do the following statements agree with the information given in Reading Passage 1?
In boxes 8-13 on your answer sheet, 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*

8 The core of Jupiter is made of molten rock.
9 A certain colliion is predicted by astronomers.
10 The collision between two Solar system bodies had be seen before SL9 hit Jupiter.
11 Ulysses spacecraft runs faster than Voyager 2 probe.
12 Astronomers saw the fireball from Earth shortly after the initial impact.
13 The fragment W is smaller than fragment G.

Reading Passage 2

You are advised to spend about 20 minutes on Questions 14-29 which are based on Reading Passage 2.

Job Sharing

Section A

Job sharing refers to situation in which two people divide the responsibility of one full-time job. The two people willingly act as part-time workers, enough hours between them to fulfill the duties of a full-time worker. If they each work half the job, for example, they each receive 50 per cent of the job's wages, its holidays and its other benefits. Of course, some job sharers take a smaller or larger share of the responsibilities of the position, receiving a lesser or greater share of the benefits.

Job sharing differs from conventional part-time work in that it is mainly (although not exclusively) occurring in the more highly skilled and professional areas, which entail higher levels of responsibility and employee commitment. Until recently, these characteristics were not generally seen as compatible with anything less than full-time employment. Thus, the demands of job sharing are reciprocated by better pay and conditions and, ideally, more satisfaction than conventional part-time work.

Section B

Job sharing should not be confused with the term work sharing, which pertains to increasing the number of jobs by reducing the number of hours of each existing job, thus offering more positions to the growing number of unemployed people. Job sharing, by contrast, is not designed to address unemployment problems; its focus, rather, is to provide well-paid work for skilled workers and professionals who want more free time for other pursuits.

Section C

As would be expected, women comprise the bulk of job sharers. A survey carried out in 1988 by Britain's Equal Opportunities Commission (EOC) revealed that 78 percent of shares were female, the majority of whom were between the ages of 20 and 40 years of age. Subsequent studies have come up with similar results. Many of these women were re-entering the job market after having had children, but they chose not to seek part-time work because it would have meant reduced wages and lower status. Job sharing also offered an acceptable transition back into full-time work after a long absence.

Section D

Although job sharing is still seen as too radical by many companies, those that have chosen to experiment with it include large businesses with conservative reputations. One of Britain's major banks, the National Westminster Bank, for example, offers a limited number of shared positions intended to give long-serving employees a break from full-time work. British Telecom, meanwhile, maintains 25 shared posts because, according to its personnel department, "some of the job sharers might otherwise have left the company and we are now able to retain them." Two wide-ranging surveys carried out in the country in 1989 revealed the proportion of large and medium-sized private-sector businesses that allow job sharing to be between 16 and 25 percent. Some 78 percent of job sharers, however, work in public-sector jobs.

Section E

The types of jobs that are shared vary, but include positions that involve responsibility for many subordinates. Research into shared senior management positions suggests that even such high-pressure work can be shared between two people with little adjustment, provided the personalities and temperaments of the sharers are not vastly different from one another. A 1991 study of employees working under supervisory positions shared by two people showed that those who prefer such a situation do so for several reasons. Most prevalent were those who felt there was less bias in the evaluation of their work because having two assessments provided for a greater degree of fairness.

Section F

The necessity of close cooperation and collaboration when sharing a job with another person makes the actual work quite different from conventional one-position, one-position jobs. However, to ensure a greater chance that the partnership will succeed, each person needs to know the strengths, weaknesses and preferences of his or her partner before applying for a position. Moreover, there must be an equitable allocation of both routine tasks and interesting ones. In sum, for a position to be job-shared well, the two individuals must be well matched and must treat each other as equals.

Questions 14-18

The Reading Passage "Job Sharing" has 6 sections, A-F. Choose the most suitable headings for sections A, C, D, E and F from the list of headings at the top of the next page. Write the appropriate numbers (i-x) in boxes14-18 on your answer sheet.

NB There are more headings than sections so you will not use all of them. You may use any of the headings more than once.

List of headings

i	Characteristics of job sharers
ii	Employer acceptance of job sharing
iii	Sharing work v. sharing jobs
iv	Rejection of job sharing by industry
v	Definition of job sharing
vi	Finding a job share partner
vii	Ingredients of successful job sharing
viii	Creating employment through job sharing
ix	Women sharing work
x	Job sharers as bosses

Example	Answer
Section B	iii

14 Section A

15 Section C

16 Section D

17 Section E

18 Section F

Questions 19-23

Complete the notes below for SECTION A. Choose ONE or TWO WORDS from the section for each answer. Write your answers in boxes 19-23 on your answer sheet.

Job Sharing

Common job sharing areas:

highly skilled (Example)

19________

Job sharing requires a greater degree of:

20________

21________

Benefits of job sharing over part-time work:

22________

better conditions

23________

Questions 24-28

Do the following statements reflect the claims of the writer in Reading Passage 2. In boxes 24-28 write:

YES	*if the statement reflects the claims of the writer*
NO	*if the statement contradicts the writer's claims*
NOT GIVEN	*if there is no information about this in the passage*

24 The majority of male job sharers are between 20 and 40 years of age.
25 Job sharers have no intention of later resuming full-time work.
26 Employers may allow job sharing to keep or attract good workers.
27 Fewer job sharers are employed in the private sector than in the public sector.
28 Most employees prefer to work under a shared supervisory position.

Question 29

Choose the appropriate letter A-D and write it in box 29 on your answer sheet.

29 What is the main aim of the writer of "Job Sharing"?
- A to encourage employers to allow more job sharing
- B to introduce the reader to the concept of job sharing
- C to advise people who wish to try job sharing
- D to discuss the implications of job sharing for industry

Reading Passage 3

You are advised to spend about 25 minutes on Questions 30-43 which are based on Reading Passage 3.

(Untitled)

The renewed spread of malaria in recent years, particularly in parts of sub-Saharan Africa, has been a cause of great concern to health workers and officials around the world. The global health community was once confident that the disease had been brought under control, with many successes in ridding large areas of malaria over the previous decades, but now increasingly large numbers of people are dying from the mosquito-borne ailment. Forty per cent of the world's population live in areas that are infected with malaria, and each year brings approximately 270 million new cases. Table 1 summarizes recent distribution by geographic area.

The resurgence of malaria is occurring in several parts of the world. However, it is most acute in Africa, south of the Sahara Desert, where according to a 1993 World Health Organization (WHO) report, between 1.4 and 2.8 million people, half of them children, now die each year from the disease. This is triple the annual number of people in the same region who die of AIDS. Actual numbers of malaria deaths may be even larger because the symptoms, such as chronic fever, are often mistaken for other, unrelated illnesses, such as influenza or pneumonia.

Table 1: Annual distribution of malaria infection, approximate, selected regions

	Sub-Saharan Africa	Southeast Asia	Indian subcontinent	South America	Northeast Asia
New cases (average per year)	135 million	66 million	46 million	17 million	6 million
of which children (average per year)	48 million	23 million	19 million	5.1 million	1.7 million
Deaths (average per year)	2.1 million	360,000	320,000	110,000	57,000

Incidences of cerebral malaria, which is caused by Plasmodium falciparum, the more dangerous of the two main malaria parasites, have been responsible for the growing number of fatalities in East Africa since the late 1980s. When treatment using chloroquine, which in many cases is not even effective, is not available, victims of cerebral malaria may survive as little as 24 hours.

In the 1950s, sub-tropical regions in the United States, southern Europe and elsewhere were sprayed with DDT, which eliminated the malaria parasite where used appropriately but resulted in resistant mosquitoes where sprayed too often. In other parts of the world at this time, chloroquine was introduced as a means of preventing infection, and it was thought to be effective in bringing down the number of malaria cases until the 1970s, when chloroquine-resistant strains of the parasite began to appear. The resistance kept getting stronger as time went on, and in some areas, such as Malawi and Kenya, malaria is now no longer preventable with commonly used drugs.

Increasing urbanization is also responsible for the renewed spread of malaria in Africa. Because the parasite is more commonly found in rural areas where mosquitoes can breed in large numbers, people who are raised there have a significantly higher immunity to it than those reared in the towns and cities. Indeed, 5% of children in the countryside die of malaria, and the many who survive it go on to become adults with a high degree of natural resistance. This is not the case with people living in urban areas; when such people go to visit relatives in the countryside, they are at a much higher risk of contracting malaria.

Health workers, discouraged by the diminishing effectiveness of malarial drugs, are seeking to promote physical barriers to infection rather than chemical ones. The concept of mosquito nets hung over beds to keep mosquitoes away is certainly not new, but recent efforts to improve them have led to some success in protecting people from malaria. In experiments in Gambia, the number of children dying from malaria has dropped 50% since using nets soaked in insecticide. To remain effective, the nets need to be re-soaked only twice a year, and no drugs need to be taken for prevention. The nets provide additional benefits to the families who use them in that they prevent other types of irritating insects from getting too close.

Whether or not mosquito nets would be effective on a large scale remains to be seen, as conditions vary from place to place. Some users complain it is too hot under the nets to be able to sleep. Furthermore, their cast limits the number of people who can take advantage of them.

Thus the search for a vaccine for malaria continues. Manuel Patarroyo, a medical researcher from Columbia, stated in 1993 that he had been successful in trying a new vaccine on some 20,000 people in South America. Similar testing of the vaccine is being done in Africa, but health officials there are not convinced it will be effective because the rate at which new cases of malaria develops is many times higher than that in South America.

Although not a vaccine, arthemeter, derived from the Chinese herb qinghao, appears to offer an effective way of protecting people from malaria parasites. It proved to have tripled the effectiveness of chloroquine in research carried out in 1993 along the border of Thailand and Cambodia, an area not unlike sub-Saharan Africa in the strength of the parasite's resistance to conventional malarial drugs. There are plans for the new drug to be produced in China and marketed internationally by a French pharmaceutical company.

Question 30

From the list below choose the most suitable title for the whole of Reading Passage 3. Write the appropriate letter A-D in box 30 on your answer sheet.

A The Growing Incidence of Malaria
B The Worldwide Spread of Malaria
C Malaria Prevention Using Vaccines
D The Elimination of the Malaria Parasite

Questions 31-36

Use the information in Reading Passage 3 to indicate the relationship between the two items given for each question below. Classify them as:

A if there is a positive correlation
B if there is a negative correlation
C if there is little or no correlation
D if there is no information

Write the appropriate letters A-D in boxes 31-36 on your answer sheet.

Example		Answer
number of new malaria cases	number of malaria deaths	A

31 malaria growth rate incidence of influenza
32 chloroquine used in 1950s number of new malaria cases
33 amount of chloroquine taken per day effectiveness against disease
34 resistance of parasite number of new malaria cases
35 growth of cities number of new malaria cases
36 use of soaked mosquito nets number of new malaria cases

Questions 37-39

Choose ONE phrase A-H from the list below to complete each key point. Write the appropriate letters A-H in boxes 37-39 on your answer sheet.

The information in the completed sentences should be an accurate summary of points made by the writer.
NB There are more phrases A-H than sentences so you will not use them all. You may use any phrase more than once.

37 Malaria infection___________
38 Arthemeter___________
39 Use of DDT___________

A has spread to 40% of the population.
B is preventable without the need for drugs.
C has not been recorded in Northeast Asia.
D is especially effective in aiding victims of Plasmodium falciparum.
E effectively rid parts of the world of malaria parasite.
F has been found to be effective in South America.
G is claimed to be better at fighting infection than chloroquine.
H is limited to malaria prevention.

Questions 40-43

Answer each of the following question using NUMBERS or NO MORE THAN TWO WORDS taken from Reading Passage 3. Write your answers in boxes 40-43 on your answer sheet.

40 Approximately how many children contract malaria each year in sub-Saharan Africa?
41 Identify ONE symptom of malaria as discussed in the passage.
42 Identify ONE country in which conventional drugs are no longer effective in preventing malaria.
43 Identify ONE problem with the use of mosquito nets.

Test 6

Reading Passage 1

1 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 play a relatively limited role in medical behavior generally. Conversely, Chinese medicine plays a major role in the maintenance and restoration of health and is 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.

2 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).

3 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.

4 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 spices, or the calorific value of the food.

5 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 antitonic 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 1-4

There are 5 paragraphs in Reading Passage 1 "Traditional Vietnamese Medical Theory". Below is a list of possible headings for the paragraphs. The headings are numbered A-H. From the list, choose the best heading for each paragraph. Write your answer A-H, in the spaces numbered 1-4 on the answer sheet. One has been done for you as an example.
There are more headings than paragraphs, so you won't use all of them.

List of headings

A Rituals for childbirth
B Simple classification of foods
C Blood and breath
D Detailed classification of foods
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

Example	Answer
Paragraph 3	B

1 Paragraph 1
2 Paragraph 2
3 Paragraph 4

4 Paragraph 5

Questions 5-9

Answer questions 5-9 using NO MORE THAN TWO WORDS TAKEN FROM THE TEXT. Write your answers in the spaces numbered 5-9 on the answer sheet.

5 What are the life forces of the body?

6 What TWO kinds of illness can be caused by a lack of balance between the life forces?

7 Name TWO life changes which may cause an imbalance of life forces in the body.

8 What criterion decides the theoretical classification of foods?

9 What criterion decides the actual classification of foods?

Questions 10-17

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. Write your answers in the spaces numbered 10-17 on the answer sheet.

