15 Days' Practice for IELTS Reading

Deng He Gang

- Consolidating Your English Ability
- Improving Your English Reading Skill
- Providing General Knowledge
- Developing Your Test-Taking Skill

NHÀ XUẤT BẢN TỔNG HỢP
THÀNH PHỐ HỒ CHÍ MINH

NTV
Công ty TNHH
Nhân Trí Việt

15 Days' Practice for IELTS **Reading**

Deng He Gang

NHÀ XUẤT BẢN TỔNG HỢP
THÀNH PHỐ HỒ CHÍ MINH

NTV
Công ty TNHH
Nhân Trí Việt

FOREWORD

You have certainly practised a great deal to prepare for your actual exam. You have also been exposed to a variety of materials, and have familiarised yourself with the format of the IELTS test. This book, therefore, does not aim at loading you with more practice materials on IELTS, but it will sum up the main points so as to enable you to work out an effective plan to finally achieve your desired band score in the actual test you are taking.

I. Six features of the IELTS test

1. Communicative Testing

The first feature of the IELTS test is communicative testing. The purpose of this test is, indeed, designed to assess the language ability of candidates who need to study or work where English is the language of communication. It aims at testing candidates' language use, not language knowledge.

Compare the items in the table below:

Focus of communicative testing	Focus of non-communicative testing
• Use of verbal and non-verbal communication • Understanding meanings of lexical items in contexts • Applying understanding into real-life tasks such as role-play in speaking, completing a table in reading • Integrating receptive with productive skills	• Knowledge of vocabulary and grammar • Understanding literal meanings of lexical items • Testing individual skills • Focussing only on receptive skills

2. The Third Generation Testing

As far as testing is concerned, the format of tests has resulted from the way language is taught and learnt. In reality, English language testing has so far gone through three stages: the first stage lasted from the beginning of the 20th century to prior World War II when the tests of this period focussed mainly on translating from and into the target language. Then, the second stage started from post World War II and continues up to the present time. The general trend of testing in this period concentrated on objective tests (typically the TOEFL test which is primarily popular in the US). Next came the third stage with the IELTS test which was introduced in 1989 (mainly popular in the UK and Australia) and was, in fact, the fruit of the Communicative Language Teaching that came into existence in the 1970s. Nowadays, the Communicative Language Teaching and its test format have widely been recognised by the majority of language instructors and candidates. This kind of test is, generally, becoming more and more popular.

3. Task-based Testing

In the IELTS test, candidates are required to perform tasks which are similar to those in "real life". Each task is given with clear and specific "directions" by examiners.

4. Questions in Group

Communicative testing results in a variety of question types. Discrete-point tests are not given in the IELTS test, but questions in various forms aiming at checking global and detailed understanding, summary/chart/table completion, are frequently tested.

Task-based testing and questions in group are combined to form a series of communicative activities which require candidates to decide appropriate strategies and to use the four skills in order to do the test well.

5. A Variety of Question Types

The IELTS test consists of a variety of question types, which is the most noticeable compared with the question types in such tests as TOEFL, GRE, or TOEIC. For example, multiple-choice questions are suitable for testing detailed comprehension whereas matching exercises aim at testing vocabulary or the main ideas of a listening or reading passage; the aim of gap-filling tasks is to check candidates' ability of organising the information in a systematic way, etc. With such tasks, candidates need to thoroughly understand what is required of them by carefully reading "directions" given.

Types of tasks in the IELTS test:

Reading	Listening	Writing	Speaking
1. Short-Answer Questions 2. Gap-Filling Questions 3. Multiple-Choice Questions 4. Classification Questions 5. True/False/Not Given Questions 6. Sentence-Completion Questions 7. Matching Questions 8. Diagram/Table/Flow Chart-Completion Questions	1. Multiple choice 2. Gap filling: Form/ Note/Summary/Table/ Sentence 3. Matching words/ phrases/sentences/ with pictures 4. Short answers 5. True/False	1. Letters (General Training Module) 2. Chart/Graph/ Table/Diagram descriptions (Academic Module) 3. Essays: - Opinion - Cause and effect	1. Giving information 2. Stating opinion 3. Explaining/ Suggesting 4. Describing 5. Comparing/ Contrasting 6. Synthesising/ Analysing 7. Likes/Dislikes

6. Authentic Materials

All the materials used in the IELTS test are authentic.

Both Academic and General Training modules try to reflect real-life situations to test whether a candidate would survive in English-speaking social and academic environments. For example, Section 2 of the Speaking test asks candidates to talk, after 1 minute's preparation, for 1 to 2 minutes on a given general topic. This would test General Training candidates to see if they could give a "work-related presentation" to fellow work colleagues and would test Academic candidates if they could give a "university style presentation" to fellow students. It tests whether candidates have the English language capability to perform these tasks under some kind of pressure.

The IELTS test has two forms: the Academic Module and the General Training Module. The module that you take depends on the purpose that you are taking it for. Generally speaking, the Academic Module is for those who are trying to gain entry into undergraduate or postgraduate education courses or for professional purposes. The General Training Module is for those who wish to join some kinds of vocational training courses, secondary schools or for immigration purposes.

These tables help you to understand more clearly about the format and timing of the two IELTS modules:

	Academic	General Training
Listening	4 sections; 40 questions 30 minutes	4 sections; 40 questions 30 minutes
Reading	3 sections; 40 questions 3 long texts 1 hour	3 sections; 40 questions 3 long texts 1 hour
Writing	2 tasks 1 hour	2 tasks 1 hour
Speaking	3 sections 11 – 14 minutes	3 sections 11 – 14 minutes

	Academic	General Training
Listening	Social English occurs in Section 1 and Section 2 of the Listening test whereas academic English is used in Sections 3 and 4. The Listening test is the same for both the Academic and General Training modules. Candidates will listen to a recording and answer a series of questions. The recording will be played ONCE only. The Listening test is in four sections with 10 questions in each (i.e. a total of 40 questions) and will last for 30 minutes with an extra 10 minutes at the end for candidates to transfer answers to their answer sheets.	

Reading	The Reading test is a 1-hour test in 3 sections with 40 questions based on 1 reading text per section (i.e. 3 reading texts). The length of the test will be between 2,000 and 2,750 words. Texts are taken from magazines, journals, books and newspapers. Texts are for an undergraduate or postgraduate readership but assume NO specialist knowledge of the subject. All reading passage topics will be of general academic interest. At least one text will contain a logical argument. One text may include a diagram, graph or illustration. If there are any words or terms of a specialist technical nature, which candidates would not be expected to know, a short glossary will be provided.	The Reading test is a 1-hour test in 3 sections with 40 questions based on 1 reading text per section. The length of the test will be between 2,000 and 2,750 words. In this module, texts are taken from notices, advertisements, official documents, booklets, newspapers, instruction manuals, leaflets, timetables, books and magazines. The first section is concerned with social survival in an English-speaking country. The second section is concerned with survival in an education, training or welfare context. The third section tests candidates' abilities with a longer, more complex text.
Writing	The Writing test is of 1-hour duration. Candidates are required to do 2 tasks. Task 1 asks candidates to describe factual information presented in pictorial form(s). The pictorial form(s) could be a line graph, a bar chart, a pie chart, a table or a picture describing a process. There could be a combination of these input forms. Candidates must write a minimum of 150 words. Task 2 asks candidates to write an essay on a general academic topic. Candidates must write a minimum of 250 words.	The Writing test is of 1-hour duration. Candidates are required to do 2 tasks. Task 1 requires candidates to write a letter in response to a given situation. Candidates must write a minimum of 150 words. Task 2 asks candidates to write an essay on a general topic. Candidates must write a minimum of 250 words.
Speaking	The Speaking test is the same for both the Academic and General Training modules. The test is conducted with 1 examiner and 1 candidate. The Speaking test is recorded and divided into 3 sections. Section 1 begins with some general introductory questions. This is followed by some questions on personal information similar to the type of questions one would ask when meeting someone for the first time. Finally, the examiner will ask a series of questions on topics of general interest. (4 – 5 minutes) Section 2 is a monologue by the candidate. The examiner will give the candidate a card with a subject and a few guiding questions on it. The candidate must talk for 1 to 2 minutes on this subject excluding an optional 1 minute's preparation for his talk. After this talk, the examiner will ask 1 or 2 brief questions in order to finish off the section. (3 – 4 minutes) Section 3 is a discussion. The examiner will ask some more questions generally related to the subject spoken about in Section 2. These questions will be more demanding and require some critical analysis on the part of the candidate. (4 – 5 minutes)	

II. What you should do in the last stage of your preparation for the IELTS test

In this critical period, you have supposedly accumulated adequate knowledge of vocabulary items and grammar points. Also, your skills of English have considerably improved after a long time of practice. In addition, you have grasped the key features of the IELTS test, your job now is to train your test-doing strategies and enhance your communicative competence. You should know how to allocate the time allowed, how to use appropriate strategies and exploit your strengths to the utmost when taking the test to achieve your desired band score.

A series of **15 DAYS' PRACTICE FOR IELTS** guidebooks designed by IELTS gurus who have written and taught IELTS courses since this kind of test came into being in 1989 are regarded as indispensable materials on your path to success.

In this series, the speaking and writing materials are edited by Sheila Crowe, an Irish expert to whom we would like to show our appreciation and thanks. Besides, an English examiner named Donald Crawford deserves our gratitude for some of his sample writings with which he has provided us. Lastly, we would like to express our heartfelt appreciation to specialists and colleagues whose great contributions certainly bring about the birth of these rewarding books.

Contents

Day 1 An Overview on the IELTS Reading Test

I. IELTS Reading

You need to select either the General Training Module or the Academic Module. The difference between the two modules lies in the Reading and Writing tests. The Listening and Speaking tests are the same for both.

In terms of reading, the main difference between the Academic and General Training modules lies in the content of the passages. The General Training Module includes easier texts from social, academic, and work contexts. The Academic Module includes more advanced texts, at an undergraduate or graduate level, from academic sources.

Yet, the Academic and General Reading Modules are also similar in many ways. Both last one hour, contain 3 passages and 40 questions, and are scored in the same way. Remember that in the IELTS Reading test (unlike in the IELTS Listening test), no extra time is given to transfer your answers onto your answer sheet. Hence, it is very important that you keep an eye on the time and timely transfer your answers onto your answer sheet as you complete each reading section.

In fact, most candidates have found the Reading test the most difficult. One of the reasons is unfamiliarity with the topics; some topics are quite strange. The second reason is there is a time limit and the three reading passages are quite long. They are neither of the same difficulty nor of the same subject matter; often the difficulty level increases from reading passage 1 to reading passage 3.

However, the IELTS Reading test is not that difficult. If you know the right approach, you can easily score the maximum in it.

The first thing you are advised to do is to go through the reading test paper quickly. Just skim through all the passages in about a minute to find out which passage appears to be the easiest one and which appears to be the difficult one, and of course begin with the easiest one.

Second, read the questions before beginning reading. This will help you skip the unnecessary portions of the reading passage and concentrate more on the significant areas. Further, look out for the topic sentence that gives the main theme of the passage. Underline the key phrases that seem to be more important so that you can get back to them easily when needed.

II. Outlining an effective strategy for the IELTS Reading test

1. Work out an effective study plan

You should apply the following suggestions to solve the questions in the Reading test:

(1) Read the questions FIRST and circle the key words in the QUESTIONS like dates, names, places, etc. This should be done so that you can have an idea of the type of information you will be looking for and when you are reading the passage, these key words will ring a bell.

(2) Read the instructions carefully. You have to read the instructions to be sure of what is required. Understanding the instructions is, therefore, just as important as finding the right answer in the passage.

(3) Read the first paragraph and glance through the questions and think if you can answer any question.

(4) Read the remaining paragraphs and do the same.

(5) While reading the paragraphs, circle the key words in them.

(6) Note that all the questions in ONE PARTICULAR SET are in a sequence and in order, and so is the information in the paragraphs.

(7) Do at least one hour of reading daily in a quiet place and try to read 6 pages.

(8) Practise doing the tasks in each reading passage for about 20 minutes.

Applying these suggestions coupled with acting on the 15 days' schedule recommended in this book will certainly lead you to great success.

2. Learn the exam. Know the types of questions in the IELTS Reading test

The IELTS Reading test consists of 40 questions spread over three reading passages. Each reading passage is followed by some questions. These questions could be of different types.

Look at the table on the next page which sums up the types of questions in the IELTS Reading test.

Question types / Question formats	Overview Q.	Detail Q.	Graphic Q.	Viewpoint Q.	Summary Q.
Matching	▲	▲	▲		▲
Gap filling		▲			▲
T/F/NG		▲			
Y/N/NG				▲	
Multiple choice	▲	▲			
Classification		▲			
Short answers		▲			
Sentence completion		▲			
Diagram / Table / Flow chart completion		▲	▲		

Below are some reading passages followed with typical question types and formats presented in this table.

Lessons from the Titanic

A From the comfort of our modern lives, we tend to look back at the turn of the twentieth century as a dangerous time for sea travellers and navigators. 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 metres than many of the tallest buildings of the day. And with nine decks, she was as high as an eleven-storey building. The Titanic carried 329 first-class, 285 second-class and 710 third-class passengers with 899 crew members, under the care of the very experienced Captain Edward J. Smith. She also carried enough food to feed a small town, including 40,000 fresh eggs, 36,000 apples, 111,000 lbs of fresh meat and 2,200 lbs of coffee for the five-day journey.

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

E Captain Smith's seemingly casual attitude in increasing the speed on this day to a dangerous 22 knots or 41 kilometres per hour can then be partly explained by his ignorance of what was laying ahead. But this only partly accounts for his actions, since the spring weather in Greenland was known to cause huge chunks of ice to break off from the glaciers. Captain Smith knew that these icebergs would float southward and had already acknowledged this danger by taking a more southerly route than at other times of the year. So why was the Titanic travelling at high speed when he knew, if not of the specific risk, at least of the general risk of icebergs in her path? As with the lack of coordination of the wireless messages, it was simply standard operating procedure at the time. Captain Smith was following the practices accepted on the North Atlantic, the 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 the passengers and crew alike clung to the belief even as she was actually sinking. This attitude was not helped by Captain Smith, who had not acquainted his senior officers with the full situation. For the first hour after the collision, the majority of people aboard the Titanic, including senior crew, were not aware that she would sink, that there were insufficient lifeboats, or that the nearest ship responding to the Titanic's distress calls would arrive two hours after she was on the bottom of the ocean. As a result, the officers in charge of loading the boats received a very half-hearted response to their early calls for women and children to board the lifeboats. People felt that they would be safer, and certainly warmer, aboard the Titanic than perched in a little boat in the North Atlantic Ocean. Not realising the magnitude of the impending disaster themselves, the officers allowed several boats to be lowered only half full.

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

J As the Titanic sank, another ship, believed to have been the Californian, was seen motionless less than twenty miles away. The ship failed to respond to the Titanic's

eight distress rockets. Although the officers of the Californian tried to signal the Titanic with their flashing Morse lamp, they did not wake up their radio operator to listen for a distress call. At this time, communication at sea through wireless was new and the benefits were 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. (1,400 words)

Questions 1-5 (Overview Questions)

Choose the heading which best sums up the primary cause of the problem described in paragraphs D, E, G, H and I of the text. Write the appropriate numbers (i-x) in your booklet.

N.B. There are more headings than paragraphs, so you will not use all of them.

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

1. Paragraph D _____
2. Paragraph E _____
3. Paragraph G _____
4. Paragraph H _____
5. Paragraph I _____

Questions 6-10 (Gap-Filling Questions)

Complete the sentences below using words taken from the reading passage. Use NO MORE THAN THREE WORDS for each answer. Write your answers in your booklet.

6. _____ did not arouse any response from the Californian.
7. Lifeboats not used _____ diminished the opportunity of saving lives.
8. One positive outcome was that the enquiries into the Titanic disaster sought to improve safety procedures by initiating _____.
9. The Titanic's safety feature, which convinced most people that she wouldn't sink, was her _____.
10. Passenger ships across the North Atlantic Ocean had had an excellent safety record in the _____.

Questions 11-17 (Viewpoint Questions)

Do the following statements agree with the views of the writer in the reading passage? In questions 11-17 in your booklet, write:

YES	if the statement agrees with the writer's view;
NO	if the statement contradicts the writer's view;
NOT GIVEN	if it is impossible to say what the writer thinks about this.

11. The enormous loss of life on the Titanic was primarily caused by inadequate equipment, training and procedures.

Answer: _____

12. Nobody had thought of installing enough lifeboats to accommodate all the passengers and crew in the event of an emergency.

Answer: _____

13. Captain Smith didn't inform his officers of the true situation because he didn't want to cause a panic.

Answer: _____

14. The lifeboats would have buckled if they had been fully loaded.

Answer: _____

15. After the Titanic sank, the lifeboats which were not full should have returned to rescue as many people from the water as they could.

Answer: _____

16. The Captain of the Californian would have brought his ship to the rescue if he had realised that the Titanic was sinking.

Answer: _____

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

Answer: _____

Questions 18-26 (Summary Questions)

Complete the summary below. Choose your answers from words given in the box and write them in your booklet.

N.B. There are more words than spaces, so you will not use them all. You may use any of the words more than once.

List of Words

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

The Finest Ship Ever Built

The North Atlantic Ocean crossing on the Titanic was expected to set a new standard for 18. _____ travel in terms of comfort and 19. _____. The shipping industry had an excellent safety 20. _____ on the North Atlantic Crossing over the previous forty years and the Titanic was the finest and safest liner ever built. The Titanic combined the greatest technology of the day with sheer 21. _____, luxury and new safety features. The Titanic's owners were 22. _____ that even if the Titanic were letting in 23. _____, she would 24. _____ indefinitely until help arrived. In hindsight, we know that the Titanic was not unsinkable, and that technology alone could not save lives when facilities were 25. _____ and humans did not follow safe 26. _____ whether because of arrogance or ignorance.

Questions 27-36 (Table-Completion Questions)

Complete the table below using the information from the reading passage. Write NO MORE THAN THREE WORDS for each answer. Write your answers in the table in your booklet.

Problems	Causes of the problems	Remedial measures taken after the disaster? Write Yes, No, or Doesn't say.
Position of icebergs not plotted	(27) _____ scattered all over the ship	Doesn't say
Insufficient lifeboats	(28) _____ regulations	(29) _____
Lifeboats not full	a. ignorance of the extent of danger b. fear that lifeboats would (31) _____	(30) _____ (32) _____
Californian didn't listen to the distress calls	No (33) _____ wireless operation	(34) _____
Titanic travelling at high speed	(35) _____ on the North Atlantic	(36) _____

Questions 37-40 (Matching Questions)

The reading passage describes a number of cause-and-effect relationships. Match each cause in List A with its effect (A-H) in List B. Write your answers (A-H) after questions 37-40 in your booklet.

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

List A – Causes	List B – Effects
37. Outdated regulations designed for much smaller ships Answer: _____ 38. Captain Smith's failure to communicate sufficient information to officers Answer: _____	A. Lack of lifeboat training and drills B. More than two of the watertight compartments filled with water C. Locations of icebergs received in ice warnings were not plotted

List A – Causes	List B – Effects
39. No requirements for 24-hours-a-day wireless operation Answer: _____ 40. Lack of procedures for dealing with wireless messages Answer: _____	D. Half full lifeboats did not return to rescue people E. Nearby ship did not come to Titanic's rescue F. Not enough lifeboats G. Passengers panicked H. Lifeboats were not fully loaded

Day 2 Overview Questions

As seen on page 13, the reading comprehension questions are classified into five types: overview questions, detail questions, graphic questions (namely, questions on diagram/table /flow chart completion), viewpoint questions, and summary questions.

From Day 2 on, you will study each of these question types and see some tips to answer the questions in the reading test.

Overview Questions

Overview

Overview questions, also known as global questions, test your ability to identify the main ideas of the whole reading passage or paragraphs in the passage.

The overview questions in the IELTS Reading test include:

- Matching paragraph headings questions: There are two types of headings questions. Type-1 questions require you to sum up the meaning of a paragraph in order to match it to a bank of possible headings. You may be asked to match every paragraph or section of the passage or just a selection of paragraphs. Type-2 questions require you to sum up the whole passage.
- Multiple-choice paragraph headings questions

Tips

1. Study key parts of the passage by skimming. Skim through the entire passage to get its general idea: determine the main idea from the title, the first paragraph, and the last paragraph. Read the first paragraph which often focuses on the main idea. The first sentence of each paragraph usually expresses the key points of the paragraph. Generally, the last paragraph provides a summary of the given passage. You may wish to highlight these with a pen.
2. Read the list of headings and underline key words. Make sure you know which paragraphs or sections you have to sum up.
3. Cross out the heading which was already used as an example.
4. Read the first sentence of each paragraph or section and guess the best heading choice. Write your guesses in the margin.
5. Go back and quickly read the paragraph or section and re-evaluate your guesses and make changes if necessary.
6. Make sure the heading you have chosen sums up the entire paragraph and not just one idea within it.

7. If you have to sum up the entire passage (Type 2), focus on the topic sentence of each paragraph, skim quickly through the details and choose the best heading.
8. Should you become unsure concerning the heading, proceed to the next paragraph so you won't unnecessarily consume your remaining time.
9. Make it a habit to cross out those headings that you've already chosen.
10. Never leave blanks unanswered.

Notes:

- Titles, headings, subheadings, full name of author, notes, glossary, any print in italics or bold type, underlined words/phrases, illustrations, diagrams, etc. can help you quickly grasp the general ideas of the passage.
- The options that use the exact wording in the passage are usually the wrong answers.

Sample reading 1

Choose the most suitable heading for each section from the list of headings (A-I) below. Write the appropriate letters (A-I) in the space provided after questions 1-6.

N.B. There are more headings than sections, so you will not use all of them.

	List of Headings
A	Different signals
B	Gestures in units and order
C	Dubious existence of built-in grammar
D	Different meanings of gestures
E	The creation of a new language
F	The comparison of sign language and normal language
G	The language in relation to thinking
H	Validated language template
I	Conceptualised thinking

1. Section 1 _____
2. Section 2 _____
3. Section 3 _____
4. Section 4 _____
5. Section 5 _____
6. Section 6 _____

Signs of Success

Deaf people are making a profound contribution to the study of language.

Section 1

Just as biologists rarely see a new species arise, linguists rarely see a new language being born. You have to be in the right place at the right time, which usually you are not. But the past few decades have seen an exception. Linguists have been able to follow the formation of a new language in Nicaragua. The catch is that it is not a spoken language, but rather a sign language which arose spontaneously in deaf children. Ann Senghas, of Columbia University, in New York, one of the linguists who has been studying this language, told the AAAS conference in Seattle about her discoveries. And Susan Goldin-Meadow, of the University of Chicago, who studies the spontaneous emergence of signing in deaf children, filled in the background by showing how such children use hand signals in a different way from everybody else.

Section 2

The thing that makes language different from other means of communication is that it is made of units that can be combined in different orders to create different meanings. In a spoken language these units are words. In a sign language these units are gestures. Dr. Senghas has been studying the way those gestures have evolved in Nicaraguan Sign Language (NSL).

The language emerged in the late 1970s, at a new school for deaf children. Initially the children were instructed by teachers who could hear. No one taught them how to sign; they simply worked it out for themselves. By conducting experiments on people who attended the school at various points in its history, Dr. Senghas has shown how NSL has become more sophisticated over time. For example, concepts that an older signer uses a single sign for, such as rolling and falling, have been unpacked into separate signs by youngsters.

Section 3

Early users, too, did not develop a way of distinguishing left from right. Dr. Senghas showed this by asking signers of different ages to converse about a set of photographs that each could see. One signer had to pick a photograph and describe it. The others had to guess which photograph was being described.

children are entirely self-invented. If there is a deep structure, they are surely drawing on it directly. The order of their signs may thus be a direct reflection of what that structure is.

For now, Dr. Goldin-Meadow is cautious. But it may turn out that the truth comes not out of the mouths of babes and sucklings, but from their hands. (779 words)

Sample reading 2

Choose the most suitable heading for each paragraph from the list of headings (A-I) below. Write the appropriate letters (A-I) in the space provided after questions 1-5.

N.B. There are more headings than paragraphs, so you will not use all of them.

	List of Headings
A	Dilemma due to fiscal policy
B	Wise government policy
C	Stagnant economic situation
D	Power beyond the markets
E	Measures expected of ECB
F	Facts speak the truth
G	Lingering inflation figures
H	Inflation target computed
I	Conceptualised thinking

1. Paragraph 1 _____
2. Paragraph 2 _____
3. Paragraph 3 _____
4. Paragraph 4 _____
5. Paragraph 5 _____

A Stubborn, Taxing Problem

Governments' attempts to boost revenues keep inflation high.

Sticky. Obdurate. Stubborn. Inflation in the euro area has been called all these things. Despite slow growth and low interest rates, it has remained stuck above the European Central Bank's (ECB) target of below 2% for the past six months. Some

economists think that January's revised inflation figures will at last show it falling below the magic number. But even if this happens, why has it taken so long?

When economy is slow, firms come under pressure to cut their prices. But governments, facing disappointing tax revenues, come under pressure to hike indirect taxes and charge more for public services, such as rubbish collection or health care. France and Portugal have raised taxes on tobacco recently. Germany has raised the price of health care. All such measures feed into the cost of living. Thus, even as their straitened economies cry out for looser money, European governments are reinforcing inflation, making an interest rate cut by the ECB less likely.

In its latest monthly bulletin, the ECB tries to work out how much indirect taxes and 'administered prices' add to euro-area inflation. It points out that tobacco prices in November last year were 11.6% higher than in the previous November, adding 0.25 percentage points to that month's inflation rate of 2.2%. In short, were it not for the rising cost of smoking, the ECB would have hit its inflation target.

The bank also looks at a range of prices that are often set by administrative fiat rather than market forces. These 'administered prices' cover sewerage and rubbish collection; medical, dental and hospital care; the post; trains; education and social protection. Wise governments administered them upwards at the rate of 3% per year last year, much faster than inflation overall. In some months of 2003, these prices added almost 0.2 percentage points to the headline rate of inflation.

There may be many reasons why tobacco taxes and 'administered prices' have risen so steeply in recent quarters. European governments no doubt care deeply about their citizens' blackened lungs, not just their own red-inked budgets. But if the ECB were to see through these hikes to the rather slower rise in market prices – to pay more attention, in other words, to its own research – it might be tempted to cut rates and stimulate growth. Government revenues would rebound, and taxes and charges might remain on hold. Even Europe's beleaguered smokers could puff away without worrying so much about the cost. (418 words)

Sample reading 3

You should spend about 20 minutes on questions 1-14, which are based on the reading passage below.

Tea Times

A The chances are that you have already drunk a cup or glass of tea today. Perhaps, you are sipping one as you read this. Tea, now an everyday beverage in many parts of the world, has over the centuries been an important part of rituals of hospitality both in the home and in wider society.

B Tea originated in China, and in Eastern Asia, tea making and drinking ceremonies have been popular for centuries. Tea was first shipped to North Western Europe by English and Dutch maritime traders in the sixteenth century. At about the same time, a land route from the Far East, via Moscow, to Europe was opened up. Tea also figured in America's bid for independence from British rule – the Boston Tea Party.

C As, over the last four hundred years, tea leaves became available throughout much of Asia and Europe, the ways in which tea was drunk changed. The Chinese considered the quality of the leaves and the ways in which they were cured all important. People in other cultures added new ingredients besides tea leaves and hot water. They drank tea with milk, sugar, spices like cinnamon and cardamom, and herbs such as mint or sage. The variations are endless. For example, in Western Sudan on the edge of the Sahara Desert, sesame oil is added to milky tea on chilly mornings. In England, tea, unlike coffee, acquired a reputation as a therapeutic drink that promoted health. Indeed, in European and Arab countries as well as in Persia and Russia, tea was praised for its restorative and health giving properties. One Dutch physician, Cornelius Blankart, advised that to maintain health a minimum of eight to ten cups a day should be drunk, and that up to 50 to 100 daily cups could be consumed with safety.

D While European coffee houses were frequented by men discussing politics and closing business deals, respectable middle-class women stayed at home and held tea parties. When the price of tea fell in the nineteenth century, poor people took up the drink with enthusiasm. Different grades and blends of tea were sold to suit every pocket.

E Throughout the world today, few religious groups object to tea drinking. In Islamic cultures, where drinking of alcohol is forbidden, tea and coffee consumption

is an important part of social life. However, Seventh-Day Adventists, recognising the beverage as a drug containing the stimulant caffeine, frown upon the drinking of tea.

F Nomadic Bedouin are well known for traditions of hospitality in the desert. According to Middle Eastern tradition, guests are served both tea and coffee from pots kept ready on the fires of guest tents where men of the family and male visitors gather. Cups of 'bitter' cardamom coffee and glasses of sugared tea should be constantly refilled by the host.

G For over a thousand years, Arab traders have been bringing Islamic culture, including tea drinking, to northern and western Africa. Techniques of tea preparation and the ceremonial involved have been adapted. In West African countries, such as Senegal and the Gambia, it is fashionable for young men to gather in small groups to brew Chinese 'gunpowder' tea. The tea is boiled with large amounts of sugar for a long time.

H Tea drinking in India remains an important part of daily life. There, tea made entirely with milk is popular. 'Chai' is made by boiling milk and adding tea, sugar and some spices. This form of tea making has crossed the Indian Ocean and is also popular in East Africa, where tea is considered best when it is either very milky or made with water only. Curiously, this 'milk or water' formula has been carried over to the preparation of instant coffee, which is served in cafes as either black, or sprinkled on a cup of hot milk.

I In Britain, coffee drinking, particularly in the informal atmosphere of coffee shops, is currently in vogue. Yet, the convention of afternoon tea lingers. At conferences, it remains common practice to serve coffee in the morning and tea in the afternoon. Contemporary China, too, remains true to its long tradition. Delegates at conferences and seminars are served tea in cups with lids to keep the infusion hot. The cups are topped up throughout the proceedings. There are as yet no signs of coffee at such occasions. (727 words)

Questions 1-8

The reading passage has 9 paragraphs (A-I). Choose the most suitable heading for each paragraph from the list of headings on the next page. Write the appropriate numbers (i-xiii) beside questions 1-8. One of the headings has been done for you as an example.

N.B. There are more headings than paragraphs, so you will not use all of them.

1. Paragraph A _____
2. Paragraph B _____
3. Paragraph C _____
4. Paragraph D _____
5. Paragraph E _____

Example:
Paragraph F *xiii*

6. Paragraph G _____
7. Paragraph H _____
8. Paragraph I _____

	List of Headings
i	Diverse drinking methods
ii	Limited objections to drinking tea
iii	Today's continuing tradition – in Britain and China
iv	Tea – a beverage of hospitality
v	An important addition – tea with milk
vi	Tea and alcohol
vii	The everyday beverage in all parts of the world
viii	Tea on the move
ix	African tea
x	The fall in the cost of tea
xi	The value of tea
xii	Tea drinking in Africa
xiii	Hospitality among the Bedouin

Questions 9-14

Complete the sentences below. Use NO MORE THAN THREE WORDS from the passage to fill in each blank space.

9. For centuries, both at home and in society, tea has had an important role in _____.
10. Falling tea prices in the nineteenth century meant that people could choose the _____ of tea they could afford.
11. Because it _____, Seventh-Day Adventists do not approve of the drinking of tea.
12. In the desert, one group that is well known for its traditions of hospitality is the _____.
13. In India, _____, as well as tea, are added to boiling milk to make 'chai'.
14. In Britain, while coffee is in fashion, afternoon tea is still a _____.

Sample reading 4

You should spend about 20 minutes on questions 1-13, which are based on the reading passage below.

Mary Wollstonecraft

The Founder of Feminism

A In 1789 began the celebrated French Revolution, an event which shook the old certainties of European states and European monarchies to the core. It also raised debate on the desired structure of the state throughout the whole populations to an unprecedented degree. In October the following year, Edmund Burke brought out his *Reflections on the Revolution in France*, which sold 35,000 copies within weeks, then a huge number. It reinforced all the fears and prejudices of the traditional aristocracy. Immediately, more progressive authors began writing their responses, including the celebrated Thomas Paine whose *The Rights of Man* sold an amazing two million copies.

B But Paine's was not the first response. Less than a month after Burke's book was published, there appeared the anonymous *A Vindication of the Rights of Men*. It sold so well that a second edition appeared only three weeks after the first. However, in this edition the author was named as Mary Wollstonecraft. The involvement of women in politics was almost unknown at the time and there was outrage. Horace Walpole called her 'a hyena in petticoats'.

C If she was intimidated by the outcry, it did not show. Only two years later, at the beginning of 1792, she produced another book with an even more inflammatory title: *A Vindication of the Rights of Women*. This has been a handbook for feminists ever since. Women tended to like her strong opinions while men were, not surprisingly, infuriated. What is surprising is that so many of the men who attacked this piece are usually thought of as politically advanced. Even William Godwin, for example, supported the idea that men and women were different and complementary and this required a political arrangement where men led and women followed. Wollstonecraft attacked this notion and demanded independence and equality for women.

D This rebellious streak led her in quite a different direction from most of her contemporaries. As bloodshed in Paris reached its peak during 1792 and 1793, and most British fled from France, Wollstonecraft moved to Paris to live. She stayed while most of her French friends were killed. Quite why is not clear since she clearly preferred the society of the bourgeois intellectuals who were dying to the street revolutionaries who were killing them. Perhaps it was only after this experience that she appreciated some of the practical pitfalls of unchecked liberty.

E The reality of revolution seemed to change her in a number of other ways. A feature of her Vindication was to urge both men and women to subjugate passion to reason. Before her experience in France she had remained single and, single-mindedly, celibate despite the temptation offered by the painter Fuseli. But whilst in France she threw herself into a passionate affair with the American adventurer Gilbert Imlay. She even followed Imlay to Scandinavia in search of stolen silver treasure; a triumph of passion over reason if ever there was one! How ironic that she should suffer this fate in the middle of, what she hoped would be, the foundation of a better, more rational, society.

F She never entirely lost her principles, however, and clung to the belief that a better world based on equality and reason was attainable. Eventually she returned to Britain and, after a failed suicide bid, she married the very William Godwin who had so criticised her before. She died in childbirth not long after and pronounced herself 'content to be wretched' but refused to be a nothing and discounted.

G Mary Wollstonecraft's life was revolutionary in many ways, even for her time. She may have been inconsistent and contradictory but this cannot diminish the effect she had on the political thoughts of her contemporaries. We cannot ignore, too, the degree to which she has influenced later thought, even down to the present day. Her son-in-law, Percy Shelley, was a fervent admirer who immortalised her in verse in *The Revolt of Islam*. De Beauvoir's *The Second Sex* and Greer's *The Female Eunuch* both owe their origins to Wollstonecraft's pioneering writing. The notions of equality we take for granted today first appeared in her work. (691 words)

Questions 1-6

This reading passage has seven paragraphs (A-G). Choose the most suitable headings for paragraphs A-G from the list of headings below. Write the appropriate numbers (i-ix) beside questions 1-6. The first one has been done for you as an example. There are more headings than paragraphs, so you will not use them all.

	List of Headings
i	A tragic ending
ii	A revolutionary life
iii	Being different
iv	Contradictory behaviour
v	The work of Thomas Paine
vi	Reactions to revolution
vii	A life in perspective
viii	The first reaction to Burke
ix	Asserting the rights of women

12. In refusing to be discounted she meant _____.
    A. women should be taught literacy and numeracy
    B. the role of women should not be reduced
    C. she was not to be overlooked for being a woman
    D. she was happy as she was

13. Mary Wollstonecraft's writing _____.
    A. was constant and contemporary
    B. inspired modern feminist writers
    C. took equality for granted
    D. was ignored

Sample reading 5

Read the passage quickly for the main idea and then answer the questions that follow.

Glass

Capturing the dance of light

Glass, in one form or another, has long been in noble service to humans. As one of the most widely used of manufactured materials, and certainly the most versatile, it can be as imposing as a telescope mirror the width of a tennis court or as small and simple as a marble rolling across dirt. The uses of this adaptable material have been broadened dramatically by new technologies: glass fibre optics – more than eight million miles – carrying telephone and television signals across nations; glass ceramics serving as the nose cones of missiles and as crowns for teeth; tiny glass beads taking radiation doses inside the body to specific organs; even a new type of glass fashioned of nuclear waste in order to dispose of that unwanted material.

On the horizon are optical computers. These could store programs and process information by means of light-pulses from tiny lasers – rather than electrons. And the pulses would travel over glass fibres, not copper wire. These machines could function hundreds of times faster than today's electronic computers and hold vastly more information. Today fibre optics are used to obtain a clearer image of smaller and smaller objects than ever before – even bacterial viruses. A new generation of optical instruments is emerging that can provide detailed imaging of the inner workings of cells. It is the surge in fibre optic use and in liquid crystal displays that has set the US glass industry (a 16 billion dollar business employing some 150,000 workers) to building new plants to meet demand.

But it is not only in technology and commerce that glass has widened its horizons. The use of glass as art, a tradition going back at least to Roman times, is also booming. Nearly everywhere, it seems, men and women are blowing glass and creating works of art. 'I didn't sell a piece of glass until 1975,' Dale Chihuly said, smiling, for in the 18 years since the end of the dry spell, he has become one of the most financially successful artists of the 20th century. He now has a new commission – a glass sculpture for the headquarters building of a pizza company – for which his fee is half a million dollars.

But not all the glass technology that touches our lives is ultra-modern. Consider the simple light bulb; at the turn of the century most light bulbs were hand blown, and the cost of one was equivalent to half a day's pay for the average worker. In effect, the invention of the ribbon machine by Corning in the 1920s lighted a nation. The price of a bulb plunged. Small wonder is that the machine has been called one of the great mechanical achievements of all time. Yet it is very simple: a narrow ribbon of molten glass travels over a moving belt of steel in which there are holes. The glass sags through the holes and into waiting moulds. Puffs of compressed air then shape the glass. In this way, the envelope of a light bulb is made by a single machine at the rate of 66,000 an hour, as compared with 1,200 a day produced by a team of four glassblowers.

The secret of the versatility of glass lies in its interior structure. Although it is rigid, and thus like a solid, the atoms are arranged in a random disordered fashion, characteristic of a liquid. In the melting process, the atoms in the raw materials are disturbed from their normal position in the molecular structure; before they can find their way back to crystalline arrangements the glass cools. This looseness in molecular structure gives the material what engineers call tremendous 'formability' which allows technicians to tailor glass to whatever they need.

Today, scientists continue to experiment with new glass mixtures and building designers test their imaginations with applications of special types of glass. A London architect, Mike Davies, sees even more dramatic buildings using molecular chemistry. 'Glass is the great building material of the future, the "dynamic skin",' he said. 'Think of glass that has been treated to react to electric currents going through it, glass that will change from clear to opaque at the push of a button, that gives you instant curtains. Think of how the tall buildings in New York could perform a symphony of colours as the glass in them is made to change colours instantly.' Glass as instant curtains is available now, but the cost is exorbitant. As for the glass changing colours instantly, that may come true. Mike Davies's vision may indeed be on the way to fulfilment. (769 words)

1. The first paragraph is mainly about _____.
   A. the history of glass
   B. the legend of glass
   C. the uses of glass
   D. the form of glass

2. The second paragraph focuses mainly on _____.
   A. exciting innovations in fibre optics
   B. the advantage of optical computers
   C. a new generation of optical instruments
   D. the clearer image of fibre optics

3. The gist of the third paragraph is _____.
   A. art galleries of glass
   B. the artistic aspect of glass
   C. glass used in art
   D. artists blowing glass

4. The theme of the fourth paragraph is _____.
   A. historical development of glass
   B. technical experiment of glass
   C. glass bulbs
   D. the team of the glassblowers

5. The fifth paragraph is mainly concerned about _____.
   A. characteristics of glass
   B. raw materials of glass
   C. rigidity of glass
   D. the adaptability of glass

6. The last paragraph is centred around _____.
   A. glass as building material
   B. glass as instant curtains
   C. the potential of glass
   D. the application of glass

Day 3 Exercises on Overview Questions

Passage 1

Choose the most suitable heading for each section from the list of headings (A-I) below. Write the appropriate letters (A-I) in the space provided after questions 1-6.

N.B. There are more headings than sections, so you will not use all of them.

	List of Headings
A	Species protected by tracking
B	Researchers go deeper with innovation
C	Unravel the dwindling of species
D	Mapping ocean highway
E	Functions of satellites in tracking
F	Tagging for tracking
G	New technique facilitating fishery
H	Black box of marine biology
I	Stratified ocean highway

1. Section 1 _____
2. Section 2 _____
3. Section 3 _____
4. Section 4 _____
5. Section 5 _____
6. Section 6 _____

From Black Box to Blue Box

Section 1

The American Association for the Advancement of Science (AAAS) has just held its annual meeting. One highlight was a session on new techniques for tracking marine animals.

Making a living as a fisherman has never been easy. With the continual decline in fish stocks currently under way, it is becoming an even harder way to grind out a living. And it is not only fish that are disappearing, but marine fauna generally. In the past 20 years, for example, 90% of leatherback turtles and large predatory fish, such as sharks, have disappeared.

Section 2

Where and how this is happening has been difficult to say, since the ocean is something of a black box. Things go in, and things come out, but what happens in between is hard to unravel. According to researchers presenting their work at the AAAS meeting in Seattle, Washington, this is now changing. Today, when many marine biologists swig their morning coffee and download their messages, they receive special e-mails from their research subjects. These messages, relayed by a satellite, tell them exactly where their animals have been. This has been made possible thanks to advances in underwater electronic tagging, and it is causing a revolution in marine biology.

One of the leading researchers in oceanic tagging is Barbara Block of Hopkins Marine Station in Pacific Grove, California. She tags bluefin tuna, which are commercially valuable animals that can reach 680kg (1,500lb) in weight, and swim at speeds of up to 80kph (50mph). So far, her group has tagged around 700 bluefin. Many of the tags are surgically implanted, a tricky thing to do while on board a moving boat. These tags archive their data in memory chips, and are eventually recovered when a fish is caught and butchered. (The tags carry a healthy reward.) Other tags, though, are fastened to the outside of a fish, and pop off at a pre-programmed time and date. They then broadcast their results to a satellite. Dr. Block's work has shown that bluefin can migrate thousands of kilometres across the Atlantic, ignoring boundaries that have been set to protect stocks in the western Atlantic.

Section 3

Tagging is also helping David Welch, head of the Canadian government's salmon programme, to find out where and why large numbers of the fish are vanishing. He uses small acoustic tags (the size of a large multivitamin capsule) that are sewn into the body cavities of salmon. These tags broadcast their signals to microphones on the seabed.

Dr. Welch can now track where an individual salmon spends its life and watch trends in an entire population. He was surprised to find that most salmon do not die as they leave the river and enter the sea, as previously believed. And he is finding that climatic fluctuations play an important role in determining population.

Dr. Welch and his colleagues are planning to install a system of microphones stretching from the coast of Washington State to southeastern Alaska. This could follow the movements of some 250,000 fish – collecting data on their direction of travel, speed, depth and position. If that works, the plan is to extend the system from Baja California in Mexico to the Bering Sea – a project that would involve about 1,000 underwater tracking stations.

Section 4

Meanwhile, Andrew Read, a marine biologist at Duke University in North Carolina, is following 45 tagged loggerhead turtles. These animals must come to the surface to breathe. When they do so, the tags (which are glued to their shells) talk to the nearest convenient satellite.

Dr. Read told the meeting that the tracking data he collects are now available online, to allow fishermen to follow the movements of turtles and, if they wish, to modify the deployment of their nets accordingly. Bill Foster, a fisherman from Hatteras, North Carolina, and Dr. Read, proposed the project because the Pamlico Sound near Hatteras was closed to large-mesh gill nets (which are dragged behind a boat like a curtain) for four months a year because too many turtles were being caught by accident. Now, the fishermen are helping the researchers, and attaching tags to healthy turtles that are accidentally caught in their nets.

Section 5

Together, all this work is beginning to fill in the map of marine 'highways' used by particular species, and their preferred habitats. It is also showing where particular animals prefer to stay close to the surface, and where they prefer deeper waters. As in the case of Dr. Read's turtles, this is helping scientists to devise ways of protecting rare species in an efficient manner, without interfering too much with the exploitation of common ones.

Larry Crowder, also at Duke University, has overlaid maps of marine highways for loggerhead and leatherback turtles in the Pacific onto those of 'longline' fisheries, in which people catch prey on fishing lines that are several kilometres long. Turtles often take the bait on the hooks that these lines carry. Dr. Crowder wants to identify the places of greatest danger to these turtles, in the hope that such places will be considered for protection. This need not, he says, mean a ban on fishing, but rather the use of different hooks, and other sorts of gear that are less damaging to turtles. It also turns out that turtles spend 90% of their time within 40 metres of the surface, so setting hooks deeper than this would reduce the chance of catching them accidentally.

Section 6

Conservationists are now pushing the notion of 'ocean zoning'. Like the land, parts of the sea – such as turtle highways – would be defined as sensitive, and subject to restrictions on how extractive industries operate. If this idea is ever to work, tagging data will be crucial. And because tagging data come in continually, this could mean that sensitive areas in the ocean could be flexible, changing in both time and space. Enforcing such zones might be difficult. But it would help fish, and other marine fauna, breathe a bit easier. And careful management might leave the fishermen on top as well. (1,003 words)

Passage 2

Choose the most suitable heading for each section from the list of headings (A-L) below. Write the appropriate letters (A-L) in the space provided after questions 1-6 in your booklet.

N.B. There are more headings than sections, so you will not use all of them.

	List of Headings
A	Hands off the obesity
B	Fat issues due to the changing diet
C	Corporate affairs of healthy food
D	Taxation plus ad prohibition
E	More active people
F	Reduced consumption
G	Supply and demand of fresh produce
H	Less rich following suit
I	Social awareness declining government intervention
J	Shoppers oppose fat food
K	Government worry about obesity
L	Class distinctions as to fatty food

1. Section 1 _____
2. Section 2 _____
3. Section 3 _____
4. Section 4 _____

Example:
Section 5 *E*

5. Section 6 _____
6. Section 7 _____

Fat of the Land

Section 1

The government worries that it should do something to change the way people eat. But diets are already changing.

Given mankind's need to fret, it is not surprising that the diseases of prosperity – stress, depression and, increasingly, obesity – get a lot of play in Britain these days.

On March 3rd, John Reid, the health secretary, announced a three-month public consultation about the nation's health: in the current mood, that is likely to focus on obesity. Last week, a report on public health commissioned by the government cited obesity among its main worries; last month, Tony Blair's strategy unit floated the idea of a 'fat tax' on foods that fuel obesity; and last year, the Food Standards Agency, the industry regulator, advocated a ban on advertising junk food to children.

Section 2

Yet the government swiftly swatted away the idea of a fat tax, and Tessa Jowell, the culture secretary, has said that she is sceptical about an advertising ban. Mr. Reid says the government wants to be neither a 'nanny state' nor a 'Pontius Pilate state which washes its hands of its citizens' health'.

Why this ambivalence? Not because of doubts that obesity is a serious problem. It increases the risk of diabetes, heart disease and cancer. Rather, because it is not clear that the government can do much about it. There's no evidence that making fatty foods more expensive would put people off them; and in Sweden, where advertising to minors is already banned, children are as porky as they are in any comparable country.

Section 3

What's more, it is not obvious that the problem will worsen. Shoppers' behaviour suggests the opposite. It is not just the flight from carbohydrates prompted by the Atkins diet; there is a broader shift going on. Britain, the world's biggest chocolate-eater, seems to be going off the stuff. In the four years to 2002, sales of chocolate in Britain fell every year: 2% by volume and 7% by value over the period. Last month, the new boss of Nestle Rowntree, Chris White, described it as 'a business in crisis'. (The company says his remarks were 'taken out of context' and denies there is a crisis, but admits that sales of KitKat, its biggest brand, fell by 2% in 2003.)

Companies are edging away from fattening foods. Todd Stitzer, chief executive of Cadbury Schweppes, Britain's biggest producer of fattening stuff, says that five years ago, chocolate made up 80% of sales. That's down to a half. Five years ago 85% of drinks sales were sweet, fizzy stuff. That's down to 56%. The rest is mostly juice. Diet drinks – which make up a third of the sales of fizzy drinks – are growing at 5% a year, while sales of the fattening stuff are static.

Section 4

Supermarkets say that people are buying healthier food. According to Lucy Neville-Rolfe, Tesco's director of corporate affairs, its Healthy Living (lower calorie) range grew by 12% in 2003, twice the growth in overall sales. Sales of fruit and vegetables are growing faster than overall sales, too. That may be partly because fresh produce is getting more various, more is available all year round and better supply boosts demand. Five years ago Tesco stocked six or seven varieties of tomato. Now it stocks 15.

The spread of big supermarkets, which offer better produce than the mouldy stuff at the corner shop, may improve diets. A study carried out by the University of Southampton on a big new supermarket in a poor part of Leeds concluded that after it opened, two thirds of those with the worst diets ate more fruit and vegetables.

Cafes and restaurants report an increase in healthy eating, too. Pret A Manger, a sandwich chain, says that sales of salads grew by 63% last year, compared with 6% overall sales growth. McDonald's, which introduced fruit salad a year ago, has sold 10m portions since.

Section 5

But it isn't just eating too much fatty stuff that makes people fat. It's indolence, too. That may be changing. Gym membership figures suggest that more Britons at least intend to get off their sofas. According to Mintel, a market research company, there were 3.8m members of private gyms last year, up from 2.2m in 1998.

So why isn't all this virtue showing up in the figures? Maybe it is starting to. The average man got thinner in 2002, the most recent available year, for the first time since body-mass-index records began; women's BMI was static. One year, of course, does not make a trend, but a fall in Americans' weight last year, also for the first time, supports the idea that something is changing in the rich world's fattest countries.

Section 6

So does the fact that fat is a class issue. Where the rich lead, the poor tend to follow – partly because the poor get richer over time, and partly because health messages tend to reach the better educated first and the worse educated later. That's what has been happening with smoking, a habit the rich gave up years ago and the poor are now stubbing out too.

Section 7

Campaigners for the fat tax point out that, without hefty government intervention, through taxes and public information campaigns, it is unlikely that smoking would have gone into such a decline. But that may not be the case with food. Consumers are assailed every day by messages from companies telling them to get thin. Peer pressure is likely to have more impact on teenagers than any amount of finger-wagging from ministers. Maybe the government's interest itself suggests that a corner has been turned. As Ms Neville-Rolfe, a former civil servant, says, 'The government often gets on to issues at the point at which they're being solved.' (949 words)

Passage 3

Choose the most suitable heading for each section from the list of headings (A-L) below. Write the appropriate letters (A-L) in the space provided after questions 1-6 in your booklet.

N.B. There are more headings than sections, so you will not use all of them.

List of Headings

A Significant efforts
B Top expertise for top questions
C Priorities in comparison
D Result expected of the panel
E Panel composition and panel issues
F Budget versus priority
G Assembly of the experts
H Impossible mission for leading thinkers
I Sceptical pitfalls
J Impossible to reach consensus
K Undaunted policymakers
L Doubtful effect on society

1. Section 1 _____
2. Section 2 _____
3. Section 3 _____

Example:
Section 4 *B*

4. Section 5
5. Section 6
6. Section 7

A Modest Undertaking

Governments have limited resources for addressing the world's economic challenges. What should come first?

Section 1

This week, Denmark's Environmental Assessment Institute, together with *The Economist*, announced plans to ask some of the world's leading economic thinkers a very awkward question. Policymakers face enormous demands on their aid budgets – and on their intellectual and political capital as well – when they try to confront the many daunting challenges of economic development and underdevelopment. Climate change, war, disease, financial instability and more all clamour for attention, and for remedies or palliatives that cost money. Given that resources are limited, the question is this: What should come first? Where, among all the projects that governments might undertake to make the world a better place, are the net returns to their efforts likely to be greatest?

Section 2

It is easy to see why this question has rarely, if ever, been confronted head-on. Calculating the costs and benefits of acting on any one of the very many proposals for international action that are mooted from time to time is difficult enough. Attempting to impose a common cost-benefit framework on many such possibilities so that they can be meaningfully compared one with another is an ambitious exercise, to put it mildly. But that is what the institute, headed by Bjorn Lomborg (familiar to readers of this page as the author of 'The Sceptical Environmentalist'), and abetted by this newspaper, has resolved to attempt – in a project dubbed, in an access of optimism, the Copenhagen Consensus.

Section 3

First, the institute assembled a panel of nine of the world's most distinguished economists. Four of them are Nobel laureates: Robert Fogel and James Heckman, both of the University of Chicago; Douglas North of Washington University, St. Louis; and Vernon Smith of George Mason University. The other five can expect to pick up a few more Nobels between them in due course: Jagdish Bhagwati of

But it is not only in technology and commerce that glass has widened its horizons. The use of glass as art, a tradition going back at least to Roman times, is also booming. Nearly everywhere, it seems, men and women are blowing glass and creating works of art. 'I didn't sell a piece of glass until 1975,' Dale Chihuly said, smiling, for in the 18 years since the end of the dry spell, he has become one of the most financially successful artists of the 20th century. He now has a new commission – a glass sculpture for the headquarters building of a pizza company – for which his fee is half a million dollars.

But not all the glass technology that touches our lives is ultra-modern. Consider the simple light bulb; at the turn of the century most light bulbs were hand blown, and the cost of one was equivalent to half a day's pay for the average worker. In effect, the invention of the ribbon machine by Corning in the 1920s lighted a nation. The price of a bulb plunged. Small wonder is that the machine has been called one of the great mechanical achievements of all time. Yet it is very simple: a narrow ribbon of molten glass travels over a moving belt of steel in which there are holes. The glass sags through the holes and into waiting moulds. Puffs of compressed air then shape the glass. In this way, the envelope of a light bulb is made by a single machine at the rate of 66,000 an hour, as compared with 1,200 a day produced by a team of four glassblowers.

The secret of the versatility of glass lies in its interior structure. Although it is rigid, and thus like a solid, the atoms are arranged in a random disordered fashion, characteristic of a liquid. In the melting process, the atoms in the raw materials are disturbed from their normal position in the molecular structure; before they can find their way back to crystalline arrangements the glass cools. This looseness in molecular structure gives the material what engineers call tremendous 'formability' which allows technicians to tailor glass to whatever they need.

Today, scientists continue to experiment with new glass mixtures and building designers test their imaginations with applications of special types of glass. A London architect, Mike Davies, sees even more dramatic buildings using molecular chemistry. 'Glass is the great building material of the future, the "dynamic skin",' he said. 'Think of glass that has been treated to react to electric currents going through it, glass that will change from clear to opaque at the push of a button, that gives you instant curtains. Think of how the tall buildings in New York could perform a symphony of colours as the glass in them is made to change colours instantly.' Glass as instant curtains is available now, but the cost is exorbitant. As for the glass changing colours instantly, that may come true. Mike Davies's vision may indeed be on the way to fulfilment. (769 words)

1. The first paragraph is mainly about _____.
   A. the history of glass
   B. the legend of glass
   C. the uses of glass
   D. the form of glass

2. The second paragraph focuses mainly on _____.
   A. exciting innovations in fibre optics
   B. the advantage of optical computers
   C. a new generation of optical instruments
   D. the clearer image of fibre optics

3. The gist of the third paragraph is _____.
   A. art galleries of glass
   B. the artistic aspect of glass
   C. glass used in art
   D. artists blowing glass

4. The theme of the fourth paragraph is _____.
   A. historical development of glass
   B. technical experiment of glass
   C. glass bulbs
   D. the team of the glassblowers

5. The fifth paragraph is mainly concerned about _____.
   A. characteristics of glass
   B. raw materials of glass
   C. rigidity of glass
   D. the adaptability of glass

6. The last paragraph is centred around _____.
   A. glass as building material
   B. glass as instant curtains
   C. the potential of glass
   D. the application of glass

Day 3 Exercises on Overview Questions

Passage 1

Choose the most suitable heading for each section from the list of headings (A-I) below. Write the appropriate letters (A-I) in the space provided after questions 1-6.

N.B. There are more headings than sections, so you will not use all of them.

	List of Headings
A	Species protected by tracking
B	Researchers go deeper with innovation
C	Unravel the dwindling of species
D	Mapping ocean highway
E	Functions of satellites in tracking
F	Tagging for tracking
G	New technique facilitating fishery
H	Black box of marine biology
I	Stratified ocean highway

1. Section 1 _____
2. Section 2 _____
3. Section 3 _____
4. Section 4 _____
5. Section 5 _____
6. Section 6 _____

From Black Box to Blue Box

Section 1

The American Association for the Advancement of Science (AAAS) has just held its annual meeting. One highlight was a session on new techniques for tracking marine animals.

Making a living as a fisherman has never been easy. With the continual decline in fish stocks currently under way, it is becoming an even harder way to grind out a living. And it is not only fish that are disappearing, but marine fauna generally. In the past 20 years, for example, 90% of leatherback turtles and large predatory fish, such as sharks, have disappeared.

Section 2

Where and how this is happening has been difficult to say, since the ocean is something of a black box. Things go in, and things come out, but what happens in between is hard to unravel. According to researchers presenting their work at the AAAS meeting in Seattle, Washington, this is now changing. Today, when many marine biologists swig their morning coffee and download their messages, they receive special e-mails from their research subjects. These messages, relayed by a satellite, tell them exactly where their animals have been. This has been made possible thanks to advances in underwater electronic tagging, and it is causing a revolution in marine biology.

One of the leading researchers in oceanic tagging is Barbara Block of Hopkins Marine Station in Pacific Grove, California. She tags bluefin tuna, which are commercially valuable animals that can reach 680kg (1,500lb) in weight, and swim at speeds of up to 80kph (50mph). So far, her group has tagged around 700 bluefin. Many of the tags are surgically implanted, a tricky thing to do while on board a moving boat. These tags archive their data in memory chips, and are eventually recovered when a fish is caught and butchered. (The tags carry a healthy reward.) Other tags, though, are fastened to the outside of a fish, and pop off at a pre-programmed time and date. They then broadcast their results to a satellite. Dr. Block's work has shown that bluefin can migrate thousands of kilometres across the Atlantic, ignoring boundaries that have been set to protect stocks in the western Atlantic.

Section 3

Tagging is also helping David Welch, head of the Canadian government's salmon programme, to find out where and why large numbers of the fish are vanishing. He uses small acoustic tags (the size of a large multivitamin capsule) that are sewn into the body cavities of salmon. These tags broadcast their signals to microphones on the seabed.

Dr. Welch can now track where an individual salmon spends its life and watch trends in an entire population. He was surprised to find that most salmon do not die as they leave the river and enter the sea, as previously believed. And he is finding that climatic fluctuations play an important role in determining population.

Dr. Welch and his colleagues are planning to install a system of microphones stretching from the coast of Washington State to southeastern Alaska. This could follow the movements of some 250,000 fish – collecting data on their direction of travel, speed, depth and position. If that works, the plan is to extend the system from Baja California in Mexico to the Bering Sea – a project that would involve about 1,000 underwater tracking stations.

Section 4

Meanwhile, Andrew Read, a marine biologist at Duke University in North Carolina, is following 45 tagged loggerhead turtles. These animals must come to the surface to breathe. When they do so, the tags (which are glued to their shells) talk to the nearest convenient satellite.

Dr. Read told the meeting that the tracking data he collects are now available online, to allow fishermen to follow the movements of turtles and, if they wish, to modify the deployment of their nets accordingly. Bill Foster, a fisherman from Hatteras, North Carolina, and Dr. Read, proposed the project because the Pamlico Sound near Hatteras was closed to large-mesh gill nets (which are dragged behind a boat like a curtain) for four months a year because too many turtles were being caught by accident. Now, the fishermen are helping the researchers, and attaching tags to healthy turtles that are accidentally caught in their nets.

Section 5

Together, all this work is beginning to fill in the map of marine 'highways' used by particular species, and their preferred habitats. It is also showing where particular animals prefer to stay close to the surface, and where they prefer deeper waters. As in the case of Dr. Read's turtles, this is helping scientists to devise ways of protecting rare species in an efficient manner, without interfering too much with the exploitation of common ones.

Larry Crowder, also at Duke University, has overlaid maps of marine highways for loggerhead and leatherback turtles in the Pacific onto those of 'longline' fisheries, in which people catch prey on fishing lines that are several kilometres long. Turtles often take the bait on the hooks that these lines carry. Dr. Crowder wants to identify the places of greatest danger to these turtles, in the hope that such places will be considered for protection. This need not, he says, mean a ban on fishing, but rather the use of different hooks, and other sorts of gear that are less damaging to turtles. It also turns out that turtles spend 90% of their time within 40 metres of the surface, so setting hooks deeper than this would reduce the chance of catching them accidentally.

Section 6

Conservationists are now pushing the notion of 'ocean zoning'. Like the land, parts of the sea – such as turtle highways – would be defined as sensitive, and subject to restrictions on how extractive industries operate. If this idea is ever to work, tagging data will be crucial. And because tagging data come in continually, this could mean that sensitive areas in the ocean could be flexible, changing in both time and space. Enforcing such zones might be difficult. But it would help fish, and other marine fauna, breathe a bit easier. And careful management might leave the fishermen on top as well. (1,003 words)

Passage 2

Choose the most suitable heading for each section from the list of headings (A-L) below. Write the appropriate letters (A-L) in the space provided after questions 1-6 in your booklet.

N.B. There are more headings than sections, so you will not use all of them.

	List of Headings
A	Hands off the obesity
B	Fat issues due to the changing diet
C	Corporate affairs of healthy food
D	Taxation plus ad prohibition
E	More active people
F	Reduced consumption
G	Supply and demand of fresh produce
H	Less rich following suit
I	Social awareness declining government intervention
J	Shoppers oppose fat food
K	Government worry about obesity
L	Class distinctions as to fatty food

1. Section 1 _____
2. Section 2 _____
3. Section 3 _____
4. Section 4 _____

Example:
Section 5 *E*

5. Section 6 _____
6. Section 7 _____

Fat of the Land

Section 1

The government worries that it should do something to change the way people eat. But diets are already changing.

Given mankind's need to fret, it is not surprising that the diseases of prosperity – stress, depression and, increasingly, obesity – get a lot of play in Britain these days.

On March 3rd, John Reid, the health secretary, announced a three-month public consultation about the nation's health: in the current mood, that is likely to focus on obesity. Last week, a report on public health commissioned by the government cited obesity among its main worries; last month, Tony Blair's strategy unit floated the idea of a 'fat tax' on foods that fuel obesity; and last year, the Food Standards Agency, the industry regulator, advocated a ban on advertising junk food to children.

Section 2

Yet the government swiftly swatted away the idea of a fat tax, and Tessa Jowell, the culture secretary, has said that she is sceptical about an advertising ban. Mr. Reid says the government wants to be neither a 'nanny state' nor a 'Pontius Pilate state which washes its hands of its citizens' health'.

Why this ambivalence? Not because of doubts that obesity is a serious problem. It increases the risk of diabetes, heart disease and cancer. Rather, because it is not clear that the government can do much about it. There's no evidence that making fatty foods more expensive would put people off them; and in Sweden, where advertising to minors is already banned, children are as porky as they are in any comparable country.

Section 3

What's more, it is not obvious that the problem will worsen. Shoppers' behaviour suggests the opposite. It is not just the flight from carbohydrates prompted by the Atkins diet; there is a broader shift going on. Britain, the world's biggest chocolate-eater, seems to be going off the stuff. In the four years to 2002, sales of chocolate in Britain fell every year: 2% by volume and 7% by value over the period. Last month, the new boss of Nestle Rowntree, Chris White, described it as 'a business in crisis'. (The company says his remarks were 'taken out of context' and denies there is a crisis, but admits that sales of KitKat, its biggest brand, fell by 2% in 2003.)

Companies are edging away from fattening foods. Todd Stitzer, chief executive of Cadbury Schweppes, Britain's biggest producer of fattening stuff, says that five years ago, chocolate made up 80% of sales. That's down to a half. Five years ago 85% of drinks sales were sweet, fizzy stuff. That's down to 56%. The rest is mostly juice. Diet drinks – which make up a third of the sales of fizzy drinks – are growing at 5% a year, while sales of the fattening stuff are static.

Section 4

Supermarkets say that people are buying healthier food. According to Lucy Neville-Rolfe, Tesco's director of corporate affairs, its Healthy Living (lower calorie) range grew by 12% in 2003, twice the growth in overall sales. Sales of fruit and vegetables are growing faster than overall sales, too. That may be partly because fresh produce is getting more various, more is available all year round and better supply boosts demand. Five years ago Tesco stocked six or seven varieties of tomato. Now it stocks 15.

The spread of big supermarkets, which offer better produce than the mouldy stuff at the corner shop, may improve diets. A study carried out by the University of Southampton on a big new supermarket in a poor part of Leeds concluded that after it opened, two thirds of those with the worst diets ate more fruit and vegetables.

Cafes and restaurants report an increase in healthy eating, too. Pret A Manger, a sandwich chain, says that sales of salads grew by 63% last year, compared with 6% overall sales growth. McDonald's, which introduced fruit salad a year ago, has sold 10m portions since.

Section 5

But it isn't just eating too much fatty stuff that makes people fat. It's indolence, too. That may be changing. Gym membership figures suggest that more Britons at least intend to get off their sofas. According to Mintel, a market research company, there were 3.8m members of private gyms last year, up from 2.2m in 1998.

So why isn't all this virtue showing up in the figures? Maybe it is starting to. The average man got thinner in 2002, the most recent available year, for the first time since body-mass-index records began; women's BMI was static. One year, of course, does not make a trend, but a fall in Americans' weight last year, also for the first time, supports the idea that something is changing in the rich world's fattest countries.

Section 6

So does the fact that fat is a class issue. Where the rich lead, the poor tend to follow – partly because the poor get richer over time, and partly because health messages tend to reach the better educated first and the worse educated later. That's what has been happening with smoking, a habit the rich gave up years ago and the poor are now stubbing out too.

Section 7

Campaigners for the fat tax point out that, without hefty government intervention, through taxes and public information campaigns, it is unlikely that smoking would have gone into such a decline. But that may not be the case with food. Consumers are assailed every day by messages from companies telling them to get thin. Peer pressure is likely to have more impact on teenagers than any amount of finger-wagging from ministers. Maybe the government's interest itself suggests that a corner has been turned. As Ms Neville-Rolfe, a former civil servant, says, 'The government often gets on to issues at the point at which they're being solved.' (949 words)

Passage 3

Choose the most suitable heading for each section from the list of headings (A-L) below. Write the appropriate letters (A-L) in the space provided after questions 1-6 in your booklet.

N.B. There are more headings than sections, so you will not use all of them.

List of Headings

A Significant efforts
B Top expertise for top questions
C Priorities in comparison
D Result expected of the panel
E Panel composition and panel issues
F Budget versus priority
G Assembly of the experts
H Impossible mission for leading thinkers
I Sceptical pitfalls
J Impossible to reach consensus
K Undaunted policymakers
L Doubtful effect on society

1. Section 1 _____
2. Section 2 _____
3. Section 3 _____

Example:
Section 4 *B*

4. Section 5
5. Section 6
6. Section 7

A Modest Undertaking

Governments have limited resources for addressing the world's economic challenges. What should come first?

Section 1

This week, Denmark's Environmental Assessment Institute, together with *The Economist*, announced plans to ask some of the world's leading economic thinkers a very awkward question. Policymakers face enormous demands on their aid budgets – and on their intellectual and political capital as well – when they try to confront the many daunting challenges of economic development and underdevelopment. Climate change, war, disease, financial instability and more all clamour for attention, and for remedies or palliatives that cost money. Given that resources are limited, the question is this: What should come first? Where, among all the projects that governments might undertake to make the world a better place, are the net returns to their efforts likely to be greatest?

Section 2

It is easy to see why this question has rarely, if ever, been confronted head-on. Calculating the costs and benefits of acting on any one of the very many proposals for international action that are mooted from time to time is difficult enough. Attempting to impose a common cost-benefit framework on many such possibilities so that they can be meaningfully compared one with another is an ambitious exercise, to put it mildly. But that is what the institute, headed by Bjorn Lomborg (familiar to readers of this page as the author of 'The Sceptical Environmentalist'), and abetted by this newspaper, has resolved to attempt – in a project dubbed, in an access of optimism, the Copenhagen Consensus.

Section 3

First, the institute assembled a panel of nine of the world's most distinguished economists. Four of them are Nobel laureates: Robert Fogel and James Heckman, both of the University of Chicago; Douglas North of Washington University, St. Louis; and Vernon Smith of George Mason University. The other five can expect to pick up a few more Nobels between them in due course: Jagdish Bhagwati of

Columbia University; Bruno Frey of the University of Zurich; Justin Yifu Lin of Beijing University; Thomas Schelling of the University of Maryland; and Nancy Stokey of the University of Chicago. This panel will meet in Copenhagen in May to establish priorities for action on ten issues.

The panel chose these issues from a much longer list drafted by the institute, drawn in turn from aims identified in various contexts by the United Nations and other international bodies. Then a series of distinguished experts in each field was commissioned to write a review paper on each issue and on actions that might feasibly be taken in response, with due emphasis on costs and benefits.

Section 4

The topics and principal authors are:

Climate Change, by William Cline of the Centre for Global Development.

Communicable Diseases, by Anne Mills of the London School of Hygiene & Tropical Medicine.

Armed Conflicts, by Paul Collier of Oxford University.

Education, by Lant Pritchett of the Kennedy School.

Financial Instability, by Barry Eichengreen of the University of California, Berkeley.

Governance and Corruption, by Susan Rose-Ackerman of Yale University.

Malnutrition and Hunger, by Jere Behrman of the University of Pennsylvania.

Population and Migration, by Philip Martin of the University of California, Davis.

Sanitation and Water, by Michael Hanemann of the University of California, Berkeley.

Subsidies and Trade Barriers, by Kym Anderson of the University of Adelaide.

Section 5

Each paper will next be subject to critique by two further experts. In May, the papers and commentaries will be submitted to the nine, who will argue about it all for five days and then pronounce. As the meeting draws nearer, and the papers are published, we will run articles about them (some in this space; others on our website). And in due course we will, of course, report on the outcome of the top panel's deliberations.

Section 6

Can such an exercise ever hope to yield useful results – let alone the hoped-for 'consensus'? It is entirely reasonable to be sceptical, such are the pitfalls of cost-benefit

analysis. Aside from the technical difficulties entailed in valuing extremely distant and uncertain benefits (as in the case of action to mitigate climate change, for instance), not to mention the problems surrounding the choice of discount rate (so that costs and benefits extending over time can be expressed on a consistent present-value basis), there are also ethical puzzles involving the valuation of years of extra life or better health. It is little wonder that governments prefer to let such provoking questions lie quiet and unnoticed. And if the Copenhagen panel of experts does manage, despite these difficulties, to reach some kind of substantive agreement, there is little reason to suppose that politicians or the wider public will go along with a consensus reached among a group of economists, a tribe renowned in the wider world for its desiccated view of human welfare.

Section 7

Yet the fact remains that governments already have very large aid budgets, which they apportion somehow among competing demands – doubtless paying more attention to the fluctuating pressures of press and television than any consistent or coherent method of analysis. Implicitly, their decisions already reflect underlying estimates of costs and benefits, but the process is arbitrary and closed to inspection. Even if the Copenhagen Consensus project does no more than force that fact to be acknowledged, it will have been worth the trouble. (870 words)

Passage 4

You should spend about 20 minutes on questions 1-12, which are based on the reading passage below.

Leisure Time

A A raft of forecasts has been made in recent decades, predicting the decline in the number of working hours coupled with a consequent increase in leisure time. It was estimated that the leisure revolution would take place by the turn of the last century, with hours devoted to work falling to 25-30 per week. This reduction has failed to materialise, but the revolution has, nonetheless, arrived.

B Over the past 30 to 40 years, spending on leisure has witnessed a strong increase. According to the annual family expenditure survey published in 1999 by the Office for National Statistics, the average household in the United Kingdom spent more on

leisure than food, housing and transport for the very first time. And the trend is also set to continue upwards well into the present century.

C The survey, based on a sample of 6,500 households, showed that the days are long gone when the average family struggled to buy basic foods. As recently as 1960, family spending on food was approximately one third compared to 17% now. Twelve years later, there was a noticeable shift towards leisure with the percentage of household spending on leisure increasing to 9%, and that on food declining to 26%.

D The average household income in the UK in 1999 was £460 per week before tax and average spending was £352.20. Of the latter sum, £59.70 was spent on leisure and £58.90 on food. On holidays alone, family expenditure was 6%, while in 1969 the proportion spent on holidays was just 2%. And whereas the richest 10% lashed out 20% of their income in 1999 on leisure, the poorest spent 12%.

E Among the professional and managerial classes, working hours have increased and, overall in the economy, record numbers of people are in employment. As people work more, the appetite for leisure activities has grown to compensate for the greater stress in life. The past 5 years alone have seen the leisure business expand by 25% with a change in emphasis to short domestic weekend breaks, and long-haul short breaks to exotic destinations in place of long holidays. In the future, it is expected that people will jump from one leisure activity to another in complexes catering for everyone's needs with gyms, cinemas, cafes, restaurants, bars and Internet facilities all under one roof. The leisure complexes of today will expand to house all the leisure facilities required for the leisure age.

F Other factors fuelling demand for leisure activities are rising prosperity, increasing longevity and a more active elderly population. Hence, at the forefront of leisure spending are not just the young or the professional classes. The 1999 family expenditure survey showed that the 64 to 75-year-old group spend a higher proportion of their income on leisure than any other age group. The strength of the "grey pound" now means that elderly people are able to command more respect and, thus, attention in the leisure market.

G And the future? It is anticipated that, in the years to come, leisure spending will account for between a third to a half of all household spending. Whilst it is difficult to give exact figures, the leisure industry will certainly experience a long period of sustained growth. Working hours are not expected to decrease, partly because the 24-hour society will need to be serviced, and secondly, because more people will be needed to keep the service/leisure industries running.

H In the coming decades, the pace of change will accelerate, generating greater wealth at a faster rate than even before. Surveys show that this is already happening in many parts of Europe. The southeast of England, for example, is now supposedly

the richest area in the EEC. The "leisure pound" is one of the driving forces behind this surge. But, sadly, it does not look as if we will have the long leisure hours that we had all been promised. (654 words)

Questions 1-7

This reading passage has 8 paragraphs (A-H). Choose the most suitable heading for each paragraph from the list of headings below. Write the appropriate numbers (i-xiv) beside questions 1-7. One of the headings has been done for you as an example. You may use any heading more than once.

N.B. There are more headings than paragraphs, so you will not use all of them.

1. Paragraph A _____
2. Paragraph B _____
3. Paragraph C _____

Example:
Paragraph D *x*

4. Paragraph E _____
5. Paragraph F _____
6. Paragraph G _____
7. Paragraph H _____

	List of Headings
i	Leisure spending goes up strongly
ii	Decreasing unemployment
iii	False forecasts
iv	Spending trends – leisure vs food
v	More affordable food
vi	Leisure as an answer to stress
vii	Looking forward
viii	The leisure revolution – working hours reduced to 25
ix	The "grey pound" soars
x	Rising expenditure
xi	The elderly leisure market
xii	National Statisticians
xiii	Work, stress, and leisure all on the up
xiv	Money yes, leisure time no

Questions 8-12

Do the statements below agree with the information in the reading passage? Beside questions 8-12, write:

YES	if the statement agrees with the information in the passage;
NO	if the statement contradicts the information in the passage;
NOT GIVEN	if there is no information about the statement in the passage.

Example:

In recent decades, an increase in working hours was predicted.
Answer: NO

8. At the turn of the last century, weekly working hours dropped to 25.
9. Spending on leisure has gone up over the past three decades.
10. Long holidays have taken the place of long-haul short breaks.
11. In future, people will pay less for the leisure facilities they use than they do today.
12. The 24-hour society will have a negative effect on people's attitudes to work.

Passage 5

You should spend about 20 minutes on questions 1-15, which are based on the reading passage below.

The History of Writing

1 The earliest stage of writing is called pre-writing or proto-literacy, and depends on direct representation of objects, rather than representing them with letters or other symbols. Evidence for this stage, in the form of rock and cave paintings, dates back to about 15,000 years ago, although the exact dates are debatable. This kind of proto-literate cave painting has been found in Europe, with the best known examples in Southwestern France, but also in Africa and on parts of the American continent. These petrographs (pictures on rock) show typical scenes of the period, and include representations of people, animals and activities. Most are astonishingly beautiful, with a vibrancy and immediacy that we still recognise today. They are painted with pigments made from natural materials including crushed stones and minerals, animal products such as blood, ashes, plant materials of all kinds, and they produce a wide range of colours and hues.

2 Why did ancient people put such effort into making them? Various theories have been put forward, but the most compelling include the idea that the pictures were records of heroic deeds or important events, that they were part of magical ceremonies, or that they were a form of primitive calendar, recording the changes in the seasons as they happened. These, then, are all explanations as to why man started to write.

3 A related theory suggests that the need for writing arose thereafter from the transactions and bartering that went on. In parts of what is now Iraq and Iran, small pieces of fired earth-pottery have been found which appear to have been used as tokens to represent bartered objects, much as we use tokens in a casino, or money, today. Eventually, when the tokens themselves became too numerous to handle easily, representations of the tokens were inscribed on clay tablets.

4 An early form of writing is the use of pictograms, which are pictures used to communicate. Pictograms have been found from almost every part of the world and every era of development, and are still in use in primitive communities nowadays. They represent objects, ideas or concepts more or less directly. They tend to be simple in the sense that they are not a complex or full picture, although they are impressively difficult to interpret to an outsider unfamiliar with their iconography, which tends to be localised and to differ widely from society to society. They were never intended to be a detailed testimony which could be interpreted by outsiders, but to serve instead as aide-memoires to the author, rather as we might keep a diary in a personal shorthand. However, some modern pictograms are more or less universally recognised, such as the signs which indicate men's and women's toilets, or road signs, which tend to be very similar throughout the world.

5 The first pictograms that we know of are Sumerian in origin, and date to about 8000 BC. They show how images used to represent concrete objects could be expanded to include abstractions by adding symbols together, or using associated symbols. One Sumerian pictogram, for example, indicates 'death' by combining the symbols for 'man' and 'winter'; another shows 'power' with the symbol for a man with the hands enlarged.

6 By about 5,000 years ago, Sumerian pictograms had spread to other areas, and the Sumerians had made a major advance towards modern writing with the development of the rebus principle, which meant that symbols could be used to indicate sounds. This was done by using a particular symbol not only for the thing it originally represented, but also for any thing which was pronounced in a similar way. So the pictogram for *na* (meaning 'animal') could also be used to mean 'old' (which was also pronounced *na*). The specific meaning of the pictogram (whether *na* meant 'old' or 'animal') could only be decided through its context.

7 It is a short step from this to the development of syllabic writing using pictograms, and this next development took about another half a century. Now, the Sumerians would add pictograms to each other so that each, representing an individual sound or syllable, formed part of a larger word. Thus pictograms representing the syllables *he*, *na* and *mi* ('mother', 'old', 'my') could be put together to form *henami* or 'grandmother'. (716 words)

Questions 1-7

The reading passage has seven paragraphs (1-7). Choose the most suitable headings for paragraphs 1-7 from the list of headings below. Write the appropriate letters (A-H) beside questions 1-7.

N.B. There are more headings than paragraphs, so you will not use them all.

List of Headings

A Magic and heroes
B Doing business
C Early developments
D Sounds and symbols
E Images on stone
F Stories and seasons
G From visual to sound
H A personal record

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

Questions 8-12

Complete the following notes by using ONE or TWO WORDS from the reading passage for each answer.

Notes on the Development of Writing

First stage of writing – pre-writing or proto-literacy – very old – 15,000 years. Evidence: cave and rock paintings. Famous example – (8) _____ *. Reasons for development of writing: primitive ceremonies, recording events, seasons, used on*

pottery to represent (9) _____. Next stage: simple pictograms – pictures used to represent articles and (10) _____, very simple drawings (but very difficult to understand). Then – 8000 BC – combined (11) _____ to create new concepts (e.g. man + winter = death). After this – started using same pictogram for different words with same (12) _____, very important step.

Questions 13-15

Choose the appropriate letters (A-D) and write them in questions 13-15.

13. The earliest stages of writing _____.
    A. were discovered 15,000 years ago and are found all over the world
    B. are pictures which show the natural life of the time
    C. are called petrography and were painted with natural materials
    D. could not describe concepts

14. The earliest pictograms _____.
    A. represent complex objects and are difficult to understand
    B. represent comparatively simple objects and are easy to understand
    C. are a record of events for outsiders
    D. are fairly simple but may not be easy to interpret

15. About 5,000 years ago, _____.
    A. Sumerians were developing sounds
    B. Sumerians were writing in a modern style
    C. pictograms were used over a wide area
    D. pictogram symbols could only have one meaning

Passage 6

The passage has seven sections. You are supposed to read each section as quickly as you can and then use NO MORE THAN TWO WORDS in the section to sum up its main focus.

Historical Thermometers

Section A

If someone asked you to find out if the earth's climate had changed over the past century, your first instinct would be to reach for the meteorological records, just as

climate change researchers have done for decades. But boreholes drilled in the ground in search of resources such as oil and water might give you a better answer.

Already, analyses of temperature readings from boreholes are producing provocative findings. They suggest that at least part of the global warming (also known as the 'greenhouse effect') seen in the meteorological records of the past century can be explained by natural fluctuations in the earth's underground temperature.

Main focus: _____

Section B

Geophysicists have known for a long time that the crust becomes progressively warmer as you drill into it, edging closer to the earth's hot interior. Mostly, this temperature gradient is smooth, increasing by between 10°C and 50°C with every kilometre from the surface. The exact amount depends on how effectively the rock carries heat through the crust towards the surface. But within 200 to 300 metres or so of the surface, things become less predictable.

Previously geophysicists were interested only in measuring heat flow from the earth's centre, so they threw away these unreliable top sections of their borehole temperature data. As climatologists now realise, however, this temperature variation is a powerful source of information about past climactic fluctuations. In particular, it can tell you about daily and seasonal variations in surface temperature.

Main focus: _____

Section C

The temperature a metre down from the ground surface is an accurate average of the ground temperature the previous day. Similarly, the temperature at 20 metres is an accurate measure of the average ground temperature over the previous annual cycle. But the real value of the thermal waves is not in revealing yesterday's so slowly, the first 500 metres of crust offers a record of the earth's ground temperature for the whole of the past millennium. For most rocks, a measurable change in surface temperature takes a year to travel 16 metres, 100 years to travel 160 metres and 1,000 years to travel 500 metres.

Main focus: _____

Section D

Many climatologists now believe that underground temperature data will provide a valuable check on recently developed models of climate change, such as the complex

computer models used to predict how climate might change as a result of the greenhouse effect. These computer models, called general circulation models, or GCMs, are complicated simulations of the earth's response to changes caused by human activities such as burning fossil fuels. They are built up from known patterns of climate change over the past century or so, based on the meteorological records. According to these records, the average air temperature at the earth's surface has increased by about 0.5°C in the past 100 years. This warming is uneven: Arctic regions show most warming, regions close to the equator show little or none, and some regions in Africa show slight cooling.

Main focus: _____

Section E

However, predictions based on GCMs differ widely. It is difficult to establish a clear picture of historical climate trends because there is little reliable meteorological data extending beyond the past century, while widespread records exist only for the past half century. In addition, the longest records are usually from urban areas and these cannot be accepted without question because they take into account heat from human activities. Many of the early weather stations were abandoned or moved elsewhere when people moved, with any corresponding adjustment of the records. Measurement methods have also varied from place to place. It is hoped that borehole data might fill some of the gaps in current knowledge.