Table of food classification

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

Reading Passage 2

Supersonic Doom

As the world's only supersonic passenger jet approaches its 26th birthday, a worldwide race is underway to build the Concorde II. The British Airways fleet of seven has as little as 10 years' flying time left. British Airways has challenged designers to come up with its successor before the fleets, operated by BA and Air France for nearly 20 years, have exhausted their commercial lives. British Aerospace is working with French and German partners to develop a successor capable of carrying three times as many passengers. Racing against them are the Americans, also working toward a supersonic passenger plane for the 21st century.

The projected development cost is a minimum $10 billion — so high that only one version is likely to be built in the foreseeable future BA and Aerospatiale, which pioneered Concorde I, have been joined by Daimler Benz Aerospace on the joint Concorde II research project. The European Supersonic Research Program (ESRP) will be funded by all three countries. They also are involved in wider-ranging talks with Italian, Japanese and Russian organizations under the umbrella of the International Supersonic Study Group Japanese Aircraft Industries, the Alenia Company of Italy and the Tupolev Design Bureau have been looking at environmental requirements, certification bases, market potential, global cooperation and business compatibility.

British Aerospace is looking for a plane holding a minimum of 200 passengers, compared to Concorde I's 100. The aircraft would have to be capable of flying between 5,500 and 6,500 miles at a cruising speed of Mach 2.5. The British Aerospace idea is for a 90m-long aircraft carrying 289 passengers instead of 60m-long Concorde I's 4,000 miles at Mach 2. Long distance air travel is constantly increasing and passengers are asking for more direct flights with increased comfort. Supersonic flights must not cost significantly more than normal flights and that must be one of the primary objectives. The market for a new commercial supersonic aircraft could be between 500 and 1,000.

In the United States, Boeing and McDonnell Douglas are working on a successor plane with the aid of a $15 billion grant from the National Aeronautics and Space Administration (NASA). The first phase of the project began in the US in 1989, with NASA's High Speed Research Program (HSR I), which focused solely on environmental issues, such as noise and pollution, associated with supersonic travel. The second phase, HSR II, will move toward the construction of an aerodynamic craft capable of withstanding the rigors of daily supersonic travel.

Boeing and McDonnell Douglas have demonstrated that supersonic travel could be economically feasible and that demand exists for time-saving travel. Developments are expected to more than half the time it now takes to fly between London and New York, and between Los Angeles and Tokyo. Even though it is accepted supersonic jets will be banned from flying over populated areas, there are still 150 routes of more than 3000 km between 81 major cities which they could use. Rolls Royce is working on a suitable Variable Cycle Engine which will be quieter and faster than anything now available. It is hoped it will be acceptable for some overland flights, such as Siberia and northern Canada. It will have to be capable of cruising comfortably and economically at subsonic speeds using a turbofan, before the turbojet takes the craft up to supersonic speeds over the seas. It is believed that Concorde II is feasible and that technically it could be produced). The Boeing group is looking at "500 seal 5,000 null-(8,000km) range, Mach 2.4 aircraft" which could make extensive use *of composite* materials. It probably will take the full co-operation of Europe, the US and Japan to achieve. It appears that there are also plans to build blueprint designed for world leaders and the wealthy. And there is a joint American-Russian venture for a similar aircraft, involving Gulf stream Aerospace Sukhoi Design Bureau.

Questions 18-23

Below is a table with comparative information about Concorde I, the European version of Concorde II and the American version of Concorde II. There is some information missing from the table. Complete the table using information from the reading passage. Write your answers in the spaces numbered 18-23 on the answer sheet. One has been done for you as an example.

	CONCORDE I	CONCORDE II	
		European version	American version
capacity	Example 100	18	300
distance	4000 miles	19	20
speed	21	2.5 Mach	22
length	60 m	23	(not given)

Questions 24-27

Look at the following statements A-H. According to Reading Passage 2, which FOUR statements are TRUE. Choose the appropriate letters, A-H, and write them in the spaces numbered 24-27 on the answer sheet. The answers may be written in any order.

List of statements

A Concorde II will be ready for commercial use in 10 years.
B Daily use of supersonic aircraft causes structural problems.
C The new supersonic jet should be twice as fast as the current one.
D Only wealthy people will be able to travel on the new planes.
E There is world-wide co-operation in this project.
F The problems of noise and air pollution have already been researched.
G Supersonic jets can fly long distances over Canada and Russia.
H Concorde is a commercial aircraft.

Question 28

How many countries are involved in developing versions of Concorde II?

Reading Passage 3

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 neighborhood 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.

• 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 neighborhood 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 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.

• 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.

• 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.

Questions 29-32

Answer each of the following questions using NO MORE THAN TWO WORDS. The words should be taken FROM THE TEXT. Write your answers in the spaces numbered 29-32 on the answer sheet.

29 Write TWO characteristics of suburban housing.
30 Write ONE negative result of suburban housing.
31 Write TWO positive aspects of co-housing.
32 Write ONE negative result of house sharing.

Questions 33-35

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. Choose the answers A-G, and write them in the spaces numbered 33-35 on the answer sheet. 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 36-40

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. Write your answers in the spaces numbered 36-40 on the answer sheet.

Summary of Common House

Although each 36___________ has its private 37___________, 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 38___________ such as photography, pottery or for playing 39___________. This common house gives people of all ages the opportunity to meet each other and socialize. The 40___________ can make their own decisions on how they use the common space.

List of words

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

Test 7

Reading Passage 1

A That "Monday morning feeling" could be a crushing pain in the chest which leaves you sweating and gasping for breath. Recent research from Germany and Italy shows that heart attacks are more common on Monday mornings and doctors blame the stress of returning to work after the weekend break.

B The risk of having a heart attack on any given day should be one in seven, but a six-year study coordinated by researchers at the Free University of Berlin of more than 2,600 Germans revealed that the average person had a 20 per cent higher chance of having a heart attack on a Monday than on any other day.

C Working Germans are particularly vulnerable, with a 33 per cent higher risk at the beginning of the working week Non-workers, by comparison, appear to be no more at risk on a Monday than any other day.

D A study of 11,000 Italians identified 8 a.m. on a Monday morning as the most stressful time for the heart, and both studies showed that Sunday is the least stressful day, with fewer heart attacks in both countries.

E The findings could lead to a better understanding of what triggers heart attacks, according to Dr. Stefan Wilhch of the Free University. "We know a lot about long-term risk factors such as smoking and cholesterol but we don't know what actually triggers heart attacks, so we can't make specific recommendations about how to prevent them," he said.

F Monday mornings have a double helping of stress for the working body as it makes a rapid transition from sleep to activity, and from the relaxing weekend to the pressures of work. "When people get up, their blood pressure and heart rate go up and there are hormonal changes in their bodies," Wilhch explained. All these things can have an adverse effect in the blood system and increase the risk of a clot in the arteries which will cause a heart attack. "When people return to work after a weekend off, the pace of their life changes. They have a higher workload, more stress, more anger and more physical activity," said Wilhch. "We need to know how these events cause changes in the body before we can understand if they cause heart attacks."

G But although it is tempting to believe that returning to work increases the risk of a heart attack, both Wilhch and the Italian researchers admit that it is only a partial answer. Both studies showed that the over-65s are also vulnerable on a Monday morning even though most no longer work. The reason for this is not clear, but the Italian team at the Luigi Saddo Hospital in Milan speculate that social interactions — the thought of facing another week and all its pressures — may play a part.

H What is clear, however, is that the Monday morning peak seems to be consistent from northern Germany to southern Italy in spite of the differences in diet and lifestyle.

I Wilhch is reluctant at this stage to make specific recommendations, but he suggests that anyone who suffers from heart disease should take it easy on Monday mornings and leave potentially stressful meetings until midweek "People should try to create a pleasant working environment," he added "Maybe this risk applies only to those who see work as a burden, and people who enjoy their work are not so much at risk We need to find out more".

Question 1

Write your answer in the space numbered 1 on the answer sheet.
On which day are people least likely to have a heart attack?

Questions 2-5

Read the following statements 2-5. According to the reading passage, if the statement is true write T, if the statement is false write F, if there is insufficient evidence write IE. Write your answers in the spaces numbered 2-5 on the answer sheet. An example is shown below.

Example	Answer
It was once believed that there was an equal chance of suffering a heart attack on any day of the week.	T

2 Unemployed Germans have a higher risk of heart attack than employed Germans.

3 Unemployed Italians have a lower risk of heart attack than unemployed Germans.

4 Germans risk heart attack because of their high consumption of fatty food.

5 Cholesterol and smoking cause heart attacks.

Questions 6-14

Read Reading Passage 1 and from the list of headings below, select the best heading for each paragraph A-I. Write the appropriate number i-ix, in the spaces numbered 6-14 on the answer sheet. Use each heading ONCE only.

6 Heading for Paragraph A

7 Heading for Paragraph B

8 Heading for Paragraph C

9 Heading for Paragraph D

10 Heading for Paragraph E

11 Heading for Paragraph F

12 Heading for Paragraph G

13 Heading for Paragraph H

14 Heading for Paragraph I

List of headings

i	Exact cause of heart attacks
ii	The safest day
iii	Breathless, sweaty and crushed
iv	Reducing heart attack hazard
V	High-risk Monday
vi	Mondays: riskier than food and way of life
vii	Jobless but safer
viii	Elderly also at risk
ix	Bodily adaptations

Question 15

Reading Passage 1 is untitled. Select the best title for the entire passage from the choices A-D below. Write your answer in space numbered 15 on the answer sheet.

A Reduce your chance of having a heart attack

B Warning: Mondays are bad for your heart

C The overweight and smokers risk heart attacks

D Happy and healthy

Reading Passage 2

You are advised to spend about 25 minutes on Questions 16-28 which refer to Reading Passage 2 below.

Paragraph 1

Work within the family context takes a variety of forms. In many Western households in the 1990s, it may include tasks such as caring for members of the family, contributing to the household finances, maintaining the house, interacting with kids and establishing and sustaining community relationships. As a way of fostering domestic harmony and creating a manageable routine, some couples choose one of three different styles of household role division traditional, egalitarian or collaborative.

Paragraph 2

Most people who fit the traditional pattern are characteristically men and women who are conventionally married, or have been living together as a couple for some time. The man and woman have totally separate spheres of influence and responsibility. For instance, the husband or male partner is usually the chief decision maker and the major financial provider. He brings in the bulk of money and has the final say over major household purchases and important financial transactions. The wife or female partner engages in child care and household management, of which the latter also includes maintaining contact with relatives and family members who may not live under the same roof.

Paragraph 3

In ideal situations, an egalitarian style is typified by an equal interchange in household tasks for example, one partner does the dishes for one week, while the other cooks. Then, the roles are reversed for the next week. As an alternative, individual jobs may be divided equally, so that one partner handles half of the household tasks and the other partner takes on the remaining equal proportion. However, this 50/50 scenario does not usually result in a permanent arrangement, some specialization does tend to creep in. Human beings are not machines to be switched on and off at precise moments, nor is society organized in such a way as to allow a man to do exactly half the breadwinning and a woman to do exactly half the child rearing.

Paragraph 4

The collaborative style is a compromise between the two extremes of traditional and egalitarian. In these families, partners can specialize in household activities and the inclination is towards doing what one is expert at or prefers. Typically, a woman may do all the cleaning while a man may do all the cooking because they choose to do so. It does not follow patriarchal prescription where a father always has foremost family authority and where the mother's domain is centered around the children and the household. It is guided by personal interest rather than social convention. As such, decisions may be deferred to the one who is the specialist in the particular area. In some cases, couples may reverse their selected roles and the woman may become the main breadwinner, while the man may in turn be the primary child care-giver.

Paragraph 5

Traditional, egalitarian and collaborative styles are viewed by some as being dependent on female and male gender-role attitudes, both of self and partner. In other words, personality differences are said to determine whether men and women adopt one division of labor style in preference to another. Femininity, or female gender-role stereotypes are commonly associated with the emotional, nurturing qualities usually ascribed to a woman, while masculinity, or a male gender-role stereotype is seen in the context of risk-taking, assertiveness and independence — usually attributed to men.

Paragraph 6

An opposing view sees the three family division of labor styles as a reflection of the progressive changes couples make in response to changing life situations, rather than being an aspect of personality. Essentially, adult women and men modify their behavior within the context of family life, in accordance with current situations. It is these life situations, rather than people, they could be categorized as typically feminine or masculine. For example, when a couple begins a loving relationship, attends to a baby or cares for a sick relative, it is the feminine qualities that are foremost. In contrast, competition and the degree of aggressiveness often required in outside employment, are associated with stereotypical masculine qualities.

Paragraph 7

So, depending upon demands in life situations, men and women assign what they believe are the appropriate masculine and feminine characteristics to particular contexts. Moreover, depending upon how stereotyped the activities are that they are involved in, gender-roles may alter.

Question 16

In Reading Passage 2, a number of themes are mentioned. From the selection of themes A-E below, choose ONE which best represents the main theme of the entire passage. Write the appropriate letter in the space numbered 16 on the answer sheet.

A home tasks
B homework
C housework
D male and female work
E distribution of household tasks

Questions 17-22

Seven sentences have been left out of Reading Passage 2. Each sentence has a beginning of sentence and an end of sentence. Complete the sentences numbered 17-22 by adding an end of sentence from the selection A-G below.
Write your answers A-G in spaces numbered 17-22 on the answer sheet. The first one has been done as an example.

Example	Answer
Examples of Western households	B

Beginning of Sentence
17 Social scientists
18 Role expectations
19 Decisions and power within marriage
20 In traditional families, males
21 Stereotypes
22 Males and females

End of Sentence
A are divided by gender.
B were considered.

C are often difficult to change.

D are often in agreement around the home.

E and tasks are typically along traditional lines.

F make the key difference.

G are divided in their view of what is responsible for the different patterns of domestic division of labour.

Questions 23-28

Paragraphs 2-7 in Reading Passage 2 each contains one word highlighted in bold type. Each highlighted word can be paired with a word of approximately opposite meaning which is in the list A-N below.

From the list of highlighted words, choose the most suitable opposite meaning. Use each word ONCE only. Write your answers in spaces numbered 23-28 on the answer sheet. The first one is an example.

Example	Answer
fostering (Paragraph 1)	K

Highlighted words

23 bulk

24 breadwinning

25 prescription

26 adopt

27 categorized

28 stereotyped

Opposite meanings

A	differentiated	F	choice	K	discouraging
B	average	G	loss	L	named
C	unclassified	H	assume	M	outgoings
D	owned	I	repudiate	N	encourage
E	minimum	J	pattern		

Reading Passage 3

The Great Barrier Reef

All along the Queensland coast, inshore coral reefs, smothered by silt and algae, are dying. Some lagoons and reefs, once pristine examples of a tropical paradise, now consist of broken skeletons of dead coral, buried in layers of silt. Even the most remote reefs are at risk of pollution from tourist resorts releasing sewage and ships dumping their rubbish. Tourists too are so numerous that at one popular reef, urine from swimmers, and droppings from fish they feed, have increased the nutrient level in the water so much that algal blooms flourish and threaten the very existence of the colorful corals.

Marine experts say about 70% of coral reefs around the world are dead or severely degraded. Australia's Great Barrier Reef, the globe's largest reef system, stretching 2,300 kilometers and comprising 2,900 separate reefs, is in better shape than most. But experts warn that it requires concerted effort and diligence to keep it that way and in some places it is already too late.

The Great Barrier Reef is internationally renowned for its spectacular marine life and the tourist and fishing industries are economically important. Reef-based tourism and fishing have a combined economic worth of more than $1 billion a year. Reef tourism is now more valuable than sugar exports and tourist numbers are forecast to quadruple within eight years. The industry depends on protecting a spectacular marine environment that is home to at least 10,000 species of animals (including 400 varieties of coral) and plants. They include such endangered creatures as the dugong, the giant clam and the humpback whale.

It is an environment so little known that thousands more species almost certainly await discovery; during one recent 12 month field study, 200,000 new biological records, information not previously known to science, were made. Many promising compounds for new medical treatments and other products are being discovered on the reef. Compounds derived from sponges and other reef organisms are being evaluated in the United States for possible use in drugs to fight cancer and AIDS. Through newly developing technology, corals are giving us an extraordinary insight into past weather patterns.

Scientists have discovered that long-lived corals on the Great Barrier Reef are vast storehouses of weather information. Over the centuries, corals have absorbed humid acid from plant material washed into the reef from mainland rivers. By examining bands in coral skeletons (analogous to tree rings) under ultraviolet light, scientists have been able to trace rainfall levels back to the 1640s; eventually, they will know what the rainfall was at least 1,000 years ago.

Sadly, after several years of research, marine experts agree that inshore reefs are being devastated by a vast deluge of sediment and nutrients washed into the sea as a result of development on the mainland. Some claim that outer reefs will eventually meet the same fate. As internationally renowned marine scientist Leon Zann sums it up: "It's not the waste on the beaches we have to worry about, it's what we can't see below the surface."

The reef is being assaulted on other fronts:

- Research suggests that a new invasion of crown-of-thorns starfish, a coral devouring creature, may be imminent. Authorities believe that human activities are implicated in such population explosions.

- Fresh outbreaks of coral bleaching — which occurs when rising temperatures cause polyps to discard the tiny algae that give reefs their colors and which is linked by some scientists to the greenhouse effect, are being recorded.

- Catches of reef fish by commercial and recreational fishermen are falling.

- Ships are illegally discharging oil and dumping garbage; with only one ranger per 5,200 square kilometres of the Great Barrier Reef Marine Park, it is difficult to stop them.

- In a controversial move, the oil industry — with the government's blessing — plans to explore waters off the reef for petroleum within the next decade.

Australia is regarded internationally as being in the forefront of reef management and research and is providing $2 million worth of advice on marine issues this year to other countries. Australian scientists have advised Ecuador on how to protect the seas around the famed Galapagos Islands and are helping the Association of South-East Asian Nations to monitor their marine environment, where 80% of reefs are ruined and fish stocks are close to collapse. The hope is that the Great Barrier Reef will avoid a similar fate.

Questions 29-32

Answer the following questions, using information from Reading Passage 3. Select A, B, C or D as the best answer and write your answers in the spaces numbered 29-32 on the answer sheet. The first one is an example.

Example	Answer
Queensland is in	C

A Ecuador
B Austria
C Australia

29 The Great Barrier Reef:
- A has mostly been destroyed
- B could die in the next decade
- C is healthier than most other reef systems
- D is in good condition

30 Corals are scientifically valued because:
- A they can be made into medicine
- B they provide shelter for plants
- C fish feed on them
- D climatic change is recorded in them

31 Dangers to the marine environment include:
- A warmer water
- B coral skeletons
- C new fish species
- D high rainfall levels

32 Oil exploration:
- A has provided an income to the Great Barrier Reef Marine Park
- B will continue for 10 years
- C although supported by the government, is not popular
- D can help scientists monitor marine life

Questions 33-35

The statements below are answers to questions. Choose ONE statement from the list labeled Responses and match it to the list labeled questions.
Write your answers using the appropriate letter from the list of Responses A-J, in the spaces numbered 33-35 on the answer sheet. The first one is an example.
There are more responses than you need.

Example	Answer
Where do the biological wastes come from?	E

33 What causes the most devastation to the coral reefs?
34 Why are scientists still able to make discoveries in the reef system?
35 What is destroying the reefs near the mainland?

Responses

A	sediments and nutrients
B	technology
C	there are too few marine scientists
D	fishing
E	fish and swimmers
F	there are so many marine species
G	it is still largely unexplored
H	damage
I	pollution
J	tourists and ships

Questions 36-38

The following sentence has three words missing. Complete the sentence by adding ONE word from Reading Passage 3 for each space. Write your answers in the spaces numbered 36-38 on the answer sheet.

The Great Barrier Reef, the most extensive reef system in the 36_________, is important to weather experts who, by studying the structure of 37__________, can learn more about amounts of 38__________centuries' ago.

Questions 39-40

Write your answers in the spaces numbered 39-40 on the answer sheet. Use a maximum of TWO words for each answer.

39 Which marine animal is seriously threatening coral?

40 Whose job is it to protect the reef?

Test 8

Reading Passage 1

A Agatti is one of the Lakshadweep Islands off the southwest coast of India. These islands are surrounded by lagoons and coral reefs which are in turn surrounded by the open ocean. Coral reefs, which are formed from the skeletons of minute sea creatures, give shelter to a variety of plants and animals, and therefore have the potential to provide a stream of diverse benefits to the inhabitants of Agatti Island.

B In the first place, the reefs provide food and other products for consumption by the islanders themselves. Foods include different types of fish, octopus and molluscs, and in the case of poorer families these constitute as much as 90% of the protein they consume. Reef resources are also used for medicinal purposes. For example, the money cowrie, a shell known locally as Vallakavadi, is commonly made into a paste and used as a home remedy to treat cysts in the eye.

C In addition, the reef contributes to income generation. According to a recent survey, 20% of the households on Agatti report lagoon fishing, or shingle, mollusc, octopus and cowrie collection as their main occupation (Hoon et al, 2002). For poor households, *the direct* contribution of the reef to their financial resources is significant: 12% of poor households are completely dependent on the reef for their household income, while 59% of poor households rely on the reef for 70% of their household income, and the remaining 29% for 50% of their household income.

D Bartering of reef resources also commonly takes place, both between islanders and between islands. For example, Agatti Island is known for its abundance of octopus, and this is often used to obtain products from nearby Androth Island. Locally, reef products may be given by islanders in return for favours, such as help in constructing a house or net mending, or for other products such as rice, coconuts or fish.

E The investment required to exploit the reefs is minimal. It involves simple, locally available tools and equipment, some of which can be used without a boat, such as the fishing practice known as Kat moodsal. This is carried out in the shallow eastern lagoon of Agatti by children and adults, close to shore at low tide, throughout the year. A small cast net, a leaf bag, and plastic slippers are all that are required, and the activity can yield 10-12 small fish (approximately 1 kg) for household consumption. Cast nets are not expensive, and all the households in Agatti own at least one. Even the boats, which operate in the lagoon and near-shore reef, are constructed locally and have low running costs. They are either small, non-mechanised, traditional wooden rowing boats, known as Thonis, or rafts, known as Tharappam.

F During more than 400 years of occupation and survival, the Agatti islanders have developed an intimate knowledge of the reefs. They have knowledge of numerous different types of fish and where they can be found according to the tide or lunar cycle. They have also developed a local naming system or folk taxonomy, naming fish according to their shape. Sometimes the same species is given different names depending on its size and age. For example, a full grown Emperor fish is called Metti and a juvenile is called Killokam. The abundance of each species at different fishing grounds is also well known. Along with this knowledge of reef resources, the islanders have developed a wide range of skills and techniques for exploiting them. A multitude of different fishing techniques are still used by the islanders, each targeting different areas of the reef and particular species.

G The reef plays an important role in the social lives of the islanders too, being an integral part of traditions and rituals. Most of the island's folklore revolves around the reef and sea. There is hardly any tale or song which does not mention the traditional sailing crafts, known as Odams, the journeys of enterprising "heroes", the adventures of sea fishing and encounters with sea creatures. Songs that women sing recollect women looking for returning Odams, and requesting the waves to be gentler and the breeze just right for the sails. There are stories of the benevolent sea ghost baluvam, whose coming to shore is considered a harbinger of prosperity for that year, bringing more coconuts, more fish and general well-being.

H The reef is regarded by the islanders as common property, and all the islanders are entitled to use the lagoon and reef resources. In the past, fishing groups would obtain permission from the Amin (island head person) and go fishing in the grounds allotted by him. On their return, the Amin would be given a share of the catch, normally one of the best or biggest fish. This practice no longer exists, but there is still a code of conduct or etiquette for exploiting the reef, and common respect for this is an effective way of avoiding conflict or disputes.

I Exploitation of such vast and diverse resources as the reefs and lagoon surrounding the island has encouraged collaborative efforts, mainly for purposes of safety, but also as a necessity in the operation of many fishing techniques. For example, an indigenous gear and operation known as Bala fadal involves 25-30 men. Reef gleaning for cowrie collection by groups of 6-10 women is also a common activity, and even today, although its economic significance is marginal, it continues as a recreational activity.

Question 1-9

Reading Passage 1 has nine paragraphs A-I.
Choose the correct heading for each paragraph from the list of headings below.

List of headings

i	Island legends
ii	Resources for exchange
iii	Competition for fishing rights
iv	The low cost of equipment
v	Agatti's favourable location
vi	Rising income levels
vii	The social nature of reef occupations
viii	Resources for islanders' own use
ix	High levels of expertise
x	Alternative sources of employment
xi	Resources for earning money
xii	Social rights and obligations

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

Question 10-13

Choose the correct letter, A, B, C or D.

10 What proportion of poor households get all their income from reef products?

A 12%

B 20%

C 29%

D 59%

11 Kat moodsal fishing

A is a seasonal activity.

B is a commercial activity.

C requires little investment.

D requires use of a rowing boat.

12 Which characteristic of present-day islanders do the writers describe?

A physical strength

B fishing expertise

C courage

D imagination

13 What do the writers say about the system for using the reef on Agatti?

A Fish catches are shared equally.

B The reef owner issues permits.

C There are frequent disputes.

D There is open access.

Reading Passage 2

British merchants established a trading post in Singapore in the early nineteenth century, and for more than a century trading interests dominated. However, in 1965 the newly independent island state was cut off from its hinterland, and so it set about pursuing a survival strategy. The good international communications it already enjoyed provided a useful base, but it was decided that if Singapore was to secure its economic future, it must develop its industry. To this end, new institutional structures were needed to facilitate, develop, and control foreign investment. One of the most important of these was the Economic Development Board (EDB), an arm of government that developed strategies for attracting investment. Thus from the outset, the Singaporean government was involved in city promotion.

Towards the end of the twentieth century, the government realised that, due to limits on both the size of the country's workforce and its land area, its labour-intensive industries were becoming increasingly uncompetitive. So an economic committee was established which concluded that Singapore should focus on developing as a service centre, and seek to attract company headquarters to serve South East Asia, and develop tourism, banking, and offshore activities. The land required for this service-sector orientation had been acquired in the early 1970s, when the government realised that it lacked the banking infrastructure for a modern economy. So a new banking and corporate district, known as the "Golden Shoe", was planned, incorporating the historic commercial area. This district now houses all the major companies and various government financial agencies.