Main focus: _____

Section F

Hence the excitement about boreholes. Edward Bullard of University of Cambridge made the first borehole measurements in 1939 in South Africa. But he was interested in heat flow in the earth, not climate. Research aimed at investigating climate change only took off in earnest in 1986, after researchers published the first detailed analyses of temperatures from boreholes in Alaska and eastern Canada. To date, geophysicists have measured heat flow at 10,000 boreholes on continents worldwide. New measurements are being added at about 200 sites per year. A global network of these 'historical thermometers' is fast developing.

Main focus: _____

Section G

Not all the data will be suitable for studying climate change. Boreholes less than 150 metres deep are too shallow to extend the climate record back beyond what is known

from meteorological data. At some of the older boreholes, researchers chose not to measure temperatures in the first 100 metres below the surface because they thought the data would be unreliable. But an estimated one in ten boreholes are considered to be suitable for climate studies. Analysing data from these sites should take between three and five years. (777 words)

Main focus: _____

Passage 7

Read the passage quickly for the gist and then answer the questions that follow.

Parenting and Responsibility

Section A

There are still significant gaps between women and men in terms of their involvement in family life, the tasks they perform and the responsibilities they take. Yet at least in developed Western countries, both women and men express a desire for greater equality in family life. It is evident that in terms of attitudes and beliefs, the problem cannot simply be thought of in terms of women wanting men to share more equally and men being reluctant to do so. The challenge now is to develop policies and practices based on a presumption of shared responsibility, if there is greater gender equality in the responsibilities and pleasures of family life. These are becoming key concerns of researchers, policymakers, community workers and, more importantly, family members themselves.

Section B

Despite the significant increase in the number of women with dependent children who are in the paid workforce, Australian research studies over the last 15 years are consistent in showing that divisions of family work are very rigid indeed (Watson 1991). In terms of time, women perform approximately 90 per cent of childcare tasks and 70 per cent of all family work, and only 14 per cent of fathers are highly participant in terms of time spent on family work (Russell 1983). Demo and Acock (1993), in a recent US study, also found that women continue to perform a constant and major proportion of household labour (68 per cent to 95 per cent) across all family types (first marriage, divorced, stepfamily or never married), regardless of whether they are employed or non-employed in paid work.

Section C

Divisions of labour for family work are particularly problematic in families in which both parents are employed outside the home (dual-worker families). Employed mothers adjust their jobs and personal lives to accommodate family commitments more than employed fathers do. Mothers are less likely to work overtime and are more likely to take time off work to attend to children's needs (VandenHeuvel 1993). Mothers spend less time on personal leisure activities than their partners, a factor that often leads to resentment (Demo and Acock 1993).

Section D

The parental role is central to the stress-related anxiety reported by employed mothers, and a major contributor to such stress is their taking a greater role in child-care (VandenHeuvel 1993). Edgar and Glezer (1992) found that close to 90 per cent of both husbands and wives agreed that man should share equally in childcare, yet 55 per cent of husbands and wives claimed that the men actually did this. These claims are valid despite the findings mentioned earlier that point to a partner to do more housework and childcare as a better predictor of poor family daily adjustment than is actual time spent by fathers in these tasks (Demo and Acock 1993). It is this desire, together with its lack of fulfilment in most families, that brings about stress in the female parent.

Section E

Family therapists and social work researchers are increasingly defining family problems in terms of a lack of involvement and support from fathers and are concerned with difficulties involved in having fathers take responsibility for the solution of family and child behaviour problems (Edgar and Glezer 1986). Yet, a father accepting responsibility for behaviour problems is linked with positive outcomes.

Section F

Research studies lend strong support to the argument that shared responsibilities are benefits for families considering a change to a fair or more equitable division of the pleasures and pains of family life. Greater equality in the performance of family work is associated with lower levels of family stress and higher self-esteem, better health, and higher marital satisfaction for mothers. There is also higher marital satisfaction for fathers, especially when they take more responsibility for the needs of their children – fathers are happier when they are more involved (Russell 1984). (630 words)

Questions 1-6

The passage has six sections. Point out which section deals with one of the following topics.

1. The impact of dual employment

Answer: _____

2. Mother's portion in the childcare

Answer: _____

3. Need for more equitable parenting policies

Answer: _____

4. The benefits of balanced responsibility

Answer: _____

5. The experts' view of the male parent's role

Answer: _____

6. The effect of stress on the female parent

Answer: _____

Questions 7-15

Below is a list of research findings mentioned in the reading passage. Indicate which researcher(s) is(are) responsible for each research finding.

DA	Demo and Acock
EG	Edgar and Glezer
R	Russell
VH	VandenHeuvel
W	Watson

Write the appropriate letters (DA, EG, R, VH or W) in boxes 7-15 on your answer sheet.

Research Findings

Example: Answer:

Fathers spend more time than mothers on personal leisure activities. DA

The number of hours a father spends doing childcare is not the best indicator of how well the family is adjusted.

The vast majority of fathers do not take part to any great extent in family work.

Women do most of the housework whether they are married or not.

10. With regard to the issue of equal responsibility for childcare, there is a discrepancy between the wishes and the claims of parent couples.
11. Both mothers and fathers are happier where father assumes some responsibility for issues relating to the behaviour of the children.
12. Researchers now link family problems to the father's lack of involvement in rearing children.
13. In terms of dealing with family issues, employed fathers make fewer sacrifices in their jobs than working women do.
14. Anxiety results from the mother being the primary caregiver.
15. There has been little change in the housework and childcare roles of the mothers and fathers.

Passage 8

You should spend about 20 minutes on questions 1-14, which are based on the reading passage on the next page.

Questions 1-7

The reading passage has 8 paragraphs (A-H). Choose the most suitable heading for each paragraph from the list of headings on the next page. Write the appropriate numbers (i-xiii) beside questions 1-7. One of the headings has been done for you as an example.

N.B. There are more headings than paragraphs, so you will not use all of them.

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

Example:
Paragraph H *x*

	List of Headings
i	165 million years
ii	The body plan of archosaurs
iii	Dinosaurs – terrible lizards
iv	Classification according to pelvic anatomy
v	The suborders of Saurischia
vi	Lizards and dinosaurs – two distinct superorders
vii	Unique body plan helps identify dinosaurs from other animals
viii	Herbivore dinosaurs
ix	Lepidosaurs
x	Frills and shelves
xi	The origins of dinosaurs and lizards
xii	Bird-hipped dinosaurs
xiii	Skull bones distinguish dinosaurs from other archosaurs

What Is a Dinosaur?

A Although the name dinosaur is derived from the Greek for "terrible lizard", dinosaurs were not, in fact, lizards at all. Like lizards, dinosaurs are included in the class Reptilia or reptiles, one of the five main classes of Vertebrata, animals with backbones. However, at the next level of classification, within reptiles, significant differences in the skeletal anatomy of lizards and dinosaurs have led scientists to place these groups of animals into two different superorders: Lepidosauria or lepidosaurs, and Archosauria or archosaurs.

B Classified as lepidosaurs are lizards and snakes and their prehistoric ancestors. Included among the archosaurs or "ruling reptiles" are prehistoric and modern crocodiles, and the now extinct thecodonts, pterosaurs and dinosaurs. Palaeontologists believe that both dinosaurs and crocodiles evolved, in the later years of the Triassic Period (c.248-208 million years ago), from creatures called pseudosuchian thecodonts. Lizards, snakes and different types of thecodont are believed to have evolved earlier in the Triassic Period from reptiles known as eosuchians.

C The most important skeletal differences between dinosaurs and other archosaurs are in the bones of the skull, pelvis and limbs. Dinosaur skulls are found in a great range of shapes and sizes, reflecting the different eating habits and lifestyles of a large and varied group of animals that dominated life on Earth for an extraordinary 165 million years. However, unlike the skulls of any other known animals, the skulls of dinosaurs had two long bones known as vomers. These bones extended on

either side of the head, from the front of the snout to the level of the holes in the skull known as the antorbital fenestra, situated in front of the dinosaur's orbitsor eyesockets.

D All dinosaurs, whether large or small, quadrupedal or bipedal, fleet-footed or slow-moving, shared a common body plan. Identification of this plan makes it possible to differentiate dinosaurs from any other types of animal, even other archosaurs. Most significantly, in dinosaurs, the pelvis and femur had evolved so that the hind limbs were held vertically beneath the body, rather than sprawling out to the sides like the limbs of a lizard. The femur of a dinosaur had a sharply in-turned neck and a ball-shaped head, which slotted into a fully open acetabulum or hip socket. A supra-acetabular crest helped prevent dislocation of the femur. The position of the knee joint, aligned below the acetabulum, made it possible for the whole hind limb to swing backwards and forwards. This unique combination of features gave dinosaurs what is known as a "fully improved gait". Evolution of this highly efficient method of walking also developed in mammals, but among reptiles it occurred only in dinosaurs.

E For the purpose of further classification, dinosaurs are divided into two orders: Saurischia or saurischian dinosaurs, and Ornithischia or ornithischian dinosaurs. This division is made on the basis of their pelvic anatomy. All dinosaurs had a pelvic girdle with each side comprised of three bones: the pubis, ilium and ischium. However, the orientation of these bones follows one of two patterns. In saurischian dinosaurs, also known as lizard-hipped dinosaurs, the pubis points forwards, as is usual in most types of reptile. By contrast, in ornithischian or bird-hipped dinosaurs, the pubis points backwards towards the rear of the animal, which is also true of birds.

F Of the two orders of dinosaurs, the Saurischia was the larger and the first to evolve. It is divided into two suborders: Therapoda or therapods, and Sauropodomorpha or sauropodomorphs. The therapods or "beast feet" were bipedal, predatory carnivores. They ranged in size from the mighty Tyrannosaurus rex, 12m long, 5.6m tall and weighing an estimated 6.4 tonnes, to the smallest known dinosaur, Compsognathus, merely 1.4m long and estimated 3kg in weight when fully grown. The sauropodomorphs or "lizard feet forms" included both bipedal and quadrupedal dinosaurs. Some sauropodomorphs were carnivorous or omnivorous, but later species were typically herbivorous. They included some of the largest and best known of all dinosaurs, such as Diplodocus, a huge quadruped with an elephant-like body, a long, thin tail and neck that gave it a total length of 27m and a tiny head.

G Ornithischian dinosaurs were bipedal or quadrupedal herbivores. They are now usually divided into three suborders: Ornithopoda, Thyreophora and Marginocephalia. The ornithopods or "bird feet", both large and small, could walk or

run on their long hind legs, balancing their body by holding their tails stiffly off the ground behind them. An example is Iguanodon, up to 9m long, 5m tall and weighing 4.5 tonnes. The thyreophorans or "shield bearers", also known as armoured dinosaurs, were quadrupeds with rows of protective bony spikes, studs, or plates along their backs and tails. They included Stegosaurus, 9m long and weighing 2 tonnes.

H The marginocephalians or "margined heads" were bipedal or quadrupedal ornithischians with a deep bony frill or narrow shelf at the back of the skull. An example is Triceratops, a rhinoceros-like dinosaur, 9m long, weighing 5.4 tonnes and bearing a prominent neck frill and three large horns. (836 words)

Questions 8-10

Complete the sentences below. Use NO MORE THAN THREE WORDS from the passage for each blank space.

8. Lizards and dinosaurs are classified into two different superorders because of the difference in their _____.
9. In the Triassic Period, _____ evolved into thecodonts, for example, lizards and snakes.
10. Dinosaur skulls differed from those of any other known animals because of the presence of vomers: _____.

Questions 11-14

Choose one phrase (A-H) from the list of features to match with the dinosaurs listed below. Write the appropriate letters (A-H) beside questions 11-14.

The information in the completed sentences should be an accurate summary of the points made by the writer.

N.B. There are more phrases than sentences, so you will not need to use them all. You may use each phrase once only.

Dinosaurs

11. Dinosaurs differed from lizards because ...
12. Saurischian and ornithischian dinosaurs ...
13. Unlike therapods, sauropodomorphs ...
14. Some dinosaurs used their tails to balance, others ...

	List of Features
A	are both divided into two orders
B	the former had a "fully improved gait"
C	were not usually very heavy
D	could walk or run on their back legs
E	their hind limbs sprawled out to the sides
F	walked or ran on four legs rather than two
G	both had a pelvic girdle comprising six bones
H	did not always eat meat

Passage 9

Choose the most suitable heading for each paragraph from the list of headings (A-L) below. Write the appropriate letters (A-L) in the space provided after questions 1-8 in your booklet.

N.B. There are more headings than paragraphs, so you will not use all of them.

	List of Headings
A	Invalid indicators
B	Reconciliation of the inconsistency
C	Radiation absorbing information
D	Alternative density application
E	Puzzles left by radiation
F	Two pitfalls
G	Void centre of the black hole
H	Value of the theory
I	A trouble-shooting theory
J	Non-existence of the universe
K	Information paradox resolved
L	Cosmic uniformity owing to cosmic inflation

1. Paragraph 1 _____
2. Paragraph 2 _____
3. Paragraph 3 _____
4. Paragraph 4 _____

Example:
Paragraph 5 *I*

5. Paragraph 6 _____
6. Paragraph 7 _____
7. Paragraph 8 _____
8. Paragraph 9 _____

Hair Today

Just what is inside a black hole?

1 Ever since John Wheeler coined the phrase 'black hole', these complex astronomical phenomena have held a peculiar fascination for physicists and laymen alike. Physicists are interested because of the extreme conditions inside and at the edge of a black hole – a region where gravity is so strong that nothing was thought to be able to escape. These conditions test the intersection between the two theories that lie at the heart of modern physics: quantum mechanics and Einsteinian gravity (the latter known, rather confusingly, as the general theory of relativity). Both theories agree perfectly with those observations that have been made so far. But the two seem to be incompatible with each other, putting out of reach one grand, unified theory. Many physicists would like to overcome this obstacle.

2 Laymen are probably more captivated by Dr. Wheeler's nomenclature than by the details of the physics. But black holes are not really black. In the paper that catapulted him to fame in 1974, Stephen Hawking predicted that some black holes should emit radiation (although in a manner that is still not fully understood). And now, it seems that another famous coinage by Dr. Wheeler – that 'black holes have no hair' – is also false.

3 What Dr. Wheeler meant by the hairlessness of black holes was that they could be characterised by just three numbers: mass, angular momentum (roughly speaking, how fast a hole spins) and electric charge. To describe a star, one would have, by contrast, to say what each of the zillions of atoms inside it was doing. Once Dr. Hawking discovered that a black hole radiates, however, the lack of hair led to a paradox. Drop something – an encyclopedia, say – into a black hole, and it would be destroyed and eventually re-emitted as Hawking radiation in a random way. The information in the encyclopedia would be lost. But quantum mechanics dictates, perhaps surprisingly, that information cannot be destroyed. If the encyclopedia were to fall into a star, it would be possible (though admittedly very hard) to reconstruct it by reversing the paths of all the atoms of which it had been composed.

4 Before Dr. Hawking's paper, that point was finessed because no one could prove that the information was not somehow preserved within the black hole. But the Hawking

radiation, which is predicted by an AD HOC combination of relativity and quantum mechanics, trumps that finesse and leaves an apparent paradox.

5 In a paper just published in NUCLEAR PHYSICS, Samir Mathur and his colleagues at Ohio State University seem to have solved the paradox using string theory, which is the best available attempt to reconcile relativity and quantum mechanics. This theory, which postulates that everything in the universe is a consequence of tiny strings oscillating in ten dimensions, was thought to have observable consequences only at very small scales – as much smaller than atoms as atoms are smaller than the solar system. Dr. Mathur showed, however, that at high densities of matter, such as those within a black hole, the effects attributable to strings can grow to large sizes.

6 According to Dr. Mathur, the interior of a black hole can be thought of as a ball of strings. This ball modulates the Hawking radiation in a way that reflects the arrangement of the strings inside the hole. So, in effect, it acts as a repository of the information carried by things that have fallen into the hole. Thus, as quantum mechanics requires, no information is destroyed.

7 Besides resolving the information paradox, this theory has the added benefit – at least in the special cases that Dr. Mathur has been able to work out exactly – of getting rid of the 'singularity' that had been thought to lie at the centre of every black hole. A 'singularity' is a mathematical anomaly where physical theories such as general relativity break down because quantities that should be finite diverge to infinity. This means that physicists are unable, even in principle, to explain what is actually happening there. It would therefore be quite a boon if Dr. Mathur is correct, and singularities do not actually exist.

8 His result also has a bearing on wider cosmological issues. The early universe would have had a density similar to a black hole, and so the 'string-ball' theory would have applied there, too. Though Dr. Mathur is cautious on the matter, his theory might supply an alternative explanation about why – when viewed on the grandest scales – the universe appears remarkably uniform. At the moment, this uniformity is put down to a phenomenon known as cosmic inflation, in which the universe is supposed to have expanded rapidly when it was very young. That expansion would have 'locked in' the universe's initial uniform state by stopping local concentrations of matter from forming. Tying the early universe together with strings might provide an alternative explanation for cosmic uniformity.

9 String theory is often criticised because it is abstract and thus hard to compare with reality. But although no one can yet see a black hole close up, and thus test Dr. Mathur's ideas for real, the fact that string theory seems able, in this case, to resolve long-standing inconsistencies between general relativity and quantum mechanics is a big point in its favour. (885 words)

Day 4 Detail Questions (1): Short-Answer/Gap-Filling/Multiple-Choice/Classification Questions

A major problem in the exam is the length of the passages and you will not have time to read them all carefully. You need to train your speed reading skill so that you can read as efficiently as possible.

About two thirds of the questions in the IELTS Reading test focus on comprehension of specific information, using detail questions. A detail question asks about one piece of information in the passage rather than the passage as a whole. The answers to this kind of question are generally given in order in the passage, and the correct answer is often a restatement of what is given in the passage. This means that the correct answer often expresses the same ideas as what is written in the passage, but the words are not exactly the same. Detail questions can take the following formats:

1. Short-Answer Questions
2. Gap-Filling Questions
3. Multiple-Choice Questions
4. Classification Questions
5. True/False/Not Given Questions
6. Sentence-Completion Questions
7. Matching Questions
8. Diagram/Table/Flow Chart-Completion Questions

I. Short-Answer Questions

Overview

One of the question formats in the IELTS Reading test is the short-answer questions. This kind of question tests your ability to skim for the relevant information and then scan that section in detail to answer specific questions. Most likely, you will be asked to give short answers in NO MORE THAN THREE WORDS AND/OR A NUMBER.

Tips

1. Read the instructions carefully to check the word limit.
2. Briefly read through all of the questions to get an idea of what information you will have to find in the passage.
3. Read the first question more carefully. Decide what information you will skim for.
4. Once you have found the relevant section of the reading passage, look back at the question and decide what specific information you need to answer the question.
5. Read that part of the passage more carefully to find the answer.
6. You need to take the words directly from the passage. Do not use different words and do not paraphrase (i.e. say something in your own words or in a different way).

Note that answers are usually found in order and your answers must be grammatically correct. Also, hyphenated words count as one word.

Sample reading 1

The 5,000-mile National Cycle Network

For fifteen years, Sustrans – it stands for 'sustainable transport' – has been building traffic-free routes for cyclists and walkers, often through the heart of towns and cities. Several hundred miles are now completed, using disused railway line, canal towpaths, riversides and unused land. As a civil engineering charity, we work in partnership with local authorities and landowners.

We are now promoting a true national network, composed of traffic-free paths, quiet country roads, and on-road cycle lanes and protected crossings.

Safe cycling networks already exist in many parts of Europe – including Denmark, Germany, Switzerland and Netherlands. Europeans are often astonished at the road danger we put up with here.

A Danish cyclist is ten times less likely to be killed or seriously injured – per mile cycled – than a cyclist in Britain. Extensive national and local cycle routes there are supported by slower traffic systems on surrounding roads.

A national cycle network for Britain can help transform local transport for the 21st century. With your help, it really is achievable! Make a donation now! (176 words)

Questions 1-5

Answer the questions using NO MORE THAN THREE WORDS from the text for each answer. Write your answer in the blank below the question.

1. How many miles of the network have already been completed?

2. At what are other European cyclists surprised that British cyclists accept?

3. In addition to cycle network, what does Denmark have to protect cyclists?

4. How can people help create a national cycle network in Britain?

5. Apart from cyclists, who benefits from the work of Sustrans?

Sample reading 2

Environmental Impact of Mining on People

Mining operations by their very nature have major impacts, positive and negative, on the local area and on local communities. They are usually in remote places and the people affected are often isolated or neglected communities.

It is inevitable that mining operations will disturb the environment in a fairly dramatic way. Forest cover may have to be cut down to clear the site of the mine or for access roads. Tunnels or open-cut pits are dug. Overburden is removed and dumped nearby, usually to erode slowly into nearby streams and rivers. Tailings from the ore processing plants have to be put somewhere preferably into an on-site tailings dam, but more likely straight into a river and/or the sea.

Mine tailings may contain some dangerous chemicals, but the major problem is usually the huge amounts of solid sediment that they put into the river system, and the effect this has on water quality and marine life. This can directly affect the livelihood of people living downstream who depend on the river for fish, for drinking water for themselves and their animals, or for cooking or washing. Heavy sedimentation can silt up rivers, making transportation difficult and causing fields and forests by the river banks to flood.

Other environmental effects can include air pollution from trucks tearing along dusty access roads, or more seriously, fumes from ore processing plants. Kelera, a woman who lives with her husband and two school-age children near the Australian-owned Emperor Gold Mine in Fiji, describes it thus:

When the gas comes, sometimes in the morning, it falls like a mist, and all the children start coughing, and we cough too. The people who get asthma, they are the ones who are really frightened to death. But what can you do? When the gas comes you have to breathe it... You know how strong it is? I tell you. The chili and the betel leaves that we grow, they just die. It's as though you took hot water and spilled it on the grass, and the next day you go and see what it looks like. It's just like that. (358 words)

Questions 1-5

Use NO MORE THAN THREE WORDS from the text to answer the following questions. Write your answers in the spaces provided.

1. In what kind of areas do mining operations usually occur?

2. What will be cleared from a site before mining begins?

3. Where do the tailings come from?

4. What aspect of mining will have the major impact on the river system?

5. What two air pollutants are often associated with a mining operation?

II. Gap-Filling Questions

Overview

For this kind of question, you are given several gapped sentences. Namely, there is a blank space in each sentence. Hence, your job is to complete these sentences with the words from a selection box. If there is no selection box, you will have to write the words taken from the passage. In the actual test, you are usually asked to write NO MORE THAN THREE WORDS for each answer.

Tips

1. Check the instructions. Note the number of words to be filled in each gap.
2. Skim through the passage to grasp its main idea.
3. Then, read the sentences given and scan the passage to search for relevant words. After you have found them, fill in the gaps with these words.
4. Pay attention to the form of the words so that they will grammatically fit in the sentence.

Note that these words are often found in order evenly distributed throughout the passage.

Sample reading 3

Read the passage and then answer the questions that follow.

Where Are the Jobs?

Economic growth is very strong, but America isn't generating enough jobs. Many blame outsourcing. The truth is a lot more complicated.

Americans live in a faith-based economy. We believe deeply in education, innovation, risk-taking, and plain hard work as the way to a better life. But that faith is being eroded. The link between strong growth and job creation appears to be broken, and we don't know what's wrong with it. Profits are soaring, yet no one is hiring. Angry voices are blaming Benedict Arnold CEOs who send jobs to India and China. If highly educated 'knowledge' workers in Silicon Valley are losing their jobs, who is really safe?

The truth is that we are living through a moment of maximum uncertainty. The economy is at an inflection point as new forces act upon it. Yet the shape and impact of these forces remain unknown. Outsourcing looms large as a potential threat because no one knows how many jobs and which industries are vulnerable. And productivity seems problematic because it's hard to see where the rewards for all the cost-cutting and hard work are going. Meanwhile, the Next Big Thing that is supposed to propel the economy and job growth forward after the Internet boom isn't obvious. As a result, CEOs are reluctant to place big bets on the future. Workers hunker down. And those laid off are at a loss trying to retrain. How can they when they don't know where the new jobs will be and who will be hiring? It's not even clear what college students should major in anymore. No wonder this feels like a new age of uncertainty.

THE REAL CULPRIT. Yet there are things we do know. The real culprit in this jobless recovery is productivity, not offshoring. Unlike most previous business cycles, productivity has continued to grow at a fast pace right through the downturn and into recovery. One percentage point of productivity growth can eliminate up to 1.3 million jobs a year. With productivity growing at an annual rate of 3% to 3 1/2% rather than the expected 2% to 2 1/2%, the reason for the jobs shortfall becomes clear: Companies are using information technology to cut costs – and that means less labour is needed. Of the 2.7 million jobs lost over the past three years, only 300,000 have been from outsourcing, according to Forrester Research Inc. People rightly fear that jobs in high tech and services will disappear just as manufacturing jobs did. Perhaps so. But odds are it will be productivity rather than outsourcing that does them in.

We know also where the benefits of rising productivity are going: higher profits, lower inflation, rising stocks, and, ultimately, loftier prices for houses. In short, productivity is generating wealth, not employment. Corporate profits as a share of national income are at an all-time high. So is net worth for many individuals. Consumer net worth hit a new peak, at $45 trillion – up 75% since 1995 – and consumers have more than recouped their losses from the bust.

We know, too, that outsourcing isn't altogether a bad thing. In the 1990s, high-tech companies farmed out the manufacture of memory chips, computers, and telecom equipment to Asia. This lowered the cost of tech gear, raising demand and spreading the IT revolution. The same will probably happen with software. Outsourcing will cut prices and make the next generation of IT cheaper and more available. This will generate greater productivity and growth. In fact, as venture capitalists increasingly insist that all IT startups have an offshore component, the cost of innovation should fall sharply, perhaps by half.

We know something about the kinds of jobs that could migrate to Asia and those that will stay home. In the '90s, the making of customised chips and gear that required close contact with clients remained in the US, while production of commodity products was outsourced. Today, the Internet and cheaper telecom permit routine service work to be done in Bangalore. But specialised jobs that require close contact with clients, plus an understanding of US culture, will likely remain.

America has been at economic inflection points many times in the past. These periods of high job anxiety were eventually followed by years of surging job creation. The faith Americans have in innovation, risk-taking, education, and hard work has been sustained again and again by strong economic performance.

There's no question that today's jobless recovery is causing many people real pain. The number of discouraged workers leaving the workforce is unprecedented. Labour-force participation is down among precisely the most vulnerable parts of the

Sample reading 4

Read the passage and then answer the questions that follow.

The Blueberries of Mars

Was the Red Planet once a wet planet?
A plucky Martian rover finally delivers some hard evidence.

Giovanni Schiaparelli could have told you there had been water on Mars. It was Schiaparelli who peered through his telescope one evening in 1877 and discovered what he took to be the Red Planet's famous canals. As it turned out, the canals were an optical illusion, but as more powerful telescopes and, later, spacecraft zoomed in for closer looks, there was no shortage of clues suggesting that Mars was once awash in water. Photographs shot from orbit show vast plains that resemble ancient sea floors, steep gorges that would dwarf the Grand Canyon and sinuous surface scars that look an awful lot like dry riverbeds.

Given all that, why were NASA scientists so excited last week to announce that one of their Mars rovers, having crawled across the planet for five weeks, finally determined that Mars, at some point in its deep past, was indeed 'drenched' – to use NASA's term – with liquid water?

Part of their excitement probably stems from sheer failure fatigue. NASA has had its share of setbacks in recent years – including a few disastrous missions to Mars. So it was with some relief that lead investigator Steve Squyres announced that the rover Opportunity had accomplished its primary mission. 'The puzzle pieces have been falling into place,' he told a crowded press conference, 'and the last piece fell into place a few days ago.'

But there was also, for the NASA team, the pleasure that comes from making a genuine contribution to space science. For despite all the signs pointing to Mars' watery past, until Opportunity poked its instruments into the Martian rocks, nobody was really sure how real that water was. At least some of the surface formations that look water carved could have been formed by volcanism and wind. Just two years ago, University of Colorado researchers published a persuasive paper suggesting that any water on Mars was carried in by crashing comets and then quickly evaporated.

The experiments that put that theory to rest – and nailed down the presence of water for good – were largely conducted on one 10-in-high, 65-ft-wide rock outcropping in the Meridiani Planum that mission scientists dubbed El Capitan. The surface of the formation is made up of fine layers – called parallel laminations – that

are often laid down by minerals settling out of water. The rock is also randomly pitted with cavities called vugs that are created when salt crystals form in briny water and then fall out or dissolve away.

Chemical analyses of El Capitan, performed with two different spectrometers, support the visual evidence. They show that it is rich in sulfates known to form in the presence of water as well as a mineral called jarosite, which not only forms in water but also actually contains a bit of water trapped in its matrix.

The most intriguing evidence comes in the form of the BB-size spherules – or 'blueberries,' as NASA calls them – scattered throughout the rock. Spheres like these can be formed either by volcanism or by minerals accreting under water, but the way the blueberries are mixed randomly through the rock – not layered on top, as they would have been after a volcanic eruption – strongly suggests the latter.

None of these findings are dispositive, but their combined weight persuaded NASA scientists to summarise their findings in unusually explicit language. 'We have concluded that the rocks here were soaked with liquid water,' said Squyres flatly. 'The ground would have been suitable for life.'

Does that mean that there was – or still is – life on Mars? The fossil record on Earth suggests that given enough time and H_2O, life will eventually emerge, but there's nothing in the current findings to prove that this happened on Mars. Without more knowledge of such variables as temperature, atmosphere and the length of time Martian water existed, we can't simply assume that what happened on our planet would necessarily occur on another.

Opportunity and its twin robot Spirit are not equipped to search for life. Their mission is limited to looking for signs of water. But there's still a lot for them to do. Just knowing that rocks were wet doesn't tell you if the water was flowing or stationary, if it melted down from ice caps or seeped up through the ground. And if water was once there in such abundance, where did it go? Opportunity, which is very likely to exceed its planned 90-day mission, is already looking for those answers, toddling off to investigate other rocks farther and farther from its landing site. Spirit is conducting its own studies in Gusev Crater, on the opposite side of the planet.

The next step – the search for life – will have to wait until 2013 or so. That's when NASA has tentatively scheduled the first round trip to Mars – a mission that will pluck selected rocks off the Red Planet and bring them back home for closer study. Whether humans will ever follow those machines – President Bush's January announcement notwithstanding – is impossible to say. (851 words)

Questions 1-8

Complete the sentences using NO MORE THAN THREE WORDS from the text for each answer. Write your answer in the blank.

1. The Martian rover is likely to show that the once regarded _____ may be true.
2. The completion of _____ gave NASA scientists confidence for excitement.
3. Volcanoes and wind help shape _____.
4. Small holes on the rock clearly indicate the _____ on Mars.
5. _____ are more likely to cause the formation of BB-size spherules.
6. The appearance of life depends on H_2O as well as on _____.
7. Water may be _____ from underneath the Martian surface.
8. The next trip will aim at scraping _____ from the Mars.

III. Multiple-Choice Questions

Overview

Multiple-Choice Questions ask you to choose an answer from a list of three or four alternatives given in the question.

Tips

1. There are three possibilities for every alternative that you see in the task:
   - It might be stated differently in the passage;
   - It might be incorrect from the one stated in the passage; or
   - It might not be stated in the passage.
2. Scan the passage and locate where the alternatives are stated.
3. Be careful of words such as *more, all, always, never,* etc. as they may change the meaning expressed in the passage or alternatives.
4. Cross out the alternatives that you have identified as incorrect.
5. Do the easiest items first. Proceed to the next item(s) should you find that you are unsure of the answer to a particular item.
6. Do not spend too much time on a particular item. Skip, but make it a point to go back to the item(s) skipped if you still have time.

Sample reading 5

You should spend about 20 minutes on questions 1-13, which are based on the reading passage below.

Another Intelligence?

Emotional intelligence as a theory was first brought to public attention by the book *Emotional Intelligence, Why It Can Matter More Than IQ* by Daniel Goleman, but the theory itself is, in fact, attributed to two Americans, John D. Mayer and Peter Salovey. What is emotional intelligence exactly? According to Goleman, emotional intelligence consists of five key elements. The first is knowing one's own emotions: being able to recognise that one is in an emotional state and having the ability to identify which emotion is being experienced, even if it is not a particularly comfortable feeling to admit to, e.g. jealousy or envy.

Emotional awareness can then lead to managing one's emotions. This involves dealing with emotions, like jealousy, resentment, anger, etc., that one may have difficulty accepting by, perhaps, giving oneself comfort food, or doing nice things when one is feeling low. Many people do this instinctively by buying chocolate or treating themselves; others are able to wrap themselves in positive thoughts or "mother themselves". There are, of course, many people who are incapable of doing this, and so need to be taught. The third area is self-motivation. Our emotions can simultaneously empower and hinder us, so it is important to develop the ability to control them. Strategies can be learnt whereby emotions are set aside to be dealt with at a later date. For example, when dealing with the success or good fortune of others, it is better not to suppress any "negative" emotion that arises. One just has to recognise it is there. And then one just needs to be extra careful when making decisions and not allow one's emotions to cloud the issue, by letting them dictate how one functions with that person. The separation of logic and emotion is not easy when dealing with people.

As social beings, we need to be able to deal with other people, thus bringing us to the next item on Goleman's list, namely: recognising emotions in other people. This means, in effect, having or developing "social radar", i.e. learning to read the weather systems around individuals or groups of people. Obviously, leading on from this is the ability to handle relationships. If we can recognise, understand and then deal with other people's emotions, we can function better both socially and professionally. Not being tangible, emotions are difficult to analyse and quantify, compounded by the fact that each area in the list above does not operate in isolation. Each of us

has misread a friend's or a colleague's behaviour to us and other people. The classic example is the shy person, categorised by some people as arrogant and distant and by others as lively and friendly and very personable. How can two different groups make a definitive analysis of someone that is so strikingly contradictory? And yet this happens on a daily basis in all our relationships – even to the point of misreading the behaviour of those close to us! In the work scenario, this can cost money. And so it makes economic sense for business to be aware of it and develop strategies for employing people and dealing with their employees.

All common sense you might say. Goleman himself has even suggested that emotional intelligence is just a new way of describing competence: what some people might call savoir faire or savoir vivre. Part of the problem here is that society or some parts of society have forgotten that these skills ever existed and have found the need to re-invent them.

But the emergence of emotional intelligence as a theory suggests that the family situations and other social interactions where social skills were honed in the past are fast disappearing, so that people now sadly need to be re-skilled. (622 words)

Questions 1-5

Choose one phrase (A-I) from the list of phrases on the next page to complete each key point below. Write the appropriate letters (A-I) beside questions 1-5. The information in the completed sentences should be an accurate summary of the points made by the writer.

N.B. There are more phrases than key points, so you will not need to use them all. You may use each phrase once only.

Key Points

1. Knowing one's emotions ...
2. One aspect of managing one's emotions ...
3. Self-motivation ...
4. The ability to recognise emotions in other people ...
5. Handling relationships ...

List of Phrases

A empowers and hinders us
B means many people eat chocolate
C involves both recognition and identification
D is intangible
E is achieved by learning to control emotions
F is the key to better social and professional functioning
G is particularly comfortable
H is like having social radar
I is that some emotions are difficult to accept

Questions 6-12

Choose the appropriate letters (A-D) and write them in questions 6-12 on your answer sheet.

6. Emotional intelligence as a theory _____.
   A. is attributed to Daniel Goleman
   B. was unheard of until the 1970s
   C. is attributed to Mayer and Salovey
   D. consists of at least five key areas

7. One way of controlling emotions is to _____.
   A. hinder them
   B. suppress the negative ones
   C. put them to the side to deal with later
   D. use both logic and emotion

8. As well as being intangible, the problem with emotions is that they _____.
   A. are difficult
   B. are difficult to qualify
   C. do not operate in isolation
   D. are compounded

9. Misreading the behaviour of others _____.
   A. is most common with those close to us
   B. is always expensive
   C. is a classic example
   D. happens on a daily basis

10. Employers need to _____.
    A. save money
    B. know about people's emotions
    C. employ and deal with employees
    D. work scenario

11. Goleman links emotional intelligence to _____.
    A. competence
    B. incompetence
    C. happiness
    D. common sense

12. The fact that the idea of emotional intelligence has emerged suggests that social interactions _____.
    A. happen in the family
    B. need to be re-skilled
    C. are becoming less frequent
    D. are honed

Question 13

Does the statement below agree with the information in the reading passage? Beside question 13, write:

YES	if the statement agrees with the information in the passage;
NO	if the statement contradicts the information in the passage;
NOT GIVEN	if there is no information about the statement in the passage.

Example:

John D. Mayer and Peter Salovey wrote "Emotional Intelligence, Why It Can Matter More Than IQ".
Answer: NO

13. The author believes that the lack of emotional intelligence will lead to the disintegration of the family as a social unit.

Sample reading 6

Read the passage and then answer the questions that follow.

Recycling Britain

1 By 2000, half of the recoverable material in Britain's dustbins will be recycled – that, at least, was the target set last November by Chris Pattern, Secretary of State for the Environment. But he gave no clues as to how we should go about achieving it. While recycling enthusiasts debate the relative merits of different collection systems, it will largely be new technology, and the opening up of new markets, that makes Pattern's target attainable: a recycling scheme is successful only if manufacturers use the recovered materials in new products that people want to buy.

2 About half, by weight, of the contents of the typical British dustbin is made up of combustible materials. These materials comprise 33 per cent paper, 7 per cent plastics (a growing proportion), 4 per cent textiles and 8 per cent miscellaneous combustibles.

3 Of the rest, hard non-combustibles (metals and glass) each make up another 10 per cent, and 'putrescibles', such as potato peelings and cabbage stalks, account for 20 per cent, although this proportion is decreasing as people eat more pre-prepared foods. The final fraction is fines – nameless dust. This mixture is useless to industry, and in Britain most of it is disposed of in landfill sites – suitable holes, such as worked-out quarries, in which the waste is buried under layers of soil and clay. That still leaves about 40 per cent of the mixture – glass containers, plastics, and some paper and metal containers – as relatively clean when discarded. This clean element is the main target for Britain's recyclers.

4 The first question, then, is how best to separate the clean element from the rest. The method of collection is important because manufacturers will not reuse collected material unless it is clean and available in sufficient quantities. A bewildering assortment of different collection schemes operates in the rest of Europe, and pilot schemes are now under way in many British cities including Leeds, Milton Keynes, Sheffield and Cardiff. Sheffield, Cardiff and Dundee are testing out alternatives as part of a government monitored recycling project initiated last year by Friends of the Earth.

5 We could almost halve the total weight of domestic waste going to landfill by a combination of 'collect' schemes (such as doorstep collections for newspapers), 'bring' schemes (such as bottle banks) and plants for extracting metals.

6 This estimate makes two important assumptions. One is that the government will bring in legislation to encourage the creation of markets for products made from recycled materials, especially glass, paper and plastics. The other is that industry will continue to introduce new technology that will improve both the products and the techniques used to separate materials from mixed refuse. (448 words)

Questions 1-4

Decide which of the alternatives is the correct answer and put the appropriate letter in the space provided.

1. In paragraph 1, the writer suggests that the Secretary of State for the Environment has
   A. created an impossible target.
   B. provided a target without a method.
   C. given clear details of how to achieve a target.
   D. given manufacturers a target to aim for.

   Answer: _____

2. It can be inferred from the text that the disposal of _____ is on the decline.
   A. paper and textiles
   B. vegetable peelings
   C. bottles and metals
   D. glass and plastics

   Answer: _____

3. 'This mixture is useless to industry' (paragraph 3). This statement is
   A. true for Britain but not for other countries.
   B. a matter of disagreement.
   C. the opinion of the author.
   D. an established fact.

   Answer: _____

4. According to the text, recycling is only possible when
   A. there is enough clean material.
   B. there is a small amount of clean material.
   C. it is monitored by the government.
   D. different schemes operate.

   Answer: _____

IV. Classification Questions

Overview

These questions ask you to classify information given in the reading passage.

Classifications are often according to the writer's opinion or according to a period of time or place.

You will be asked to identify a letter which represents one of the classifications for each item in a list of statements.

Tips

1. Read the instructions carefully.
2. Make sure you know how many classifications there are and what letters you have to use.
3. Read the classifications carefully and make sure you do not confuse the letters which represent each one.
4. Read the statements, phrases or words beside the question numbers and underline key words.
5. Start with the first statement and work your way through them one by one, searching the passage to find where the information is mentioned.
6. The questions will not necessarily be in the same order as the passage and the wording will probably be different in the passage, so look out for synonyms and parallel expressions.
7. When you have located the reference in the passage, read it carefully and select your answer.
8. Do not leave any statements without a letter.

Sample reading 7

Things Fall Apart

What if the dark energy and dark matter essential to modern explanations of the universe don't really exist?

It was beautiful, complex and wrong. In 150 AD, Ptolemy of Alexandria published his theory of epicycles – the idea that the moon, the sun and the planets moved in circles, which were moving in circles around the Earth. This theory explained the

motion of celestial objects to an astonishing degree of precision. It was, however, what computer programmers call a kludge: a dirty, inelegant solution. Some 1,500 years later, Johannes Kepler, a German astronomer, replaced the whole complex edifice with three simple laws.

Some people think modern astronomy is based on a kludge similar to Ptolemy's. At the moment, the received wisdom is that the obvious stuff in the universe – stars, planets, gas clouds, and so on – is actually only 4% of its total content. About another quarter is so-called cold, dark matter, which is made of different particles from the familiar sort of matter, and can interact with the latter only via gravity. The remaining 70% is even stranger. It is known as dark energy, and acts to push the universe apart. However, the existence of cold, dark matter and dark energy has to be inferred from their effects on the visible, familiar stuff. If something else is actually causing those effects, the whole theoretical edifice would come crashing down.