Singapore's current economic strategy is closely linked to land use and development planning. Although it is already a major city, the current development plan seeks to ensure Singapore's continued economic growth through restructuring, to ensure that the facilities needed by future business are planned now. These include transport and telecommunication infrastructure, land, and environmental quality. A major concern is to avoid congestion in the central area, and so the latest plan deviates from previous plans by having a strong decentralization policy. The plan makes provision for four major regional centres, each serving 800,000 people, but this does not mean that the existing central business district will not also grow. A major extension planned around Marina Bay draws on examples of other "world cities", especially those with waterside central areas such as Sydney and San Francisco. The project involves major land reclamation of 667 hectares in total. Part of this has already been developed as a conference and exhibition zone, and the rest will be used for other facilities. However the need for vitality has been recognised and a mixed zoning approach has been adopted, to include housing and entertainment.

One of the new features of the current plan is a broader conception of what contributes to economic success. It encompasses high quality residential provision, a good environment, leisure facilities and exciting city life. Thus there is more provision for low-density housing, often in waterfront communities linked to beaches and recreational facilities. However, the lower housing densities will put considerable pressure on the very limited land available for development, and this creates problems for another of the plan's aims, which is to stress environmental quality. More and more of the remaining open area will be developed, and the only natural landscape surviving will be a small zone in the centre of the island which serves as a water catchment area. Environmental policy is therefore very much concerned with making the built environment more green by introducing more plants — what is referred to as the "beautification" of Singapore. The plan focuses on green zones defining the boundaries of settlements, and running along transport corridors. The incidental green provision within housing areas is also given considerable attention.

Much of the environmental provision, for example golf courses, recreation areas, and beaches, *is linked* to the prime objective of attracting business. The plan places much emphasis on good leisure provision and the need to exploit Singapore's island setting. One way of doing this is through further land reclamation, to create a whole new island devoted to leisure and luxury housing which will stretch from the central area to the airport. A current concern also appears to be how to use the planning system to create opportunities for greater spontaneity: planners have recently given much attention to the concept of the 24-hour city and the cafe society. For example, a promotion has taken place along the Singapore river to create a cafe zone. This has included the realisation, rather late in the day, of the value of retaining older buildings, and the creation of a continuous riverside promenade. Since the relaxation in 1996 of strict guidelines on outdoor eating areas, this has become an extremely popular area in the evenings. Also, in 1998 the Urban Redevelopment Authority created a new entertainment area in the centre of the city which they are promoting as "the city's one-stop, dynamic entertainment scene".

In conclusion, the economic development of Singapore has been very consciously centrally planned, and the latest strategy is very clearly oriented to establishing Singapore as a leading "world city". It is well placed to succeed, for a variety of reasons. It can draw upon its historic roots as a world trading centre; it has invested heavily in telecommunications and air transport infrastructure; it is well located in relation to other Asian economies; it has developed a safe and clean environment; and it has utilised the international language of English.

Question 14-19

Complete the summary below using words from the box.

Singapore

When Singapore became an independent, self-sufficient state it decided to build up its 14___, and government organisations were created to support this policy. However, this initial plan met with limited success due to a shortage of 15________ and land. It was therefore decided to develop the 16 ________sector of the economy instead.

Singapore is now a leading city, but planners are working to ensure that its economy continues to grow. In contrast to previous policies, there is emphasis on 17 ________. In addition, land will be recovered to extend the financial district, and provide 18 ________ as well as housing. The government also plans to improve the quality of Singapore's environment, but due to the shortage of natural landscapes it will concentrate instead on what it calls 19 ________.

List of words

decentralisation	fuel	industry	industry
hospitals	loans	deregulation	service
trade	transport	entertainment	recycling
labour	tourism	hygiene	beautification
agriculture			

Question 20-26

Do the following statements agree with the information given in Reading Passage 2.

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.*

20 After 1965, the Singaporean government switched the focus of the island's economy.
21 The creation of Singapore's financial centre was delayed while a suitable site was found.
22 Singapore's four regional centres will eventually be the same size as its central business district.
23 Planners have modelled new urban developments on other coastal cities.
24 Plants and trees are amongst the current priorities for Singapore's city planners.
25 The government has enacted new laws to protect Singapore's old buildings.
26 Singapore will find it difficult to compete with leading cities in other parts of the world.

Reading Passage 3

A Spice plants, such as coriander, cardamom or ginger, contain compounds which, when added to food, give it a distinctive flavour. Spices have been used for centuries in the preparation of both meat dishes for consumption and meat dishes for long-term storage. However, an initial analysis of traditional meat-based recipes indicated that spices are not used equally in different countries and regions, so we set about investigating global patterns of spice use.

B We hypothesized initially that the benefit of spices might lie in their anti-microbial properties. Those compounds in spice plants which give them their distinctive flavours probably first evolved to fight enemies such as plant-eating insects, fungi, and bacteria. Many of the organisms which afflict spice plants attack humans too, in particular the bacteria and fungi that live on and in dead plant and animal matter. So if spices kill these organisms, or inhibit their production of toxins, spice use in food might reduce our own chances of contracting food poisoning.

C The results of our investigation supported this hypothesis. In common with other researchers, we found that all spices for which we could locate appropriate information have some antibacterial effects: half inhibit more than 75% of bacteria, and four (garlic, onion, allspice and oregano) inhibit 100% of those bacteria tested. In addition, many spices are powerful fungicides.

D Studies also show that when combined, spices exhibit even greater anti-bacterial properties than when each is used alone. This is interesting because the food recipes we used in our sample specify an average of four different spices. Some spices are so frequently combined that the blends have acquired special names, such as “chili powder” (typically a mixture of red pepper, onion, paprika, garlic, cumin and oregano) and “oriental five spice” (pepper, cinnamon, anise, fenneland cloves). One intriguing example is the French “quatre epics” (pepper, cloves, ginger and nutmeg) which is often used in making sausages. Sausages are a rich medium for bacterial growth, and have frequently been implicated as the source of death from the botulism toxin, so the value of the anti-bacterial compounds in spices used for sausage preparation is obvious.

E A second hypothesis we made was that spice use would be heaviest in areas where foods spoil most quickly. Studies indicate that rates of bacterial growth increase dramatically with air temperature. Meat dishes that are prepared in advance and stored at room temperatures for more than a few hours, especially in tropical climates, typically show massive increases in bacterial counts. Of course temperatures within houses, particularly in areas where food is prepared and stored, may differ from those of the outside air, but usually it is even hotter in the kitchen.

F Our survey of recipes from around the world confirmed this hypothesis: we *found that* countries with higher than average temperatures used more spices. Indeed, in hot countries nearly every meat-based recipe calls for at least one spice, and most include many spices, whereas in cooler ones, substantial proportions of dishes are prepared without spices, or with just a few. In other words, there is a significant positive correlation between mean temperature and the average quantity of spices used in cooking.

G But if the main function of spices is to make food safer to eat, how did our ancestors know which ones to use in the first place? It seems likely that people who happened to add spice plants to meat during preparation, especially in hot climates, would have been less likely to suffer from food poisoning than those who did not. Spice users may also have been able to store foods for longer before they spoiled, enabling them to tolerate longer periods of scarcity. Observation and imitation of the eating habits of these healthier individuals by others could spread spice use rapidly through a society. Also, families that used appropriate spices would rear a greater number of more healthy offspring, to whom spice-use traditions had been demonstrated, and who possessed appropriate taste receptors.

H Another question which arises is why did people develop a taste for spicy foods? One possibility involves learned taste aversions. It is known that when people eat something that makes them ill, they tend to avoid that taste subsequently. The adaptive value of such learning is obvious. Adding a spice to a food that caused sickness might alter its taste enough to make it palatable again (i.e. it tastes like a different food), as well as kill the micro-organisms that caused the illness, thus rendering it safe for consumption. By this process, food aversions would more often be associated with unspiced (and therefore unsafe) foods, and food likings would be associated with spicy foods, especially in places where foods spoil rapidly. Over time people would have developed a natural preference for spicy food.

I Of course, spice use is not the only way to avoid food poisoning. Cooking, and completely consuming wild game immediately after slaughter reduces opportunities for the growth of micro-organisms. However, this is practical only where fresh meat is abundant year-round.

In areas where fresh meat is not consistently available, preservation may be accomplished by thoroughly cooking, salting, smoking, drying, and spicing meats. Indeed, salt has been used worldwide for centuries to preserve food. We suggest that all these practices have been adopted for essentially the same reason: to minimize the effects of harmful, food-borne organisms.

Question 27-33

Reading Passage 3 has nine paragraphs, labelled A-I.
Which paragraphs contain the following information?

27 an example of a food which particularly benefits from the addition of spices.
28 a range of methods for making food safer to eat.
29 a comparison between countries with different climate types.
30 an explanation of how people first learned to select appropriate spices.
31 a method of enhancing the effectiveness of individual spices.
32 the relative effectiveness of certain spices against harmful organisms.
33 the possible origins of a dislike for unspiced foods.

Question 34-39

Answer the questions below with words taken from Reading Passage 3. Use NO MORE THAN TWO WORDS for each answer.

34 According to the writers, what might the use of spices in cooking help people to avoid?
35 What proportion of bacteria in food do four of the spices tested destroy?
36 Which food often contains a spice known as “quatre epics”?
37 Which types of country use the fewest number of spices in cooking?
38 What might food aversions often be associated with?
39 Apart from spices, which substance is used in all countries to preserve food?

Question 40

Choose the correct letter, A, B, C, or D.

40 Which is the best title for Reading Passage 3?
A The function of spices in food preparation

B A history of food preservation techniques

C Traditional recipes from around the world

D An analysis of the chemical properties of spice plants

Test 9

Reading Passage 1

For some time yet, much of our telecommunicating will continue to depend on the existing web of thin copper wires that telephonically link most of our homes and workplaces. Making it possible for that network to match the communications demands of the near future will require new technologies that widen the lanes on the information highway. The standard telephone service is something we take for granted in today's modern world. The public telecommunications network provides a reliable and highly accessible service — we have high expectations and react strongly when the service is unavailable. To meet the demand for high reliability, and to provide services economically the public network is being progressively upgraded.

Yet consumers are still waiting for the widespread use of new services such as the video phone, which was first demonstrated 30 years ago. What then is required to make new services such as video telecommunications possible and widely available. Apart from the availability of inexpensive video terminal equipment, the key requirement is increased bandwidth (that is, more available frequencies for transmission) which must be provided by the network at an affordable cost. Understanding how this objective might be achieved requires a review of the existing telecommunications network and the new technologies that are expected to improve and extend its capacity.

The traditional telephone network consists of a pair of copper wires connecting the customer premises to a local exchange. This is known as the customer access network. The local exchange is connected to other local exchanges through a series of intermediate exchanges, using coaxial cable, microwave or satellite transmission links. This part of the network is referred to as the core network. Within the core network, a technique known as multiplexing is used so only a small number of physical connections are needed between each telephone exchange. As a result, each transmission link may carry thousands of telephone conversations simultaneously. Traditionally the telephone network used analogue switching and transmission techniques. Since the 1970s, the core network has been progressively changed from an analogue to a digital network. Digital technology offers better quality, with the capability to actively regenerate the original transmitted signal even when buried in unwanted noise. Pulse

Code Modulation (PCM) is the process in which the analogue telephone signal is converted to a digital one. Each analogue voice signal is sampled at a rate of 8,000 times a second, with one sample represented by eight bits of digital information. Each voice signal therefore requires a 64 kilobits/second transmission channel.

The physical connections in the core network have in recent years been changed to fibre optic cable. A large fibre optic network can connect many major metropolitan centres fibre optic cable is fundamentally the most important transmission technology, because of the high bandwidth that it offers.

The shift from the analogue to digital world within the core network exchanges means that a majority of local exchanges are now digital exchanges. What then of the customer access network. A long term goal is to upgrade the customer access network using fibre optic cable, which will allow the delivery of new high bandwidth services such as video on demand. However, this final step to the customer is an expensive one, due to the large number of connections. Only the demand for these new services is well established, can the cost of large scale deployment of fibre optic cable in the customer network be justified.

Questions 1-4

Answer the following questions with NOT MORE THAN THREE WORDS which MUST COME FROM THE TEXT. Write your answers in spaces numbered 1-4 on the answer sheet.

1 What does today's telecommunicating depend on?

2 What are the words used to describe today's standard telephone service?

3-4 What are TWO main requirements to make new services accessible?

Questions 5-8

Decide which of the following statements according to the text are true T, false F or for which there is insufficient evidence IE and write T, F or IE in the spaces numbered 5-8 on the answer sheet.

5 The customer access network does not include any physical connections.

6 Multiplexing reduces the need for numerous physical links between exchanges.

7 There are three main ways of making connections across the core network.

8 There is a limit to the number of telephone conversations that may take place at any given time.

Questions 9-14

Decide which of the following features refer to present, past (traditional) or future technology and write P for present, T for past (traditional) or F for future in spaces numbered 9-14 on your answer sheet. One has been done for you as an example.

Example	Answer
64 bits/sec transmission channel	P

9 video on demand
10 analogue transmission
11 Pulse Code Modulation
12 fibre optic cable in core network
13 digital exchange
14 use of fibre optic cable in customer access network

Reading Passage 2

You are advised to spend about 20 minutes on Questions 15-27 which refer to Reading Passage 2 below.

Characteristics of Open and Distance Learning

Open learning is generally seen as a goal of education, characterized by increasing flexibility of methodological and administrative practices in the interests of maximizing the options and support available for students. Distance teaching is characterized by four things:1) the need to individualize learning, 2) the use of a range of teaching and supervisory strategies which are not primarily face-to-face, 3) the need to determine, in advance of teaching, the activities, interactions and resources necessary to achieve the purposes of a course unit or subject, and 4) an openness to the educational possibilities afforded by developments in computer and communications technologies.