According to a paper just published in the MONTHLY NOTICES OF THE ROYAL ASTRONOMICAL SOCIETY by Tom Shanks and his colleagues at the University of Durham, in England, that might be about to happen. Many of the inferences about dark matter and dark energy come from detailed observations of the cosmic microwave background (CMB). This is radiation that pervades space, and is the earliest remnant of the Big Bang which is thought to have started it all. Small irregularities in the CMB have been used to deduce what the early universe looked like, and thus how much cold, dark matter and dark energy there is around.

Dr. Shanks thinks these irregularities may have been misinterpreted. He and his colleagues have been analysing data on the CMB that were collected by WMAP, a satellite launched in 2001 by NASA, America's space agency. They have compared these data with those from telescopic surveys of galaxy clusters, and have found correlations between the two which, they say, indicate that the clusters are adding to the energy of the CMB by a process called inverse Compton scattering, in which hot gas boosts the energy of the microwaves. That, they say, might be enough to explain the irregularities without resorting to ghostly dark matter and energy.

Dr. Shanks is not the only person questioning the status quo. In a pair of papers published in a December issue of ASTRONOMY AND ASTROPHYSICS, Sebastien Vauclair of the Astrophysics Laboratory of the Midi-Pyrenees, in Toulouse, and his colleagues also report the use of galaxy clusters to question the existence of dark energy. But their method uses the clusters in a completely different way from Dr. Shanks, and thus opens a second flank against the conventional wisdom.

Cosmological theory says that the relationship between the mass of a galaxy cluster and its age is a test of the value of the 'density parameter' of the universe. The density parameter is, in turn, a measure of just how much normal matter, dark matter and

dark energy there is. But because the mass of a cluster is difficult to measure directly, astronomers have to infer it from computer models which tell them how the temperature of the gas in a cluster depends on that cluster's mass.

Even measuring the temperature of a cluster is difficult, though. What is easy to measure is its luminosity. And that should be enough, since luminosity and temperature are related. All you need to know are the details of the relationship, and by measuring luminosity you can backtrack to temperature and then to mass.

That has been done for nearby clusters, but not for distant ones which, because of the time light has taken to travel from them to Earth, provide a snapshot of earlier times. So Dr. Vauclair and his colleagues used XMM-NEWTON, a European X-ray-observation satellite that was launched in 1999, to measure the X-ray luminosities and the temperatures of eight distant clusters of galaxies. They then compared the results with those from closer (and therefore apparently older) clusters.

The upshot was that the relationship between mass and age did not match the predictions of conventional theory. It did, however, match an alternative model with a much higher density of 'ordinary matter' in it.

That does not mean conventional theory is yet dead. The NEWTON observations are at the limits of accuracy, so a mistake could have crept in. Or it could be that astronomers have misunderstood how galaxy clusters evolve. Changing that understanding would be uncomfortable, but not nearly as uncomfortable as throwing out cold, dark matter and dark energy.

On the other hand, a universe that requires three completely different sorts of stuff to explain its essence does have a whiff of epicycles about it. As Albert Einstein supposedly said, 'Physics should be made as simple as possible, but not simpler.' Put Dr. Shanks's and Dr. Vauclair's observations together, and one cannot help but wonder whether Ptolemy might soon have some company in the annals of convoluted, discarded theories. (899 words)

Questions 1-8

Three categories of astronomical theories are mentioned in the essay. Which category should each of the following be classified into? Write your answer in the space provided.

Choose:

SV = Dr. Shanks and Dr. Vauclair
Con = Conventional wisdom
Pt = Ptolemy

1. The approach of luminosity measurement: _____
2. 'Ordinary matter' model: _____
3. The presence of dark matter and energy: _____
4. The successive rotation of the heavenly body: _____
5. Density parameter approach: _____
6. Scattering galaxy clusters: _____
7. Big Bang: _____
8. Cosmic microwave background: _____

Sample reading 8

Mobile Telecommunications

With or without AT&T Wireless, Vodafone now has a fight on its hands.

The word 'dilemma' is widely misused. It does not simply refer to a difficult decision, but to a choice between two equally unpleasant alternatives. That is exactly what Vodafone, the world's largest mobile telephone operator, faced this week as it debated whether or not to bid for AT&T Wireless, a struggling American firm that recently put itself up for sale. With the deadline for bids set for February 13th, there was much speculation over Vodafone's intentions as THE ECONOMIST went to press. But whether or not the firm decides to make a play for AT&T Wireless, it now has a fight on its hands as it struggles to win control of an American mobile operator, an essential component of its strategy to establish a dominant global brand.

At the moment, Vodafone owns 45% of Verizon Wireless, the leading American operator. (The other 55% is owned by Verizon, a fixed-line telephone firm.) This is an anomaly: Vodafone usually has a controlling stake in its subsidiaries. So, it would love to take control of Verizon Wireless, or buy another operator outright, in order to apply the Vodafone brand and integrate its American operations with those overseas. Surely, then, a bid for AT&T Wireless would make perfect sense? Alas, no. Worries about the impact of such a deal have wiped $17 billion off Vodafone's market value. Shareholders and managers are divided over the merits of bidding.

The first objection is that to buy AT&T Wireless, Vodafone would have to sell its stake in Verizon Wireless, worth around $30 billion, back to Verizon. It would then find itself in a bidding war with Cingular, another operator which has already made

a cash bid of $30 billion for AT&T Wireless. Even if Vodafone wins, the tax bill associated with selling its Verizon Wireless stake plus the premium needed to outbid Cingular will probably add up to $5 billion-10 billion. As Bob House of Adventis, a consultancy, observes, that is a lot to pay to swap 'a minority stake in a very good operator for a controlling stake in a much less good one'.

Vodafone would receive far less income from its new American subsidiary: AT&T Wireless is much less profitable than Verizon Wireless. It would also cost money to bring AT&T Wireless's network up to the standards of Vodafone's networks in other countries. Verizon Wireless has a modern, efficient network based on CDMA technology, which it is upgrading to provide high-speed 'broadband' access. AT&T Wireless, by contrast, has a complicated patchwork of old TDMA and newer GSM and EDGE technologies. The appeal for Vodafone is that these technologies are compatible with its GSM networks in other countries. This would allow roaming between its networks in America and in other countries, something that is currently impossible (though not, it must be said, of much concern to most subscribers). It would also increase Vodafone's clout when negotiating with GSM equipment vendors.

Overall, buying AT&T Wireless would be expensive, difficult and risky – which is why many shareholders are opposed. In a statement released on February 9th, Vodafone announced that it 'continues to monitor developments in the US market and is exploring whether a potential transaction with AT&T Wireless is in the interests of its shareholders'. It would seem to be an open-and-shut case – buying AT&T Wireless would destroy shareholder value. Cingular, in contrast, can cut costs by merging its existing operations with those of AT&T Wireless, since it is already operating in the American market. Vodafone cannot.

But the company's Sphinx-like statement could be read both ways. For to win control of an American operator, the alternative to bidding for AT&T Wireless is not to do nothing: it is to attempt a $150 billion hostile takeover of Verizon, in order to win control of Verizon Wireless. This could make buying AT&T Wireless look like a picnic in comparison. And even if Vodafone pulled off such a deal, it would then have to sell off Verizon's shrinking and unattractive landline business. This is not impossible – the company performed a similar manoeuvre in Japan – but it is not difficult to see why bidding for AT&T Wireless might look like the least bad option.

For Arun Sarin, who took over as Vodafone's boss last July, the timing could hardly be worse. Mr. Sarin was planning to concentrate on integrating Vodafone's existing businesses, and perhaps working on a deal to extract SFR, its French associate, from the controlling clutches of Vivendi. Consolidation in the American market was thought to be a year or two away. But now AT&T Wireless has forced his hand. Ironically, a big American deal, whatever form it takes, is just the sort of thing that Sir Chris Gent, Mr. Sarin's swashbuckling predecessor, would have relished. (802 words)

Questions 1-9

There are both advantages and disadvantages for Vodafone to bid for AT&T Wireless. Label the following statements as:

A = Advantage
D = Disadvantage

1. Negotiation with equipment vendors: _____
2. Profitability of AT&T Wireless: _____
3. Integration of networks: _____
4. Control of an American operator: _____
5. Continental mobile roaming: _____
6. Premium needed to outbid: _____
7. Sell off Verizon's shrinking and unattractive landline business: _____
8. Global brand: _____
9. The patchwork of TDMA, GSM and EDGE: _____

Day 5 Exercises on Detail Questions (1)

Passage 1

You should spend about 20 minutes on questions 1-14, which are based on the reading passage below.

In or Out?

British further education colleges did not traditionally have any concerns about student drop-out, because the origins of the sector were in vocational apprenticeship training for employers where the apprentices could not drop out without endangering their job. In the 1970s, this sector began to expand into more general education courses, which were seen both as an alternative to school for 16-18-year-olds and a second chance for adults. The philosophy was mainly liberal with students regarded as adults who should not be heavily monitored, but rather free to make their own decisions; it was not uncommon to hear academic staff argue that attendance at classes was purely voluntary.

In the 1980s, with an increased consciousness of equal opportunities, the focus of the further education colleges moved to widening participation, encouraging into colleges students from previously under-represented groups, particularly from ethnic minorities. This, in turn, led to a curriculum which was more representative of the new student body. For example, there were initiatives to ensure the incorporation of literature by black writers into A-level literature courses; history syllabuses were altered to move beyond a purely Eurocentric view of the world; and geography syllabuses began to look at the politics of maps.

A turning point came in 1991 with the publication of a report on completion rates by the government inspection body for education, Her Majesty's Inspectorate for England and Wales (HMI 1991). However, this report was based on academic staff's explanations of why students had left. It suggested that the vast majority left either for personal reasons or because they had found employment, and that only 10% left for reasons that could in any way be attributed to the college.

Meanwhile, Britain had been going through the Thatcherite revolution and, in parallel to the Reagan politics of the US, a key principle was the need to reduce taxation drastically. At this point (and to a large extent still), further and higher education

colleges were almost entirely funded from the public purse. There had been any cuts in this funding through the 1980s, but no one had really looked at value for money. However, in the early 1990s, the Audit Commission with Office of Standards in Education (OFSTED) (the new version of HMI) turned the spotlight onto further education and published a seminal report. Unfinished Business (Audit Commission and OFSTED 1993), which showed that drop-out was happening on a significant scale and, crucially given the politics of the time, attributed a cost to the state of £500 million, arguing that this was a waste of public (i.e. taxpayers') money. To quote Yorke (1999), non-completion became political. The Audit Commission report coincided with government moves to privatise the functions of the state as much as possible, and with the decision to remove further education from the control of local government and give it a quasi-dependent status, where colleges were governed by independent boards of governors bidding to the state for funding to run educational provision. As part of this, a new series of principles for funding and bidding were developed (FEFC 1994) which incorporated severe financial penalties for student drop-out. In essence, the system is that almost all the state funding is attached to the individual student. There is funding for initial advice and guidance, on-course delivery and student achievement, but if the student drops out, the college loses that funding immediately, so that loss of students in the first term leads to an immediate loss of college funding for the other two terms. Not surprisingly, this focused the concern of colleges immediately and sharply on the need to improve student retention rates.

Recently, therefore, there has been considerable effort to improve retention but, as Martinez (1995) pointed out, there was no body of research on which to base strategies. An additional complexity was that colleges had been slow to computerise their student data, and most colleges were in the position of not knowing what their retention rates were or any patterns involved. Where data did exist it was held separately by either administrative or academic staff with poor communication between these groups. Colleges, however, jumped into a number of strategies based largely on experience, instinct and common sense, and publication of these began. (Martinez 1996; Martinez 1997; Kenwright 1996; Kenwright 1997)

The main strategies tried are outlined in the literature as summarised by Martinez (1996). These include sorting activities around entry to ensure "best fit", supporting activities including childcare, financial support and enrichment/learner support, connecting activities to strengthen the relationship between the college and the student, including mentoring and tutorials and activities to transform the student, including raising of expectations and study/career development support and tutoring. (777 words)

Questions 1-3

Use the information in the text to match each of the years listed (1-3) with one of the key events in the development of further education (i-vii). Write the appropriate numbers (i-vii) beside questions 1-3 in your booklet. Note that there are more items listed under the key events than years, so you will not use all of them.

Years
1. 1991
2. 1993
3. 1994

	Key Events in the Development of Further Education
i	Severe penalties for drop-out are developed as part of college funding mechanisms.
ii	Serious attempts are made to improve student support.
iii	An influential report showing that non-completion rates are significantly high is published.
iv	The lack of a strategic basis is officially recognised.
v	The HMI is created.
vi	Data on student completion rates for further education are published.
vii	A minor report showing that non-completion rates are significantly high is published.

Questions 4-8

Complete the sentences below. Use NO MORE THAN THREE WORDS from the passage to fill each blank space. Write your answers in the blanks.

4. Further education colleges in Britain were originally not worried about student drop-out, because students did not leave college for fear of _____.

5. According to the writer, the philosophy at further education colleges was _____.

6. As people became more aware of equal opportunities, colleges encouraged students from under-represented groups, as a move to _____.

7. The HMI's report focused on completion rates, based on _____ of reasons for students' departure from college.

8. In the early 1990s, the political situation, both in Britain and the US, demanded a drastic _____.

Questions 9-14

Choose the appropriate letters (A-D) and write them in questions 9-14 in your booklet.

9. The report Unfinished Business _____.
   A. pointed out the politics of the time
   B. gave £500 million to the state
   C. linked drop-out to wasting money
   D. turned the spotlight

10. The new series of principles developed in 1994 by the FEFC _____.
   A. gave money to each student
   B. was quasi-independent
   C. meant colleges had to turn their immediate attention to improving student retention rates
   D. was aimed at improving teacher retention rates

11. Attempts to reduce the student drop-out rate were hindered because _____.
   A. there was a lack of research data on which to base strategies
   B. colleges did not know what to do
   C. computers in colleges were slow
   D. colleges had no patterns

12. Further hindrances in reducing the student drop-out rate were _____.
   A. colleges' slowness in computerising data and not knowing their retention rates, nor what patterns of retention existed
   B. college inertia and administrative incompetence
   C. computer glitches and strikes, which occurred at most colleges
   D. colleges not knowing their retention rates or where the patterns were

13. Colleges' strategies to deal with the problem of low retention _____.
   A. brought administrative and academic staff together
   B. varied enormously
   C. jumped
   D. were based on something other than data

14. The main strategies to improve retention included _____.
   A. "best fit" supporting activities
   B. activities to support and transform the student
   C. the raising of college expectations
   D. a summary by Martinez

Passage 2

You should spend about 20 minutes on questions 1-13, which are based on the reading passage below.

The Brain and Intelligence

Human intelligence is an elusive quality. We all think we know it when we see it but try to pin down that quality to a firm, testable definition and suddenly, even for the most experienced researchers, the concept disappears. But now a team of British and German scientists believe they have firmly nailed down at least part of the notion of intelligence. They claim to have found a location for intelligence, whatever it is, in the brain.

For many years, researchers have believed that intelligence is a quality which is spread throughout the whole human brain. Traditional psychologists such as Benjamin Martin believe that this accounts for incidences where physical damage to the brain need not affect intelligence at all. By using advanced scanning equipment, however, researchers led by John Duncan of the Cognition and Brain Sciences Unit in Cambridge now think that it is much more localised and at the front of the brain in particular.

Duncan and his team have attempted to link intelligence to the activity of nerve cells in the brain by giving subjects a series of problem-solving tests. These tests are of the standard sort used to test and measure intelligence. They resemble puzzles where sequences of numbers or letters have to be rearranged or continued, or patterns of shapes have to be inverted. While subjects are carrying out these intelligence tasks, their heads are scanned to see where electrical activity and blood flow in the brain are concentrated. It turns out that activity was concentrated in the frontal cortex and so, Duncan and his team presume, intelligence is situated there too.

This new idea has not been met with universal acceptance, however. The usual definition of "intelligence" was set by Charles Spearman 100 years ago. This was the quality that allows some people to be very good at a whole variety of things – music, mathematics, practical problem-solving, and so on – while others are not. He called this quality general intelligence or the "g" factor for short. It was a contentious idea even at the time but still no one has come up with a better definition. Nonetheless, because the notion of intelligence is imprecisely defined, the idea that there is a fixed location for intelligence has to be questioned.

The questioning comes in an article in the prestigious journal *Science*, the same edition as Duncan's own article. Yale psychologist Robert Sternberg points out that many people who are clearly intelligent, such as leading politicians and lawyers, do very badly in intelligence tests. Conversely, one might argue, there are plenty of academics who are good at intelligence tests but who cannot even tie their own shoelaces! Sternberg implies that the idea that being a successful politician or lawyer does not require intelligence flies in the face of reason. Rather more likely is the idea that so-called intelligence tests can have little to do with many practical manifestations of intelligence. The skills of verbal and mathematical analysis measured by these tests can tell us very little about the skills of social interaction and people handling which are equally essential for success and are, therefore, equally valid qualities of intelligence.

Sternberg makes a further criticism of the conclusions drawn by Duncan's team. The mental-atlas approach really does not tell us anything about intelligence. The fact that we know a computer's "intelligence" is produced by a computer chip and that we can say where this chip is, does not tell us anything about the computer's intelligence or ability. We could easily move the location of the chip and this would not change the computer's "intelligence". As Benjamin Martin points out, this may be what happens in reality when following physical damage to one area of the brain, knowledge and ability appear able to relocate. (630 words)

Questions 1-8

Classify the following statements as referring to:

A	John Duncan
B	Charles Spearman
C	Benjamin Martin
D	Robert Sternberg
E	The writer of the article

Write the appropriate letters (A-E) beside questions 1-8 below.

Example:

Physical damage to the brain need not affect intelligence. — Answer: C

1. Intelligence can be located throughout the brain.
2. Intelligence makes you good at many different things.
3. Intelligence tests examine limited skills.

4. Intelligence is located at the front of the brain.
5. It is difficult to describe what intelligence is.
6. Intelligence tests can be bad at measuring the intellect of professionals.
7. Intelligence and other abilities can reposition following injury to the brain.
8. Intelligence is a characteristic required by those doing well in legal and political professions.

Questions 9-13

Using the information contained in the text, complete the following sentences using NO MORE THAN FOUR WORDS for each answer.

9. Spearman suggested that intelligence was the ability to be good at _____.
10. Spearman's ideas about intelligence are _____.
11. Sternberg suggests that in addition to academic ability, intelligence includes _____.
12. Sternberg also believes that computer's intelligence is not affected by _____.
13. Duncan and his team have attempted _____ to locate the intelligence.

Passage 3

Read the passage and then answer the questions that follow.

UNICEF, Malnutrition and Micronutrients

UNICEF has continued to be at the forefront of advocacy and support for the importation of programmes to combat child malnutrition. A condition for designing effective programmes to fight malnutrition is understanding the causes of the problem recognising how complex they are.

Micronutrients

IODINE: Some of the most rapid and important progress in UNICEF programmes is in the area of salt iodisation. The strategy of universal salt iodisation (USI) has been widely accepted in all regions, and the goal of USI by end-1995 has been met in virtually all of Latin America and in many countries in other regions. During the year, a number of countries with a high prevalence of fording deficiency in which

salt iodisation was previously thought to be virtually impossible, such as Pakistan and Indonesia, started to iodise at least half of all salt reaching consumers. To achieve this, UNICEF offices supported a range of innovative and flexible approaches, for example, the establishment of an 'Iodised Salt Support Facility' in Pakistan, to provide training, supplies and quality control to the 800 or so small salt crushers in the country.

Enormous progress was seen not only in getting iodine into salt but also in the promulgation of laws to give teeth to monitoring and quality control efforts. UNICEF, WHO and the International Council for the Control of Iodine Disorders (ICCID) sponsored a forum in 1995 to consider the iodine and monitoring challenges faced by countries in which salt is brought to market by many small producers rather than larger enterprises.

A technical monograph on practical ways of monitoring salt iodisation programmes was developed jointly with WHO, ICCID and PAMM and widely distributed. Many UNICEF country programmes are monitoring household availability of iodine salt, utilising a simple test kit, as part of the Multi-Indicator Cluster Surveys being undertaken to assess progress in meeting the goals of the World Summit.

VITAMIN A: WHO-UNICEF estimates now indicate that over 250 million children still suffer from vitamin A deficiency (VAD) with many million more at risk. The known effects of VAD on the immune system and thus on child mortality make this a high-priority challenge for UNICEF. In 1995, UNICEF supported surveys of vitamin A status that resulted in widespread deficiency being recognised for the first time in Egypt, South Africa, Kenya and Botswana.

With support from the Micronutrient Initiative in Canada, UNICEF launched projects in 14 countries that will enable innovation in systems of distribution of vitamin A supplements and improvements in monitoring the mortality and morbidity impact of supplementation. A number of countries are building on the successful experience of Guatemala in fortification of sugar with vitamin A. Bolivia and Brazil both launched sugar fortification with vitamin A on a pilot basis in 1995. In Namibia and South Africa, the feasibility of fortifying maize meal with vitamin A is being considered.

UNICEF supports dietary diversification and the consumption of appropriate fruits and vegetables as one of the most potentially sustainable ways for communities to overcome micronutrient malnutrition. Research completed in 1995 with UNICEF assistance pointed to the need to pay further attention to the types of vegetables grown and the type of cooking in order to maximise the impact of home gardening on the vitamin A status of children. In Bangladesh, UNICEF is collaborating with Helen Keller International to assess the impact of a large home gardening project

on the vitamin A status of mothers and young children. This information should help to ensure that future programmes of this type are designed in the most cost-effective way.

IRON: The statement on strategies for reducing iron deficiency anaemia, developed and adopted by WHO and UNICEF in 1995, calls for general supplementation with iron in any population of pregnant women or young children where the prevalence of anaemia exceeds 30%. The results of research trials investigating the impact on anaemia of weekly iron supplements have started to become available. Weekly iron or iron and vitamin A supplements now appear to be a feasible intervention to combat iron deficiency anaemia on a population basis in some vulnerable groups.

UNICEF supported a meeting, jointly with the Thrasher Research Fund and Cornell University, to explore ways of increasing the micronutrient content of foods commonly consumed in countries where micronutrient malnutrition is common. Plant breeders, soil scientists and human nutritionists met to consider the problem and agreed that the micronutrient content of foods had been neglected in the breeding of high yielding (green revolution) varieties of cereals such as rice. With the realisation of the tremendous importance of the micronutrient content of staple food crops to human development, plant breeders agreed that future breeding work should take micronutrient goals into account. The participants also called for research in other priority areas to exploit the potential food-based systems, including the development of programmes and policies that influence the choices of consumers and producers to increase the supply and consumption of micronutrient-rich foods. (823 words)

Questions 1-7

Complete the sentences using NO MORE THAN THREE WORDS from the text for each answer. Write your answer in the blank in your booklet.

1. UNICEF had expected to accomplish the target of _____ by the end of 1995.
2. In Pakistan and Indonesia's countryside, salt is supplied through the channel of _____.
3. _____ are thought to be unlikely to reach the goal of salt iodisation programme.
4. UNICEF experts believe _____ proves to be the most cost-effective way in combating VAD.
5. Children suffer most from VAD because evidence shows their _____ is affected.
6. Pregnant women and young children are _____ to suffer from iron deficiency anaemia.
7. _____ is partly responsible for the lack of micronutrient content in foods.

Questions 8-10

Choose the appropriate letters (A-D) to answer questions 8-10.

8. In which country or area was an Iodised Salt Support Facility established?
   A. Indonesia
   B. Latin America
   C. Botswana
   D. Pakistan

9. What common food has vitamin A been added to?
   A. Salt
   B. Maize meal
   C. Sugar
   D. Rice flour

10. In what aspect of the green revolution was micronutrient content not taken fully into account?
   A. Development of high yielding varieties of cereals
   B. Excessive use of pesticides
   C. Programmes designed to influence consumer choice
   D. Application of chemical fertilisers

Passage 4

Read the passage and then answer the questions that follow.

Social Impact of Mining

The social impact of a modern mining operation in a remote area can also be great. Some people may have to move off their land to make way for the mine. Many more will probably relocate themselves voluntarily, moving in from more remote areas to the mining road or the mining settlement, drawn by the prospects of jobs and money, trade stores and health clinics, or just by the general excitement of the place. In many cases the men will come in by themselves, leaving the women to fend for themselves back in the village. Traditional agriculture and other pursuits are, as a result, often neglected.

But the social environment into which they come is a culturally alien one which can undermine traditional kin and gender relations and traditional authority and control, often with bitter consequences.

Large amounts of cash will normally be injected into the local community in the form of royalties or compensation to landowners, wages to mine workers or payments to sub-contractors. While this can be very beneficial, it can also lead to inequalities, disputes and problems.

Those in the local community who acquire cash from wages or compensation and the power that goes with it are not necessarily those who by tradition hold power in that society. The very advent of the cash can have a disruptive effect on traditional social structures.

Also in societies where resources including cash are owned communally and shared out according to traditional rules and precedents, the injection of very large amounts of money can strain the rules and tempt some to keep more than their entitlement, thus causing internal rifts, disputes and fightings.

Disputes between landowners and mining companies over payments or compensation are also common, and can lead to violent reactions against landowners by the police or armed forces, or repression by the authorities.

For and against

Mining also, of course, brings considerable benefits. Locally it provides jobs and incomes, and for those who use their income wisely an escape from grinding poverty and a life of hardship and struggle. It also brings development and services, such as roads, wharfs, airstrips, stores, health clinics and schools, to areas which are usually remote and often neglected by government. The advent of health care and educational facilities to remote areas that would otherwise not have them can be especially beneficial.

Opinions about a mine will usually vary. Those most in favour tend to be those living near the mine and enjoying its facilities, who have been generously compensated for loss of land or damaged environment, or who are earning good money as mine workers or sub-contractors. Among those least in favour will be women living in or near the mining settlements who have to put up with alcoholism, domestic violence, sexual harassment or other social ills, and people living downstream, far enough away from the mine to be receiving little or no compensation but who nevertheless suffer its polluting effects. (493 words)

Questions 1-5

Use NO MORE THAN THREE WORDS from the passage to answer the following questions. Write your answers in the spaces provided.

1. Who is more likely to suffer in compensation-related struggles over the land?

Answer: _____

2. What is the best description of the living conditions of relocated people?

Answer: _____

3. Who are equally polluted but benefit less from the prosperity of mining?

Answer: _____

4. What might be caused by the dispute over the distribution of an unprecedented huge amount of money within a community?

Answer: _____

5. Which two areas are most prominently improved as the result of the wealth brought by mining?

Answer: _____

Questions 6-9

Complete the sentences using NO MORE THAN THREE WORDS from the text for each answer. Write your answers in your booklet.

6. With the advent of mining, people pay less attention to _____.
7. Although people benefit from mining, they also suffer from such _____ as inequalities, disputes and other problems.
8. Two opinions, namely _____, are both held by people in regard to mining.
9. Because of the strong impact of mining, _____ are changing.

Passage 5

Read the following passage and then answer the questions that follow.

Under Water

Eurotunnel is trying to head off yet another financial crisis.

'Without a doubt, the Channel Tunnel would not have been built if we'd known about these problems,' Richard Shirrefs, the chief executive of Eurotunnel,

said this week. Too few people are using the ten-year-old undersea link between Britain and France to repay even the interest on its bloated construction costs, which have left Eurotunnel with some €9 billion ($11.5 billion) in debt. So, just as happened with supersonic Concorde, taxpayers are being asked to bail out another Anglo-French transport fiasco.

But this time, the governments of Britain and France are unlikely to cough up. In 1986, when Margaret Thatcher, then Britain's prime minister, and the late Francois Mitterrand, France's president, announced that Eurotunnel had won the bid to build the link, both were adamant that no public money would be involved. While the French might now, as is their way, be a little flexible about such things, Britain will not. 'Pouring public money down the tunnel is prohibited by international treaty and legislation,' insists a spokesman for Britain's Department of Transport.

Mr. Shirrefs has not been specific about what he wants, other than a radical restructuring of Eurotunnel's balance sheet, which could involve state assistance or guarantees. His firm, which was granted a 99-year lease on the tunnel, has unveiled a record net loss of €1.9 billion, mostly due to an accounting charge to reflect reduced cash flow expectations. Eurotunnel operates a shuttle service on the twin rail-tracks carrying passengers and vehicles. It also charges others to use the link, including rail-freight companies and Eurostar, which operates high-speed rail services between London, Paris and Brussels.

Even at the lower end of forecasts, some 10m Eurostar passengers were expected to use the link each year. But last year just 6.3m did. Instead of 5m tonnes of freight, only 1.7m tonnes were transported. Mr. Shirrefs would like to boost traffic by cutting charges, but until November 2006, the fees paid by Eurostar and the freight companies are fixed – and at a level that is also based on an expectation of much higher usage. Slashing prices would bring in more passengers, but it risks tipping Eurotunnel even closer to bankruptcy unless its balance sheet can be shorn up. The company has already undergone (at least) three earlier financial shake-ups.

None of this will come as a surprise to tunnel-sceptics – who, like Concorde's, were mostly ignored. Even as the tunnel was being dug, ferry firms ordered bigger and faster ships, confident that they could undercut it. In the event, this is what they did. Even the ferries are now adrift and losing passengers to cut-price airlines. Instead of taking an expensive train or a slow boat, an increasing number of passengers now fly cheaply to destinations in Europe, and if they want a car, they hire one.

Mr. Shirrefs is besieged by dissident French shareholders who want to replace Eurotunnel's management. But that would probably not prevent bankruptcy. The only consolation is that, if it goes bust, the Channel Tunnel, like all fixed assets, will still be there for another operator to use – and its life expectancy is much longer than the recently retired Concordes. (533 words)

Questions 1-5

Use NO MORE THAN THREE WORDS from the text to answer the following questions. Write your answers in the spaces provided.

1. What has been caused by the cooperation between England and France in the traffic area?

Answer:

2. Who claimed that government would not be financially involved in the tunnel construction?

Answer:

3. What is proposed to transform the current operation mode of the Eurotunnel?

Answer:

4. Since its inception, what has Eurotunnel experienced in terms of financial arrangement?

Answer:

5. What makes Eurotunnel lose both freight and passengers?

Answer:

Questions 6-9

Complete the sentences using NO MORE THAN THREE WORDS from the text for each answer. Write your answers in your booklet.

6. _____ would bring in more passengers and goods but make the Eurotunnel finance even worse.

7. The construction of the tunnel has left a huge amount of _____ to become an operation burden.

8. Some _____ think the bankruptcy is avoidable by changing the company's leaders and strategies.

9. Compared with flights, trains and ferries are regarded as being _____.

Passage 6

Read the following passage and then answer the questions that follow.

Government in Aboriginal Societies

Systems of political organisation are divided into two broad categories. Larger systems such as that of modern Australia with centralised structure and developed

form of legislative and judicial institutions are known as states. In contrast to societies organised as states are stateless societies in which there are highly developed institutions with less specialisation.

Stateless societies are divided into two main types, chiefdom and acephalous societies. In chiefdom there are visible leaders. The title of chief is normally inherited by birth. The word acephalous means headless and refers to societies which do not have clearly visible leaders. Power may be in the hands of a council or may be spread throughout the group with kinship being the most important factor in determining authority. Aboriginal societies are acephalous stateless societies.

The nature of aboriginal societies created problems for them when they faced expansionist European societies in the seventeenth and eighteenth centuries. In other areas of colonial expansion, Europeans observed political structures with identifiable chiefs or councils. In some societies, people engaged in warfare and were organised into fighting units which put up some resistance to invaders. In many stateless societies, there were recognisable claims to ownership of territory, with permanent occupancy of villages and use of land for agriculture or animal husbandry. In these societies, there was sometimes an accumulation of surplus goods with recognised avenues of trade between groups. Members of societies gained status as they accumulated wealth through trade.

When in contact with these societies, Europeans identified people with authority and made treaties or entered into alliance with them, negotiated titles to land while recognising the traditional rights, and established trade links with those who had accumulated surplus goods. These contacts sometimes increased status and power of local chiefs and councils.

Pacific island societies in Polynesia and Melanesia provide contrasts which highlight disadvantages suffered by aboriginal groups during the period of nineteenth century colonial expansion. In the Polynesian islands of Tonga, society was divided in an hierarchical structure with chiefs, nobles and commoners. Status in the hierarchy was ascribed by birth and in a person. Others could not achieve entry into higher status through ambition and effort. The power of some chiefs was strengthened through alliances with Great Britain.

In Somoa, power was exercised by local political units as family heads formed the village councils. Melanesian societies of Vanuatu, Solomon Islands and Papua New Guinea, lacked these formal hierarchies and structure but within local groups status, were achieved by 'Big Men' through their own prowess in fighting, skills in accumulating and distributing goods, and initiative in arranging marriage alliances.

In Australia, the lack of large-scale warfare and military leaders, the nomadic nature of land occupancy and use, the absence of trading goods of interest to Europeans, and the difficulty in discerning leaders with whom agreements could be negotiated proved costly for aboriginal societies as they succumbed quickly to invasion, despite pockets of resistance. It was often assumed that aboriginal people had no real attachment to their land and no system of authority. (506 words)

Questions 1-5

Answer the following questions by writing the letter corresponding to the correct answer in the space provided.

1. In aboriginal societies, _____.
   A. the chief makes all the decisions
   B. the chief inherits its position
   C. it is not clear to outsiders who the leader is
   D. family ties are most important in deciding who has power

2. Europeans could not understand aboriginal societies because _____.
   A. they did not speak their language
   B. their chiefs did not engage in trade
   C. their political structure was different from that of the other colonised peoples
   D. their military units were ineffective

3. Pacific island societies _____.
   A. resembled aboriginal societies
   B. were usually allied to Great Britain in the 19th century
   C. showed distinctive hierarchical structures, both formal and informal
   D. were ruled by the most successful warriors

4. Aboriginal societies could not withstand European invasion because _____.
   A. aborigines did not believe in trade
   B. Europeans did not believe it was necessary to negotiate with them
   C. they were not interested in land
   D. they had no system of authority

5. The most important people in aboriginal societies _____.
   A. wore badges around their necks
   B. were known as chiefs and elders
   C. could not contacted on stations
   D. were not recognised by the Europeans

Questions 6-12

The following is a list of the characteristics of the three types of societies mentioned in the passage. Indicate the characteristics of each society by writing the code in your booklet. The first has been done as an example.

Use this code:

M = Modern states
C = Chiefdom
A = Aboriginal

Example:	Answer:
Kinship being the most important	A

6. Visible leaders inherited by birth
7. Centralised structure
8. An hierarchical structure of leaders
9. Nomadic lifestyle
10. Legislative and judicial institutions
11. Position could be attained through skill and commerce
12. Family heads as council members

Passage 7

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 hens do.

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 plants 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, but, 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. (650 words)

Questions 1-8

Classify the characteristics listed below as belonging to:

D	Ducks
H	Hens
or	
NI	if there is no information in the reading passage.

Example: More vulnerable to illness — Answer: H

1. More eggs per week — Answer: _____
2. Lengthier laying period — Answer: _____
3. Less likely to uproot plants — Answer: _____
4. Dangerous to grass — Answer: _____
5. Eat more grain — Answer: _____
6. Better mothers — Answer: _____
7. Salmonella problems — Answer: _____
8. More food at cold times — Answer: _____

Questions 9-12

Complete the partial summary below. Choose ONE or TWO words from the passage for each answer. Write your answers in boxes 9-12 on your answer sheet.

To prevent their (9) _____ from getting dirty, ducks should have access to water. This may be provided by building a pond, but ducklings under (10) _____ of age should be prevented from entering it because of the (11) _____ of the water. If too many ducks are kept on a plot of land, the soil may eventually become (12) _____ 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.

Day 6

Detail Questions (2): True/False/Not Given/Sentence-Completion/Matching Questions

V. True/False/Not Given Questions

Overview

True/False/Not Given Questions ask you to either identify the writer's views or claims (Yes/No/Not Given) or identify the information in the passage (True/False/Not Given).

You often find the instructions as follows:

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

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

This kind of question accounts for two thirds of detail questions. If you have mastered how to tackle them, the success is in your hand.

Tips

1. Quickly read through all the statements to get an idea about the topic.
2. Search for the section of the passage which deals with the idea of fact. Once you have found the relevant section, read it carefully for the answer.
3. For answers that are False or No, you will be given the information to prove that at least one or more aspect of the statement is incorrect.
4. You should decide that a statement is Not Given if:
   - the statement presents the information that is not mentioned in the passage; or
   - the statement presents the information that is mentioned in the passage but is not clearly the same as or not clearly opposite to the information in the passage.
5. For True answers, all the aspects of the statement will be proven correct from the passage.
6. Beware of words like *must*, *all*, *always*, *never*, etc. These words may make the statement false.
7. To save time, you can use the following abbreviations when writing your answers on your answer sheet, e.g.
   TRUE = T
   FALSE = F
   NOT GIVEN = NG

Sample reading 1

You should spend about 20 minutes on questions 1-15, which are based on the reading passage below.

Questions 1-5

The reading passage below has 5 paragraphs (A-E). Which paragraph focuses on the information below? Write the appropriate letters (A-E) beside questions 1-5.

N.B. Write only ONE letter for each answer.

1. The way parameters in the mind help people to be creative
2. The need to learn rules in order to break them
3. How habits restrict us and limit creativity
4. How to train the mind to be creative
5. How the mind is trapped by the desire for order

The Creation Myth

A It is a myth that creative people are born with their talents: gifts from God or nature. Creative genius is, in fact, latent within many of us, without our realising. But how far do we need to travel to find the path to creativity? For many people, a long way. In our everyday lives, we have to perform many acts out of habit to survive, like opening the door, shaving, getting dressed, walking to work, and so on. If this were not the case, we would, in all probability, become mentally unhinged. So strongly ingrained are our habits, though this varies from person to person, that, sometimes, when a conscious effort is made to be creative, automatic response takes over. We may try, for example, to walk to work following a different route, but end up on our usual path. By then it is too late to go back and change our minds. Another day, perhaps. The same applies to all other areas of our lives. When we are solving problems, for example, we may seek different answers, but, often as not, find ourselves walking along the same well-trodden paths.

B So, for many people, their actions and behaviour are set in immovable blocks, their minds clogged with the cholesterol of habitual actions, preventing them from operating freely, and thereby stifling creation. Unfortunately, mankind's very struggle for survival has become a tyranny – the obsessive desire to give order to the world is a case in point. Witness people's attitude to time, social customs and the panoply of rules and regulations by which the human mind is now circumscribed.

C The groundwork for keeping creative ability in check begins at school. School, later university and then work teach us to regulate our lives, imposing a continuous process of restrictions, which is increasing exponentially with the advancement of technology. Is it surprising then that creative ability appears to be so rare? It is trapped in the prison that we have erected. Yet, even here in this hostile environment, the foundations for creativity are being laid, because setting off on the creative path is also partly about using rules and regulations. Such limitations are needed so that once they are learnt, they can be broken.

D The truly creative mind is often seen as totally free and unfettered. But a better image is of a mind which can be free when it wants, and one that recognises that rules and regulations are parameters, or barriers, to be raised and dropped again at will. An example of how the human mind can be trained to be creative might help here. People's minds are just like tense muscles that need to be freed up and the potential unlocked. One strategy is to erect artificial barriers or hurdles in solving a problem. As a form of stimulation, the participants in the task can be forbidden to use particular solutions or to follow certain lines of thought to solve a problem. In this way they are obliged to explore unfamiliar territory, which may lead to some startling discoveries. Unfortunately, the difficulty in this exercise, and with creation itself, is convincing people that creation is possible, shrouded as it is in so much myth and legend. There is also an element of fear involved, however subliminal, as deviating from the safety of one's own thought patterns is very much akin to madness. But, open Pandora's box, and a whole new world unfolds before your very eyes.

E Lifting barriers into place also plays a major part in helping the mind to control ideas rather than letting them collide at random. Parameters act as containers for ideas, and thus help the mind to fix on them. When the mind is thinking laterally, and two ideas from different areas of the brain come or are brought together, they form a new idea, just like atoms floating around and then forming a molecule. Once the idea has been formed, it needs to be contained or it will fly away, so fleeting is its passage. The mind needs to hold it in place for a time so that it can recognise it or call on it again. And then the parameters can act as channels along which the ideas can flow, developing and expanding. When the mind has brought the idea to fruition by thinking it through to its final conclusion, the parameters can be brought down and the idea allowed to float off and come in contact with other ideas. (753 words)

Questions 6-10

Choose the appropriate letters (A-D) and write them beside questions 6-10 in your booklet.

6. According to the writer, creative people _____.
   A. are usually born with their talents
   B. are born with their talents
   C. are not born with their talents
   D. are geniuses

7. According to the writer, creativity is _____.
   A. a gift from God or nature
   B. an automatic response
   C. difficult for many people to achieve
   D. a well-trodden path

8. According to the writer, _____.
   A. the human race's fight to live is becoming a tyranny
   B. the human brain is blocked with cholesterol
   C. the human race is now circumscribed by talents
   D. the human race's fight to survive stifles creative ability

9. Advancing technology _____.
   A. holds creativity in check
   B. improves creativity
   C. enhances creativity
   D. is a tyranny

10. According to the author, creativity _____.
    A. is common
    B. is increasingly common
    C. is becoming rarer and rarer
    D. is a rare commodity

Questions 11-15

Do the statements on the next page agree with the information in the reading passage? Beside questions 11-15, write:

YES	if the statement agrees with the information in the passage;
NO	if the statement contradicts the information in the passage;
NOT GIVEN	if there is no information about the statement in the passage.

Example:	Answer:
In some people, habits are more strongly ingrained than in others.	YES

11. Rules and regulations are examples of parameters.
12. The truly creative mind is associated with the need for free speech and a totally free society.
13. One problem with creativity is that people think it is impossible.
14. The act of creation is linked to madness.
15. Parameters help the mind by holding ideas and helping them to develop.

Sample reading 2

You should spend about 20 minutes on questions 1-14, which are based on the reading passage below.

A New Menace from an Old Enemy

Malaria is the world's second most common disease causing over 500 million infections and one million deaths every year. Worryingly, it is one of those diseases which is beginning to increase as it develops resistance to treatments. Even in the UK, where malaria has been effectively eradicated, more than 2,000 people are infected as they return from trips abroad and the numbers are rising.

It seems as though malaria has been in existence for millions of years and a similar disease may have infected dinosaurs. Malaria-type fevers are recorded among the ancient Greeks by writers such as Herodotus who also records the first prophylactic measures: fishermen sleeping under their own nets. Treatments up until the nineteenth century were as varied as they were ineffective. Live spiders in butter, purging and bleeding, and sleeping with a copy of the Iliad under the patient's head are all recorded. The use of the first genuinely effective remedy, an infusion from the bark of the cinchona tree, was recorded in 1636 but it was only in 1820 that quinine, the active ingredient from the cinchona bark, was extracted and modern prevention became possible. For a long time the treatment was regarded with suspicion since it was associated with the Jesuits. Oliver Cromwell, the Protestant English leader who executed King Charles I, died of malaria as a result of his doctors refusing to administer a Catholic remedy! Despite the presence of quinine, malaria was still a major cause of illness and death throughout the 19th century. Hundreds of thousands were dying

in southern Europe even at the beginning of the last century. Malaria was eradicated from Rome only in the 1930s when Mussolini drained the Pontine marshes.

Despite the fact that malaria has been around for so long, surprisingly little is known about how to cure or prevent it. Mosquitoes, who are the carriers of the disease, are attracted to heat, moisture, lactic acid and carbon dioxide, but how they sort through this cocktail to repeatedly select one individual for attention over another is not understood. It is known that the malaria parasite, or plasmodium falciparum to give it its Latin name, has a life cycle which must pass through the anopheles mosquito and human hosts in order to live. It can only have attained its present form after mankind mastered agriculture and lived in groups for this to happen. With two such different hosts, the life cycle of the parasite is remarkable.

There is the sporozoite stage which lives in the mosquito. When a human is bitten by an infected anopheles mosquito, the parasite is passed to the human through the mosquito's saliva. As few as six such parasites may be enough to pass on the infection provided the human's immune system fails to kill the parasites before they reach the liver. There they transform into merozoites and multiply hugely to, perhaps, about 60,000 after 10 days and then spread throughout the bloodstream. Within minutes of this occurring, they attack the red blood cells to feed on the iron-rich hemoglobin which is inside. This is when the patient begins to feel ill. Within hours, they can eat as much as 125 grams of hemoglobin which causes anaemia, lethargy, vulnerability to infection, and oxygen deficiency to areas such as the brain. Oxygen is carried to all organs by hemoglobin in the blood. The lack of oxygen leads to the cells blocking capillaries in the brain, and the effects are very much like that of a stroke with one important difference: the damage is reversible and patients can come out of a malarial coma with no brain damage. Merozoites now change into gametocytes which can be male or female and it is this phase, with random mixing of genes that results, that can lead to malaria developing resistance to treatments. These resistant gametocytes can be passed back to the mosquito if the patient is bitten, and they turn into zygotes. These zygotes divide and produce sporozoites and the cycle can begin again.

The fight against malaria often seems to focus on the work of medical researchers who try to produce solutions such as vaccines. But funding is low because, it is said, malaria is a third-world condition and scarcely troubles the rich, industrialised countries. It is true that malaria is, at root, a disease of poverty. The richer countries have managed to eradicate malaria by extending agriculture and so having proper drainage so mosquitoes cannot breed, and by living in solid houses with glass windows so the mosquitoes cannot bite the human host. Campaigns in Hunan Province in China, making use of pesticide impregnated netting around beds, reduced infection rates from over 1 million per year to around 65,000. But the search for medical cures goes on. Some 15 years ago, there were high hopes for DNA-based vaccines which worked

well in trials on mice. Some still believe that this is where the answer lies and shortly too. Other researchers are not so confident and expect a wait of at least another 15 years before any significant development. (850 words)

Questions 1-8

Do the following statements agree with the information in the reading passage? Beside questions 1-8, write:

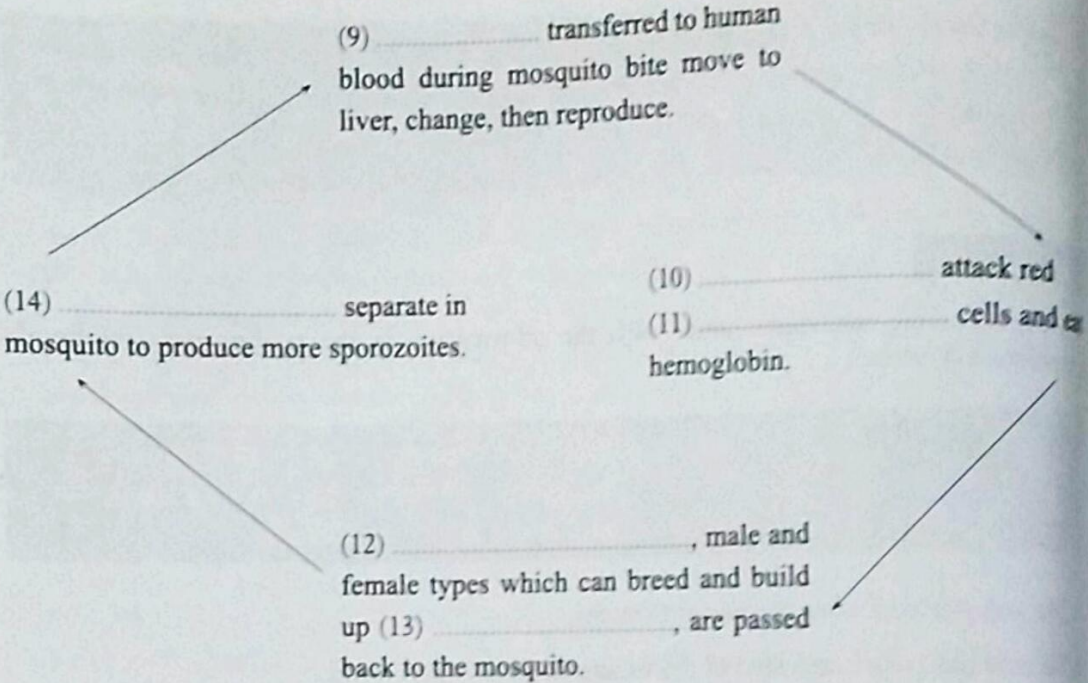
YES	if the statement agrees with the information in the passage;
NO	if the statement contradicts the information in the passage;
NOT GIVEN	if there is no information on this in the passage.

1. Malaria started among the ancient Greeks.
2. Malaria has been eradicated in the wealthier parts of the world.
3. Mosquitoes are discerning in their choice of victims.
4. Treatments in the 19th century were ineffective.
5. Iron is a form of nourishment for malarial merozoites.
6. A severe attack of malaria can be similar to a stroke.
7. Research into malaria is not considered a priority by the West.
8. Technological solutions are likely to be more effective than low-tech solutions.

Questions 9-14

The diagram on the next page describes the life cycle of the malaria parasite. Complete the spaces with words from the box below. Write your answers in boxes 9-14 on your answer sheet. There are more answers than spaces, so you will not use them all.

resistance	zygotes	sporozoites	gametocytes
merozoites	blood	water	saliva



Sample reading 3

You should spend about 20 minutes on questions 1-14, which are based on the reading passage below.

The Politics of Pessimism

Newspaper headlines and TV or radio news bulletins would have us believe erroneously that a new age has come upon us, the Age of Cassandra. People are being assailed not just with contemporary doom, or past gloom, but with prophecies of disasters about to befall. The dawn of the new millennium has now passed: the earth is still intact, and the *fin de siecle* Jeremiahs have now gone off to configure a new date for the apocalypse.

It can, I believe, be said with some certainty that the doom-mongers will never run out of business. Human nature has an inclination for pessimism and anxiety, with each age having its demagogues, foretelling doom or dragging it in their wake. But what makes the modern age so different is that the catastrophes are more 'in your face'. Their assault on our senses is relentless. Whether it be subconscious or not, this is a situation not lost on politicians. They play upon people's propensity for unease, turning it into a very effective political tool.

Deluding the general public

All too often, when politicians want to change the status quo, they take advantage of people's fears of the unknown and their uncertainties about the future. For example, details about a new policy may be leaked to the press. Of course, the worst case scenario is presented in all its depressing detail. When the general public reacts in horror, the government appears to cave in. And then accepting some of the suggestions from their critics, ministers water down their proposals. This allows the government to get what it wants, while at the same time fooling the public into believing that they have got one over on the government. Or even that they have some saying in the making of policy.

There are several principles at play here. And both are rather simple: unsettle people and then play on their fears; and second, people must be given an opportunity to make a contribution, however insignificant, in a given situation, otherwise, they become dissatisfied, not fearful or anxious.

A similar ruse, at a local level, will further illustrate how easily people's base fears are exploited. A common practice is to give people a number of options, say in a housing development, ranging from no change to radical transformation of an area. The aim is to persuade people to agree on significant modifications, which may involve disruption to their lives, and possibly extra expenditure. The individuals, fearful of the worst possible outcome, plump for the middle course. And this, incidentally, is invariably the option favoured by the authorities. Everything is achieved under the guise of market research. But it is obviously a blatant exercise in the manipulation of people's fears.

Fear and survival

Fear and anxieties about the future affect us all. People are wracked with self-doubt and low self-esteem. In the struggle to exist and advance in life, a seemingly endless string of obstacles is encountered, so many, in fact, that any accomplishment seems surprising. Even when people do succeed, they are still nagged by uncertainty.

Not surprisingly, feelings like doubt, fear, anxiety and pessimism are usually associated with failure. Yet if properly harnessed, they are the driving force behind success, the very engines of genius.

If things turn out well for a long time, there is a further anxiety: that of constantly waiting for something to go wrong. People then find themselves propitiating the gods: not walking on lines on the pavements, performing rituals before public performances, wearing particular clothes and colours so that they can blame the ritual not themselves when things go wrong.

But surely the real terror comes when success continues uninterrupted for such a long period of time that we forget what failure is like!

We crave for and are fed a daily diet of anxiety. Horror films and disaster movies have an increasing appeal. Nostradamus pops his head up now and again. And other would-be prophets make a brief appearance, predicting the demise of humankind. Perhaps, this is all just a vestige of the hardships of early man – our attempt to recreate the struggles of a past age, as life becomes more and more comfortable.

Mankind cannot live by contentment alone. And so, a world awash with anxieties and pessimism has been created. Being optimistic is a struggle. But survival dictates that mankind remain ever sanguine.

Questions 1-5

Choose one phrase (A-K) from the list of phrases to complete each key point below. Write the appropriate letters (A-K) beside questions 1-5.

The information in the completed sentences should be an accurate summary of the points made by the writer.

N.B. There are more phrases than key points, so you will not need to use them all. You may use each phrase once only.

Key Points

1. Newspaper headlines and TV or radio news bulletins ...
2. Doom-mongers are popular because people ...
3. Today, catastrophes ...
4. To politicians, people's inclination for fear ...
5. The government ...

	List of Phrases
A	are not as threatening as in the past
B	tell the truth
C	blame them
D	try to make us believe mistakenly that we are in a new era
E	calm people down
F	are uncertain about the future
G	are less comfortable
H	are natural pessimists and worriers
I	are more immediate
J	gets what they want by deceiving the public
K	is something they can make use of

Questions 6-9

Choose the appropriate letters (A-D) and write them beside questions 6-9.

6. The housing development example shows that people _____.
   A. are not that easily deceived
   B. like market research
   C. lead their fears
   D. are easy to delude

7. Which one of the following statements is true according to the passage?
   A. Market research uses people's fears for their own good.
   B. People are scared by market research techniques.
   C. Market research techniques are used as a means of taking advantage of people's fears.
   D. Market research makes people happy.

8. The engines of genius are _____.
   A. properly harnessed
   B. the driving force behind success
   C. driven by feelings like fear
   D. usually associated with failure

9. Continual success _____.
   A. makes people arrogant
   B. worries people
   C. does not have any negative effects on people
   D. increases people's self-esteem

Questions 10-14

Do the statements below agree with the information in the reading passage? Beside questions 10-14, write:

YES	if the statement agrees with the information in the passage;
NO	if the statement contradicts the information in the passage;
NOT GIVEN	if there is no information about the statement in the passage.

Example:	Answer:
Politicians pretend things are worse than they are.	YES

10. The complex relationship between failure and success needs to be addressed carefully.

11. People perform certain rituals to try to avoid failure.

12. Anxiety in daily life is what we want.
13. The writer believes that Nostradamus and certain other prophets are right about their predictions for the end of the human race.
14. Mankind needs to be pessimistic to survive.

VI. Sentence-Completion Questions

Overview

Sentence-Completion Questions test your ability to locate and identify particular details in the reading passage to complete sentences. There are two types of Sentence-Completion Questions:

- Filling in the blank spaces in sentences with or without a box of possible answers. This task is similar to Gap-Filling Questions.
- Matching the two halves of sentences (two lists of these halves are given in the test).

The part below will deal with the first type only.

Tips

1. If you are asked to complete a statement, it would help if the key ideas from that incomplete statement are identified.
2. Then, scan the passage to find similar ideas and choose the best one from the given possible answers. You need to be careful though because the number of choices here is more than the number of questions.
3. To save time, it is not necessary for you to go back at the beginning because the information occurs in order.
4. Note that if there is no selection box, you have to select the words in the passage to complete the sentences. Remember to write your words carefully as spelling counts. Your answers must be grammatically correct.

Sample reading 4

Recycling Plastics

One of the most difficult wastes to recycle is mixed plastics, *(example)*. Plastics manufacturers turn their own offcuts into granules that are melted down for reuse. They can also reuse any single, pure thermoplastic materials, (1) . The

British firm Meyer-Newman of Gwent recycles complete telephones into new ones. But mixed plastics have unpredictable properties and low structural strength because (2) _____. So it is difficult to make a material with good and predictable properties from mixed plastics waste.

In the grip of the octopus

One answer is compatibiliser. This is an octopus-like molecule in which each arm represents a section of different polymer, that in turn (3) _____. Stirred into a mixture of molten plastics, each arm of the octopus grabs and reacts chemically with a molecule of the one polymer in the mixture. The result is an alloy rather than a mixture. It is strong because of intra-molecular bonding and has highly predictable properties, so it is potentially reusable.

During the past two or three years, many plastics manufacturers have (4) _____. But perhaps the most advanced, 'Bennet', was produced independently two years ago, after 15 years of research, by the Dutch engineer Ben Van Der Groep. His invention is already being used widely, largely in secret (5) _____.

Bennet is made up of short sections of several polymers representing the arms of octopus, each able to link the molecules of a different polymer in the mixture. The reliable strength of the plastic 'alloys' made with Bennet suggests that (6) _____.

The vehicles recycling industry is keen to recycle more plastics. Despite the environmental benefits, they fear that the steady increase in the use of reclaimable plastics will make it uneconomic to recover vehicles from the metals they contain. Some car manufacturers, such as BMW and Mercedes, are now designing products and requesting components that are easier to recycle: (7) _____. (315 words)

Questions 1-7

The passage has eight phrases left out. Decide which phrase (A-L) from the list on the next page should go in each gap and write the letter in the space provided. Note there are more phrases than gaps. One has been done for you as an example.

A	is characteristic of a different plastic
B	developed their own compatibilisers
C	which has never been achieved despite substantial government investment in research
D	often used in wrappers and containers
E	they could be used in high-grade, high-cost applications such as car bumpers
F	it does not have sufficient rigidity
G	for example, car bumpers made from one material instead of up to seven
H	always been sceptical about recycling plastics
I	as manufacturers do not want to be seen to be using recycled plastics in their quality products
J	for example, steel suspension systems and car bodies
K	such as polythene, that are not chemically cross-linked
L	the different plastics in the mixture are not bonded at a molecular level

Example: *D*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

VII. Matching Questions (Causes and Effects)

Overview

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

What is being tested is your ability to:
- understand the cause-and-effect relationship;
- understand the gist and paraphrase;
- skim for information.

Tips

1. Decide which list you should work from. Usually, the causes list is shorter than the effects list, so it is probably best to use the former.
2. Read the first cause.
3. Look at the effects list. Some will be possible, some can probably be eliminated.
4. Find the section in the passage which discusses the first cause and read it carefully to find the effect.
5. Then go back to the effects list and choose the one which paraphrases the information in the reading passage.
6. If none of the effects listed seem to match, then keep reading the passage. Quite often, causes have more than one effect.

Sample reading 5

Asbestos Inhalation

Asbestos is the generic name for a number of naturally occurring fibrous mineral silicates of which the most common types are crocidolite, also known as blue asbestos, and chrysotile (white asbestos).

Employed for at least 2,000 years, it is valued by industry because of its tensile strength and flexibility, and its resistance to acids, heat and friction. Asbestos has had a very wide variety of applications. It has been commonly employed in the building industry as a fireproofing agent and as a strengthener. The metal frames of buildings were sprayed with an asbestos solution to prevent the spread of fires, while asbestos was routinely mixed in with cement to provide greater resistance to weathering agents. It is also used in motor-vehicle brake linings, gas-mask filters, certain types of talcum powder, fire-resistant clothing, corrugated-iron roofing and in water and air pipes. As a result of such wide employment, it is likely that most people have been exposed to at least a small quantity of asbestos fibres.

During inhalation, all particles which enter the respiratory tract pass through a series of filter mechanisms. Particles are filtered out at different points of the respiratory tract depending on their size. The smaller the particle, the further into the respiratory it may penetrate before being arrested. The first set of filters consists of the hairs and mucous lining of the nose and mouth which prevent the entry of larger particles. When large particles are inhaled, they stimulate this mucous lining, which results in coughing and the consequent expulsion of the particles. The mucous lining

extends downwards through hair-lined bronchial tubes of increasingly fine diameter which further filter the air before it reaches the respiratory bronchioles, a series of very fine tubes attached to air exchange chambers known as alveoli. The alveoli are composed of a thin layer of cells through which oxygen passes into blood vessels and is then distributed to the bloodstream.

Particles smaller than eight micrometres may reach the alveoli. This is the case with blue asbestos particles, which are very straight and slender and tend not to be arrested by mucous and expelled. As a result, they may reach the alveoli and penetrate the delicate cells lining the walls.

Some asbestos fibrils (particles) which reach the alveoli may be surrounded by scavenger cells known as macrophages, which serve to remove the fibrils from the body by expectoration or excretion. Other particles may remain in the alveoli with no adverse effects. In cases where the asbestos particles have penetrated the alveolar wall, scar tissue develops. This reduces the effectiveness of the alveoli and so less oxygen passes into the blood and less carbon dioxide is removed from it. This condition is known as asbestosis. The process of scarring may take place gradually and the disease may not be diagnosed until 20 or 30 years after the initial exposure. (477 words)

Questions 1-5

The reading passage describes a number of cause-and-effect relationships. Match each cause (1-5) in List A with its effect (A-H) in List B. Write your answers (A-H) after questions 1-5 in your booklet.

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

List A – Causes	List B – Effects
1. Capable of elasticity and flexibility Answer: _____	A Scavenger cells known as macrophages
2. Widely used in people's life Answer: _____	B Further penetration
3. Tiny particles Answer: _____	C Generic name
4. Coughing Answer: _____	D Articles containing asbestos fibres
5. Delicate alveolar walls penetrated Answer: _____	E Expulsion of asbestos fibrils
	F Air being further filtered
	G Less carbon dioxide removed
	H Fireproofing agent

Day 7 Exercises on Detail Questions (2)

Passage 1

You should spend about 20 minutes on questions 1-13, which are based on the reading passage below.

Pronunciation and Physiognomy

Imagine the scene: you are sitting on the tube and on gets someone you instinctively feel is American. To make sure you ask them the time, and are right, but how did you know?

When we say someone 'looks American', we take into consideration dress, mannerism and physical appearance. However, since the Americans do not constitute one single race, what exactly is meant by 'look'? In fact, one salient feature is a pronounced widening around the jaw, a well-documented phenomenon.

The writer Arthur Koestler once remarked that friends of his, whom he met thirty years after they emigrated to the United States, had acquired an 'American physiognomy', i.e. a broadened jaw, an appearance which is also prevalent in the indigenous population. An anthropologist friend of his attributed this to the increased use of the jaw musculature in American enunciation. This 'change of countenance' in immigrants had already been observed by the historian M. Fishberg in 1910.

To paraphrase the philosopher Emerson, certain national, social and religious groups, such as aging actors, long-term convicts and celibate priests, to give just a few examples, develop a distinguishing 'look', which is not easily defined, but readily recognised. Their way of life affects their facial expression and physical features, giving the mistaken impression that these traits are of hereditary or 'racial' origin. All the factors mentioned above contribute, as well as heredity. But the question of appearance being affected by pronunciation, as in the case of American immigrants (including those from other English-speaking countries) over the course of many years, is of great interest, and calls for further study into the science of voice production. This can only benefit those working in the field of speech therapy, elocution and the pronunciation of foreign languages, and help the student from a purely physiological point of view. Naturally, the numerous psychological and socio-linguistic factors that inhibit most adult learners of foreign languages from acquiring a 'good' pronunciation constitute a completely different and no less important issue that requires separate investigation.

The pronunciation of the various forms of English around the world today is affected by the voice being 'placed' in different parts of the mouth. We use our speech organs in certain ways to produce specific sounds, and these muscles have to practise to learn new phonemes. Non-Americans should look in the mirror while repeating I really never heard of poor reward for valour with full use of the USA retroflex /r/ phoneme, and note what happens to their jawbones after three or four repetitions. Imagine the effect of these movements on the jaw muscles after twenty years! This phoneme is one of the most noticeable features of US English and one that non-Americans always exaggerate when mimicking the accent. Likewise, standard British RP is often parodied, and its whine of superiority mocked to the point of turning the end of one's nose up as much as possible. Not only does this enhance the 'performance', but also begs the question of whether this look is the origin of the expression 'stuck up'?

On a Birmingham bus once, a friend pointed to a fellow passenger and said, 'That man's Brummie accent is written all over his face.' This was from someone who would not normally make crass generalisations. The interesting thing would be to establish whether thin lips and a tense, prominent chin are a result of the way Midlands English is spoken, or its cause, or a mixture of both. Similarly, in the case of Liverpool, one could ask whether the distinctive 'Scouse' accent was a reason for, or an effect of, the frequency of high cheekbones in the local population.

When one 'learns' another accent, as in the theatre for example, voice coaches often resort to images to help their students acquire the distinctive sound of the target pronunciation. With 'Scouse', the mental aid employed is pushing your cheekbones up in a smile as high as they will go and imagining you've got a very slack mouth full of cotton wool. The sound seems to spring off the sides of your face – outwards and upwards. For a Belfast accent, one has to tighten the sides of the jaws until there is maximum tension, and speak opening the lips as little as possible. This gives rise to the well-known 'Ulster jaw' phenomenon. Learning Australian involves imagining the ordeals of the first westerners transported to the other side of the world. When exposed to the merciless glare and unremitting heat of the southern sun, we instinctively screw up our eyes and grimace for protection.

Has this contributed to an Australian 'look', and affected the way 'Aussies' speak English, or vice versa? It is a curious chicken and egg conundrum, but perhaps the answer is ultimately irrelevant. Of course other factors affect the way people look and sound, and I am not suggesting for one minute that all those who speak one form of a language or dialect have a set physiognomy because of their pronunciation patterns. But a large enough number do, and that alone is worth investigating. What is important, however, is establishing pronunciation as one of the factors that determine physiognomy, and gaining a deeper insight into the origins and nature of the sounds of speech. And of course, one wonders what 'look' one's own group has!

Questions 1-3

Use the information in the text to match the people listed (1-3) with the observations (i-vii). Write the appropriate numbers (i-vii) beside questions 1-3 in your booklet. Note that there are more observations than people, so you will not use all of them. You can use each observation once only.

People

1. Koestler
2. Fishberg
3. Emerson

	Observations
i	Americans use their jaws more to enunciate.
ii	Immigrants acquire physiognomical features common among the indigenous population.
iii	Facial expression and physical features are hereditary.
iv	Lifestyle affects physiognomy.
v	Americans have a broadened jaw.
vi	The appearance of his friends had changed since they moved to the United States.
vii	The change of countenance was unremarkable.

Questions 4-9

Do the statements below agree with the information in the reading passage? Beside questions 4-9, write:

YES	if the statement agrees with the information in the passage;
NO	if the statement contradicts the information in the passage;
NOT GIVEN	if there is no information about the statement in the passage.

Example: Appearance is affected by pronunciation. — Answer: YES

4. Further study into the science of voice production will cost considerable sums of money.
5. The psychological and socio-linguistic factors that make it difficult for adult learners of foreign languages to gain 'good' pronunciation are not as important as other factors.
6. Speech organs are muscles.

7. New phonetic signs are difficult to learn.
8. People often make fun of standard British RP.
9. Facial features contribute to the incomprehensibility of Midlands English.

Questions 10-13

Choose one phrase (A-I) from the list of phrases to complete each key point below. Write the appropriate letters (A-I) beside questions 10-13.

The information in the completed sentences should be an accurate summary of the points made by the writer.

N.B. There are more phrases than key points, so you will not need to use them all. You may use each phrase once only.

Key Points

10. Voice coaches ...
11. The 'Scouse' accent ...
12. Whether the way we look affects the way we speak or the other way round ...
13. It is important to prove that pronunciation ...

	List of Phrases
A	can be achieved by using a mental aid
B	is irrelevant
C	is worth investigating
D	use images to assist students with the desired pronunciation
E	is a chicken and egg conundrum
F	get the target
G	can affect appearance
H	is not as easy as a Belfast one
I	makes you smile

Passage 2

You are advised to spend about 15 minutes on the passage 'Prosecuting Corporate Fraud' below.

Prosecuting Corporate Fraud

The celebrity ex-bosses will put up a good fight in court.

After the humiliating 'perp walks' and charges of corruption and fraud, it may be surprising that America's celebrity ex-bosses have much fight left in them. But as Dennis Kozlowski, Tyco's ex-boss, and Frank Quattrone, a former star banker, arrived at separate New York courts this week to begin their trials, it became clear that, for all their tribulations, they are not about to accept their fate meekly.

Outside court, Mr. Kozlowski chatted with reporters about his daughter's wedding at the weekend. Mr. Quattrone strode confidently into court with John Keker, his defence lawyer, who drew attention not just to the charges – that Mr. Quattrone had obstructed a federal investigation into the IPO share-allocation practices of his former employer, CSFB – but to why prosecutors might have brought them. 'You're sitting in judgment of a man, not a symbol,' said Mr. Keker, as he warned the jury that it would probably be hearing about Mr. Quattrone's famously lavish pay.

Other legal talents will soon echo Mr. Keker's theme. The Kozlowski and Quattrone trials mark the start of a clutch of white-collar cases featuring former business stars from the late 1990s. Defence lawyers in most of these will claim that overzealous prosecutors, under pressure to slake the public's thirst for blood, picked on their clients as expedient symbols of greed and excess – but their clients did not commit any crime. In April, John Rigas, the former boss of Adelphia, a bust cable-TV firm, made an emotional plea in the NEW YORK TIMES, claiming that the charges of looting filed against him and his two sons were a 'misrepresentation, a big PR effort'. Facing charges that she obstructed an insider-trading investigation and defrauded her own shareholders, Martha Stewart, ex-boss of the eponymous home-furnishings empire, has also fought back. 'Why has the government, after nearly a year and a half, chosen to file these charges?' asked Robert Morvillo, her defence lawyer, in June. 'Is it for publicity purposes because Martha Stewart is a celebrity?'

Of all the ex-bosses, she may have the best shot with this defence. The securities fraud charge is a legal innovation. The government's apparent intention to force

Ms. Stewart's own lawyers, Wachtell, Lipton, Rosen & Katz, to testify against her is raising eyebrows. Should her case go to trial, the jury may find these tactics aggressive and unfair. The risk for the prosecution, says Daniel Horwitz of Carter, Ledyard & Milburn, a law firm, is that the jury will throw out the obstruction-of-justice charges along with everything else.

Then there is the evidence. Mr. Quattrone's case involves a series of e-mails. One, from a colleague, forwarded by Mr. Quattrone only two days after he heard about possible subpoenas from federal investigators, urges staff to 'clean up those files'. Mr. Keker claimed this week that the forwarded e-mail only addressed, in a general way, the wisdom of enforcing the bank's document-retention policy. The prosecution will rely on testimony from David Brodsky, the bank's former general counsel, that he had only just made Mr. Quattrone aware of the feds' interest.

The trial of Mr. Kozlowski, who is accused of looting Tyco of hundreds of millions of dollars, will last up to four months, the judge told astonished jurors this week. Stephen Kaufman, Mr. Kozlowski's lawyer, will point out that his client did not hide anything, that the firm's auditor at Price Waterhouse Coopers was informed about all the disputed transactions (many of which involved using an executive loan scheme to buy property), and that the auditor talked regularly with the board.

Prosecutors will emphasise that the board did not explicitly authorise many of the transactions, that Mr. Kozlowski had bought board loyalty, and that the auditor has since been barred for life. Prosecutors will also hope that the sheer volume of evidence eventually weighs on the jury. The indictment of Mr. Kozlowski and his chief financial officer, Mark Swartz, lists 15 separate charges of grand larceny and 67 charges of falsifying business records.

The trial of Mr. Rigas, scheduled for January, is likely to involve a similar exploration of what the board, auditor and outside counsel knew of and approved, and the intent of Mr. Rigas when he authorised borrowings by private family companies partly secured (and undisclosed to shareholders) by Adelphia's assets.

Do the ex-bosses have a point? It is true that prosecuting corporate fraud became a top political priority last year. It is also true that what has really animated the public – obscene executive pay – seems mostly to have been a social pathology, not a crime. And with the emphasis they place on a few 'rotten apples', celebrity trials could detract from the broader task of reforming governance and regulation. But the charges mostly look well-investigated. No criminal charges, meanwhile, have yet been brought against the former chief executives of HealthSouth or Enron, two of the biggest scandal-hit firms, although Enron's former finance chief, Andrew Fastow, is due to stand trial next year. (836 words)

Questions 1-8

Read the information given in the previous passage and decide whether the following statements are true, false or not given.

In your booklet, write:

TRUE	if the statement agrees with the information in the passage;
FALSE	if the statement disagrees with the information in the passage;
NOT GIVEN	if the statement contains no information in the passage.

1. Dennis Kozlowski and Frank Quattrone are in jail waiting for the prosecution.

Answer: _____

2. 1999's business stars are now viewed by some as the symbols of greed and excess.

Answer: _____

3. John Rigas, the former boss of a TV firm, was accused of insider-trading.

Answer: _____

4. In the Martha Stewart case, the jury will reject the obstruction-of-justice charges along with everything else.

Answer: _____

5. Mr. Keker claimed that it is part of the bank's computer operation command to clean up files.

Answer: _____

6. Dennis Kozlowski and Mark Swartz are mainly charged with stealing the company's properties.

Answer: _____

7. Tyco's board is also involved in the many of the corporate crimes as claimed by the prosecutors.

Answer: _____

8. The author thinks too much focus on celebrities' crime will weaken the attempt to reform the corporate governance.

Answer: _____

Passage 3

You are advised to spend about 15 minutes on the passage 'Where's the Lawyer?' below.

Where's the Lawyer?

Nowadays every firm should have its own in-house lawyer-statesman, says Ben Heineman.

'It is the best of times for general counsels and it is the worst of times.' So paraphrases Ben Heineman, who has just given up the title of general counsel – though not necessarily the influence that came with it – at General Electric (GE) after nearly 17 years in which he became arguably the world's most admired in-house corporate lawyer and, it is said, its highest paid. He will remain at GE as 'senior vice-president, law and public affairs'.

For the worst of times, look no further than the recent ethical crisis in corporate America. As Mr. Heineman reminded the 'in-house bar' at last week's General Counsel Roundtable hosted by THE ECONOMIST and CORPORATE BOARD MEMBER, some general counsels have been indicted and others accused of heading departments where there is credible evidence of malpractice and breach of fiduciary duties. Still others, he observed, are now 'haunted by the question "Where were they?" as their enterprises literally collapsed in internal fraud and corruption'.

The best of times are not so obvious. Mr. Heineman believes that the woes of corporate America have created an opportunity, and a pressing need, for general counsels to carry out the 'rather grandiloquently named role of "lawyer-statesman" or "statesman-adviser"'. He has in mind a sort of EMINENCE GRISE function, the corporate equivalent of Pere Joseph to Cardinal Richelieu, instead of the narrow, technical lawyer that was too often the general counsel of recent years – though not, ahem, at GE.

The ideal of the lawyer-statesman first emerged after the Second World War, along with the big modern corporation. Among his skills, the lawyer-statesman would supply practical wisdom, not just technical mastery; an understanding of long-term effects, not just how to achieve short-term advantage; and a deep concern (or, at least, the appearance of it) for the public interest as well as for the private good of his client. In those golden days, the lawyer-statesman was not in-house but, rather, a senior partner in a top private law firm, who provided counsel to top corporate clients as well as occasionally becoming a real statesman. Mr. Heineman cites Cyrus Vance, secretary of state under Jimmy Carter, and James Baker, who did the same job under

the first President George Bush – as well as helping to install the second with his legal strategy in Florida. In private practice, both men advised many corporate chiefs.

Long before the Enron scandal, the decline of the lawyer-statesman was being regretted in books such as THE LOST LAWYER, by Tony Kronman, a dean of Yale Law School, and THE BETRAYED PROFESSION, by Sol Linowitz, a former general counsel (and chairman) of Xerox. Among the reasons suggested for the decline were the growing specialisation of law firms, reducing their ability to offer a broad view; a greater emphasis on profit by these firms; and the use of competitive bidding by companies buying legal services. 'A senior partner is more likely to be bidding for work than whispering in the ear of the CEO,' says Mr. Heineman. GE recently increased such pressure by making law firms compete for its legal business in online auctions.

Though, says Mr. Heineman, a few lawyer-statesmen remain in private practice, in future they are more likely to thrive inside companies. This view is controversial. After all, the pressure to compromise bearing down on an in-house lawyer from his sole client, in practice the chief executive, may be even harder to resist than that facing a private law firm, which can at least compete for work from many clients. Crucially, says Mr. Heineman, the chief executive must 'want, really want, unvarnished views' and the general counsel must be strong enough to give them, and to resign if they are not accepted.

And the role of in-house EMINENCE GRISE may simply be impossibly demanding. Consider Mr. Heineman's efforts to guide his long-time Cardinal Richelieu, Jack Welch, GE's former CEO. If Mr. Heineman gave Mr. Welch unvarnished views about the obvious antitrust risks in Europe surrounding GE's planned acquisition of Honeywell, they went expensively unheeded. Nor did he succeed in preventing an embarrassing row about Mr. Welch's perks in retirement, nor curb his enthusiasm for a compliant board or for smoothing GE's profits to keep investors sweet. On the other hand, he was impressively statesmanlike in quickly getting a grip when GE's record came under post-Enron scrutiny. He presided over a rapid, sweeping reform of the firm's corporate governance and executive pay that has won praise. (756 words)

Questions 1-8

Read the information given in the above passage and decide whether the statements on the next page are true, false or not given.

In your booklet, write:

TRUE	if the statement agrees with the information in the passage;
FALSE	if the statement disagrees with the information in the passage;
NOT GIVEN	if the statement contains no information in the passage.

1. Mr. Heineman, before becoming the senior vice-president of GE, has been acting as an in-house lawyer of GE for two decades.

Answer: _____

2. The public believes it is the general counsels of the big corporations that should take the responsibility for the recent corporate scandals.

Answer: _____

3. Mr. Heineman believes that general counsels should govern the company the same way as the statesmen govern the country.

Answer: _____

4. Lawyer-statesmen are those who are capable of both law practice and politics.

Answer: _____

5. Specialisation of the law firms strengthens their competitive force in the market of legal business.

Answer: _____

6. Private law firms, compared with the in-house lawyer, would be able to exert a greater pressure on the CEOs.

Answer: _____

7. Jack Welch, GE's former CEO, would welcome any clear facts revealing the investment risk.

Answer: _____

8. Senior counsels are definitely working more effectively with more trust from the company CEOs.

Answer: _____

Passage 4

You are advised to spend about 10 minutes on the passage 'Turning up the Heat in the Greenhouse' below.

Turning up the Heat in the Greenhouse

For a century that produces more than 20 per cent of the planet's greenhouse gases, the United States *(example)*. But in a report, a National Academy of Sciences

panel warned that using the atmosphere as an industrial sewer could send temperatures soaring 2 to 9 degrees Fahrenheit in the near future – and called for measures that would (1) _____. Says Yale University economist and panel member William Nordhaus, 'it is worth making modest investments today to slow climate change and prepare for it.'

How? The panel recommended phasing out chlorofluorocarbons, (2) _____. Next comes energy efficiency. Replacing standard light bulbs with compact fluorescents that are more efficient and raising miles-per-gallon standards for new cars would more than pay for themselves – and cut the use of the fuels that emit greenhouse gases. It urged lawmakers to raise energy prices, impose more efficient building codes, increase support for mass transit and (3) _____. And it called on Americans to prepare for the side effects of a changing climate, for example by reducing that amount of the wasted water, (4) _____.

While they applauded the report, the environmentalists worried that its recommendations would meet with stiff resistance from the White House. Moreover, many scientists continue to doubt that global temperatures are rising at alarming rates – (5) _____. Panel member Jessica Tuchman Mathews, vice-president of the World Resources Institute, concedes that the science of measuring climate changes (6) _____. 'But when there's the potential of irreversible consequences,' she says, 'we have to act'. The question is whether the findings will be acted on, or just added to the hot air. (272 words)

Questions 1-6

Look at the reading passage. Seven phrases have been left out. Decide which phrase (A-I) from the list below should go in each gap and write the letter in the space provided. Note that there are more phrases than gaps. One has been done as an example.

A boost efficiency standards for electrical appliances
B reduce temperatures by a similar amount
C the chemicals that both destroy the ozone layer and heat the atmosphere
D or even that the earth is warming at all
E has been slow to do much about global warming
F a major cause of the rise in the sea level

G is imprecise
H cut greenhouse emissions 10 to 40 per cent with minimal cost to the economy
I which could become scarcer in the years ahead

Example: *E*

1. _____ 3. _____ 5. _____
2. _____ 4. _____ 6. _____

Passage 5

You are advised to spend about 10 minutes on the passage 'Why Women Have to Work' below.

Why Women Have to Work

Why are today's mothers working so hard, putting in long hours at home and at the office? For the money.

Oh, sure, those ladies who took their grandmothers' advice and married a doctor, a lawyer or an Enron executive may show up for work to 'fulfil themselves' or to 'expand their horizons'. But for most women who, like me, came of age in the '90s, it comes down to dollars and cents, and the calculation is brutal.

Because in most of the US it is no longer possible to support a middle-class family on Dad's income alone. This isn't a question of having enough cash to buy Game Boys and exotic trips. It is a question of having enough to buy the basics.

Like a home. Anyone who hasn't been hiding under a rock in Montana knows that it costs more to purchase a house than it used to. But what many do not realise is that this increase has become a family problem, with mothers caught in the cross hairs. Over the past generation, home prices have risen twice as fast for couples with young children as for those without kids. Why?

Confidence in the public schools has dwindled, leaving millions of families to conclude that the only way to ensure Junior a slot in a safe, quality school is to snatch up a home in a good school district. In most cities that means paying more

for the family home. Since the mid-'70s, the amount of the average family budget earmarked for the mortgage has increased a whopping 69% (adjusted for inflation). At the same time, the average father's income increased less than 1%. How to make up the difference? With Mom's paycheck, of course.

These moms aren't marching to the office so they can get into brand new McMansions. In fact, the average family today lives in a house that is older than the one Mom and Dad grew up in, and scarcely half a room bigger. The average couple with young children now shells out more than $127,000 for a home, up from $72,000 (adjusted for inflation) less than 20 years ago.

Then there is preschool. No longer an optional 'Mother's Day Out' enterprise, preschool is widely viewed as a prerequisite for elementary school. But that prerequisite isn't offered at most public schools, which means that any mother who wants her kids to have access to this 'essential start to early education', as the experts call it, has to come up with cold, hard cash. A full-time preschool programme can cost over $5,000 a year – more than a year's tuition at most state universities! Add the cost of health insurance (for those lucky enough to have it) and the eventual price of sending a kid to college (double – when adjusted for inflation – what it was a generation ago), and most middle-class moms find they have no choice but to get a job if they want to make ends meet.

To be sure, there are plenty of mothers who scrimp and save and find a way to stay home (at least for a few years). But there are plenty more who decide that the cost is just too high, and the choice of whether to stay home is no choice at all. (550 words)

Questions 1-5

The reading passage describes a number of cause-and-effect relationships. Match each cause (1-5) in List A with its effect (A-I) in List B. Write your answers (A-I) after questions 1-5 in your booklet.

List A – Causes	List B – Effects
1. Make ends meet Answer: _____	A Budget for preschool education B Expand their horizons
2. Low confidence in public schools Answer: _____	C Go out to work D Father's income decreases
3. Experts' strong recommendation Answer: _____	E Be economical in life F Home near a good school

List A – Causes	List B – Effects
4. Rising home prices Answer: _____ 5. Wishing to stay home Answer: _____	G Essential early education H Inflation I Mother's Day Out

Passage 6

You are advised to spend about 10 minutes on the passage 'How Fire Leapt to Life' below.

How Fire Leapt to Life

The control of fire was the first and perhaps greatest of humanity's step towards a life-enhancing technology.

Fire-lighting was revolutionised by the discovery of phosphorus, isolated in 1669 by a German alchemist trying to transmute silver into gold. Impressed by the element's combustibility, several 17th century chemists used it to manufacture fire-lighting devices, but the results were dangerously inflammable. With phosphorus costing the equivalent of several hundred pounds per ounce, the first matches were expensive.