The major educational distinction between on-campus and distance teaching is the reliance on group-based strategies in the former and the obligation to individualize instruction in the latter. These individualized strategies also need to be supported by a compatible administrate system. For academics whose experience is primarily of study on-campus, there is some challenge in distance education, because the assumptions which underpin individualized learning may be quite different from those with which they are familiar. The Distance Education Centre provides support to academics who are teaching students at a distance with the aim of helping them understand the different demands of this kind of teaching.

Major differences between the teaching modes result from the following factors:

- the logistics of communication
- the degree to which the lecturer is able to respond to student input
- the role of peer-group influence
- student access to learning resources
- the complexity of the administrative arrangements which support the learning program
- the extent to which the lecturer can influence the learning environment of the student

The university believes that good teaching requires that these distinctive characteristics be recognized.

Perhaps the most critical element of this view of distance education is the reliance it places on students taking a greater degree of responsibility for their own learning than is generally the case for on-campus study. This expectation sits reasonably comfortably with elements of adult learning theories which encourage respect for students and their experience as well as the familiar patterns of higher degree study.

It is important to understand that there is a general movement in higher education towards the individualization of learning generally. Old distinctions between internal and external enrolments will have less meaning over time as the range of resources and strategies in both on-campus and distance teaching are increasingly shared between these modes. While some administrative distinctions will necessarily prevail, the characteristics of good teaching will increasingly be those which allow individual students to pursue their studies in flexible and supportive ways.

Questions 15-19

In the box below is a list of headings for the 5 paragraphs of Reading Passage 2. Choose the appropriate heading for each paragraph and write the corresponding number i-vii in the spaces numbered 15-19 on the answer sheet.
Note that there are more headings than you need.

15 Paragraph A
16 Paragraph B
17 Paragraph C
18 Paragraph D
19 Paragraph E

List of headings

i	Anticipated changes in course delivery
ii	Factors influencing the differences between on-campus and distance teaching
iii	Problems experienced by academics
iv	Why support is important
v	How academics adjust to distance teaching
vi	Student responsibility
vii	The main features of teaching at a distance

Questions 20-27

The major characteristics of on-campus and distance learning are listed below, together with those features which are common to both modes. Sort them into their groups and write either OC (On-Campus), DL (Distance Learning) or BM (common to Both Modes) in the spaces numbered 20-27 on the answer sheet. One has been done for you as an example.

Example	Answer
The lecturer does not see the students.	DL

20 There are opportunities for the exploitation of communications technologies.
21 The lecturer is able to treat the class as a group.
22 Academics may experience difficulty with a different mode of delivery.
23 The teaching methods are familiar.

24 Administrative and support services need to consider students' personal learning needs.
25 Students need to be independent learners.
26 Individual students are encouraged to pursue their studies in the ways which suit them best.
27 There is increasing flexibility in the way students are encouraged to achieve their goals.

Reading Passage 3

You are advised to spend about 20 minutes on Questions 28-39 which refer to Reading Passage 3 below.

Associations Provide Therapy for Society

A century and a half ago, Alexis de Tocqueville traveled across the United States to learn more about democracy. One of its underpinnings, he came to believe, was a phenomenon he had not observed in Europe, namely membership by citizens in voluntary social groups.

By the 1950s "voluntarism", as it came to be known in the US, was being studied diligently by sociologists. Uniquely, Americans continued to increase their participation in organizations such as the parent-teacher associations, league baseball, girl and boy scouts, choral societies, bowling leagues, junior leagues of women voters — the list seemed endless.

Then, in the 1960s, voluntary participation began a steep slide Robert Putnam, a political scientist, in an ingenious study entitled "Bowling Alone Democracy at the end of the Twentieth Century", began to interpret the implications of the falling figures. Not surprisingly, he forecasts a threat to democracy in the decline of a once vital part of American life.

The reasons for these continuing changes are as numerous as the organizations experiencing them. The rapid movement of women into the workforce is often cited, incorrectly, I believe, as the premier reason for the drop in participation, because they are no longer free to volunteer for community activities.

It is only one variable beginning in the 1970s, real income dropped, which led to the increase in large numbers of people working at more than one job — it now requires two incomes to maintain a similar standard of living that one income provided in 1970. The apparent social isolation has also been abetted by the explosion of new technologies.

The drop in membership in voluntary associations is marked with a concomitant rise in cynicism and alienation. The co-mergence of these two growing trends — dropping out and logging on — exacerbates the serious consequences of a drop in political involvement and a rise in social isolation. Life on the Internet is unlikely to lead to the downfall of democracy by itself. Nor is the act of joining groups a guarantee that democracy will thrive. Growth of membership in right-wing religious groups, unbuffered by membership in other voluntary or religious groups, could undermine the very democracy that has thrived. on diverse interests. It is going to require a lot of consciousness-raising to drive home the critical role that social interactions contribute to society, or just as importantly, what their absence could lead to. Even one of the already mythical founders of the electronic revolution, John Perry Barlow, wonders "*How* can you guess what lies in their hearts, when you can't see their eyes."

Television, tapes, CDs, VCRs and audio-visual cameras have turned the home into an entertainment centre. Another giant leap is occurring through the use of the Internet, the electronic network, that is ultimately likely to be the most revolutionary of all behavior-modifying technologies.

Putnam's provocative study provides the context within which to consider the implications. No eye-to-eye contact, not even the voice recognition of the phone. Just a depersonalized screen with its written messages on thousands of electronic bulletin boards worldwide, the "community" of Internet users is growing. More than 26 million are already wired in. According to one electronic pioneer, by 2005, if the growth rate continues, every country in the world except Africa will be connected to this global network. It seems unlikely that there will be much time for group activity. Why might this social isolation "make a difference"? Putnam's figures reveal that being socially connected yields benefits for individuals and society. It is good for your health.

Joining one group cuts your mortality risk in half, two groups are twice as good. If you are part of a social network, someone will notice whether you look well or have been absent from the group. Voluntarism cuts crime. If you know your neighbors' first names it is more of a deterrent to crime than more police. Increasing Parent Teacher Association involvement in schools is more effective than increasing teachers' salaries 10 per cent. Living on a block where people go to church, even if you do not go, means that you will hear about jobs and consequently, will be less likely to be on drugs. Areas with high social connectedness produce better government services, less corruption and more efficiency.

Questions 28-30

Complete these statements with no more than FOUR words taken from the text. Write your answers in the spaces numbered 28-30 on the answer sheet. One has been done for you as an example.

Example	Answer
"Voluntarism" may be defined as	membership (by citizens in) voluntary social groups

28 The drop in voluntary participation has been seen by Robert Putnam as a _______.

29 In recent years, because of the drop in real income, more people have had______.

30 Users of Internet have to depend on a _____ for information.

Questions 31-35

According to information in Reading Passage 3, match the following kinds of social behavior with their effects and write the appropriate letter A-H in the spaces numbered 31-35 on the answer sheet. The first one has been done for you as an example. There are more effects listed below than you need.

Example	Answer
Having social links...	A

31 Being a member of more than one group...

32 Knowing your neighbors' first names...

33 Living near churchgoers...

34 Places where social networks are good between people...

35 The growth of Internet users...

List of effects

A ... helps you stay healthy.
B ... makes it easier to hear about job opportunities.
C ... leads to social alienation.
D ... reduces crime.
E ... produces better schools.
F ... increases your lifespan.
G ... makes drug abuse more likely.
H ... have lower levels of corruption and higher levels of efficiency.

Questions 36-39

Which of the following are mentioned in the passage as being a threat to democracy? Write YES or NO in spaces numbered 36-39 on the answer sheet.

36 joining religious groups
37 joining fundamentalist right-wing religious groups
38 being part of the electronic revolution
39 using the Internet

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Test 1

SECTION 1

Questions 1-6

The following text is a series of general instructions for using a microwave oven. Part of each instruction is underlined. In boxes 1-6 on your answer sheet write

E	*if the underlined section gives an EXAMPLE of the instruction*
R	*if the underlined section gives a REASON for the instruction*
CP	*if the underlined section is a CORRECT PROCEDURE.*

Example	Answer
Do not boil eggs in their shell(unless otherwise stated). Pressure will build up and the eggs will explode	R

GENERAL INSTRUCTIONS FOR THE USE OF YOUR MICROWAVE

1 Whilst heating liquids which contain air (eg. milk or milk based fluids), stir several times during heating to avoid spillage of the liquid from the container.

2 Potatoes, apples, egg yolk, whole squash and sausages are all foods with non-porous skins. This type of food must be pierced before cooking, to prevent bursting.

3 Do not dry clothes or other materials in the oven. They may catch on five.

4 Do not cook food directly on glass oven tray unless indicated in recipes. Food should be placed in a suitable cooking utensil.

5 Do not hit control panel. Damage to controls may occur.

6 Clean the oven, the door and the seals with water and a mild detergent at regular intervals. Never use an abrasive cleaner that may scratch the surfaces around the door.

Questions 7-14

Below is a chart containing some of the Kuringai Chase Park Nature Activities. Fill in the blanks using information from the brochure "Guided Walks and Nature Activities".
Write NO MORE THAN THREE WORDS in boxes 7-14 on your answer sheet.

ACTIVITY	WHAT TO BRING / WEAR	WHAT IS SUPPLIED	CHIEF ATTRACTION
EARLY MORNING STROLL			7__________
MORNING WALK	8__________		varied landscape, binds
POETRY	warm clothes, mug rug / chair, poem	9__________ 10__________	
11__________	12__________ 13__________	coffee, biscuits	peace 14__________

Kuringai Chase National Park
Guided Walks and Nature Activities

SUNDAY MAY 7　EASY

Early Morning Stroll in Upper Lane Cove Valley

Meet at 7:30 a.m. at the end of Day Rd, Cheltenham while the bush is alive with birdsong.

Round trip: 4 hours

FRIDAY MAY 12　MEDIUM

Possum Prowl

Meet 7:30 p.m. at Seaforth Oval Carpark. Enjoy the peace of the bush at night. Lovely water views. Bring torch and wear non-slip shoes as some rock clambering involved. Coffee and biscuits supplied.

Duration: 2 hours

SUNDAY JUNE 4　HARD

Bairne / Basin Track

Meet 7:30 a.m. Track #8, West Head Road. Magnificent Pittwater views. Visit Beechwood cottage. Bring lunch and drink. Some steep sections. Reasonable fitness required.

Duration: approx. 6 hours

FRIDAY JUNE 16 EASY

Poetry around a mid-winter campfire

Meet 7:00 p.m. Kalkaari Visitor Centre. Share your favorite poem or one of your own with a group around a gently crackling fire. Billy tea and damper to follow. Dress up warmly. Bring a mug and a rug (or a chair). Cost $4.00 per person.

Duration: 2.5 hours

SUNDAY JUNE 25 EASY

Morning Walk at Mitchell Park

Meet 8:30 a.m. entrance to Mitchell Park, Mitchell Park Rd, Cattai for a pleasant walk wandering through rainforest, river flats and dry forest to swampland. Binoculars a must to bring as many birds live here. Finish with morning tea.

Duration: 3 hours.

GEARING

EASY	*suitable for ALL fitness levels*
MEDIUM	*for those who PERIODICALLY exercise*
HARD	*only if you REGULARLY exercise*

SECTION 2

Questions 15-20

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number i-ix in boxes 15-20 on your answer sheet.

List of headings

i Am I a suitable student for this course?
ii What will I gain from studying Film Studies?
iii How will I be assessed?
iv What is covered in Film Studies?
v What happens if I fail?
vi How is the course divided up?
vii Who runs the course?
viii What do I need to purchase for the course?
ix How long is the course?

15 Paragraph B
16 Paragraph C
17 Paragraph D
18 Paragraph E
19 Paragraph F
20 Paragraph G

A "A" Level Film Studies specifications are designed to deepen students' understanding, appreciation and enjoyment of film. A wide range of films is studied and students are encouraged to explore the artistic, cultural and economic meanings produced by the form. Film Studies combines well with a variety of other subjects, including Modern Languages, Art and Design and Art History.

B The emphasis is on visual storytelling and audience response. As such, the course develops skills of observation, critical analysis and personal reflection, which may be taken forward into degree courses for arts, humanities, media and related fields. Film Studies "A" level also provides a strong base for progression to undergraduate studies in Film Theory, Film Criticism and Film History.

C Students of Film Studies are not required to have completed a GCSE in a related subject prior to undertaking "A" level, though a grade C or better in English Language is recommended. Some experience of textual analysis such as in literature or humanities would be very helpful, particularly if the student aims to complete the course in one year. Prospective students of this subject should certainly have an interest in a broad range of films, including non-Hollywood films.

D The course tutor is Andrew Hogan, who is a Media Studies graduate of Luton University. His life-long passion for film has led him into teaching, and into a variety of film-related jobs, most notably as education officer for the Oxford art house cinema. The Phoenix Picture House. He is currently teaching himself 16 mm cinematography and attempting to watch at least two new films a day.

E Students wishing to re-take Film Studies can do so over a year with the exam being taken in June. Time is taken to consolidate and improve on knowledge and skills which were lacking the first time round. Where the modular results have been uneven the better marks can be retained, with concentration focused solely on those modules in which the candidate under-performed.