The quest for a practical match really began after 1781 when a group of French chemists came up with the Phosphoric Candle or Ethereal Match, a sealed glass tube containing a twist of paper tipped with phosphorus. When the tube was broken, air rushed in, causing the phosphorus to self-combust. An even more hazardous device, popular in America, was the Instantaneous Light Box – a bottle filled with sulphuric acid into which splints treated with chemicals were dipped.

The first matches resembling those used today were made in 1827 by John Walker, an English pharmacist who borrowed the formula from a military rocket-maker called Congreve. Costing a shilling a box, Congreves were splints coated with sulphur and tipped with potassium chlorate. To light them, the user drew them quickly through folded glass paper.

Walker never patented his invention, and three years later it was copied by a Samuel Jones, who marketed his product as Lucifers. About the same time, a French chemistry student called Charles Sauria produced the first 'strike-anywhere' match

by substituting white phosphorus for the potassium chlorate in the Walker formula. However, since white phosphorus is a deadly poison, from 1845 match-makers exposed to its fumes succumbed to necrosis, a disease that eats away jawbones. It wasn't until 1906 that the substance was eventually banned.

That was 62 years after a Swedish chemist called Pasch had discovered non-toxic red or amorphous phosphorus, a development exploited commercially by Pasch's compatriot J. E. Lundstrom in 1885. Lundstrom's safety matches were safe because the red phosphorus was non-toxic; it was painted onto the striking surface instead of the match tip, which contained potassium chlorate with a relatively high ignition temperature of 182 degrees centigrade.

America lagged behind Europe in match technology and safety standards. It wasn't until 1900 that the Diamond Match Company bought a French patent for safety matches – but the formula did not work properly in the different climatic conditions prevailing in America and it was another 11 years before scientists finally adapted the French patent for the US.

The Americans, however, can claim several 'firsts' in match technology and marketing. In 1892 the Diamond Match Company pioneered book matches. The innovation didn't catch on until after 1896, when a brewery had the novel idea of advertising its product in match books. Today book matches are the most widely used type in the US, with 90 per cent handed out free by hotels, restaurants and others.

Other American innovations include an anti-afterglow solution to prevent the match from smouldering after it has been blown out; and the waterproof match, which lights after eight hours in water. (516 words)

Questions 1-7

Look at the following notes that have been made about the matches described in the passage. Decide which type of match (A-H) corresponds with each description (1-7) and write your answers in the blanks after questions 1-7.

N.B. There are more matches than descriptions, so you will not use them all. You may use any match more than once.

Example:	Answer:
Could be lit after soaking in water	H

1. Made using a less poisonous type of phosphorus _____

2. Identical to a previous type of match _____

3. Caused a deadly illness
4. First to look like modern matches
5. First matches used for advertising
6. Relied on an airtight glass container
7. Made with the help of an army design

	Types of Match
A	the Ethereal Match
B	the Instantaneous Light Box
C	Congreves
D	Lucifers
E	the first 'strike-anywhere' match
F	Lundstrom's safety matches
G	book matches
H	waterproof matches

Passage 7

You are advised to spend about 10 minutes on the passage 'Circadian Rhythms of a Day' below.

Circadian Rhythms of a Day

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. Others 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 a.m. 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 a.m. 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 recognise 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. (756 words)

Questions 1-6

Choose ONE PHRASE (A-J) from the list below to match each of the following key points. Write the appropriate letters (A-J) in spaces 1-6 in your booklet.

The information in the matched sentences should be in agreement with the points made by the writer.

N.B. There are more phrases than key points, so you will not use them all. You may use any phrase more than once.

Example:	Answer:
Our patterns of circadian rhythms	G

Key Points

1. A pro-active person _____
2. A reactive person _____
3. Analysing circadian rhythms _____
4. The idea that the best time to work is in the morning _____
5. The notion of feeling alert in the late afternoon _____
6. Productivity appears to be enhanced _____

	List of Phrases
A	agrees with the circadian rhythms of most people
B	makes us feel alive and creative
C	conforms to the circadian rhythms of a minority of people
D	if our energy is in a low phase
E	is more able to take advantage of events when they happen
F	enables one to gauge physical potential at particular times throughout the day
G	can affect us physically and mentally
H	when several specific internal organs are active
I	takes a more passive attitude toward events
J	when we eat lunch early

Day 8 Progressive Test 1

Passage 1

You are advised to spend about 20 minutes on this passage.

Warnings to Be Ignored

American banks continue to make vast profits. Will the good times end when the Fed raises interest rates?

Mr. Greenspan's scepticism, you might not be surprised to hear, was warranted. American banks cruised through the downturn following the stockmarket crash of 2000 with barely a dent in the bumper, and since then their profits have accelerated. Last year Citigroup, the largest financial firm in the world, made more money than any other company has ever made before. In the first quarter of this year, it made another $5.3 billion, putting it on course to break last year's record. Bank after bank has announced a sharp increase in profits in the first quarter. And yet bank shares have foundered: the banking bit of the S&P 500 is some 7% off its high. Investors, it seems, doubt whether the good times can continue. And the reason for these fears is a slew of robust economic statistics suggesting that the Federal Government is likely to raise interest rates sooner rather than later. This, they think, will hurt banks.

Though fully in agreement with these views, his dismal track record at the very least requires Buttonwood to put the case for the defence. Far from falling, bank profits could actually rise when the Federal Government puts up rates. All things equal, says David Fanger of Moody's, a rating agency, banks make more money when interest rates are high than when they are low, because they benefit more from paying low or no interest on checking (current) accounts and so forth. The attraction of such cheap sources of funding is the main reason why banks have built up their branch networks in recent years, helping them to suck in deposits, which have been growing at almost 10% a year. The cheap funding from deposits, says Mr. Fanger, accounts for 25%-40% of profits, depending on the bank. It would mean still more profits were rates to rise.

But while banks' funding will benefit from the rise in short-term rates, they will lose out (in one way, at least) if higher long-term rates do not rise too. Banks

essentially take two risks. The first, dubbed 'maturity transformation' risk, involves borrowing short and lending long. The bigger the difference between short- and long-term rates, the more money banks make. Thanks to the largesse of the Fed and its 1% short-term rates, the yield curve – the difference between short and long rates – has been at or near a record high over the past couple of years. The difference between two- and ten-year Treasuries – a good way of measuring the slope of the curve – has been two and a half times its average of the past 20 years, says David Hendler of Credit-Sights, an independent research firm. As a result, he says, 'you could have strapped any monkey to a trading chair and made money.'

Banks have played the yield curve for all they are worth, in the sure knowledge that the Fed will give ample warning before it alters short-term rates. Although commercial lending has dropped, banks' holdings of government securities have grown, as have their investments in mortgage-backed securities, which have gone up by almost $100 billion, or a third, since last September. The market for interest-rate swaps is another favoured playground. Here, banks simply pay a low, short-term floating rate and receive a high, fixed one. Half the top 20 American banks get at least 10% of their profits from this spread, according to Mr. Hendler; for J. P. Morgan Chase, it was an astonishing 33% last year.

The fear, of course, is that banks could lose heavily if long-term rates rise sharply, because the securities that they have bought already would fall in value (although, of course, they would be able to earn a decent spread on new ones). And many other investors have also taken full advantage of the steep yield curve, which might mean a decidedly nasty fall as they head for the exits at the same time.

Most economists put 'fair value' of ten-year Treasuries at 5.5% or so. This would mean big losses on all those bonds and swaps positions that banks had taken out when rates were a lot lower and prices higher. It would, however, be mainly a valuation loss, and banks might avoid the worst of it by transferring positions to that part of their balance sheet that they do not have to mark to the market price. They would, however, be left with low-yielding assets at a time when the cost of their liabilities in the capital markets was rising. Of course, banks are not stupid: they know that the Fed will raise rates at some point. But the pressure on them to increase profits is so great that most of them have stayed put for as long as possible. All of this means, at the very least, lower profits on existing positions. And if short-term rates rise sharply, as they did in 1994, banks will be in trouble.

But the second risk that banks take – credit risk – is just as big a concern in a rising interest-rate environment. Credit costs have fallen sharply in recent years for consumers and companies alike, thanks to a buoyant economy and low rates. Mr. Fanger argues that those costs are likely to remain low because the Fed will be

raising rates at a time when the economy is humming along nicely. But given how high consumer and corporate debts are, and how low the price now charged to lend to riskier borrowers is, such a view seems overly sanguine. You may feel, however, that such warnings can be safely ignored. (921 words)

Questions 1-6

Choose the most suitable heading for each paragraph from the list of headings (A-K) below. Write the appropriate letters (A-K) in the spaces provided after questions 1-6.

N.B. There are more headings than paragraphs, so you will not use all of them.

	List of Headings
A	Short-term and long-term interest rates
B	Taking advantage of a record high curve
C	The warning issued by Federal Government
D	Doubt about the sustainable bank profits
E	Fear about sudden policy change
F	Leave the scepticism alone
G	Bank profit losses due to the rise of interest rates
H	The way banks gain profits
I	Theoretical estimate of a long-term gain
J	Rising bank profits with rising interest rates
K	Sharply fallen credit costs

1. Paragraph 1 _____
2. Paragraph 2 _____
3. Paragraph 3 _____
4. Paragraph 4 _____

Example:
Paragraph 5 *E*

5. Paragraph 6 _____
6. Paragraph 7 _____

Questions 7-10

Answer the questions using NO MORE THAN THREE WORDS from the text for each answer. Write your answer in the blank below the question.

7. What are the investors afraid of most in recent months?

_____

8. How have bankers made profits?

9. What are banks trying to make full use of?

10. What banking product is more risky when the interest rates are rising?

Passage 2

You are advised to spend about 20 minutes on this passage.

Just Relax

Section 1

Hypnosis is an intriguing and fascinating process. A trance-like mental state is induced in one person by another, who appears to have the power to command that person to obey instructions without question. Hypnotic experiences were described by the ancient Egyptians and Greeks, while references to deep sleep and anaesthesia have been found in the Bible and in the Jewish Talmud. In the mid-1700s Franz Mesmer, an Austrian physician, developed his theory of 'animal magnestism', which was the belief that the cause of disease was the 'improper distribution of the invisible magnetic fluid'. Mesmer used water tubs and magnetic wands to direct these supposed fluids to his patients. In 1784, a French commission studied Mesmer's claims, and concluded that these cues were only imagined by patients. However, people continued to believe in this process of 'mesmerism' and it was soon realised that successful results could be achieved, but without the need for magnets and water.

Section 2

The term hypnotism was first used by James Braid, a British physician who studied suggestion and hypnosis in the mid-1800s. He demonstrated that hypnosis differed from sleep, that it was a physiological response and not a result of secret powers. During the same period, James Esdaile, a Scottish doctor working in India, used hypnotism instead of anaesthetic in over 200 major surgical operations, including leg amputations. Later that century a French neurologist, Jean Charcot, successfully experimented with hypnosis in his clinic for nervous disorders.

Section 3

Since then, scientists have shown that the state of hypnosis is a natural human behaviour, which can affect psychological, social and/or physical experiences. The effects of hypnotism depend on the ability, willingness and motivation of the person being hypnotised. Although hypnosis has been compared to dreaming and sleep-walking, it is not actually related to sleep. It involves a more active and intensive mental concentration of the person being hypnotised. Hypnotised people can talk, write and walk about and they are usually fully aware of what is being said and done.

Section 4

There are various techniques used to induce hypnosis. The best known is a series of simple suggestions repeated continuously in the same tone of voice. The subject is instructed to focus their attention on an object of fixed point, while being told to relax, breathe deeply, and allow the eyelids to grow heavy and close. As the person responds, their state of attention changes, and this altered state often leads to other changes. For example, the person may experience different levels of awareness, consciousness, imagination, memory and reasoning or becoming more responsive to suggestions. Additional phenomena may be produced or eliminated such as blushing, sweating, paralysis, muscle tension or anaesthesia. Although these changes can occur with hypnosis, none of these experiences is unique to it. People who are very responsive to hypnosis are also more responsive to suggestions when they are hypnotised. This responsiveness increases during hypnotism. This explains why hypnosis takes only a few seconds for some, whilst other people cannot be easily hypnotised.

Section 5

It is a common misunderstanding that hypnotists are able to force people to perform criminal or any other acts against their will. In fact, subjects can resist suggestions, and they retain their ability to distinguish right from wrong. This misunderstanding is often the result of public performances where subjects perform ridiculous or highly embarrassing actions at the command of the hypnotist. These people are usually instructed not to recall their behaviour after re-emerging from the hypnotic state, so it appears that they were powerless while hypnotised. The point to remember, however, is that these individuals chose to participate, and the success of hypnotism depends on the willingness of a person to be hypnotised.

Section 6

Interestingly, there are different levels of hypnosis achievable. Thus deep hypnosis can be induced to allow anaesthesia or surgery, childbirth or dentistry. This contrasts to a lighter state of hypnosis, which deeply relaxes the patient who will then follow simple directions. This latter state may be used to treat mental health problems, as it allows patients to feel calm while simultaneously thinking about distressing feelings or painful memories. Thus patients can learn new responses to situations or come up with solutions to problems. This can help recovery from psychological conditions such as anxiety, depression or phobias. Sometime after traumatic incidents, memory of the incidents may be blocked. For example, some soldiers develop amnesia (loss of memory) as a result of their experiences during wartime. Through hypnosis these repressed memories can be retrieved and treated. A variation of this treatment involves age regression, when the hypnotist takes the patient back to a specific age. In this way patients may remember events and feelings from that time, which may be affecting their current well-being.

Section 7

Physicians also have made use of the ability of a hypnotised person to remain in a given position for long periods of time. In one case, doctors had to graft skin onto a patient's badly damaged foot. First, skin from the person's abdomen was grafted onto his arm; then the graft was transferred to his foot. With hypnosis, the patient held his arm tightly in position over his abdomen for three weeks, then over his foot for four weeks. Even though these positions were unusual, the patient at no time felt uncomfortable!

Section 8

Hypnosis occasionally has been used with witnesses and victims of crime to enable people to remember important clues, such as a criminal's physical appearance or other significant details that might help to solve a crime. However, as people can both lie and make mistakes while hypnotised, the use of hypnotism in legal situations can cause serious problems. Also hypnosis cannot make a person divulge secret information if they don't want to. This was confirmed by the Council on Scientific Affairs of American Medical Association, which in 1985 reported that memories refreshed through hypnosis may include inaccurate information, false memories, and confabulation (facts and fantasy combined). (979 words)

Questions 11-17

The passage has eight sections. Choose the most suitable heading for each section from the list of headings (A-L) below. The first one has been done for you as an example. Write your answers in the spaces provided.

N.B. There are more headings than sections, so you will not use all of them.

Example:	Answer:
Section 1	J

11. Section 2 _____
12. Section 3 _____
13. Section 4 _____
14. Section 5 _____
15. Section 6 _____
16. Section 7 _____
17. Section 8 _____

List of Headings

A Use of hypnotism in criminal cases
B The body posture and hypnosis
C Early medical experiments with hypnotism
D Early association of hypnotists with psychology
E Dangers of hypnotism
F How to hypnotise
G Hypnosis and free will
H Difference between mesmerism and hypnotism
I Therapeutic uses of hypnosis
J Origins of hypnosis
K The normality of hypnotised subjects' behaviour
L Circumspection of hypnotism in legal process

Questions 18-22

Complete the notes of the history of hypnosis using NO MORE THAN THREE WORDS from the passage.

References to hypnotism can be found both in the Talmud and the (18) _____. Even when Mesmer's (19) _____ were not used, successful results occurred without them. Braid identified hypnosis as a natural (20) _____ response, rather than magical or mystical. Early psychological studies showed the difference between sleep and hypnosis. Successful hypnosis requires the subject's active (21) _____. Consequently subjects can speak or move around and are (22) _____ of their surroundings.

Questions 23-26

Decide which of the alternatives is the correct answer and circle the appropriate letter in your booklet.

23. In order to induce hypnosis, the hypnotist will _____.
    A. encourage the person to relax using a repetitively even tone of voice
    B. say a specific set of words in a special tone of voice
    C. say any words but in a particular tone of voice
    D. encourage the person to relax while focusing on a slowly moving object

24. Hypnotised subjects can be instructed to _____.
    A. do something they have previously said against their wishes
    B. demonstrate physical strength they would normally not have
    C. reveal confidential information against their will
    D. do something that they would not normally be opposed to doing

25. Past events are recalled under hypnosis _____.
    A. to entertain the hypnotist
    B. to allow the subject to reassess them without distress
    C. to help the subject improve their memories
    D. to make the subject feel young

26. After surgery, hypnosis may be used _____.
    A. to make drugs unnecessary
    B. to keep the patient mobile
    C. to make the patient forget to move
    D. to minimise a patient's discomfort while immobile

Passage 3

You are advised to spend about 20 minutes on this passage.

Money as the Unit of Account

Section I

The most difficult aspect of money to understand is its function as a unit of account. In linear measurement we find the definition of a year, or a metre, easy to accept. In former times, these lengths were defined in terms of fine lines etched onto brass rods maintained in standards laboratories at constant temperatures. Money is much more difficult to define, however, because the value of anything is ultimately in the mind of the observer, and such values will change with time and circumstances.

Sir Issac Newton, as Master of the Royal Mint, defined the pound sterling in 1717 as 113 grains of pure gold. This took Britain off silver and onto gold as defining the unit of account. The pound was 113 grains of pure gold, the shilling was 1/20 of that, and penny 1/240 of it.

By the end of the nineteenth century, the gold standard had spread around most of the trading world, with the result that there was a single world money. It was called by different names in different countries, but all these supposedly different currencies were rigidly interconnected through their particular definition in terms of a quantity of gold.

Section II

In economic life, the prices of different commodities and services are always changing with respect to each other. If the potato crop, for example, is ruined by frost or flood, the price of potatoes will go up. The consequences of that particular price increase will be complex and unpredictable. Because of the high price of potatoes, prices of other things will decline, as demand for them declines. Similarly, the argument that the Middle East crisis following the Iraqi annexation of Kuwait would, because of increased oil prices, have led to sustained general inflation is, although widely accepted, entirely without foundation. With sound money (money whose purchasing power does not decline over time), a sudden price shock in any one commodity will not lead to a general price increase, but to changes in relative prices throughout the economy. As oil increases, other goods or services will drop in price,

and oil substitutes will rise in price, as the consequences of the oil price increase work their unpredictable and complex way through the economy.

The use of gold as a unit of account during the days of the gold standard meant that the price of all other commodities and services would swing up and down with the reference to the price of gold, which was fixed. If gold supplies diminished, as they did when 1850s' gold rushes in California and Australia petered out, the deflation (a general price level decrease) would set in. When new gold rushes followed in South Africa and again in Australia, in the 1880s and 1980s, the general price level increased, gently around the world.

Section III

The end of the gold standard began with the introduction of Bretton-Woods Agreement in 1946. This fixed the value of all world currencies relative to the US dollar, which in turn was fixed to a specific value of gold (US$0.35/oz). However, in 1971, the US government finally refused to exchange US dollars for gold, and other countries soon followed. Governments printed as much paper money or coinage as they wanted, and the more that was printed, the less each unit of currency was worth.

The key problem with these government 'fiat' currencies is that their value is not defined; such value is subject to how much money a government cares to print. Their future value is unpredictable, depending as it does on political chance. In our economic calculations concerning the past, we automatically convert incomes and expenditures to dollars of a particular year, using CPI deflators which are stored in our computers. When we perform economic calculations into the future, we guess at inflation rates and include these guesses in our figures. Our guesses are entirely based on past experience. In Australia most current calculations assume a 3 to 4 per cent inflation rate.

Section IV

The great advantage of the nineteenth-century gold standard was not just that it defined the unit of account, but that it operated throughout almost the entire world. A price in England was the same as price in Australia and in North America. Anthony Trollope tells us in his diaries about his Australia travels in 1873 that a pound of meat, selling in Australia for two pence, would have cost ten pence or even a shilling in the UK. It was this price difference which drove investment and effort into the development of shipboard refrigeration, and opening up of major new markets for Australian meat, at great benefit to the British public.

Today we can determine price differences between countries by considering the exchange rate of the day. In twelve months' time, even a month's time, however, a totally different situation may prevail, and investments of time and money made on the basis of an opportunity at an exchange rate of the day become completely wasted because of subsequent exchange rate movements.

The great advantage of having a single table world money is that such money has very high information content. It tells people where to invest their time, energy and capital, all around the world, with much greater accuracy and predictability than would otherwise be possible. (879 words)

Glossary:

CPI deflator: a mathematical calculation based on the Consumer Price Index (CPI) that allows us to compare past prices to current prices.

Questions 27-30

The reading passage has four sections. Choose the most suitable heading for each section from the list of headings (i-vi) below. Write the answers in the spaces provided in your booklet.

N.B. There are more headings than sections, so you will not use all of them.

	List of Headings
i	The price of gold
ii	The notion of money and its expression
iii	The rise of problematic modern currencies
iv	Stable money compared to modern 'fiat' currencies
v	The effects of inflation
vi	The interrelationship of prices

27. Section I _____
28. Section II _____
29. Section III _____
30. Section IV _____

Questions 31-35

Using the information from the text, match each of the following causes with an effect. Write the appropriate letter under the question statement.

Causes	Effects
31. The price of potatoes goes up. Answer: _____ 32. Oil prices rise. Answer: _____ 33. The amount of gold available went up. Answer: _____ 34. The amount of gold available went down. Answer: _____ 35. Meat in Australia was cheaper than elsewhere. Answer: _____	A Oil substitutes become more expensive. B Oil substitutes drop in price. C People developed techniques of transporting it to other places. D More people went to live in Australia. E The prices of other things go down, because fewer people could afford to buy them. F People used gold instead of silver as money. G All prices went up slightly everywhere. H There is no observed effect. I All prices went down everywhere.

Questions 36-40

In the reading passage, the writer compares money based on a gold standard and 'fiat' currencies. Using the information in the passage, match the writer's opinions in List 1 with a phrase A, B, or C in List 2 to show which kind of money is meant. Write your answers in the spaces provided.

List 1	List 2
36. The writer states that it has a clearly defined value. Answer: _____ 37. The writer states that its value by definition varies over time. Answer: _____ 38. The writer describes its future value as predictable. Answer: _____	A Money based on a gold standard B Government fiat monopoly currencies C Both money based on a gold standard and 'fiat' currencies

List 1	List 2
39. The writer knows one can calculate its past value. Answer: _____ 40. The writer believes it makes international investment easier. Answer: _____	

Day 9 Viewpoint Questions

Overview

Viewpoint questions are also known as questions on the writer's views/attitudes, or claims. The IELTS Reading test uses this kind of question to test your ability to distinguish fact from opinion.

A fact is a piece of information that has been discovered or proved true. The following statements are facts:

1. Children in Germany start learning English at the age of seven.
2. Over 20% of Australia's population is foreign-born.
3. We all need water to survive.

An opinion is a statement that reflects a person's individual viewpoint on a topic. Opinions or viewpoints are often based on facts, which is why some readers find it difficult to distinguish between fact and opinion. Also, most writers do not put *I think* in front of every opinion they give. This means that as a reader, you need to look for other words that help to indicate a personal opinion.

The following statements are opinions based on the above facts. The words that show the writer's opinions are in bold:

1. Germans are **very good** speakers of English.
2. Australia has a **good balance** of different cultures in its society.
3. Free bottled water **should be given** to students in schools.

Viewpoint questions are usually in the form of a statement followed by three options, as follows:
Do the following statements reflect the views of the writer in the reading passage?
Choose:

YES	if the statement agrees with the writer's view;
NO	if the statement contradicts the writer's view;
NOT GIVEN	if the statement does not reflect the writer's view.

Yes/No/Not Given Questions are similar to True/False/Not Given Questions because you need to decide if the statement is:

- correct according to what is written in the passage;
- incorrect according to what is written in the passage;
- not mentioned in the passage.

However, Yes/No/Not Given Questions usually refer to the writer's opinions on topics, whereas True/False/Not Given Questions refer to facts in the passage.

Tips

When you see questions in the IELTS Reading test that require you to determine certain information and the writer's views, keep the following in mind:

1. Skim through the reading passage so you would be able to get the general idea of the content.
2. Try to match the statements/questions with the ones contained in the passage. Be careful because the ideas in the statements/questions most probably will not be using the same words in the passage. Your skill of looking for synonyms would be handy here.
3. If the passage does not mention the ideas expressed in the statements/questions, then choose NOT GIVEN.
4. If the passage happens to mention the exact ideas in the statements/questions, then the answers can be YES or TRUE. It, however, helps to analyse the meaning of the whole statements/questions carefully. These statements/questions could merely be distractors, so beware.
5. If the passage either states an idea which is the opposite of the statement/question or gives data which is in conflict with the statement/question, then choose NO or FALSE.
6. You can use the following abbreviations when you write your answers on your answer sheet. This will save you time and is acceptable for the IELTS test.

   YES = Y
   NO = N
   NOT GIVEN = NG

Sample reading 1

You are advised to spend about 15 minutes on the following passage.

Too Few Women at the Top Is Not Just a Science Problem

It's been 40 years since Britain's first and only woman Nobel Prize winner. Why, asks Julia Higgins.

This year marks the anniversary of a unique event in UK science. It is 40 years since Dorothy Hodgkin won the Nobel Prize for Chemistry and became the only British woman so far to win the ultimate accolade in science.

Her achievement was all the more remarkable because she was afflicted for most of her life by severe rheumatoid arthritis and because her work was carried when few women were able to pursue successful careers in the laboratory. Four decades on, is it any easier for women to break through the glass ceiling in science?

Hodgkin (1910-1994) received the Nobel in 1964 for her discovery of the structure of vitamin B_{12}, four years after becoming a professor at the University of Oxford. She was one of only a handful of women occupying chairs in British science.

Today, there are a few more women in the upper echelons of academic science, but progress has been slow. In Hodgkin's discipline, chemistry, only 15 of the 385 full-time university professors are female, while women hold fewer than one in 10 of the 880 chairs in the biosciences and only one in 30 of the 450 in physics. Representation of women is better lower down the hierarchy, with nearly one in three full-time university lecturers in the biosciences being women, and more than one in six in chemistry.

These figures provide a startling indication that women are still much less likely than their male contemporaries to join the ranks of the scientific elite in universities. Why is this?

Overt discrimination against women in the workplace is now all but stamped out, thanks to changes reinforced through equal opportunity legislation. However, being a member of a minority at work has less obvious challenges. It can be more difficult to have your achievements recognised by male peers, and making those influential contacts with established senior figures who can help your career can be daunting. Often what you need most is a supportive mentor who can help guide you round the obstacles on your career path.

It was the recognition of these hurdles that partly led to the launch in 1999 of the Athena project, a UK initiative to significantly increase the number of women recruited to the top academic posts in science. By working with universities on staff development, mentoring and networking schemes for women, Athena is helping to embed best practice in science departments.

The project is having an increasing impact. But, it is perhaps surprising that it is being limited by a lack of recognition that many of the same hurdles facing women in university departments occur elsewhere in universities. The low number of women in senior positions is often thought of as a 'science problem', but things are not much better elsewhere.

For instance, men outnumber women by more than seven to one in professorships in the humanities at UK universities and by more than six to one in social studies.

Women may be more prevalent in junior positions in these subjects than in the sciences, but it is clear they are still severely under-represented. The truth is that too few universities are doing enough to improve career development and support for female staff across all disciplines. This is hampering the many good efforts in science.

More women are junior postdoctoral researchers than in Hodgkin's day, and it is hoped many of these may eventually go on to swell the ranks of professors in science. But experience shows women tend to leak out of the pipeline in disproportionately high numbers at this stage. In recognition of the additional difficulties, the Royal Society in 1995 launched a fellowship scheme, named after Hodgkin, specifically targeted at junior postdoctoral researchers. The scheme is open to both men and women, but its support for flexible working and built-in mentoring means it has proved particularly popular among women, with all but one of the current 47 posts filled by female researchers.

It aims to provide a vital early step in developing an independent research career, with current holders across the full spectrum of subjects, from mathematics to biology. With this early opportunity, and further nurturing throughout their careers, we may yet see one day another female Nobel Prize winner emerging from their midst. (734 words)

Questions 1-10

Do the following statements reflect the views of the writer in the reading passage?

Choose:

YES	if the statement agrees with the writer's view;
NO	if the statement contradicts the writer's view;
NOT GIVEN	if the statement does not reflect the writer's view.

1. Ms. Dorothy Hodgkin won her Nobel Prize for Chemistry 40 years ago.

Answer: _____

2. Considering her physical condition and research environment, Ms. Dorothy Hodgkin's achievement was extraordinary.

Answer: _____

3. Few women were able to do science jobs in the laboratory successfully.

Answer: _____

4. More women are at the top of British science now than in the 1950s and 1960s.

Answer: _____

5. Women are performing better as university lecturers in the fields of biology and chemistry.

Answer: _____

6. Equal opportunity legislation helps strengthen the discrimination against females.

Answer: _____

7. The lack of the authority's promotion proves to be a hurdle over women in the professional development.

Answer: _____

8. Different disciplines should have different ratio of senior positions for female staff.

Answer: _____

9. The more women continue their postdoctoral research, the better chance they will get to squeeze into the rank of professorship in the university.

Answer: _____

10. Consistent nurturing across the full spectrum of subjects is vital for the emergence of another female Nobel Prize winner.

Answer: _____

Sample reading 2

You are advised to spend about 15 minutes on the following passage.

Left out or Left behind

It is not enough to fight social exclusion. The government should now focus on inequality.

It may seem a surprising admission for a social exclusion minister, but I have always worried whether social inclusion was really the right social justice goal for a Labour government. We must target help on groups excluded from mainstream society, who often face the greatest deprivation. But there are also many children across Britain living in close families and strong communities who suffer disadvantage and are denied opportunity.

Don't get me wrong. Tackling social exclusion is a difficult and vital challenge. And impressive progress has been made – as we set out in the latest report published today by the Social Exclusion Unit (SEU). But the unit's work on the causes of deprivation and the challenges ahead makes clear that we cannot simply promote a communitarian notion of inclusion. We have to tackle long-term inherited inequalities too.

Already the unit has fundamentally changed the terms of the debate. Remember when Sir George Young, then a Conservative cabinet minister, described the homeless as 'the sort of people you step over on the way out of the opera'? Or when Peter Lilley, then a social security secretary, vilified lone parents while presiding over a steady upward march of child poverty? Such statements would be politically unacceptable today, even from front bench Tories.

Life for thousands of families has been transformed. Rough sleeping is down by two thirds, thousands of lone parents have been helped by the New Deal, and child poverty is falling. Education and employment gaps between deprived districts and the rest are starting to narrow. Academic analysis shows that the investment in public services since 1997, as well as tax and benefit changes, has provided the greatest help to those with low incomes. New programmes have concentrated on addressing the root causes of social exclusion in poverty and unemployment, on the importance of the early years in widening opportunities, and the need to strengthen disadvantaged communities and neighbourhoods.

But child poverty remains a significant problem. Bangladeshi and Pakistani households are still three times more likely to be stuck on low incomes. Though unemployment has fallen to record lows, new SEU research finds people living in the most deprived streets are 23 times more likely to be jobless than in the most affluent streets.

Now is not the time to pull back from investment in tackling disadvantage. Tory frontbenchers may recoil from the statements of their predecessors, wrapping themselves in the robes of compassionate conservatism. But their plans for a 5% cut in investment in housing and regeneration, Sure Start, and abolishing the New Deal would do just as much damage. Instead, this year's spending review must again champion the fight against injustice and exclusion. That is why the SEU is working with departments to audit spending review plans for their impact on social exclusion, deprivation and wider inequality. Today's SEU report strengthens the case for going beyond inclusion and taking a wider interpretation of the unit's work and the government's goals.

Inequalities still cascade from one generation to the next. Teenagers in Castleford, in my constituency, now expect to avoid long-term unemployment when they leave

school. But they still stand a much lower chance of getting good qualifications, high-paid work, or even living to the age of 80, than those growing up in a leafy Surrey suburb. They aren't socially excluded, but they aren't getting a fair deal either. Inclusion alone can't tackle these inherited class injustices. In the last few decades of the 20th century, inherited disadvantage got worse, not better. Poverty in childhood for those born in 1970 was more likely to lead to poverty in adulthood compared with those born in 1958. Turning those trends around is no mean task. Though we have made a start, it is too early to measure the impact of Labour's policies since 1997 on breaking the link between parents' lives and children's chances.

We need to sustain the focus on the root causes of exclusion – unemployment, poverty and early childhood opportunities. New programmes address inequalities as well as inclusion. So the 'new localism' approach to devolving power to local communities needs to strengthen deprived areas, not leave them behind. New public health policies need to support those on low income, not just make the middle classes healthier. Expanding early years provision needs to reach disadvantaged families as a priority.

As we draw up government spending plans and party manifestoes, the issues in today's report should be at the centre of the debate. If we are to achieve social justice in the next generation, we have to tackle inequality as well as exclusion. (779 words)

Questions 1-10

Do the following statements reflect the views of the writer in the reading passage?

Choose:

YES	if the statement agrees with the writer's view;
NO	if the statement contradicts the writer's view;
NOT GIVEN	if the statement does not reflect the writer's view.

1. More progress needs to be made in tackling social exclusion.

Answer: _____

2. The homeless are the people who sleep on the street outside the grand opera house.

Answer: _____

3. Because it is falling, child poverty should no longer be the focus of the social workers.

Answer: _____

4. People in wealthy communities enjoy more work opportunities.

Answer: _____

5. It is unwise to decrease the investment in housing and regeneration.

Answer: _____

6. SEU, together with the relevant government departments, is attempting to review the reason of inequalities from one generation to the next.

Answer: _____

7. More school leavers are now willing to work but it is hard for them to get steady jobs.

Answer: _____

8. Social exclusion is the key to understanding the inherited class injustices.

Answer: _____

9. Parents' lives and children's chances are closely correlated.

Answer: _____

10. People in deprived areas are more afraid of being left behind than left out.

Answer: _____

Sample reading 3

You are advised to spend about 15 minutes on the following passage.

Before Disaster Strikes

Brendan Gormley on why aid agencies must raise money to prevent humanitarian emergencies, not just respond to them

In the first three months of the United Nations' 2003 Iraq appeal, donor governments raised nearly $2bn (£1.1bn) – $74 for every person in the country. In comparison, the Democratic Republic of Congo – where an estimated 3 million people have lost their lives in years of conflict – has received only $17 per person.

It is a dilemma of humanitarian aid that high-profile emergencies tend to receive more aid than those situations where people suffer far from the media spotlight. The 'war on terror' has deepened the gap. There are needs in Iraq. But appeals for aid for countries such as Liberia or Sudan often receive scant attention from donor countries.

It is not the only dilemma facing humanitarian agencies in an age where technology has shrunk the world, but failed to rid it of inequality, conflict, hunger, disease

and disaster. How should humanitarian agencies operate? Does aid reach those in need? Do we know where those most in need are?

These are not new dilemmas. This year, the Disasters Emergency Committee (DEC), which coordinates fund-raising for 12 leading aid, relief and humanitarian agencies in Britain, is marking 40 years of winning public support to help victims of wars and natural disasters. In those 40 years, almost £500m has been raised from the public for those distant victims.

One problem we grapple with continually is: how do we raise public awareness of the crisis faced by those living in impoverished countries? And, crucially, how do we do this before these chronic crises become full-blown emergencies in which people die? The potential for a famine is not often considered newsworthy. But a famine is. Yet, humanitarian agencies know that famines need not happen. They can be averted if the world is made aware of them and action is taken early.

Early warning systems now exist, but are often ignored or played down by decision-makers, as happened in Malawi in early 2002. The DEC and its member agencies are vulnerable to being damned if we do appeal and damned if we don't, either seeming to exaggerate the situation or to be ignoring it.

There is a tension between the time it takes to mobilise public compassion and the ability to mount a timely and appropriate emergency response. Little attention and resource is given to prevention and mitigation, yet we know this is the most cost-effective way of dealing with disasters. Prevention is better and cheaper than cure.

It is a constant struggle, for, sadly, the world has learned to tolerate – in large parts of Africa especially – very high levels of chronic malnutrition and collapsed services, where small climatic shocks or poor policies can have dramatic effects on the lives of the poor.

The DEC sets itself high standards, based on adherence to a set of principles and codes of best practice, collective action, accountability both to beneficiary and donor and investment in lesson learning. And it is the latter that is perhaps the most essential. It is built on independently commissioned evaluations of each disaster response.

The latest evaluation, of the DEC's Southern Africa Crisis Appeal, was encouraging. The independent evaluators concluded that the appeal was justified, that lives were prolonged and suffering averted.

It also said the complexity of the underlying problems of the region means there are big opportunities to learn from this new kind of preventative appeal. The link between the devastating HIV/AIDS epidemic and food security, for one, adds new complexities to an already difficult situation. No disaster is identical. But with each

one we can add to our increasing fount of knowledge so that when a new disaster strikes, we might save – and rebuild – more lives.

Ideally, of course, we would prefer to act before disaster strikes – as we did in southern Africa. And ultimately, we would like it if our work ensured that, through the alleviation of poverty across the world, people were able to deal with their own problems without our help. Our aim is to make ourselves redundant.

But redundancy is a long way off. Until then, we have to raise money independently of governments, so we can act on the basis of need – irrespective of whether politicians are willing to pitch in. We need to raise awareness so governments cannot claim they didn't know there was a crisis. And we need to keep learning. (740 words)

Questions 1-10

Do the following statements reflect the views of the writer in the reading passage?

Choose:

YES	if the statement agrees with the writer's view;
NO	if the statement contradicts the writer's view;
NOT GIVEN	if the statement does not reflect the writer's view.

1. Iraq people received nearly four times as much aid as the people in Congo.

Answer: _____

2. Because of the publicity, Iraq people deserve more humanitarian aid.

Answer: _____

3. The war on Iraq launched by America has improved on the aid situation there.

Answer: _____

4. Humanitarian agencies should be more aware of the issue of equality.

Answer: _____

5. The main task of the Disasters Emergency Committee is to help the people avoid a famine.

Answer: _____

6. Early warning systems have been operating in Malawi since 1992.

Answer: _____

7. The world should accept Africa's high-level malnutrition and collapsed service.

Answer: _____

8. More funds ought to be spent on the lesson learning, namely, the evaluation of disasters.

Answer: _____

9. More and more HIV/AIDS makes it difficult to implement the preventative measures.

Answer: _____

10. The ideal of the humanitarian agencies is to find themselves no longer needed by the world.

Answer: _____

Sample reading 4

You are advised to spend about 15 minutes on the following passage.

A Constitution for Europe

The constitution of the world's most complex international organisation – the United Nations – fits easily into my jacket pocket. The constitution of one of the world's oldest and most successful democracies – the United States – would fit neatly into the other pocket. I do not have a pocket big enough for what passes as the constitution – 'the consolidated Treaties' – of the European Union.

Size is important. The smaller the better when it comes to constitutions. But size tells another, more important story – that of coherence. The UN charter is a genuinely good read for those interested. It sets out in logical form the purposes and principles of the organisation, its structure and its powers. The US constitution is similarly composed.

Both of these constitutions meet the standards set by this newspaper's most famous editor, Walter Bagehot, that they should 'excite and preserve the reverence of the population' and contain 'the efficient parts – those by which it, in fact, works and rules'.

While the practical achievements of the EU have been profound, the Union's treaties fail almost every test of clarity and brevity: 165 pages long, plus another 90 pages in the yet to be ratified Treaty of Nice. As for Bagehot's idea of excitement, forget it. There's no point reading the EU treaties in the hope of illumination. For a start, there is not one constitution, but two. One 'on European union', the other

'establishing the European community'. What's the difference? Although 'union' implies a more closely-knit organisation than 'community', the union treaty deals mainly with inter-governmental matters – defence, foreign policy and home affairs, whilst the community treaty deals with the core economic business of the customs union and single market, and so on. But both have overlapping preambles with 'objectives', 'tasks' and 'principles'. As for the institutional arrangements, they are shared between the two treaties. These complex texts make the case for a single, coherent constitution for the EU. The Convention on the Future of Europe, meeting under the chairmanship of former French President Valéry Giscard d' Estaing, is currently debating the idea, with a view to making recommendations for a new draft treaty to be considered by an inter-governmental conference in 2004.

What should the new constitution look like? The minimal requirement is for the two current texts to be merged into one, and put in a logical order – purposes, principles, then organs and institutions – the 'why' and the 'how' first, then the 'what' in terms of broad policies, after that. But there's a much bigger point here. The very complexity of EU constitutional law is not just a matter of drafting but is indicative of serious shortcomings in the way the Union works. As last year's Laeken declaration made clear, real reform is urgently needed.

Any new text should answer the basic questions about the Union which have characterised the debate in the UK for the past three decades. It should set out the EU's mission in simple language, clarify for befuddled voters the role and responsibilities of its institutions, and draw a clear distinction between supranational and national competencies. The constitution should start with just a few lines, setting out what the EU is – a union of sovereign states who have decided to pool some of that sovereignty, and it is better to secure peace and prosperity in Europe and the wider world. It should confirm that the Union exercises only those powers which are explicitly and freely conferred on it by the member states, which remain the EU's primary source of democratic legitimacy. The treaty should celebrate the rights citizens enjoy and the core values they live by. The text should then set out the roles of the EU's institutions. And here, the reality is that in an EU of 25 member states or more, each of the three main institutions – the council, the commission and the parliament – needs to be strengthened.

Let me begin with the councils which represent the national governments. The European Council should set the strategic agenda for the Union. But one of the problems with delivery has been that – unlike the commission which is appointed for five years – there are musical chairs every six months in the European Council and the Councils of Ministers. The presidency switches from one country to the next. This stop-go comes at the expense of consistency and efficiency. I therefore support Jacques Chirac's proposal for a full-time president of the European Council, chosen

by and accountable to the heads of government. He or she would serve for several years, overseeing delivery of the Union's strategic agenda and communicating a sense of purpose to Europe's citizens.