F Film Studies is normally structured to combine small seminar groups with individual tuition. The induction period develops students' own understanding of their experience as film viewers. The relationship between spectator and film underpins the approach to cinema for this specification. Students normally attend four group seminars a week and also receive one hour of individual tuition per week to support group discussions and independent work required by the coursework units.

Questions 21-27

Read the newspaper review of private adult education centres. Look at the following statements (questions 21-27) and the list of Centres. Match each statement with the correct centre A-E. Write the correct letter A-E in boxes 21-27 on your answer sheet.

List of Centres

A	Parish Court
B	Harvard Benn Centre
C	James Cattan
D	ICE
E	Romeo's Institute

21 Prices have just risen.

22 It would suit a wheelchair user.

23 The number of subjects on offer is limited.

24 It enjoys a rural setting.

25 First impressions can be off-putting.
26 It has been recently modernised.
27 It offers value for money.

Not all schools can offer the range of courses and expertise that is available at Parish Court. In addition to the highly motivated staff, they also have an impressive range of resources that should suit all those interested in updating their IT skills. Located in a 16th century farmhouse in the heart of the Suffolk countryside, the surroundings offer ample quiet for study periods. All courses are residential so be prepared to pay!

If you live a busy, hectic lifestyle, you will appreciate the possibility of attending the course of your choice, without adding to your daily travel programme. Harvard Benn Centre is only a five-minute walk from the mainline station and so is within easy access to students, even if they live outside the town. The offices cover four floors of the building and have been brought up to date following a year long refurbishment plan. A recent bike in fees has followed, though.

At James Cattan the suite of purpose-built classrooms which provide all kinds of up-to-the-minute facilities are impressive. Situated in a prize section of Lakeland Science Park, they pride themselves on being one of the first adult education centres in the area to be able to promote the fact that they fully cater for students with mobility problems and the good parking facilities might also tempt those who choose riot to walk from the city bus terminal. All this for quite reasonable course rates.

Be prepared to walk right past ICE. The rather modest identification outside the building amounts to little more than a small board in the Victorian window. However, once inside, all feelings of doubt are removed by the bustling energy of the staff and the lively interior. Classrooms and courses are well signposted and if you don't know where to go, there is always someone there to lend a hand. Fees are standard.

It's an unusual name for a school but Romeo's Institute aims to lure you into their educational extravaganza with brightly-coloured furniture, high-tech gadgetry and a trendy restaurant. So far so good, but do the quality of the staff and what's can offer match the external. surroundings? The answer is "yes" and "no": They teach a few courses well but it would benefit from having a little more on offer. Fees could also be lower.

SECTION 3

Music has always existed but until the late 19th century it could not be caught. It could not be tamed or owned. It belonged to the air. Then on December 6,1877, Thomas Edison finished the first prototype of his talking machine, a device that could record the human voice onto a tin foil roll and play it back in scratchy low fidelity. Edison chose as his test material the words of a nursery rhyme "Mary had a tittle lamb", speaking them into the horn of his memory machine. What the inventor thought he had created was a tool, which would allow us access to the past, to make and listen to "records" of past events and achievements in the archival sense of the word.

But inventions are rarely used as they are intended, and Edison's would, within decades, leave its spoken word intentions behind and fundamentally alter the role of music in society. Edison's phonograph would turn sound into an artefact, as well as an experience. Though its effects would be far-reaching, it took decades for the phonograph to transcend its beginning as an electrical curiosity. This was partly because the reproduction quality of early machines was so low and partly because Edison, being a little deaf; was not very interested in using it for musical purposes.

But others began to sense the phonograph's true value. The first piece of music composed specifically for recording was in 1904 and within two decades, composers as famous as Stravinsky were writing Cor recording rather than for performance. By the middle of the century, in popular music at least, the record had become the object, and the performance a secondary reproduction of it.

The most significant turning point, however, came not on the creative side, but on the consumer one. In 1906, the Victor company released the first phonograph designed as a piece of household furniture, in "piano-finished" mahogany. It retailed for USD 200. Until this point, record players had existed mostly in public places, in the cafes of Europe and the saloons of America. The spread of the record player would have an effect on music similar to that of the Gutenberg printing press on the written word. It would democratise music, making it intersect with the everyday lives of ordinary people.

The previous two centuries had already seen a move away from the dominance of ceremonial and ritual music (written for public events or religious needs) towards the realm of pure art, music for its own sake as expressed by the likes of Mozart and Beethoven. The record player would force music to go further, to answer the needs of daily life, to become entertainer, informer and friend, to provide joy, calm and energy, to furnish everything from ambience for airport lounges to identity for teenagers. In doing this, it would reverse a power relationship that had existed since music's first note. In the post-phonograph would, the listener has the power to decide what to listen to, when to listen to it and where to listen. Until the record, the ways in which music could be approached were prescribed by others. But the phonograph changed all this.

Recorded music was also boosted by the spread of radio in the first half of the 20th century which brought music into the homes of ordinary people. The next significant milestone was the introduction of magnetic tape in the late 1940s which changed the concept of how music could be made. Until this point, records had been based on the notion of "bottled" live performance. Magnetic tape allowed disparate pieces to be edited together.

About the same time, the vinyl record replaced the breakable shellac, with the 78 rpm giving way to the 33(1/3) rpm record for classical works and popular albums, and a smaller version for singles. These formats, which coincided with the rock explosion, lasted only three decades, phased out after the arrival of the CD in the mid-1980s. Multi-track recording popularised in the 1960s continued music's move away from "performance" and allowed instruments and vocals to be recorded separately and spliced together, creating room for overdubs of musical and vocal parts, and making it easy to fix bad notes or piece together elements to create an illusion of the whale.

More recently, an even greater leap has been brought about by the invention of digital recording tools. Today's music is recorded on equipment that did not even exist a generation ago. Computers mean that "recordings" can now be made without a microphone, without tape and without anything recognisable as an instrument to anyone over the age of 35. A significant amount of popular music is no longer written, but constructed. This technique, often referred to as sampling, has allowed composition to become a process of appropriation and re-contextualisation.

The recording methods of the early 20th century, as revolutionary as they were, now seem imbued with simple, traditional, almost rustic virtue. It is no longer necessary to be able to read music or play any kind of instrument to put together a sang. Anyone can push a button on a drum machine. Anyone can recycle a great guitar Tiff or flute loop from an old 45. Some see this as desecration. Others see it as a triumph. It may well be both. More likely it's just the opening notes of a symphony we can't even imagine yet.

Questions 28-32

Do the following statements agree with the views of the writer in Reading Passage 3?
In boxes 28-32 on your answer sheet, write

YES	*if the statement agrees with the claims of the writer*
NO	*if the statement contradicts the claims of the writer*
NOT GIVEN	*if it is impossible to say what the writer thinks about this*

28 Edison created his talking machine to record history.
29 The invention of the phonograph immediately changed the way in which society related to music.
30 Stravinsky disliked having to perform his compositions in public.
31 The record player influenced music more than the printing press influenced the written word.
32 In the 17th and 18th centuries, music became an art form in its own right.

Questions 33-37

Complete each sentence with the correct ending A-H below.
Write the correct letter A-H in boxes 33-37 on your answer sheet.

A the growth of cafes in Europe.
B the creation of magnetic tape.
C the widespread introduction of the record player.
D the introduction of vinyl records.
E the democratisation of music.
F the innovation of multi-track recording techniques.
G the expansion of radio.
H the arrival of the compact disc.

33 People were able to control what they listened to with
34 Early 20th century recorded music grew in popularity with
35 By the 1940s the emphasis on recording live performances had become outdated thanks to
36 The enormous growth in rock music occurred at the same time as

37 By the 1960s recording errors could be repaired due to

Questions 38-40

Complete the summary below.
Choose ONE WORD from the passage for each answer.
Write your answers in boxes 38-40 on your answer sheet.

Digital Recording

Many contemporary recordings today are created using computers and it is no longer necessary to use a microphone or a conventional 38________. Music is constructed using material from previous recordings. This is known as 39_______. Some people disapprove of this approach, while others consider it to be a 40 _______ or possibly a combination of the two.

Test 2

SECTION 1

Questions 1-8

In boxes 1-8 on your answer sheet write

TRUE	*if the statement is true*
FALSE	*if the statement is not true*
NOT GIVEN	*if the information is not given in the passage*

1 Solving problems can be hard work for the holiday-makers.
2 The most common problem for holiday-makers is crowded airports.
3 Overall, holiday accommodation poses few problems.
4 Tour companies provide a satisfactory level of information to holiday-makers.
5 A low-cost holiday should still offer some high-quality services.
6 Hotel staff can advise you on who you should complain to.
7 Photographs may help to support an argument about a holiday problem.
8 If you are not good at writing letters, find someone to help you.

A chance to relax and leave your worries behind? For some, holidays are nothing but trouble as the results of one survey showed.

When you think about it, it's amazing that anyone gets away with a carefree holiday. It seems there is limitless potential for things to go wrong, from flight delays and lost luggage to poor accommodation.

A recent questionnaire showed that a third of people who replied had a complaint about their holiday last year. And when these unhappy holiday-makers discussed the problem with their tour company nearly half said it involved time and effort on their par to resolve things.

When asked exactly what the reasons were for their dissatisfaction top of the list was flight delays and 20 percent of holiday-makers to Europe said they had to wait up to an hour.

More worrying is the fact that almost a third of holiday-makers who had complained said it was about the apartment or hotel room they had been allocated. There is an enormous variety of holiday accommodation and we recommend that consumers look for places that have been inspected by the Tourist Boards; this way they can have the confidence that they will get the type of accommodation they are looking for. It seems that our companies now offer more honest accurate brochures though 85 per cent of holiday-makers who responded to our questionnaire said the description offered by the company matched the place they visited and the facilities provided.

This is good news for the industry and for holiday-makers. A holiday is a major purchase — yet it's one we can't try before we pay. All we have to go on is the brochure and it's a credit to tour operators that they now contain more detail.

OUR ADVICE

DO be realistic. No one should be palmed off with a poor standard of service, food or accommodation even if you paid a rock-bottom price for a last-minute break. However, be reasonable — you won't get a room with the best view in town if you've paid a budget price.

DO complain to the right person. Moaning to the waiter about a week's worth of appalling food, then writing an indignant letter when you get back home won't have the same impact as airing your grievances at the time.

DO get evidence for a serious problem such as having a building site instead of the promised swimming pool below your window. Take a photo to back up your case.

DON'T write and complain for the sake of it. Letters can be powerful as long as they're about something you have a good reason to complain about.

DON'T lose your temper. Easier said than done, but you're more likely go get results if you state your case firmly, explain why you think there's a problem then suggest a reasonable solution.

Questions 9-13

Match the car-hire website to the statements 9-13.

Write the appropriate letters (A-H) in boxes 9-13 on your answer sheet

NB Some of the websites maybe be chosen more than once.

Example	Answer
The company assures customers that their car hire is the cheapest.	D

9 It is possible to see what the cars look like.

10 Assistance is provided with some holiday routes.

11 You will get cheaper car hire if you have used the company before.

12 Attempts made by the writer to book a car were unsuccessful.

13 You can only hire a car in certain locations.

Online car hire promises to be cheap, quick and convenient. But is it? Neil McDougall revs up his mouse.

A Auos.com

Just click on the reservations button, fill in your home country, destination and date, pick a car and you're into the booking fore without any fuss and with all the charges, fixed and optional, laid out. There's also a detailed rental guide explaining your contract.

B Cash.com.uk

One to consider if you're going to the States, although, after I'd worked through half the booking process, it returned an error message without telling me which element of the procedure needed adjusting. I got there in the end. There is an inspirational section with detailed directions for some of the great drives of America.

C Expeed.org.uk

Book a flight with Expeed and when you continue on to the car-hire section, the software already knows where you are going and when. However, you seem to be restricted to cities with airports for your car hire, and additional taxes are presented travel-agent speak.

D Cutprice.com

Is currently offering an aggressive lowest rates guarantee, an extra discount for former Hottravel clients and a package of free gifts to sweeten the deal. It also commits to no insurance excess on any of their rentals anywhere.

E Hot.org

Straightforward to navigate, with plenty of information on rental requirements and rules of operation. There are photographs of the types of vehicles available, leaving no doubt what a “premium” or “compact” car is. It took me just seconds to start reserving a car but then the whole thing ground to a halt and refused all attempts to access the reservation system.

F Cars.net

Another site offering discounts for booking online, but also special late deals (for example £35 off a Renault Megane in Majorca last week). Price are fully inclusive of insurance and there is a reassuringly large small-print section.

G Cover.org

A three-step process to rent cars in 70 countries. Very flash and slick, so much so that people with older computers may have trouble getting this information. Limited selection of online tourist attractions (but that’s more than most give you). Graphically complex but impressive booking system.

H Cheapandcheerful.net.uk

Avoids unnecessary embellishments online but the booking procedure is as good as it gets. Enter how many miles you expect to drive and tick your insurance, driver and child-seat choices and they will all be included in the final price. You must contact the location directly if you need a car within 3 days. And to hire a car abroad, there’s a dull email form to fill in and they’ll get back to you.

SECTION 2

Forests and Global Warming

The interaction between forests and global warming is turning out to be more complicated than was originally assumed. Some of the basic assumptions which have underpinned theories of how deforestation affects the atmosphere are having to be re-examined.