For the functional councils, there should be 'team presidencies' whereby a group of member states would each chair, say, two of the councils for two to three years. At the same time, the six-monthly rotation for countries to be 'vice-presidents', hosting informal ministerial meetings – an important showcase for the EU, should continue. (824 words)

Questions 1-10

Do the following statements reflect the views of the writer in the reading passage?

Choose:

YES	if the statement agrees with the writer's view;
NO	if the statement contradicts the writer's view;
NOT GIVEN	if the statement does not reflect the writer's view.

1. A lengthy and fuzzy constitution may interfere with people's rights.

   Answer: _____

2. The UN charter and the US constitution set a good model for the EU to follow.

   Answer: _____

3. A good wording of a constitution should be precise and exciting.

   Answer: _____

4. A clear distinction must be drawn between union and community in terms of constitution.

   Answer: _____

5. The verbosity and murkiness of the EU constitution leads to the current operation of the Union.

   Answer: _____

6. Under the EU constitution, the national supremacy of the member states should be removed.

   Answer: _____

7. As EU has 25 member states now, there should be more governing institutions.

   Answer: _____

8. The citizens' rights and their core values must be embodied in the new constitution.

Answer: _____

9. A functional council is one with more authorised powers to take necessary actions.

Answer: _____

10. The informal ministerial meeting is an important occasion to discuss urgent issues.

Answer: _____

Sample reading 5

You are advised to spend about 15 minutes on the following passage.

Beware the Natives and Their Norms

Speakers of English as an International Language must claim it for themselves, argues Jennifer Jenkins.

The international spread of English is now taken for granted. Less widely acknowledged are the controversial implications of this spread, especially in terms of the Englishes that have resulted from it. At one extreme we have what Barbara Seidlhofer criticises as the 'Fawlty Towers' attitude to the English of its non-native speakers: 'fawlty' merely because it differs in certain ways from the English of British and American native speakers.

At the other extreme we have what could be called the 'Ivory Towers' attitude, held by a number of academics such as Peter Lowenberg. They take the view that language evolution, a natural and inevitable process, is currently affecting English as an International Language (EIL) in precisely the same ways in which it has always affected English as a Native Language (ENL), and that the resulting changes cannot be dismissed as 'errors'.

The 'Fawlty Towers' view is, unfortunately, by far the most prevalent, and has given rise to numerous misinterpretations of the nature and functions of the English of its EIL speakers. The first concerns the word 'international' itself. This word acquires a very specific meaning in many people's minds whenever it is used in conjunction with the word 'language'. Despite the fact that other languages, such as Spanish, have international status, the assumption tends to be that international language = English language.

Second, the English that people generally have in mind is not any variety of English, and not even any native speaker variety, but only standard British and standard American English – varieties that are spoken by very small percentages of the world's (roughly) 2 billion English speakers. In other words, ENL (of the British and American kind) is regarded as the only legitimate version of English, whether we are talking of the idealised English used as a yardstick in much Second Language Acquisition research, or of the 'real' English found in native-speaker corpora. Both kinds, of course, are used worldwide to provide models in teaching materials.

The result is that learners in Hong Kong, Poznan, Tokyo, etc. – who are most likely to use their English with other non-native speakers – are being taught varieties of English that are more appropriate to conversation among native speakers in Brighton or Baltimore.

Third, the direct consequence of the 'international = English = standard British/American English' assumption is that native speakers of English are lauded as the best teachers of EIL and given priority in the jobs market. Advertisements regularly request 'Native Speakers' whether overtly or covertly (for example, by specifying holders of British passports).

'Nativeness', it seems, is all. This inevitably affects the attitudes of the local non-native teachers and, in turn, their students. Even those, such as Japanese students, who perceive that they need English primarily for international communication and international understanding, also believe that their goal should be to sound as much like a native speaker as possible, and regard non-native varieties as deficient.

To avoid the 'problem' of speaking with a non-native accent, EIL learners may be offered extreme solutions such as 'therapy' (by a language school in Japan) and tongue surgery (in South Korea). An extreme result of the misinterpretation of EIL, then, is the implication that people who do not speak a native variety of English suffer from either a psychological or physical deficiency.

Further misinterpretations of EIL can be found in 'sugarcoated' approaches to the subject. The term 'sugarcoated' was coined by Ayako Suzuki, who is researching attitudes to EIL at King's College London. By 'sugarcoated EIL', she means the English advocated by those who claim allegiance to the concept of EIL but who, beneath the sugarcoating, are in fact promoting native-speaker norms. In effect, theirs is simply another version of 'international = English = standard British/American English'. The only difference is that whereas supporters of 'English-Only' or 'Speak Good English' campaigns openly promote native-speaker norms, advocates of sugarcoated EIL seem to be unaware that they, too, are doing so. This sort of EIL goes under various names such as 'World Standard English', 'World Standard Spoken English', 'International English', 'Literate English', and so on.

On closer examination, these so-called international varieties are in fact ENL in disguise; they are not based on empirical evidence from the world's majority of English speakers (i.e. non-natives) and they therefore provide, as Suresh Canagarajah points out, 'ideological and economic advantages to centre communities'.

These – and similar – misinterpretations of EIL would not be rectified until there is a change of attitude towards non-native ways of speaking English as widespread as the English language itself. Languages develop, as Salikoko Mufwene demonstrates, through contact and accommodation. Mufwene argues that we are not justified in regarding English language contact involving native speakers as natural and acceptable, but that involving non-native speakers as being in some way contaminated. There is no good reason to talk of the results of L1-L2 contact as 'L1 interference' (or at best 'L1 transfer') when whole swathes of non-native speakers routinely use these forms in EIL contexts and understand each other with ease.

Until the major examination boards tackle and resolve such issues, however, there is unlikely to be any change. For example, as Fred Davidson pointed out over 10 years ago: 'The determination of what is and is not an error is in the hands of the linguistic variety that sets the test. Error is very much controlled by those in power.' For the time being, then, we have EIL in theory but not in practice and it remains 'business as usual'. (933 words)

Questions 1-10

Do the following statements reflect the views of the writer in the reading passage?

Choose:

YES	if the statement agrees with the writer's view;
NO	if the statement contradicts the writer's view;
NOT GIVEN	if the statement does not reflect the writer's view.

1. Different versions of English reveal the inevitable trend of globalisation.

Answer: _____

2. The 'Fawlty Towers' attitude and the 'Ivory Towers' attitude are opposite views about the adaptation of the English language.

Answer: _____

3. English teaching materials generally model on British and American English.

Answer: _____

4. Physical therapy is offered to help people speak better native English.

   Answer: _____

5. 'Sugarcoated' approaches prefer various names such as 'World Standard English' or 'International English', etc.

   Answer: _____

6. English as an International Language should be interpreted as English as a Native Language.

   Answer: _____

7. Non-native speakers' daily use of English should be considered while considering language errors.

   Answer: _____

8. English examinations should change to accommodate the changing situation of the English language use.

   Answer: _____

9. Nativeness overwhelmingly dominates the language teaching field.

   Answer: _____

10. ENL and EIL will merge as a new version of language in the years ahead.

    Answer: _____

Day 10 Exercises on Viewpoint Questions

Passage 1

You are advised to spend about 15 minutes on the following passage.

We're Patently Going Mad

Life-saving drugs must be developed differently – for all our sakes.

Innovation can be a driving force for improving public welfare. Nowhere is this more stark than in the creation of drugs to treat fatal diseases. If you have the drug you live; without it you die. Whether you have the drug depends on two issues: has it been developed, and if so, do you have access to it? The conflict between these issues revolves around how to stimulate innovation and how to pay for it. It is exemplified by the issue of access to AIDS drugs and is one of the most contentious issues of international economic policy and law.

Drugs are cheap to manufacture, but expensive to develop. Much of the underlying research comes out of academic institutions funded by government grants. Much of the development work is by pharmaceutical companies, which will not invest in research and development without incentives: in this case the patent system, which rewards a company that develops a successful drug with a 20-year marketing monopoly.

Allowing monopolies leads to bad side effects and drugs are no exception. The economic incentive is the freedom to charge what the market will stand, and invest in what gives the highest return, rather than in what maximises health care benefits. In developing countries, life-saving medicines are priced beyond the reach of most people, a morally offensive outcome. Huge publicity surrounds specific negotiated price reductions, yet the effect on the overall access problem is tiny. But it's not just an issue in the developing world.

Governments and health insurers are finding ways to deny access to the newest and priciest products – in the US and other countries without a universal public health system, the uninsured cannot afford the newest medicines. Less well known are the huge inefficiencies of the existing system. Only about 10% of the price of a drug goes to pay for research on new products, and three quarters of new drugs have no significant therapeutic benefit over existing treatments, implying that perhaps only 2%-3% of the money collected from drug sales is spent on developing medicines better than the ones we already have.

If the existing system were the only way to encourage innovation, it would be sensible to tolerate it, as we would all eventually benefit. However, we believe that it is possible and practical to implement an alternative system that would reduce drug prices and drive investment into innovations that actually address health priorities.

On January 1, 2005, the Trips agreement on intellectual property rights will come into force in most World Trade Organisation countries. It is an unbalanced treaty, based solely on enforcing patent rights worldwide as a mechanism to reward innovation.

We believe the way forward is to modify Trips in health care to require countries to maintain a GDP-related contribution to research and development, while being free to choose how they finance it. New methods of research – such as non-profit collaboration or prizes for exceptional ideas – would allow innovation to be rewarded directly, removing the need for marketing monopolies, and allow competition. Drugs could then be sold close to the cost of manufacture. The mechanisms to implement this would be far cheaper than the current system, which increases global prices by at least $300bn (£160bn) a year.

Evidence that alternative business models can support innovation comes from a variety of areas including open-source software development, the human genome project and open-access publishing. Last year, 69 respected scientists and economists wrote to the World Intellectual Property Organisation, a UN agency, asking that alternatives such as collaborative open models be considered. Yet the developed world continues to resist change. It is hard to avoid the suspicion that the dogged advocacy of intellectual property law as the only way to stimulate innovation is more about maintaining world economic power than anything else. But this is short-sighted. Although the developed world leads in patent applications owing to its science base, the developing world will catch up, and there is evidence that the rise in the number of patents is starting to inhibit innovation itself. It would be more sensible to develop worldwide policies that encourage and reward innovation, while allowing competitors to build on each others' ideas, and protecting consumers from unreasonable prices.

Supporting the existing policy direction for drugs is indefensible, especially after the November 2001 Doha declaration of the WTO that health was more important than intellectual property. Extending marketing monopolies on medicines worldwide prevents the very competition that reduces prices and increases access to life-saving medicines. In the face of other successful models to support innovation, we can no longer claim we have no choice. Perhaps we should ask ourselves if laws that restrict use of knowledge and thereby cause unnecessary death are really weapons of mass destruction. (801 words)

Questions 1-10

Do the following statements reflect the views of the writer in the reading passage?

Choose:

YES	if the statement agrees with the writer's view;
NO	if the statement contradicts the writer's view;
NOT GIVEN	if the statement does not reflect the writer's view.

1. The creation of drugs is closely related to the international economic policy and law.

   Answer: _____

2. More funds are spent on the research and development of drugs than on the production of drugs.

   Answer: _____

3. Both pharmaceutical companies and academic institutions invest in new drugs.

   Answer: _____

4. Marketing monopolies are the cause of the high price of many life-saving medicines.

   Answer: _____

5. Government and medical insurance companies should afford newest medicines to the patients.

   Answer: _____

6. The costs of the research and development of new medicines need to be shared by countries according to their wealthy status.

   Answer: _____

7. Without the protection of the patent, the new drug competition will be destroyed.

   Answer: _____

8. The human genome project is an example of non-profit collaboration.

   Answer: _____

9. The developed world has more patent applications because of its powerful science base.

   Answer: _____

10. The existing policy of new drugs is maintained because of the lack of other measures to stimulate the new drug development.

    Answer: _____

Passage 2

You are advised to spend about 10 minutes on the following passage.

Free Lunch for All

Everyone has memories of lumpy custard and cold chips at school. Yet there is a remarkable amount of evidence about the benefits children derive from having a good meal at lunchtime.

Studies have shown that there is not only a strong link between nutrition and learning, but also that diet often has a profound effect on children's social skills, behaviour and self-esteem. This is why I believe it's time that the issue of free school meals, particularly at primary school, was debated properly.

But before my colleagues at the Treasury pick up the phone to tell me that they can't give such spending commitments, I would like to emphasise that this is about giving an important issue the debate it deserves. While I was discussing this article with fellow MPs recently, a well-known and popular minister cringed when she recalled the nightmare of lunchtime meals at her school. Although it's easy to deride school dinners in retrospect, they stopped children from going hungry and also provided many with their only nutritious meal of the day. A nourishing meal prepared on a shoestring budget is better than no meal at all.

For many children there is great social stigma attached to being one of the 1.8 million eligible for free school meals. Research suggests that some children do not take the meal they are entitled to simply to avoid being ridiculed by their classmates. The minister I talked to has a vivid recollection of being made to stand at the back of the queue with the other 'free' children.

But I don't think this is an insurmountable problem. If all children are entitled to a free meal, some of that stigma will be taken away.

The science suggests that children who do not skip lunch find it easier to concentrate on lessons, are less likely to suffer hunger pangs and headaches and are more likely to be better behaved both inside and outside the classroom. Even amongst children in young offender institutions, there is a strong link between diet and behaviour. Overall, the evidence emphatically shows that children who get a good meal at lunchtime will be easier to teach and will achieve better grades.

This evidence has led Hull city council to take an innovative approach to raising standards in its schools. Hull is proposing to give all children in its grant-maintained

schools a lunchtime meal. This is on top of a programme already in operation that provides breakfast to children who want it and gives children the option of fresh fruit if they stay after school, for example, to do homework or play sport.

While it's obviously too early to judge the success of the scheme, Hull has high hopes. If they can tackle children's nutrition, the benefits could be reaped in terms of improved health as well as higher attendance and attainment in Hull schools.

At the moment, Hull's secondary schools are amongst the worst performing in England at GCSE level, while its primary schools are of average performance. The risk and cost of piloting a free meals programme could pay back many times over if the impact is great enough.

Of course, the idea of free school meals is about more than just helping children to get good grades. It's also about instilling a culture of healthy eating. Everyone wants to get away from the culture of burgers and chips, but you don't do that by forcing children to eat a plate of over-cooked sprouts. Hull and many other councils are working on menus that will wean their pupils off junk food and teach them to eat healthily.

We can also learn from our European partners. In Italy, France, Denmark, Sweden, Austria and Germany, children are provided with highly nutritional meals, much of it organic and many of them provided free of charge.

And in Finland, children receive their free lunch as part of a programme that teaches them how to eat healthily. So I was heartened to hear that members of the Health Select Committee are planning a trip to see what lessons can be learned from Finland, and I look forward to hearing the outcome.

I am well aware that being the MP who was christened 'two dinners' Watson by Tribune and calling for free school meals for all does open me up to a lot of mickey-taking. But I think the potential benefits of a programme of free school meals are so great that we cannot afford to ignore it. Let the debate begin. (754 words)

Questions 1-8

Do the statements on the next page reflect the views of the writer in the reading passage?

Choose:

YES	if the statement agrees with the writer's view;
NO	if the statement contradicts the writer's view;
NOT GIVEN	if the statement does not reflect the writer's view.

1. It is important to supply enough nutrition at lunch for school children.

Answer: _____

2. In the past, free school meals were supplied at primary schools by the local government.

Answer: _____

3. A lady minister mockingly recalled the meals she had at her school days.

Answer: _____

4. A free school meal helps relieve some children of peer pressures.

Answer: _____

5. The budget problem of providing free meals cannot be solved by the local city councils.

Answer: _____

6. Children not taking lunch generally get poor grades in their studies.

Answer: _____

7. Hull's secondary schools rank low in GCSE because of the lack of free meals.

Answer: _____

8. All European countries, including Britain, should provide free meals at school.

Answer: _____

Passage 3

You are advised to spend about 10 minutes on the following passage.

Risk Management for the Masses

We have the financial technology, says Robert Shiller, to cope with growing economic risks.

Lately, a lot of attention has been focused on the stock market bust after the 1990s boom and on the short-term state of the economy, now teetering in and out of recession. Look ahead, though, and there is every reason to think that there are bigger, equally unpredictable economic risks on the way. Perhaps the biggest such issue in the next ten years will be the quick pace of change in the economic status of individuals. Advances in technology, in particular, have increased the chances both of striking it lucky, and becoming very wealthy – but also of being unlucky, and becoming very poor. The likely outcome is both greater economic uncertainty and greater

inequality. But there is good news too: the financial tools that will allow ordinary folk to cope with increased uncertainty, and to insure against adverse economic events, are already being developed.

Inequality has been on the rise in virtually all rich countries in recent decades. This increase appears to be due, in large part, to changing technology, such as rapidly advancing communications, information and control technology, and its effects on an interdependent world economy. It is true that, by some measures, world income inequality has been decreasing – notably because China and India have been catching up. But there are reasons to expect a longer-run tendency towards much greater inequality.

Advanced technology often means that a smaller number of skilled people supply their services over a wider area, producing a 'winner-take-all' effect, where only the best do well, and these lucky few command enormous incomes. The invention of the phonograph did this for singers, and the invention of the motion picture did it for actors. Proliferating communications and information technology may do the same for many other occupations in the future.

So far, a good deal of public resentment about increasing inequality has centred on the most visible highly paid people. Recently, public policy has focused on preventing a few unscrupulous top executives from unfairly enriching themselves at investors' expense. However, we are likely to discover that this, while helpful, does relatively little to mitigate the forces that make or break fortunes, which are much bigger than any fraud or malfeasance that we see today. Why? Because new technology produces far more pervasive and important changes in fortunes than those caused by dishonest boards or accounting shenanigans. Such changes stem from the very stuff of capitalism, undramatic events that unfold over many years: word processors replacing secretaries, industrial robots replacing assembly-line workers, and online-learning sites replacing professors.

Although new technology can mean that jobs are replaced by machines, it has often created as much employment as it destroyed, albeit of a different type. When Cyrus McCormick's automatic harvester replaced field hands in the mid-19th century, the invention promoted greater prosperity and helped to create a variety of other jobs, like turning grains into fancy breakfast cereals and packaged baked goods.

Now, though, with the pace of technological progress increasing, there is a high degree of uncertainty whether lost jobs will ever be replaced with others that are as remunerative. We have moved from the field to the factory to the service sector, but as technology relentlessly advances, it isn't clear where we will be heading next. A possible dearth of good career alternatives for many people could generate great inequality in coming decades.

Yet, paradoxically, the same technology that is creating this inequality could also reduce it. It got us into the problem and it can get us out. This technology needs to be coupled with the science of risk management, which combines elements of finance and insurance to help deal with the possibility of adverse events, in much the same way as bankers and financiers minimise the risks of doing business by using fancy financial arrangements such as currency hedging and interest-rate swaps. (655 words)

Questions 1-9

Do the following statements reflect the views of the writer in the reading passage?

Choose:

YES	if the statement agrees with the writer's view;
NO	if the statement contradicts the writer's view;
NOT GIVEN	if the statement does not reflect the writer's view.

1. It is unlikely that the economic disaster will stage a comeback in the next decade.

Answer: _____

2. It depends on the luck of an individual to become rich or poor.

Answer: _____

3. The issue of the world income inequality will get more and more serious.

Answer: _____

4. Singers and actors make a great fortune with their special talents.

Answer: _____

5. The income inequality is caused by the fact that high-ranking CEOs become rich at the sacrifice of the company shareholders.

Answer: _____

6. Word processors and robots are the best replacement of the manual labour.

Answer: _____

7. Evidence shows new technology will bring with its new job opportunities.

Answer: _____

8. The development of new technology will solve the problem of the uncertainty.

Answer: _____

9. Bankers and financiers depend on risk management to do their transactions.

Answer: _____

Passage 4

You are advised to spend about 10 minutes on the following passage.

Playing with Fire

The American gun lobby thinks children should be taught to use guns. Safely, of course, and just for sport or personal security, what else? The idea is as old as it is dangerous.

Every generation delights in handing down its knowledge to the next – assuming, of course, that the next is ready to sit raptly at its feet. But some sorts of knowledge are treated with more urgency and reverence than others. Among these is the handling of guns. Children have to be kept away from firearms, yet, at the same time, instructed in the joy and skill of them. It is an extremely difficult balance to strike, and it is made no easier by the fact that, in some societies, the possession and use of a gun has become a metaphor for every right that parents wish to bequeath to their offspring.

Gun magazines in the United States delight to show the young, kitted out with mufflers and eye-protectors or casual in a camouflage cap, squinting through the sights of a rifle while braced in their father's arms. They are sometimes very young indeed: four or five. Such images repel Europeans and the anti-gun lobby, but America's gun enthusiasts see them quite differently: as symbols of freedom, tradition and delight in fatherly instruction. 'Those sure were the good times,' reads one advertisement. 'Just you, Dad, and his Smith & Wesson.'

Guns are also, of course, deadly: and not just in the shape of the handguns that flood America's cities. After the killing of four children and a teacher in a school in Jonesboro, Arkansas, in 1998, news agencies distributed photographs of one of the killers as he had been at the age of six: proudly smiling, in full camouflage, with a rifle in his hand. Andrew Golden had always loved hunting, and had lived in a house where guns of all sorts were displayed in unlocked cabinets. From popping birds to shooting schoolmates is a leap that very few children take. Nonetheless, young Andrew lived in a culture where enthusiasm for (even obsession with) guns among his elders meant that he came, much too early, to experience the heft of a gun and the thrill of a perfect aim.

NOT TOYS, JUST OBJECTS OF DESIRE

The National Rifle Association (NRA) has in recent years repackaged itself with some success as a preacher of gun-safety to children. As – these days – it admits, 'with a firearm present in about half of all American households, young children should learn that firearms are not toys'. The association's safety mascot is Eddie Eagle, an anxious-looking bird, usually with one wing raised in admonition, who now decorates sunglasses, T-shirts and lunch-boxes, and is available in cuddly form. His message to children who find a gun – 'Stop! Don't touch. Leave the area. Tell an adult' – is, of course, a very sound one. It is slightly undercut by the disclaimer that follows: 'That's Eddie Eagle's fundamental, non-judgmental public-safety message.'

'Non-judgmental' seems a strange word to use in this context. But it is necessary, lest anyone think that Eddie might be saying that guns in themselves are bad, or that keeping them in the house might be dangerous. The guns have a right to be there; it is the children who must treat them as objects of fear and mystery. It is worth noting too that the message is aimed at 'young' children, or those the parent thinks 'not ready to be trained in a gun's handling and use'. At some undefined stage (the photographs in INSIGHTS, the NRA's magazine for junior members, suggest it comes when children are about seven or eight), guns change from being fearsome objects, better left alone, to items that children are positively encouraged to possess.

INSIGHTS is not a publication the NRA is keen to advertise. Outsiders are rebuffed if they ask for copies. Small wonder. Eddie Eagle still flutters in the background, and safety is a subtheme: as in earmuffs, stylish eye goggles, and not pointing your rifle at people. The magazine says it also offers 'educational information about firearms'. With that aim, no doubt, its photographs show children who are thrilled to the marrow to have got their hands on guns. They grin broadly, shouldering a firearm as big as themselves, or glare through sights at the target. Articles invite them to test-fire the Remington EtronX Model 700, 'part of the new wave of guns', or to head to the NRA's annual exhibition in Charlotte, North Carolina, to get 'a jump start' on the latest fire power.

It is the advertisements, though, that make the blood run cold. The gun makers do not pretend to be addressing children of 10 or 12; they simply run the adult copy. 'The need for a quality "First Time" revolver never went away,' reads one. 'The Model 1929 is one package, one purchase that gets you into handgun shooting with all the right stuff, the first time.' A half-page from 'Savage Arms' offers a 'Predator' combination gun with a 'low-rebounding hammer and a built-in two-position barrel-selector'. The specifications are mind-numbing, but it seems the children can take them, for the letters article reads very similarly: boys boasting about the bore of their guns.

The NRA might well ask what it could do differently. At some stage, it would argue, children have to be inducted into the world of firearms and steered, if they can be, to the sporting side of them. Yet there is no way of writing about guns for children that does not presuppose in the latter an extraordinary maturity of thinking and acting. The child who picks up a gun has, in effect, ceased to be a child. (950 words)

Questions 1-10

Do the following statements reflect the views of the writer in the reading passage?

Choose:

YES	if the statement agrees with the writer's view;
NO	if the statement contradicts the writer's view;
NOT GIVEN	if the statement does not reflect the writer's view.

1. The American gun lobby is one of the most powerful associations to influence the US government policy.

Answer: _____

2. Parents have long regarded it as highly risky to let children play with firearms.

Answer: _____

3. Gun magazines in America help boost the sales of mufflers, eye-protectors and camouflage caps, etc.

Answer: _____

4. Exposed to a gun culture, American children are prone to shoot their classmates and teachers.

Answer: _____

5. It is not enough to tell children that firearms are not toys.

Answer: _____

6. School-age children view guns differently from pre-school children.

Answer: _____

7. Many goods such as sunglasses, T-shirts and lunch boxes bear the icon of the National Rifle Association to show its power.

Answer: _____

8. The National Rifle Association teaches children to pay primary attention to the safety of playing with guns.

Answer: _____

9. Gun makers adopt different ways to approach children and adults.

Answer: _____

10. The use or ownership of guns proves the maturity of children.

Answer: _____

Passage 5

You are advised to spend about 15 minutes on the following passage.

The Siren Song of the Outsider

It is usually a bad sign when a firm looks outside its own ranks for its next boss.

The revolt by shareholders of Walt Disney demonstrates, if nothing else, how difficult it is for a public company's owners to remove a boss who does not want to go. Despite 43% of shareholders withholding their votes from Michael Eisner in the board election at the firm's annual meeting on March 3rd, the long-serving boss retained his position as chief executive, although he relinquished his position as chairman in what will surely be an unsuccessful attempt to placate his opponents.

Yet almost as hard as getting rid of a chief executive is the task of finding a suitable replacement. Such has been the dominance of Mr. Eisner at Disney that, when he finally goes, the company may struggle to find a successor within the cowed ranks of its top management. But Disney is by no means alone in failing to groom a new leader from its in-house talent pool. ABB is a multinational engineering business with some 115,000 employees in around 100 countries. Yet not one of these employees is deemed capable of running the company. ABB announced last week that its next chief executive will be an outsider. Fred Kindle, currently the boss of Sulzer, a much smaller Swiss engineering business, will join Zurich-based ABB on September 1st and take over as chief executive from Jurgen Dormann in January.

ABB used a firm of head-hunters, Egon Zehnder, to carry out 'a thorough and careful search and evaluation'. It took a year to come up with half a dozen candidates, some of them internal, some external. The winner has an MBA and four years' experience with McKinsey, a consulting firm with a decidedly mixed record among Switzerland's leading firms.

Choosing an outsider as chief executive is more common in America than it is in Europe. Coca-Cola recently announced that its boss, Douglas Daft, will be retiring at the end of this year and, more controversially, that it will employ a firm of head-hunters to 'carefully consider external candidates along with the internal candidate we have in Steve Heyer'. Given that Mr. Heyer only joined the company in 2001 – from AOL Time Warner – all the candidates are, in effect, outsiders.

Yet even in America, this is still the exception, not the rule. Recent regime changes at the top of other big companies have followed the more traditional pattern. This week, Lockheed Martin said that its boss, Vance Coffman, will step down on August 6th to be replaced by Robert Stevens, currently the defence company's chief operating officer, while ExxonMobil, by promoting Rex Tillerson, its head of production, to president last week, suggested that he is being groomed to take over from Lee Raymond, the current chief executive. Both Mr. Stevens and Mr. Tillerson are long-time employees of the firms that they are in line to lead.

Every one of the top ten (nine of them are American) on the list of the world's most admired companies – admittedly, not an infallible yardstick of corporate merit – in the latest issue of FORTUNE magazine has a boss who was appointed from inside. None of them has spent less than 20 years with their current employer. The bosses of the top three British firms on the list (Tesco, BP and Shell) had notched up between them almost a century of employment with their respective firms. The first company on the worldwide list about to break that mould is 11th-placed Coca-Cola.

HUNTING FOR CHARISMA

Boards have traditionally turned to outsiders when their companies have been in trouble. Scandal-hit firms such as Tyco and WorldCom probably had no choice – any internal appointment would have been viewed with too much suspicion, not least by investors and regulators. But in several less dramatic cases, the injection of fresh blood has worked. Lou Gerstner, brought into IBM from RJR Nabisco, famously converted a failing manufacturer of mainframe computers into a thriving IT-services business.

Chuck Lucier, of consultants Booz Allen Hamilton, has examined the performance of insiders and outsiders over time and found that, in general, outside chief executives do very well in the early part of their tenure and very badly in the latter part. Insiders have a 'remarkably even' performance over time. Outsiders are good at doing the rapid cost-cutting and divestment often needed by firms in trouble, but they are less good at building and sustaining long-term growth, says Mr. Lucier.

Michael Eisner's track record at Disney is a bit like this, argues Mr. Lucier. Hired from outside in 1984 to be chief executive, Mr. Eisner had some good years followed

by a lot of bad ones, exacerbated by the death in 1994 of Frank Wells, his trusted operational chief, in a helicopter crash.

In recent years, it has become almost a matter of course for boards at least to look outside for their next leader, even if most still decide, in the end, to pick an insider. One of the reasons for this, says Dayton Ogden, a head-hunter with Spencer Stuart and co-author of CEO SUCCESSION (OUP, 2000), is 'to benchmark their insiders'. High-tech firms (not all of them struggling), such as Motorola, Hewlett-Packard and Yahoo, have led the way in appointing outside chief executives.

In SEARCHING FOR A CORPORATE SAVIOUR (Princeton University Press, 2002), Rakesh Khurana, a Harvard Business School professor, suggests that this is part of a growing 'irrational quest for charismatic chief executives'. Mr. Khurana argues that the process for finding a chief executive from outside (which invariably involves head-hunters) is so flawed that it 'frequently fails to hire the best people available' and 'tends to produce leaders with almost identical social, cultural, and demographic characteristics'. Spencer Stuart's Mr. Ogden says that this is 'bollocks'.

Roselinde Torres, US president of Mercer Delta Consulting, a firm that advises companies on chief-executive succession, suggests that boards are being tempted to look outside because they can more easily fantasise about the charisma of unknowns with great résumés than they can about the all-too-familiar insiders they meet in the lifts. But she finds that chief executives fail most often when they 'cannot provide the contextual stuff', the right networks and culture within the company – a particularly difficult task for an outsider.

One way to resolve the outsider-insider dilemma is to look for an outsider with inside knowledge of the business. Disney may yet find just such a person to succeed Mr. Eisner. If Comcast, the cable-TV firm which has launched a hostile bid for Disney, succeeds in taking over the firm, it is likely to put Stephen Burke in charge of the acquired Disney operations. Mr. Burke joined Comcast in 1998, after spending 12 years working for Disney. He is a classic 'insider-outsider', a man with experience of the company, but with a long enough absence from it to shake off much of the baggage that insiders bring to the top job. Perhaps if Disney shareholders want a solution to the unresolved issue of Mr. Eisner's succession, they could do worse than vote in favour of the Comcast bid. (1,185 words)

Questions 1-10

Do the following statements reflect the views of the writer in the reading passage?

Choose:

YES	if the statement agrees with the writer's view;
NO	if the statement contradicts the writer's view;
NOT GIVEN	if the statement does not reflect the writer's view.

1. Disney is just one of many US companies to try to find an outsider to chair the company board.

Answer: _____

2. Head-hunting firms find it profitable to get right replacement for the big company bosses.

Answer: _____

3. Mr. Heyer is capable as he used to work for such a big company as AOL.

Answer: _____

4. Companies in trouble would tend to find an outsider to rearrange the business.

Answer: _____

5. There are many showcases that outsiders would do better than the previous leadership.

Answer: _____

6. Outsiders and insiders have their strengths and weaknesses in running the company at different stages.

Answer: _____

7. High-tech companies are more open to the choice of leaders from outside.

Answer: _____

8. To get integrated into a company's culture is one of the great difficulties of the outsider.

Answer: _____

9. The best way to solve the dilemma facing the companies is to find an outsider person who knows as much as any insider of the company.

Answer: _____

10. When a company tries to find an outsider as a leader, it usually emits a bad signal of its present business operation and structure.

Answer: _____

Passage 6

You are advised to spend about 15 minutes on the following passage.

Weapons of Mass Salvation

If George W. Bush spent more time and money on mobilising Weapons of Mass Salvation (WMS) in addition to combating Weapons of Mass Destruction (WMD), we might actually get somewhere in making this planet a safer and more hospitable home. WMD can kill millions and their spread to dangerous hands needs to be opposed resolutely. WMS, in contrast, are the arsenal of life-saving vaccines, medicines and health interventions, emergency food aid and farming technologies that could avert literally millions of deaths each year in the wars against epidemic disease, drought and famine. Yet while the Bush administration is prepared to spend $100 billion to rid Iraq of WMD, it has been unwilling to spend more than 0.2% of that sum ($200m) this year on the Global Fund to Fight AIDS, Tuberculosis and Malaria.

The great leaders of the Second World War alliance, Franklin D. Roosevelt and Winston Churchill, understood the twin sides of destruction and salvation. Their war aims were not only to defeat fascism, but to create a world of shared prosperity. Roosevelt talked not only about Freedom from Fear but also Freedom from Want. One of the reasons why the Bush administration is losing the battle for the world's hearts and minds is precisely that it fights only the war on terror, while turning a cold and steely eye away from the millions dying of hunger and disease. When is the last time anybody heard Vice-President Dick Cheney even feign a word of concern for the world's poor?

Last month Mr. Bush made a speech to the General Assembly of the United Nations. In calling for action against Iraq, he challenged the international community to live up to its own words. 'We want the United Nations to be effective, and respectful, and successful. We want the resolutions of the world's most important multilateral body to be enforced.' He asked whether 'the United Nations will serve the purpose of its founding, or will be irrelevant?' The idea that UN commitments should be followed by action is indeed a radical one, especially for the United States, where wilful neglect of its own commitments is the rule.

Just one week before Mr. Bush's UN speech, at the Johannesburg World Summit on Sustainable Development, the rich countries promised to put real resources behind the 'Millennium Development Goals' of cutting poverty, disease and environmental degradation. They agreed (the United States among them) to 'urge the developed

countries that have not done so to make concrete efforts towards the target of 0.7% of GNP as ODA (official development assistance) to developing countries'. The United States falls $60 billion a year short of that target – a seemingly unbridgeable gap, until one realises that the annual military spending in America has risen by about that amount since Mr. Bush entered the White House. The United States spends just 0.1% of GNP on foreign assistance. It is firmly in last place among the 22 donor countries in aid as a share of income, a position it will continue to hold even after the small increases the administration announced earlier this year.

If we were to send teams of 'UN development inspectors' into the United States, the results would not be pretty. First, they would discover a nearly total disconnect between global commitments and domestic politics. Mr. Bush has not discussed America's commitments at Johannesburg with the American people (and perhaps his aides have not even discussed them with the president).

Second, they would find complete disarray with regard to the organisation, budgeting, and staffing necessary to fulfil the commitments. White House and State Department foreign-policy experts are overwhelmingly directed towards military and diplomatic issues, not development issues. Senior development specialists in the Treasury can be counted on one hand. America's government is not even aware of the gap between its commitments and actions, because almost nobody in authority understands the actions that would be needed to meet the commitments.

No serious work whatever is under way within the government to link annual budgetary allocations with the international development goals the United States has endorsed. For example, the Bush administration has failed to produce even one credible document spelling out America's role in a global-scale war against AIDS.

America's planned contribution to the global AIDS fund is around a sixth of what is needed in 2003, according to the fund itself. The evidence shows that $25 billion a year from the donors could avert around 8m deaths each year. The expected $100 billion cost of war against Iraq would therefore be enough to avert around 30m premature deaths from disease, if channelled into a sustained and organised partnership with the poor countries.

There is a way out. It is to empower the United Nations to do what it can truly do: organise a global response to the global challenges of disease control, hunger, lack of schooling and environmental destruction, an effort in which the United States would be a major participant and indeed financier, in exactly the manner that it has repeatedly pledged.

The idea that the UN system could provide real leadership on the great development challenges will strain credulity in some quarters. A steady drumbeat of criticism

about the UN agencies during the 1990s, led by right-wing leaders in Congress, has left the impression of nearly moribund institutions, busy securing patronage slots for friends and relatives, and disconnected from the rapid advances in technology, finance and globalisation. Indeed, when I began my own intensive work with the UN agencies three years ago, as chairman of a commission for the World Health Organisation, and then more recently as a special adviser to the secretary general for the Millennium Development Goals, I was unsure what to expect within the specialised agencies of the United Nations. (961 words)

Questions 1-10

Do the following statements reflect the views of the writer in the reading passage?

Choose:

YES	if the statement agrees with the writer's view;
NO	if the statement contradicts the writer's view;
NOT GIVEN	if the statement does not reflect the writer's view.

1. It is fruitless for the Bush administration to stop the spread of the Weapons of Mass Destruction.

Answer: .....

2. More people are dying from such disasters as famine and draught than from what is called WMD.

Answer: .....

3. Franklin D. Roosevelt and Winston Churchill were powerful leaders in World War II.

Answer: .....

4. America adopts a pragmatic strategy as to its obligation to the United Nations.

Answer: .....

5. The increase in military expenditure inevitably causes the reduction of the foreign aid donation.

Answer: .....

6. Development issues do not arouse attention because Bush government aides and officials are not interested in discussing them.

Answer: .....

7. America's role in a global-scale war against AIDS is fuzzy and dubious.

Answer: _____

8. On average around 8 million people die of AIDS all over the world.

Answer: _____

9. UN special agencies need a reform to do a better and more efficient job.

Answer: _____

10. In terms of foreign aid, action always speaks louder than words.

Answer: _____

Day 11 Summary Questions

Overview

Summary Questions are another group of questions that test your ability to locate and identify particular details in a reading passage.

There are two types of Summary Questions:

- questions with a box of possible answers

(i.e. you choose answers from a box of possible answers)

- questions without a box of possible answers

(i.e. you find the appropriate words or expressions from a reading passage)

For these two types of Summary Questions, you will be given a summary of either the whole reading passage or part of the passage. In the summary, there are a number of blank spaces that show where there are words missing. You will then have to choose the most appropriate word or words that belong in the blank spaces. The instructions will tell you the word limit, from one to four words.

The second type of Summary Questions is more difficult because it does not give you a box of possible answers. This means that you have to find the appropriate word or words from the passage.

It is very important that you complete the blank spaces for the summary with the exact words from the reading passage. In other words, you should not change the words from the passage to fit the summary.

Tips

1. Read the instructions carefully to know whether you have to choose the answers from the words provided or you have to write your own answers; and if you can use any word more than once.
2. Skim through the summary to get an idea of the topic.
3. Decide which section of the passage the summary covers. In some cases, the summary may cover the whole passage.
4. Read through the summary, referring to the list of words each time you reach a gap. Select one or more possible words from the list to fill each gap. Reject any words that do not fit grammatically, even if the meaning seems correct. Confirm your choice by referring to the relevant sections of the passage.
5. Quickly read through your completed summary to check that it makes sense.

Notes:

In case there is no selection box provided, usually, you will have to answer with NO MORE THAN THREE WORDS chosen from the passage.

Usually, the words in front or right after the gap in the question will be found in the passage as synonyms. If you find the synonyms, you will find the answer in the same spot.

Sample reading 1

You are advised to spend about 8 minutes on the following passage.

Sports and Recreation

A large proportion of Australians, regardless of social position, income and age, participate in some form of sporting activity. The impact of sports extends over a wide range of associated activities in community and commercial fields. Sports is a large industry in Australia encompassing not only participants but also employment within the sporting infrastructure, manufacture of apparel, equipment and other goods (e.g. trophies), tourism and supporting industries (e.g. printing, media). The sporting activities of Australians include a range of organised and social sports, recreational and leisure activities undertaken both at home and away from home.

INVOLVEMENT IN SPORTS

In March 1993, an ABS survey of persons 15 years of age and over was conducted throughout Australia to obtain information about involvement in sports during the previous 12 months. Involvement in sports was defined to include both paid and unpaid participation in playing and non-playing capacities. Spectator involvement in sports was excluded.

The survey found that one third of the Australian population aged 15 and over were involved in sports, as players (3.1 million), non-players (0.5 million) or both players and non-players (0.9 million). More men than women were involved as players and as non-players.

Overall, 35% of males played sports compared to 23% of females, and at all ages a greater proportion of males than females played sports. Younger men and women were more likely to play sports than older men and women. Fifty-six per cent of men aged 15 to 24 played sports compared to 39% of women in the same age group. In the 25 to 34 age group, 43% of men played sports compared to 28% of women. 20% of men and 12% of women aged 65 and over played sports. For those involved in sports solely as non-players, the 36 to 44 age group had the highest participation rate (8% for males, 9% for females). Their most common activities were as administrators or committee members. (324 words)

Questions 1-8

Complete the summary of the reading passage on the previous page. Choose your answers from the box below the summary.

N.B. There are more words than you will need to fill the gaps. You may use a word more than once if you wish.

Summary

In Australia, sports is not only a recreational and (1) _____ activity but also an industry. One survey looked at participation in sports based on whether participation was (2) _____ or (3) _____ and whether they were paid or not. The survey did not consider (4) _____ to be (5) _____.

In general, women were found to be (6) _____ involved in sports than men and there were (7) _____ young people involved than older people. The results of the survey also showed that (8) _____ were generally involved in two different capacities.

business	non-players	more	unpaid
less	women	fewer	participants
social	most	players	spectators

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Sample reading 2

You are advised to spend about 10 minutes on the following passage.