First of all, it needs to be said that forests are an asset to the environment of the planet. They provide a heaven for wildlife, and are both beautiful and economically productive in their own right. Also, there can be no doubt that trees are essential “carbon sinks”. That is, a forest takes global-warming carbon dioxide out of the environment and converts it into solid carbon in the form of wood. Forests also have a role to play as "green lungs" for the planet. That is, in the process of photosynthesis, carbon dioxide is converted to oxygen without which humans would not be able to breathe. The process of photosynthesis requires water, which is released into the atmosphere through the plant's leaves, cooling the air in the process. Every tree may cause only a tiny drop in temperature, but when taken across forests which make up a considerable percentage of the earth's surface, the effect is noticeable.

That said, the role of forests as "green lungs" for the planet must not be over-estimated. It has been found that a huge amount of the oxygen in the atmosphere comes not from forests but from other plants on the earth's surface (including crops planted by humans), and even more comes not from the land but from plants such as algae, seaweed and plankton in the sea.

Nor does the absorption of carbon dioxide come without a price. Recently scientists discovered that growing plants emit methane, a gas usually associated with swamps and decay. It has now been shown that growing plants put out hundreds of times more methane that would be emitted if the plants were simply dead and rotting away. Since methane is a greenhouse gas, this means that forests are actually helping with some global warming. In fact some scientists believe that the deforestation which has been happening in some parts of the world has helped to slow methane build-up in the atmosphere.

Another way in which plants help to warm the atmosphere is because the leaves of trees absorb sunlight, and this makes them rather warmer than the air around them. Therefore though the overall effect of trees is cooling, both because they put out evaporated water and because leaves reflect some light back into space (and of course all the green light in the spectrum that falls on them), this effect is less than was originally thought.

So should we consider reducing the number of forests on the earth's surface? Of course we should not. It is not the forests which are the problem, it is the human race. Recent decades have seen the fastest amount of warming that has ever been recorded, and almost all of it is due to human activity. Even methane emitted by all the forests on earth comes to less than 10% of the methane in the atmosphere, while humans have released so much carbon dioxide into the atmosphere that the air now has 25% more than it had a century ago.

Nevertheless, the results of the recent scientific studies show that we must always be careful to avoid the law of unintended consequences, which says sometimes what you try to do has the opposite effect to what was intended. For example, it has been shown that the removal of pollutants from the atmosphere has had two effects. Firstly, as the air in some countries has become cleaner, both humans and the rest of the environment have benefitted from the improved air quality. But at the same time, many of these airborne pollutants were reflecting sunlight back into space. With them gone, the earth is absorbing more sunlight and becoming warmer.

In the same way it has been shown that if much of the earth's surface was covered with forests, especially in the temperate zones, then so much carbon would be absorbed from the atmosphere that it would start to release the huge amounts of carbon dioxide that are now stored in the seas of the planet. If all this was released, then combined with the extra methane from the trees, global temperatures would actually start to rise. What all this shows is that, though deforestation is a major environmental issue, especially in the tropics (in some parts of Europe the forest cover is actually increasing) we cannot do as we have done in the past and try to make major changes to the environment without considering the full effects of our actions on the enormously complicated ecology of our planet.

Questions 14-18

Complete the summary below.
Choose the correct answer from the box below for each answer.
Write your answers in boxes 14-18 on your answer sheet.

Forests are good for the planet, but 14__________ the planet with forest would not necessarily help to slow down global warming. This is because trees act both to warm the air and to cool it, and so the cooling effect is lower than some previous 15__________. Also, scientists have found that growing plants emit large amounts of methane, and this is also a greenhouse gas, that is, one of those gasses in the atmosphere which hold heat and warm the air. Trees are valuable in extracting carbon from the air, and holding it as wood, which is also a 16__________ economic resource. Also, trees change carbon dioxide for oxygen, which allows animals to breathe, but other plants do this besides trees in forests, and in fact the amount of oxygen produced by the oceans is 17__________. Overall, it may be that the only solution to global warming is for humans to change their 18__________ and try to maintain rather than restore the balance of nature.

valuable	**epidemic**	**ways**	**development**	**pollution**	**covering**
carbon	**greater**	**deforestation**	**estimates**		

Questions 19-23

Do the sentences below agree with Mr Samdon's opinions or not? (Answer: yes, no, doesn't say) on your answer sheet.

19 An essential part of the course is acting, singing and making music.
20 Sleepovers happen at the Beaver scout colony.
21 Learning about themselves and other people are objectives of the course.
22 Discovering socialism is encouraged.
23 Scouts must choose to earn either Challenge or Activity badges.

Questions 24-26

Choose the best ending for each sentence (A, B, C or D), and write your answers on your answer sheet.

24 Mr Samdon says that forests
A are causes of global warming.
B have bad but mostly good effects on global warming.
C should not be replanted in temperate areas.
D are beautiful, but not an environmental issue.

25 New scientific research has shown
A that we need to look again at some ideas.
B that some older ideas were wrong.
C that global warming is caused by people.
D that methane comes from swamps.

26 Mr Samdon believes that the amount of forest on the planet
A should be greatly increased.
B should be kept to a natural level.
C need to be reduced slightly.
D must be considered, if this is the problem.

SECTIONS 3

Great Inventions

There are some things we use every day. Can you imagine a world without zippers to fasten clothing? Have you ever wondered about the layout of the keyboard of a typewriter, which we see every day on the computer? These are just two of the many inventions which have made our lives easier. Maybe that's why we don't think about them very much!

The Zipper

Whatever did we do before the invention of the zipper?

In 1893 the world's first zipper was produced in Chicago. Although the inventor claimed that is was a reliable fastening for clothing, this was not the case. The Chicago zipper sprang open without warning, or jammed shut, and it swiftly lost popularity. Twenty years later a Swedish-born engineer called Sundback solved the problem. He attached tiny cups to the backs of the interlocking teeth, and this meant that the teeth could be enmeshed more firmly and reliably.

At first zippers were made of metal. They were heavy, and if they got stuck it was difficult to free them. Then came nylon zippers which were lighter and easier to use, and had smaller teeth. The fashion industry liked the new zippers far better because they did not distort the line of the garment or weigh down light fabrics. They were also easier for the machinists to fit into the garment.

Meanwhile a new fastening agent made its appearance at the end of the twentieth century: velcro. Velcro is another product made from nylon. Nylon is a very tough synthetic fibre first developed in the 1930s, and bearing a name to remind the hearer of the two places where it was developed: NY for New York and LON for which catch tiny looped whiskers on the other side of the fastening. It is strong and durable.

Velcro is used on clothing, luggage and footwear. It is quick and easy to fasten and unfasten, and has taken a large part of the zipper's share of the market. It is also used in ways a zipper cannot be used — for instance as an easily changed fastening on plaster casts, and to hold furnishing fabrics in position.

The Typewriter and the Keyboard

The keyboard of the modern typewriter is laid out in a most add fashion. Why would anyone place the letters on the left side of the top row of the keyboard in the order QWERTY? The answer is simple: to slow the typist down. But first, let's consider the history of the typewriter itself.

In the 1860's newspaper editor called Christopher Sholes lived in Milwaukee, USA. Sholes invented the first of the modern typewriters, although there had been patents for typewriter-like machines as early as 1714, when Queen Anne of England granted a patent to a man called Henry Mill for a machine which would make marks on paper "so neat and exact as not to be distinguished from print." In 1829, across the Atlantic in Detroit USA, William Austin Burt took out a patent on a typewriter-like machine, four years before the French inventor Xavier Projean produced his machine designed to record words at a speed comparable to someone writing with a pen.

So the typewriter was not a new idea, although there had not been a successful realization of the idea before Christopher Sholes' machine. His typewriter became very popular, and soon people learned to type very quickly — so quickly, in fact, that the keys became tangled. On manual typewriters the characters were set on the end of bars which rose to strike the paper when the key was pressed. In the first models, the keys were set alphabetically. When a quick typist tapped out a word like federal, is was very likely the adjacent e and d keys would become entangled.

Sholes therefore set about finding ways to slow the typist down. He looked for the letters which were most often used in English, and then placed them far away from each other. For instance, q and u,which are almost always used together in English, are separated by five intervening letters. The plan worked, and the typist was slowed down a little.

When computers came into use in the latter part of the twentieth century is was suggested that the keyboard should be rationalized. After all, there was no longer any need to avoid clashing manual typewriter keys. One new board included keys which produced letters which frequently occur together in English, like ing and th and ed, so the word thing would take two strokes to write instead of five. Although this made perfect sense, people found it very hard to learn to use a new keyboard, and the idea was dropped. It is unlikely that the keyboard will ever be changed: as we approach the twenty-first century the vice-activated computer, already in an advanced state of development, is becoming more and more accessible. It is very likely that we will soon have machines which take dictation as we speak to them, and the keyboard will be used for corrections.

Questions 27-32

From the information in the reading passage, classify the following events as occurring:

A before the nineteenth century

B during the nineteenth century

C in the first half of the twentieth century

D at the end of the twentieth century

Write the appropriate letters A-D in boxes 28-33 on your answer sheet.

27 Sundback's zipper

28 The development of nylon

29 The development of velcro

30 The development of the first typewriter-like machine

31 The first appearance of Shole's typewriter

32 The development of the voice-activated computer

Questions 33-39

Read the passage about Great Inventions and look at the statements below. In boxes 33-39 on your answer sheet write

TRUE	*if the statement is true*
FALSE	*if the statement is not true*
NOT GIVEN	*if the information is not given in the passage*

33 The first zipper was successful as a fastener.

34 Nylon was used a lot during the Second World War, 1939-1945.

35 The first typewriter's keyboard was different to the modern keyboard.

36 The keys of Sholes' first machine were likely to jam.

37 New computers will use the rationalized keyboard.

38 At first zippers were made of plastic.

39 In Sholes' first models, the keys were set by number.

Test 3

SECTION 1 Questions 1-14

Questions 1-5

Look at the contents page from a booklet on living in Australia.
Write the appropriate page numbers in boxes 1-5 on your answer sheet.
Which page should you refer to if you

1 need to help a grandparent travel to Australia for a holiday with you?
2 would like to know how old your son should be to learn to drive?
3 are having an argument with your landlord?
4 wish to enrol a relative on a carpentry course?
5 want to have your family's teeth checked?

What to do soon after arrival

Apply for a Tax File Number 5
Register with Medicare 6
Open a bank account 7
Register with Centrelink 8
Register for English classes 9
Enrol your children at-school 10
Get a driver's licence 11

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Translating and interpreting 12
Learning English for adults 13

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Questions 6-10

Look at the information from a government website.
Do the following statements agree with the information given in the passage.
In boxes 6-10 on your answer sheet, 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*

6 The best day to look in the newspaper for a job is Saturday.

7 You can use the Job Network without being registered with Centrelink.

8 Some employment counsellors are specially trained to deal with new residents.

9 It is best to contact one of the Intensive Support Services if you need financial help while setting up a company.

10 Job Network Agencies charge a small fee for use of their facilities.

The daily newspapers advertise job vacancies, from Monday to Friday, and often provide a special in-depth section on work opportunities on Saturday. There are also private employment agencies, which are listed in the Yellow Pages telephone directory and internet employment boards.

Any Australian resident can register with Centrelink for help in finding a job. You need to do this if you want to be referred to Job Network, which consists of hundreds of private, community and government organisations, contracted to the Commonwealth Government to help people find employment.

As a newcomer, it is often a good idea to talk to an experienced employment counsellor to ensure that your approach to job-seeking is appropriate, particularly if you are having difficulty getting an interview.

Job Network Services

There are a number of employment services available under the Job Network. These include:

- Intensive Support Services — provide further assistance to eligible job seekers including training them to develop interview skills, and to be able to present themselves well to potential employers.

- Intensive Support — customised assistance — provides more one-to-one help to eligible job seekers, and includes addressing a job seeker's barriers to employment and tailors the job seeker's efforts in looking for work.

- The New Enterprise Incentive Scheme (NEIS) — helps unemployed people start and run their own business. Participants may be able to get NEIS assistance which provides small business training income support and advice during the first year of business.

It is important to remember that just joining a Job Network provider does not guarantee a job. You still need to actively seek work to increase your chances of finding a job.

All job seekers can also use the free Job Network Access facilities at Centrelink and a number of Job Network Member Agencies. These include telephones, photocopiers, fax machines, touch screens and computers (including the internet).

Questions 11-14

Read the information about a new fitness centre.
Complete the table below.
Choose NO MORE THAN THREE WORDS from the passage for each answer.

Activity	Starting time	Need to bring
pre-school swimming	10:00 a.m.	11 ____________
12 ____________	10:45 a.m.	track suit
yoga	13 ____________	14 ____________

Write your answers in boxes 11-14 on your answer sheet.

The fitness centre offers a variety of activities for members of all ages throughout the week.

Activities for Monday 12 July

Learn to swim Classes for pre-school children aged five and under start at 10:00 a.m. Classes last 30 minutes and parents must attend with their children. Don't forget to book, as places are limited, and to pack some warm clothes for after the lesson.

Women's aerobics Sessions are for one hour and begin at 10:45 a.m., led by Melissa. Come along and join us every Monday for an exhilarating hour of exercise and fun. Leave your kids at the nursery and take time out for yourself. Wear a track suit or something similar.

Lunchtime yoga. Take a break at lunchtime (1:00-2:00 p.m.) for an hour of meditation and yoga. Enjoy the peace and quiet of our meditation room, and relaxing sessions designed for active people with busy lives. Use your own mat for floor work or hire one from us for a small sum.

SECTION 2

Below are the course descriptions for five courses offered by a local community college.

Read the descriptions and answer questions 15-27.

Questions 15-19

Choose the title which best fits each course and write the number I to IX in boxes 15-19 on your answer sheet.
Note: there are more titles than you will need.

I	Managing Expansion in Your Restaurant
II	Making Capeer Changes for Women
III	Effective Workplace Communication
IV	Exceptional Customer Service
V	Advanced Computing Skills
VI	Communicaging Effectively
VII	Introductory Computer Skills
VIII	Restaruant Management for On-mangers
IX	Business Writing Course

Course A: 15 __________
Course B: 16 __________
Course C: 17 __________
Course D: 18 __________
Course E: 19 __________

Questions 20-24

From the information about the courses, answer Questions 20-24 by writing the appropriate LETTER or LETTERS A-E in boxes 20-24 on your answer sheet.

20 Which course is not specifically related to people's jobs?
21 In which course are men not invited to participate?
22 Which TWO courses have course notes to go with them?
23 Which course will deal with writing skills?
24 Which course is on at night?

Questions 25-27

The course of business communication covers three areas, choose these THREE areas from the list below and write their names in boxes 25-27 on your answer sheet.

Writing skills
Telephone Skills
Work goals
Business Writing Skills
Computers
Finance
Interpersonal Communication
Management

SECTION 3

Lose your winter blues in the warm tropical sunshine of St. Anna, our tropical paradise just off the coast of Latin America. Visitors can spend a fortnight in our luxury four star hotel, or chose a self-catering family cabana near the beach. The cost of your flight is included in the holiday, and if you make a reservation early enough, you can be picked up from your home by our special airport bus. All flights leave from Heathrow on a Monday morning, allowing you to race the sun to your Caribbean holiday getaway.

Transfer in Jamaica to an Island Airways flight (Don't worry about your luggage. We take care of it from when you check in at Heathrow until you collect it at your hotel.). A short flight gets you to the airport at St Anna, where your coach will be waiting to take you to the hotel.

The Cowrie Hotel is a state-of-the-art hotel with 900 beds, ranging from a luxury penthouse suite to single bedroom economy rooms. The hotel is built right on the beachfront, and many rooms have wonderful ocean views, with the others looking out over the golf course at the back of the hotel. If swimming and surfing are not enough for you, the hotel also offers pony rides to the interior of the island, a discount membership of the golf club, and even parachuting lessons for the very adventurous.

And don't forget the Pirate Cruise, the chance to take the local ferry out to the nearby island of Santo Alberto where the legendary pirate Blackbeard is supposed to have hidden his stolen loot.

The Rain Forest Adventure Holiday

Every year Broughton holidays teams up with Sopraviva Trekking to offer twelve days of unforgettable adventure in a tropical rain forest. Depending on where this year's rain forest adventure is located, you may be going to Borneo, Malaysia, Indonesia, or even to the greatest rain forest of them all, the mighty Amazonian forest.

You will fly with your fellow adventurers to one of our special base camps at the edge of the forest, where you will be given five days of survival training, and talks on the local wildlife by trained and experienced experts. You will also go on walks which take you deeper and deeper under the forest canopy until on your final night you camp out in the rain forest itself.

Then you transfer by bus into the forest itself. If you go on one of the Asian holidays, you will have to walk the final five miles to the camp site itself, to avoid disturbing the local ecology. All of the Sopraviva sites have been carefully built to conform with the latest regulations, and to cause the minimal amount of disturbance to the local wildlife.

From the camp, you will go on daily walking tours to experience for yourself the beauty and diversity of the forests, and plants and vegetation that can be found no-where else on the planet. Remember that these adventure holidays take you deep into the wilderness, and they are not suitable for families with young children of for anyone who is not physically capable of meeting the demands of this kind of adventure. Also remember that in order to preserve the delicate ecological system that you will be walking through, no more than two dozen guests can stay at any camp at one time, so if you want to go on one of these very special holidays, you will need to book early!

Questions 28-34

Complete the summary below.
Choose the correct answer from the box below for each answer.
Write your answers in boxes 28-34 on your answer sheet.

All Broughton holidays are arranged 28__________with partners in the 29__________ industry, some of whom have been working with us year after year to provide 30__________ holidays for thousands of people. Because we work with local companies as well as international 31__________, we are able to provide you with exactly the kind of holiday that is right for you whether you want to explore exotic places, or just relax and 32__________.

In the sun, we also arrange holidays for particular 33__________ including holidays for young adults or for seniors. We always try to provide the very best facilities for people with disabilities, so if you have any 34__________, do not hesitate to contact us before booking.

A notwithstanding	E unwind	I holidays
B leisure	F bargain discounts	J local wildlife
C age groups	G top-quality	K special needs
D practical and fun	H in collaboration	L organizations

Questions 35-38

Choose the correct answer for each question and write your answers on your answer sheet.

35 What kind of holiday accommodation is NOT mentioned in the advertisements?

A Tents

B Cruise ship cabins

C Hotel rooms

D Beach houses

36 To be picked up by the airport bus you must

E Stay at the Cowrie hotel

F Book well beforehand

G Have special needs

H Be travelling with a family

37 What does the Rainforest Adventure emphasise?

I Disturbing the local ecology

J Preserving the forest environment

K Holidays in Asia

L Two weeks in beautiful tropical jungles

38 Which of these statements is false?

M Caribbean breakaways are available soon after Christmas

N You must be fit to do a Rainforest Adventure

O It is five miles from the road to the Amazonian camp

P You need to change planes to get to St Anna

Questions 39-40

Finish the sentence with ONE word from the text and write them on your answer sheet.

39 Before going into the rainforest, holidaymakers get lessons in __________

40 To reach the island of Santo Alberto, you travel by __________

参考答案

A类答案速查

Test 1

Answers:

1. D　2. B　3. C　4. E　5. B　6. D
7. A　8. B　9. D　10. C
11. TRUE　12. FALSE　13. NOT GIVEN
14. B　15. E　16. I　17. G　18. L　19. J
20. two correct out of : vegetables, herbal medicines, herbs, wood
21. two correct out of : rice, beans, corn, (native) vegetables
22. two correct out of : pigs, ducks, chickens
23. (wet) rice / (fish)
24. E, A, D [any order]
25. Two correct out of : F, A, C [any order]
26. D　27. I　28. F　29. G　30. E　31. C
32. H　33. 1787　34. 3　35. 1836　36. C.R.M.Talbot
37. Emily Charlotte Talbot　38. 1891　39. C

Test 2

Answers:

1. community / society　2. support　3. homelike
4. F　5. T　6. F　7. IE　8. F
9. Encephalitis/ accidents　10. Accidents/ encephalitis
11. v　12. vi　13. ii　14. vii
15. (many) experts　16. pollutants　17. batteries
18. 55%　19. 1937　20. Yes　21. No　22. No

23. Not Given 24. Not Given 25. communications
26. telephone 27. civilized 28. weather/ climate
29. November
30. D 31. B 32. A 33. C 34. C 35. E
36. A 37. D
38. humor
39. Avomine
40. interview

Test 3

Answers:

1. iii 2. v 3. ii
4. YES 5. YES 6. NO 7. YES 8. NO 9. NOT GIVEN
10. cheese 11. tourism/tourist 12. pottery
13. jewelry / jewellry
14. taste buds 15. baleen / the baleen whales
16. forward and downward 17. freshwater dolphin
18. water / the water 19. lower frequencies
20. bowhead whales 21. touch/ sense of touch
22. freshwater dolphin (s) 23. airborne flying fish
24. clear water (s) / clear open water (s) 25. acoustic sense
26. I 27. F 28. E 29. D
30. TRUE 31. FALSE 32. NOT Gvien
33. TRUE 34. NOT GIVEN
35. trade 36. components
37. container ships 38. tariffs

Test 4

Answers:

1. conditions 2. craftsmen and artists
3. a secure livelihood 4. Grand Gallery
5. 481 feet 6. Queen's Chamber

7. air channel(s)
8. FALSE 9. NOT GIVEN 10. TRUE
11. TRUE 12. FALSE 13. D
14. D 15. B 16. A 17. A 18. C 19. C
20. F 21. D 22. A 23. C 24. E 25. G
26. B 27. vii 28. v 29. ix 30. i 31. iv
32. iii
33. re-offending 34. sentencing 35. victim
36. restorative justice
37. A 38. C 39. D 40. B

Test 5

Answers:

1. C 2. D 3. G 4. dark spot
5. small telescopes 6. subsequent 7. crescent shapes
8. TRUE 9. TRUE 10. FALSE 11. NOT GIVEN 12. FALSE
13. TRUE 14. v 15. i 16. ii 17. x 18. vii
19. professional
20-21. responsibility; (employee) commitment (either order)
22-23. better pay; more satisfaction (either order)
24. NOT GIVEN 25. NO 26. YES
27. YES 28. NOT GIVEN
29. B 30. A 31. C 32. B 33. D 34. A
35. A 36. B 37. B 38. G 39. E
40. 48 million 41. chronic fever
42. Malawi / Kenya 43. too hot / cost

Test 6

Answers:

1. E 2. H 3. G 4. D
5. yin & yang blood & breath 6. physical & mental
7. age & pregnancy 8. intrinsic nature

9. physical effects 10. tonic
11. increase blood volume / (promote) health and energy
12. antitonic 13 sour food /raw food / cold food
14 wind illness/ rheumatism/ arthritis 15 toxic
16 convulsions/ skin irritation/ infection
17. magic 18. 289
19. 5,500-65,00 miles 20. 5,000 miles/ 8,000 km
21. 20 Mach 22. 24 Mach 23. 90 m
24. C 25. H 26. F 27. B 28. 7
29. privacy & ownership 30. isolation
31. sharing /community /access (any 2)
32. (lack) privacy
33. C 34. D 35. F
36. household 37. dwelling 38. hobbies
39. music 40. residents

Test 7

Answers:

1. Sunday 2. F 3. IE 4. T 5. IE 6. iii
7. v 8. vii 9. ii 10. i 11. Ix 12. viii
13. vi 14. iv 15. B 16. E 17. G 18. E
19. A 20. F 21. C 22. D 23. E 24. M
25. P 26. I 27. C 28. A 29. C 30. D
31. A 32. C 33. I 34. G 35. A
36. world 37. coral (s) 38. Rain / rainfall
39. crown of thorns starfish 40. ranger (s)

Test 8

Answers:

1. v 2. viii 3. xi 4. ii 5. iv 6. ix
7. i 8. xii 9. vii 10. A 11. C 12. B
13. D

14. industry		15. labour		16. service	
17. decentralisation		18. entertainment		19. beautification	
20. TRUE		21. FALSE		22. NOT GIVEN	
23. TRUE		24. TRUE		25. NOT GIVEN	
26. FALSE					
27. D	28. I	29. F	30. G	31. D	32. C
33. H					
34. food poisoning		35. 100%		36. Sausage	
37. Cooler ones		38. Unspiced food		39. Salt	
40. A					

Test 9

Answers:

1. thin topper wires
2. Reliable / highly accessible

3 - 4 (inexpensive) VT Equipment / increased and width / affordable cost (any 2)

5. F	6. T	7. T	8. IE	9. F	10. T
11. P	12. P	13. P	14. F	15. vii	16. iv
17. ii	18. vi	19. i	20. DL	21. OC	22. DL
23. OC	24. DL	25. DL	26. BM	27. BM	

28. threat to democracy
29. more than one job
30. depersonalized screen

31. F	32. D	33. B	34. H	35. C
36. NO	37. YES	38. NO	39. NO	

G类答案速查

Test 1

Answers:

1. R	2. E	3. R	4. CP	5. R	6. CP
7. birdsong		8. binoculars		9. (billy) tea	
10. damper		11. Possum Prowl		12. torch	
13. non-slip shoes		14. (lovely) (water) views			
15. iv	16. ii	17. i	18. vii	19. v	20. vi
21. B	22. C	23. E	24. A	25. D	26. B
27. C					
28. YES		29. NO		30. NOT GIVEN	
31. NO		32. YES			
33. C	34. G	35. B	36. D	37. F	
38. instrument		39. sampling		40. triumph	

Test 2

Answers:

1. TRUE		2. FALSE		3. FALSE	
4. TRUE		5. TRUE		6. NOT GIVEN	
7. TRUE		8. NOT GIVEN			
9. E	10. B	11. D	12. E	13. C	
14. covering		15. estimates		16. valuable	
17. greater		18. ways		19. doesn't say	
20. no		21. yes		22. no	
23. yes		24. b		25. a	
26. b	27. C	28. C	29. D	30. A	
31. B	32. D				
3. FALSE		34. NOT GIVEN		35. TRUE	
36. TRUE		37. FALSE		38. FALSE	
39. FALSE					

Test 3

Answers:

1. 48	2. 11	3. 19	4. 36	5. 42	
6. TRUE		7. FALSE		8. NOT GIVEN	
9. FALSE		10. FALSE			
11. Warm clothes		12. Women's aerobics			
13. 1:00 p.m.		14. (own) mat			
15. VII	16. IV	17. I	18. III	19. II	
20. A	21. E	22. B&C	23. D	24. D	
25. Telephone Skills			26. Business Writing Skills		
27. Interpersonal Communication					
28. H	29. B	30. G	31. L	32. E	33. C
34. K	35. B	36. B	37. B	38. C	
39. survival		40. ferry			