The Greenhouse Effect

The greenhouse effect is not a new phenomenon. Scientists have known for centuries that a layer of gases naturally surrounds the earth like an insulating blanket, trapping the reflected energy from the sun and preventing it from escaping into space. That is what makes the earth warm enough for people, plants and animals. However, recent human activity has boosted the concentration of greenhouse gases and enhanced their heat-trapping ability. The main culprit is carbon dioxide (CO_2), which scientists estimate accounts for nearly half of global warming. CO_2 is released from burning fossil fuels (coal, oil and gas) and from clearing and burning forests.

There are other important greenhouse gases too and they cannot be ignored – CFCs, for example, may account for 25 per cent of global warming in the next century if their production is not scaled back. But carbon dioxide is the pivotal one. The UN International Panel on Climate Change now says that CO_2 levels could double within the next 40 years if present rate of fossil-fuel burning and deforestation continues. That could mean an average temperature increase between two and four degrees centigrade and a sea-level rise of perhaps a foot by 2050.

No one knows for certain how local weather will change as a result of this warming. But one thing is clear – it will be no picnic. Indications are that the earth will be warmer than any time since the start of the last ice age nearly 100,000 years ago. But there's one major difference. This temperature increase occurs not over thousands of years, but over decades. And it is the speed of this change which makes the precise impact so difficult to predict.

The most sophisticated computerised climate models, in the US and Britain, agree that weather around the world will become more erratic and more extreme. In general, temperatures will rise more towards the pole than at the equator. Overall rainfall will also increase as higher temperatures boost evaporation from the seas. But the distribution of precipitation will shift. Some areas will become wetter, and others will be drier. In middle latitude, climate zones will march pole-wards. Saskatchewan may become like Kansas, southern England like southern France. In tropical and subtropical parts of the Third World, warming will be less but the impact on a relatively stable climate will be greater. Tropical storms and droughts could both increase. The pattern of the monsoons may shift.

Global warming will also cause ocean levels to rise – though not, as popular wisdom has it, due to the Antarctic ice cap melting. If this catastrophe occurs, it will not be for at least another century. Instead, sea level will rise simply because water expands as it warms. People living in low-lying coastal regions from New York and London to Jakarta and Dacca will be in danger. The world's great river deltas, home to millions of Asia and Latin America and containing some of the Third World richest food-growing land, could become brackish graveyards. (499 words)

Questions 1-12

The passage below is a summary of the reading passage. Complete this summary by writing ONE or TWO WORDS in each space. These words must be taken from the reading passage. The first one has been done as an example.

It has long been known that the earth is *(example)* to support life because of an (1) _____ layer of the greenhouse gases which trap the sun's (2) _____. Recently increased production of one of these gases, (3) _____, by mankind's (4) _____ of wood and fossil fuels, has been the main cause of (5) _____. If the (6) _____ of CO_2 continue to increase, both temperature and (7) _____ could rise significantly by 2050. The (8) _____ has made predictions about the effect on the world's (9) _____ uncertain. However, computers forecast greater unpredictability and a more (10) _____ climate. And with the temperature rise will come a corresponding expansion of (11) _____ and rising sea level, threatening (12) _____ cities and fertile land alike.

Example: warm enough

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Sample reading 3

You are advised to spend about 10 minutes on the following passage.

The Changing Nature of Careers

As time marches on, the nature of people's jobs changes and the characteristics of organisations change – and as a result, so do people's careers. According to Schein, these changes can be characterised as developments along three basic dimensions summarised in his career cone. First, careers often involve *vertical movement* – that is, promotions up an organisational hierarchy (such as from assistant manager to manager). Naturally, different people working in different settings experience vertical movement at tremendously different rates. Not only may people be prepared for advancement at different times, but also organisations may have different opportunities for promotion. In today's organisations, in which layers of management are being reduced all the time, there are fewer rungs in the organisational ladder, making opportunities for vertical movement more limited than they used to be.

Second, careers often involve *horizontal movement*. This reflects changes in specific job functions, or sometimes, in major fields or specialties. For example, individuals who start out in marketing may move into the related field of sales. In recent years, growing numbers of people have been willing to make such horizontal moves, even though doing so may involve a considerable amount of retraining. This trend may result from several sources, such as people's needs to seek fulfilment by doing a different kind of work, or by their belief that they might sooner be able to make a vertical movement by first moving horizontally into a field with greater opportunities for advancement.

Finally, careers involve what Schein terms *radial movement* – shifts toward or away from the inner circle of management in an organisation, the base of power. Such movement often follows vertical movement (i.e. promotion), but not always. For example, a manager of engineering operations for a television network, who works at its headquarters, may be promoted to the vice-president at one of the network's local affiliates. The promotion in this case is real, but the individual is now farther away from the organisation's inner circle of power than before (both literally in terms of miles and figuratively in terms of influence).

At the same time careers develop along these three dimensions, they also seem to move through repeated cycles of stability and change. Soon after an individual has been hired or promoted to a new position, a stage of *career growth* occurs. During this period, individuals consolidate their recent gains by acquiring the new skills

and information needed to perform their current jobs effectively. As this process is completed, they enter a state of stabilisation, in which they are performing their jobs to their fullest capacity and things are on an even keel (for the time being, at least). This is followed by a period of *transition*, in which individuals prepare themselves psychologically for their next move upward. During this period, they anticipate the demand of their next stage and get ready to meet them. When the expected promotion arrives, the cycle starts over again. In short, the careers of many individuals are marked by a process in which they grow into each new position, become acclimatised to it and then begin preparations for the next step of the ladder. (525 words)

Questions 1-7

Classify the following career changes as associated with:

V	Vertical movement
H	Horizontal movement
R	Radial movement

Then write your answer in the space provided in your booklet.

1. Accountant to financial director
2. Librarian to publishing editor
3. Head office manager to overseas affiliated director
4. Accounts director to branch manager
5. Class teacher to head teacher
6. Factory worker to foreman
7. Nurse to hospital registrar

Questions 8-18

Complete the summary using NO MORE THAN THREE WORDS taken from the passage.

Summary

Vertical movement is defined as (8) _____ involving promotion up (9) _____. Both speed and timing of vertical movement vary and today there are (10) _____ for vertical movement.

A change in (11) _____ functions or field of work is called horizontal movement. Individuals often find that further study or (12) _____ may be necessary in order to learn new skills and acquire new types of expertise. Two reasons for making horizontal career changes are to obtain greater (13) _____ and/or to facilitate further (14) _____.

Sometimes, vertical movement is associated with (15) _____ in which a person is transferred to a branch or an affiliate. This movement away from the (16) _____ base involves both distance and level of (17) _____.

Whichever type of movement a person experiences, he or she will undergo a process of (18) _____ before they are ready for the next career change.

Sample reading 4

You are advised to spend about 15 minutes on the following passage.

Automobiles vs. Public Transport

Public transport plays a central role in any efficient urban transport system. In developing countries, where at least 16 cities are expected to have more than 12 million people each by the end of this decade, failing to give priority to public transport would be disastrous.

The term 'public transport' covers many different types of vehicles, but most commonly refers to buses and trains. Rail services fall into four major categories: rapid rail (also called the underground, tube, metro or subway), which operates on exclusive rights-of-way in tunnels or on elevated tracks; trams, which move with other traffic on regular streets; light rail, which is a quieter, more modern version of trams that can run either on exclusive rights-of-way or with other traffic; and suburban or regional trains, which connect a city with surrounding areas.

The recent trend in many cities is toward light rail over 'heavy' rapid-rail systems. Whereas metros require exclusive rights-of-way, which often means building costly-elevated or underground lines and stations, light rail can be built on regular city streets.

The concept of public transport also includes organised car pools, in which several people share the cost of riding together in the same private automobile. For US commuters in areas with inadequate bus and train services, this is the only 'public' transport option. But even where other systems are comprehensive, there is vast potential for car-pooling. Recent research shows that in cities the world over, private cars during commuting hours on average carry just 1.2-1.3 persons per vehicle.

Public transport modes vary in fuel use and exhaust emission and in the space they require, but if carrying reasonable numbers of passengers, they all perform better than single-occupant private cars on each of these counts.

Although energy requirements vary according to the size and design, buses and trains require far less fuel per passenger for each kilometre of travel. In the United States, for example, a light-rail vehicle needs an estimated 640 BTUs. Pool with four occupants needs 1,140 BTUs. A single-occupant automobile, by contrast, burns nearly 4,580 BTUs per passenger kilometre.

The pollution savings from public transport are even more dramatic. Since both rapid and light rail have electric engines, pollution is measured not from the motor exhaust, but from the power plant generating electricity, which is usually located outside the city, where air quality problems are less serious. For typical US commuter routes, rapid rail emits 30 grams of nitrogen oxides for every 100 kilometres each rail passenger travels, compared with 43 grams for light rail, 95 grams for transit buses, and 128 grams for single-occupant automobiles. Public transport's potential for reducing hydrocarbon and carbon monoxide emissions is even greater.

Although diesel buses – especially in developing countries – can be heavy polluters, existing technologies, such as filters, can control their exhaust. Buses can also run on less polluting fuels such as propane (used in parts of Europe) and natural gas (used in Brazil and China). Test buses in the Netherlands that run on natural gas are estimated to emit 90 per cent less nitrogen oxide and 25 per cent less carbon monoxide than diesel engines do.

In addition to reducing fuel consumption and pollution, public transport saves valuable city space. Buses and trains carry more people in each vehicle and, if they operate on their own rights-of-way traffic, an underground metro can carry 70,000 passengers past a certain point in one hour, light rail can carry up to 35,000 by contrast, a lane of private cars with four occupants each can move only about 8,000 people an hour, and without such car-pooling the figure is, of course, far lower.

The availability and use of public transport vary widely in cities around the globe. Since variations in distances and city densities affect the total kilometres of travel, the annual number of trips each person takes by public transport provides a better standard for comparing its importance in various cities.

Urban public transport has long been a government priority in Western Europe. All major cities there have high car ownership but well-developed bus and rail systems are available, and overall public transport typically accounts for between 20 and 30 per cent of passenger kilometres. In recent years, several large cities have stepped up their commitment to public transportation, combining further investments with complementary policies to restrict auto use.

Public transport also plays an important role in urban areas of the Third World. In many cities in Asia, Latin America, and Africa, buses make 50-80 per cent of all motorised trips. Buses are sometimes hopelessly overcrowded; it is not uncommon to see several riders clinging to the outside. Yet most Third World cities have lower public transport use per person than inability of small bus fleets to keep up with population growth.

Among the world's major cities, those in Australia and the United States make the least use of alternatives to the private car. Indeed, less than 5 per cent of US trips are by public transport, but in some cities such as New York City and Chicago, where service is provided extensively, it is used heavily. Indeed, nearly one quarter of the entire country's public transport trips are in New York City. (868 words)

Questions 1-12

Complete the summary using NO MORE THAN THREE WORDS taken from the passage.

Public transport plays a crucial role in modern cities the world over. It has many forms such as rapid rail using (1) _____. In some American cities, car-pooling is encouraged to reduce traffic in (2) _____. However, in terms of the efficiency of fuel consumption and the reduction of (3) _____, public transport performs far better than cars with the (4) _____ above the minimum. Because of these advantages, it helps control the (5) _____, which is prevalent now in most of the world cities. Besides, public transport uses far less (6) _____. The success of public transport relies on (7) _____ as well as its use. Therefore, some Western European governments tend to (8) _____ the use of private cars with (9) _____ at least in urban areas. Most Third World cities are trying hard to cope with the (10) _____ of their public transport to meet the demands of the (11) _____. Compared with European countries, Australia and America have the highest use of (12) _____.

Sample reading 5

You are advised to spend about 15 minutes on the following passage.

Paper Recycling

Paper is different from other waste produce because it comes from a sustainable resource: trees. Unlike the minerals and oil used to make plastics and metals, trees are replaceable. Paper is also biodegradable, so it does not pose as much threat to the environment when it is discarded. While 45 out of every 100 tonnes of wood fibre used to make paper in Australia comes from waste paper, the rest comes directly from virgin fibre from forests and plantations. By world standards, this is a good performance since the worldwide average is 33 per cent waste paper. Governments have encouraged waste paper collection and sorting schemes and at the same time, the paper industry has responded by developing new recycling technologies that have paved the way for even greater utilisation of used fibre. As a result, industry's use of recycled fibres is expected to increase at twice the rate of virgin fibre over the coming years.

Already, waste paper constitutes 70% of paper used for packaging and advances in the technology required to remove ink from the paper have allowed a higher recycled content in newsprint and writing paper. To achieve the benefits of recycling, the community must also contribute. We need to accept a change in the quality of paper products; for example, stationery may be less white and of a rougher texture. There also needs to be support from the community for waste paper collection programmes. Not only do we need to make the paper available to collectors but it also needs to be separated into different types and sorted from contaminants such as staples, paperclips, string and other miscellaneous items.

There are technical limitations to the amount of paper which can be recycled and some paper products cannot be collected for reuse. These include paper in the form of books and permanent records, photographic paper and paper which is badly contaminated. The four most common sources of paper for recycling are factories and retail stores which gather large amounts of packaging material in which goods are delivered, also offices which have unwanted business documents and computer output, paper converters and printers, and lastly households which discard newspapers and may also incur the collection cost.

Once collected, the paper has to be sorted by hand by people trained to recognise various types of paper. This is necessary because some types of paper can only be made from particular kinds of recycled fibre. The sorted paper then has to be repulped or mixed with water and broken down into its individual fibres. This mixture is called

stock and may contain a wide variety of contaminating materials, particularly if it is made from mixed waste paper which has had little sorting. Various machinery is used to remove other materials from the stock. After passing through the repulping process, the fibres from printed waste paper are grey in colour because the printing ink has soaked into the individual fibres. This recycled material can only be used in products where the grey colour does not matter, such as cardboard boxes, but if the grey colour is not acceptable, the fibres must be de-inked. This involves adding chemicals such as caustic soda or other alkalis, soaps and detergents, water-hardening agents such as calcium chloride, frothing agents and bleaching agents. Before the recycled fibres can be made into paper, they must be refined or treated in such a way that they bond together.

Most paper products must contain some virgin fibre as well as recycled fibres and unlike glass, paper cannot be recycled indefinitely. Most paper is down-cycled which means that a product made from recycled paper is of an inferior quality to the original paper. Recycling paper is beneficial in that it saves some of the energy, labour and capital that goes into producing virgin pulp. However, recycling requires the use of fossil fuel, a non-renewable energy source, to collect the waste paper from the community and to process it to produce new paper. And the recycling process still creates emissions which require treatment before they can be disposed of safely. Nevertheless, paper recycling is an important economical and environmental practice but one which must be carried out in a rational and viable manner for it to be useful to both industry and community. (713 words)

Questions 1-12

Complete the summary using NO MORE THAN THREE WORDS taken from the passage.

From the point of view of recycling, paper has two advantages over minerals and oil in that firstly, it comes from a resource which is (1) _____ and secondly, it is less threatening to our environment when it is thrown away because it is (2) _____. Although Australia's record in the reuse of water paper is good, it is still necessary to use a combination of recycled fibre and (3) _____ to make new paper. In order to support the use of recycled paper, people need to learn to accept paper of generally lower (4) _____. Nevertheless, paper recycling is bound by (5) _____ because some paper is not adaptable at all. When waste paper is collected for recycling, it needs to go through the process of being (6) _____ and (7) _____ before it can be

made into (8) _____ such as cardboard boxes. The fibres in the (9) _____ can also be (10) _____ by applying various chemical agents. Even though paper recycling uses such a non-renewable energy source as (11) _____ as well as creates emission, it is an important economical and environmental practice to lower the use of (12) _____.

Day 12 Exercises on Summary Questions

Passage 1

You should spend about 20 minutes on questions 1-15, which are based on the reading passage below.

Locked Doors, Open Access

The word 'security' has both positive and negative connotations. Most of us would say that we crave security for all its positive virtues, both physical and psychological – its evocation of the safety of home, of undying love, or of freedom from need. More negatively, the word nowadays conjures up images of that huge industry which has developed to protect individuals and property from invasion by 'outsiders', ostensibly malicious and intent on theft or willful damage.

Increasingly, because they are situated in urban areas of escalating crime, those buildings which used to allow free access to employees and other users (buildings such as offices, schools, colleges or hospitals) now do not. Entry areas which in another age were called 'Reception' are now manned by security staff. Receptionists, whose task was to receive visitors and to make them welcome before passing them on to the person they had come to see, have been replaced by those whose task is to bar entry to the unauthorised, the unwanted or the plain unappealing.

Inside, these buildings are divided into 'secure zones' which often have all the trappings of combination locks and burglar alarms. These devices bar entry to the uninitiated, hinder circulation, and create parameters of time and space for user access. Within the spaces created by these zones, individual rooms are themselves under lock and key, which is a particular problem when it means that working space becomes compartmentalised.

To combat the consequent difficulty of access to people at a physical level, we have now developed technological access. Computers sit on every desk and are linked to one another, and in many cases to an external universe of other computers, so that messages can be passed to and fro. Here too security plays a part, since we must not be allowed access to messages destined for others. And so the password was invented. Now correspondence between individuals goes from desk to desk and cannot be accessed by colleagues. Library catalogues can be searched from one's desk. Papers can be delivered to, and received from, other people at the press of a button.

And yet it seems that, just as work is isolating individuals more and more, organisations are recognising the advantages of 'teamwork'; perhaps in order to encourage employees to talk to one another again. Yet, how can groups work in teams if the possibilities for communication are reduced? How can they work together if e-mail provides a convenient electronic shield behind which the blurring of public and private can be exploited by the less scrupulous? If voice-mail walls up messages behind a password? If I can't leave a message on my colleague's desk because his office is locked? Teamwork conceals the fact that another kind of security, 'job security', is almost always not on offer. Just as organisations now recognise three kinds of physical resources: those they buy, those they lease long-term and those they rent short-term – so it is with their human resources. Some employees have permanent contracts, some have short-term contracts, and some are regarded simply as casual labour.

Telecommunication systems offer us the direct line, which means that individuals can be contacted without the caller having to talk to anyone else. Voice-mail and the answer-phone mean that individuals can communicate without ever actually talking to one another. If we are unfortunate enough to contact an organisation with a sophisticated touch-tone dialing system, we can buy things and pay for them without ever speaking to a human being.

To combat this closing in on ourselves, we have the Internet, which opens out communication channels more widely than anyone could possibly want or need. An individual's electronic presence on the Internet is known as the 'Home Page' – suggesting the safety and security of an electronic hearth. An elaborate system of 3-dimensional graphics distinguishes this very 2-dimensional medium of 'web sites'. The nomenclature itself creates the illusion of a geographical entity that the person sitting before the computer is travelling when in fact the 'site' is coming to him. 'Addresses' of one kind or another move to the individual, rather than the individual moving between them, now that location is no longer geographical.

An example of this is the mobile phone. I am now not available either at home or at work, but wherever I take my mobile phone. Yet, even now, we cannot escape the security of wanting to 'locate' the person at the other end. It is no coincidence that almost everyone we see answering or initiating a mobile phone call in public begins by saying where he or she is. (765 words)

Questions 1-4

Choose the appropriate letters (A-D) and write them in questions 1-4.

1. According to the author, one thing we long for is _____.
   A. the safety of the home
   B. security
   C. open access
   D. positive virtues

2. Access to many buildings _____.
   A. is unauthorised
   B. is becoming more difficult
   C. is a cause of crime in many urban areas
   D. used to be called 'Reception'

3. Buildings used to permit access to any users, _____.
   A. but now they do not
   B. and still do now
   C. especially offices and schools
   D. especially in urban areas

4. Secure zones _____.
   A. don't allow access to the user
   B. compartmentalise the user
   C. are often like traps
   D. are not accessible to everybody

Questions 5-12

Complete the text below, which is a summary of paragraphs 4-6. Choose your answers from the word list on the next page and write them in questions 5-12.

N.B. There are more words and phrases than spaces, so you will not be able to use them all. You may use any word or phrase more than once.

The problem of physical access to buildings has now been (5) _____ by technology. Messages are sent between (6) _____, with passwords not allowing (7) _____ to read someone else's messages. But, while individuals are becoming increasingly (8) _____ socially by the way they do their job, at the same time more value is being put on (9) _____. However, e-mail and voice-mail have led to a (10) _____ opportunities for

person-to-person communication. And the fact that job security is generally not available nowadays is hidden by the very concept of (11) _____. Human resources are now regarded in (12) _____ physical ones.

Word List

just the same way as	decrease in	similar	computers
overcame	physical	reducing of	teamwork
solved	cut-off	isolating	no different from
computer	combat	other people	

Questions 13-15

Complete the sentences below. Use NO MORE THAN THREE WORDS from the passage for each answer. Write your answers in questions 13-15.

13. The writer does not like _____.
14. An individual's Home Page indicates their _____ on the Internet.
15. Devices like mobile phones mean that location is _____.

Passage 2

You are advised to spend about 10 minutes on the following passage.

Fermented Foods for Babies

Malnutrition during weaning age – when breast milk is being replaced by semi-solid foods – is highly prevalent in children of poor households in many developing countries. While the aetiology is complex and multifactorial, the immediate causes are recognised as feeding at less than adequate levels for child growth and development, and recurrent infections, including diarrhoea, resulting mainly from ingestion of contaminated foods. As a result, many young children, particularly between six months to two years of age, experience weight loss and impaired growth and development.

Studies by investigators in various countries have concentrated on traditional food preparation methods and have resulted in offering cheap and practical answers to these problems based on familiar, indigenous and culturally acceptable home processing practices.

Two such answers have arisen. Firstly, cereal fermentation is used for reducing the risk of contamination under the existing inappropriate conditions for food preparation and storage in many households. Secondly, a tiny amount of sprouted grain is used in preparation of weaning foods as a magic way to lessen the viscosity without decreasing energy density.

REDUCING CONTAMINATION THROUGH FERMENTATION

A method to eliminate pathogenic bacteria and inhibit their growth during storage of weaning preparations can benefit nutrition and health in young children considerably. Use of fermented foods for feeding children of weaning age appears to be an effective solution. Fermented foods have lower levels of diarrhoeal germ contamination. They are suitable for child feeding, and can be safely stored for much longer periods of time than fresh foods. The practice has been a traditional way of food preservation in many parts of the world. The anti-microbial properties of fermented foods and their relatively higher safety level, documented since the early 1900s, have been indicated in a number of studies.

In Ghana, it is common to ferment maize dough before cooking it as porridge. In Kenya, cereal-based porridge and milk are traditionally fermented. Preserving milk in the form of yoghurt has been known to many households living in hot climates.

What are the underlying mechanisms by which fermentation processes help to prevent or reduce contamination? A possible answer suggests that during the fermentation process foods become more acid. This explains why diarrhoea-causing bacteria are not able to grow in fermented foods as rapidly as in unfermented ones. It is also hypothesised that some of the germs present in the foods are killed or inhibited from growing through the action of anti-microbial substances produced during fermentation (Dialogue on Diarrhoea, 1990). The fermented foods can, therefore, be kept for a longer time, compared to fresh ones. It has been shown that while contamination levels in cooked unfermented foods increase with storage time, fermented foods remain less contaminated.

Whatever the underlying mechanisms, the fact is that the exercise reduces contamination without adding to the household cost both in terms of time and money. Its preparation is easy. The cereal flour is mixed with water to form a dough which is left to be fermented; addition of yeast, or mixing with a small portion of previously fermented dough is sometimes needed. The dough can then be cooked into porridge for feeding to the child.

Although beneficial, unfortunately the practice is going out of fashion partly because of current emphasis on the use of fresh foods, particularly for children. For example, a study on the use of fermented foods for young children in Kenya (Dialogue

on Diarrhoea, 1990) demonstrated that while foods are still frequently fermented at home for child feeding, their use is becoming less popular, particularly in urban areas where commercial products are more available. Clearly they now need to be promoted. (603 words)

Questions 1-7

Read the summary and then select the best word or phrase from the box on the next page to fill each gap according to the information in the reading passage.

N.B. There are more words and phrases than gaps. You may use a word or phrase more than once if you wish.

Summary

Example:	Answer:
During _____, many infants in developing countries may obtain inadequate nutrition.	M

Malnutrition and the resulting impaired growth and development in children of weaning age in developing countries result not only from (1) _____ but also from infections caused by (2) _____. Studies have addressed the problem of inadequate intake by using sprouted grains in food preparation. Contamination has been tackled with (3) _____. Both of these methods are or were used traditionally, and are practical and inexpensive. Fermented foods have higher (4) _____, and also have anti-microbial qualities. This means that contamination is decreased and that their (5) _____ is increased. Fermentation occurs when (6) _____ is left to stand, occasionally with simple additives. There is, however, a trend away from this (7) _____ to commercial products.

A	porridge
B	malnutrition
C	fermentation
D	new technology
E	contaminated food
F	diarrhoeal germs
G	traditional food
H	storage life
I	sprouted grains
J	inadequate food intake
K	acidity
L	unfermented food
M	weaning
N	dough

Passage 3

You are advised to spend about 10 minutes on the following passage.

Political Parties in the UK

The British political scene is dominated by two major parties that have quite different political agendas. However, the ideological distance between the Labour Party and the Conservative Party has become less marked, and their policies more difficult to tell apart in recent years. In fact, it would be true to say that both parties consist of conservative, moderate and radical elements, and therefore the general public is often perplexed about which party to vote for. Nonetheless, it is usual to find that a British voter will lean towards supporting one of these two parties and remain faithful to that party for life.

The Labour Party's manifest objective is to safeguard the interests of the common working men and women, and, in effect, give them political representation in Parliament. The Party has always had strong connections with the trade unions, and, before coming to power, was always passionately committed to the concept of a welfare society in which people who are less fortunate than others are politically and financially assisted in their quest for a more equitable slice of the economic pie. The main problem is that such socialist agendas are extremely expensive to implement and maintain, even in a comparatively wealthy country with a large working and, hence,

tax-paying population base. Welfare societies tend towards bankruptcy unless government spending is kept in check. Fortunately, the present government recognises this, and has resisted reckless spending.

The Conservative Party, on the other hand, argues that the best way to ensure a fair division of wealth in the country is to allow more freedom to create it. This, in turn, means more opportunities, jobs created, etc., and therefore more wealth available to all. Just how the poor are to share in the distribution of this wealth (beyond being given, at least in theory, the opportunity to create it) is, however, less well understood. Practice, of course, may make nonsense of even the best theoretical intentions, and often the less politically powerful are badly catered for under governments implementing 'free-for-all' policies.

It is surprising, given the current homogeneity of the two major parties, that less attention than elsewhere in Europe is paid to the smaller political parties such as the Greens and the Liberal Democrats. This may be because British voters distrust parties with platforms based around one or two major current issues alone; the Green Party, for example, is almost solely concerned with the environment. Moreover, when it comes to casting a vote, history shows that the British public tends to resist change and, thus, the status quo is maintained. (431 words)

Questions 1-10

Complete the summary of the reading passage. Choose your answers from the box on the next page.

N.B. There are more words than you will need to fill the gaps. You may use a word more than once if you wish.

Summary

Two parties (1) _____ the British political scene: the Labour Party and the Conservative Party. Although (2) _____ there are many similarities to be seen in their policies, British voters tend to stay (3) _____ for life to the party of their choice. The (4) _____ Party, encouraged by the trade (5) _____, supports a welfare-based (6) _____, whereas the (7) _____ Party believes that (8) _____ to pursue the creation of wealth ensures that all will eventually benefit from the opportunities created.

Oddly, Britons do not follow Europeans by paying much (9) _____ to smaller political parties, perhaps because their policies are based on just a few (10) _____ political issues.

supporters	control	support	money
opportunities	welfare	policy	majority
politicians	voters	unions	now
Conservative	now	general public	Labour
loyal	attention	recently	leaning
Green	current	freedom	society

Passage 4

You are advised to spend about 15 minutes on the following passage.

What Happens When Lightning Strikes an Airplane?

It is estimated that on average, each airplane in the US commercial fleet is struck lightly by lightning more than once each year. In fact, aircraft often trigger lightning when flying through a heavily charged region of a cloud. In these instances, the lightning flash originates at the airplane and extends away in opposite directions. Although record keeping is poor, smaller business and private airplanes are thought to be struck less frequently because of their small size and because they often can avoid weather that is conducive to lightning strikes.

The last confirmed commercial plane crash in the US directly attributed to lightning occurred in 1967, when lightning caused a catastrophic fuel tank explosion. Since then, much has been learned about how lightning can affect airplanes. As a result, protection techniques have improved. Today, airplanes receive a rigorous set of lightning certification tests to verify the safety of their designs. Nothing serious should happen because of the careful lightning protection engineered into the aircraft and its sensitive components. Initially, the lightning will attach to an extremity such as the nose or wing tip. The airplane then flies through the lightning flash, which reattaches itself to the fuselage at other locations while the airplane is in the electric

'circuit' between the cloud regions of opposite polarity. The current will travel through the conductive exterior skin and structures of the aircraft and exit off some other extremity, such as the tail. Pilots occasionally report temporary flickering of lights or short-lived interference with instruments.

Most aircraft skins consist primarily of aluminium, which conducts electricity very well. By making sure that no gaps exist in this conductive path, the engineer can assure that most of the lightning current will remain on the exterior of the aircraft. Some modern aircraft are made of advanced composite materials, which by themselves are significantly less conductive than aluminium. In this case, the composites contain an embedded layer of conductive fibres or screens designed to carry lightning currents.

Modern passenger jets have miles of wires and dozens of computers and other instruments that control everything from the engines to the passengers' headsets. These computers, like all computers, are sometimes susceptible to upset from power surges. So, in addition to safeguarding the aircraft's exterior, the lightning protection engineer must make sure that no damaging surges or transients can reach the sensitive equipment inside the aircraft. Lightning travelling on the exterior skin of an aircraft has the potential to induce transients into wires or equipment beneath the skin. These transients are called lightning indirect effects. Careful shielding, grounding and the application of surge suppression devices avert problems caused by indirect effects in cables and equipment when necessary. Every circuit and piece of equipment that is critical or essential to the safe flight and landing of an aircraft must be verified by the manufacturers to be protected against lightning in accordance with regulations set by the Federal Aviation Administration (FAA) or a similar authority in the country of the aircraft's origin.

The other main area of concern is the fuel system, where even a tiny spark could be disastrous. Engineers thus take extreme precautions to ensure that lightning currents cannot cause sparks in any portion of an aircraft's fuel system. The aircraft's skin around the fuel tanks must be thick enough to withstand a burn through. All of the structural joints and fasteners must be tightly designed to prevent sparks, because lightning current passes from one section to another. Access doors, fuel filler caps and any vents must be designed and tested to withstand lightning. All the pipes and fuel lines that carry fuel to the engines, and the engines themselves, must be protected against lightning. In addition, new fuels that produce less explosive vapours are now widely used.

The aircraft's radome – the nose cone that contains radar and other flight instruments – is another area to which lightning protection engineers pay special attention. In order to function, radar cannot be contained within a conductive enclosure. Instead, lightning diverter strips applied along the outer surface of the radome protect this

area. These strips can consist of solid metal bars or a series of closely spaced buttons of conductive material affixed to a plastic strip that is bonded adhesively to the radome. In many ways, diverter strips function like a lightning rod on a building.

Private general aviation planes should avoid flying through or near thunderstorms. The severe turbulence found in storm cells alone should make the pilot of a small plane very wary. The FAA has a separate set of regulations governing the lightning protection of private aircraft that do not transport passengers. A basic level of protection is provided for the airframe, fuel system and engines. Traditionally, most small, commercially made aircraft have aluminium skins and do not contain computerised engine and flight controls, and they are thus inherently less susceptible to lightning; however, numerous reports of non-catastrophic damage to wing tips, propellers and navigation lights have been recorded.

The growing class of kit-built composite aircraft also raises some concerns. Because the FAA considers owner-assembled, kit-built aircraft 'experimental', they are not subject to lightning protection regulations. Many kit-built planes are made of fibreglass or graphite-reinforced composites. At LTI, we routinely test protected fibreglass and composite panels with simulated lightning currents. The results of these tests show that lightning can damage inadequately protected composites. Pilots of unprotected fibreglass or composite aircraft should not fly anywhere near a lightning storm or in other types of clouds, because non-thunderstorm clouds may contain sufficient electric charge to produce lightning. (931 words)

Questions 1-12

Complete the summary using NO MORE THAN THREE WORDS taken from the passage.

Lightning strikes occur most often to (1) _____ when they pass through (2) _____ in the sky. Since the 1960s, (3) _____ have been developed to ensure the safety of aircraft as well as the passengers. The electrical current goes through the exterior skin of the plane because they are made of (4) _____ or other (5) _____. Careful shielding has been made on the fuselage to protect the electrical equipment in the plane from (6) _____. The most dangerous part of an aircraft is its (7) _____, therefore, fuel tanks and (8) _____ must be protected against any (9) _____. (10) _____ are adopted to protect the aircraft's radome in which important flight equipment such as radar is contained. Although private air-

craft are (11) _____ to lightning, the FAA still issues very strict lightning protection regulations about safety. Nevertheless, some owner-assembled and kit-built planes are still flying in the sky with the permission of (12) _____.

Passage 5

You are advised to spend about 15 minutes on the following passage.

Domestic Pets in New Urban Areas

The role of urban design in successful pet ownership

This paper summarises the findings of an investigation into the role of urban design in successful pet ownership. There are several reasons why planners should consider pets in decisions about residential and open space development.

People are not generally aware of the popularity of pet ownership in Australia. The Morgan Research surveys estimate that in 1992, 37% of Australian households owned one or more dogs, and 30% owned one or more cats. 53% of all households owned either a dog or a cat. Pet-owning households are clearly a substantial group within the community.

Research shows that pets play an important role in teaching children about sharing, caring, communication and responsibility. They also act as companions and protectors, stress relievers and in some cases help to foster family cohesion. While pets are traditionally associated with family-type households, they are just as important to households without children; indeed they are often surrogates for children in childless families. This applies particularly to the elderly, who usually form very close associations with their pets. In an era when the population is aging and more people are living alone, pets can provide valuable relief from loneliness.

Urban pet management has been the subject of extensive debate among veterinarians and those involved in local government for some time. Part of the reason is that people complain more readily about other people's pets than ever before. Emphasis on urban consolidation has meant that smaller homes and back gardens and multi-dwelling developments not only discourage people from owning pets but also place greater demands on scarce public open space. Pet owners may face tougher restrictions from either their local council or resident management committee.

The term socially responsible pet ownership has emerged to describe a set of responsibilities to which pet owners are now expected to adhere. In meeting their responsibilities, pet owners need to consider:

- Providing an enriching environment to reduce unwanted behaviour, e.g. excessive barking.
- Confining dogs to their premises. The advantages of this include protection from catching disease, being run over and fighting. Ideally cats should be confined to the house at night for their own protection where practicable.
- Training pets to alter unacceptable behaviour.
- Exercising dogs, especially if they spend long periods on their own.

It might be tempting to prescribe different pets for different types of housing. Some people already have firm views about pets and housing type.

Mostly in relation to dogs, the only environment for a dog is in conventional detached housing or a 'big' dog is only suitable in the country. However, suitability is as much dependent on the quality of space as it is on the quantity.

A dwelling that overlooks areas of activity is ideal for pets because it increases the amount of stimulation that can be received from the property, e.g. dwellings that overlook a park or are adjacent to a busy street. This is one way to alleviate boredom and the negative behaviours that sometimes result.

Preferably a dog should have access to some outdoor space. Open space is not essential for a cat provided an enriching environment is maintained indoors, e.g. a bay window or an internal fernery. Ideally dogs should have access to all areas of open space on a property. On the whole, a dog's behaviour is likely to be better if he or she can see the street. Although the dog may bark at passers-by in the street, there will be less likelihood of excessive barking that might arise through boredom. Providing a dog with surveillance of the street also enhances public security, a very positive benefit.

With adequate fencing, a dog will be confined to the property. Cats are less easily constrained and are discussed below. The standard paling fence will restrain almost all dogs. They are recommended for side and rear boundaries. Solid front fences limit the view of the outside world and are not recommended. The dog will tend to be less roused by sound stimuli if he or she can see passers-by or activities in the street. However, it is important to ensure that the dog cannot get through the fence. Furthermore, all gates should be fitted with a return spring self-closing device.

Cats are not as easily restrained as dogs as they are more agile and have quite different notions of territoriality. Mostly this does not create a problem, although difficulties may arise in environmentally sensitive areas where cats may prey on

wildlife. It is recommended that cats be confined to the house at night for their own protection.

The pleasures and benefits of pet ownership should be available to everyone. However, owning a pet brings with it responsibilities to which we are increasingly being called. It is hoped that the guidelines will encourage people to think about pets in decisions about residential and community development. If they do, pet ownership will not be prejudiced by the push for urban consolidation. (832 words)

Questions 1-12

Complete the summary using NO MORE THAN THREE WORDS taken from the passage.

Pet ownership has long been regarded as popular by (1) _____. In general, aged people and children like pets very much. In (2) _____, pets are normally raised as (3) _____ by adults. With increasing numbers of pets in urban areas taking dwindling (4) _____, pet owners will encounter (5) _____ issued by government or community authorities. They are required to control their pets' behaviours, such as (6) _____, that disturb their neighbours. Thus, some people are forced to choose pets according to their (7) _____. Ideally, (8) _____ is most suitable for raising dogs. However, too much quietness will bore the dogs because of the lack of (9) _____ to them and thus cause them to perform some (10) _____. Compared with dogs, cats are less restricted not only because of their agility but also because of their (11) _____. With adequate control, pets can be very beneficial to anyone even in the time of (12) _____.

Passage 6

You are advised to spend about 15 minutes on the following passage.

The Tourist Industry

Tourism, holiday making and travel are these days more significant social phenomena than most commentators have considered. On the face of it, there could

not be a more trivial subject for a book. And indeed since social scientists have had considerable difficulty explaining weightier topics, such as work or politics, it might be thought that they would have great difficulties in accounting for more trivial phenomena such as holiday making. However, there are interesting parallels with the study of deviance. This involves the investigation of bizarre and idiosyncratic social practices which happen to be defined as deviant in some societies but not necessarily in others. The assumption is that the investigation of deviance can reveal interesting and significant aspects of 'normal' societies. It could be said that a similar analysis can be applied to tourism.

Tourism is a leisure activity which presupposes its opposite, namely regulated and organised work. It is one manifestation of how work and leisure are organised as separate and regulated spheres of social practice in 'modern' societies. Indeed acting as a tourist is one of the defining characteristics of being 'modern' and the popular concept of tourism is that it is organised within popular places and occurs for regularised periods of time. Tourist relationships arise from a movement of people to, and their stay in, various destinations. This necessarily involves some movement, that is the journey, and a period of stay in a new place or places. The journey and the activities are by definition outside the normal places of residence and work and are of a short-term and temporary nature, and there is a clear intention to return 'home' within a relatively short period of time.

A substantial proportion of the population of modern societies engages in such tourist practices; new socialised forms of provision have developed in order to cope with the mass character of the gazes of tourists, as opposed to the individual, and be gazed upon because there is an anticipation, especially through daydreaming ad fantasy, of intense pleasures, either on a different scale or involving different senses from those customarily encountered. Such anticipation is constructed and sustained through a variety of non-tourist practices, such as films, TV, literature, magazines, records and videos which construct and reinforce this daydreaming.

Tourists tend to visit features of landscape and townscape which separate them off from everyday experience. Such aspects are viewed because they are taken to be in some sense out of the ordinary. The viewing of these tourist sights often involves different forms of social patterning, with a much greater sensitivity to visual elements of landscape or townscape than is normally found in everyday life. People linger over these sights in a way that they would not normally do in their home environment and the vision is objectified or captured through photographs, postcards, films and so on which enable the memory to be endlessly reproduced and recaptured.

One of the earliest dissertations on the subject of tourism is Boorstin's analysis of the 'pseudo-event' (1964) where he argues that contemporary Americans cannot experience 'reality' directly but thrive on 'pseudo-event'. Isolated from the host

environment and the local people, the mass tourist travels in guided groups and finds pleasure in inauthentic contrived attractions, gullibly enjoying the pseudo-events and disregarding the real world outside. Over time, the images generated of different tourist sights come to constitute a closed self-perpetuating system of illusions which provide the tourist with the basis for selecting and evaluating potential places to visit. Such visits are made, says Boorstin, within the 'environmental bubble' of the familiar American-style hotel which insulates the tourist from the strangeness of the host environment.

To service the burgeoning tourist industry, an array of professionals has developed who attempt to reproduce ever-new objects for the tourist to look at. These objects or places are located in a complex and changing hierarchy. This depends upon the interplay between, on the one hand, competition between interests involved in the provision of such objects and, on the other hand, changing class, gender, and generational distinctions of taste within the potential population of visitors. It has been said that to be a tourist is one of the characteristics of the 'modern experience'. Not to 'go away' is like not possessing a car or a nice house. Travel is a marker of status in modern societies and is also thought to be necessary for good health. The role of the professional, therefore, is to cater for the needs and tastes of the tourists in accordance with their class and overall expectations. (761 words)

Questions 1-9

Complete the summary using NO MORE THAN THREE WORDS taken from the passage.

Tourism is a hot topic worth (1) _____ because it reflects the (2) _____ of modern societies. Now people tend to separate (3) _____ from (4) _____. Compared with (5) _____ travellers, tourists possess a (6) _____ with an anticipation of daydreaming, which is intensified by many (7) _____ such as films and magazines. Tourists are tired of the places similar to their (8) _____. Nevertheless, the very nature of mass tourist travels can only provide them with (9) _____ especially when they are led around by tourist professionals.

Passage 7

You are advised to spend about 15 minutes on the following passage.

Homeopathy

Homeopathy is an alternative of medicine founded in the early 19th century by a German physician, Dr. Samuel Hahnemann. Since 1980, homeopathy has experienced strong resurgence of interest in North and South America as well as in Europe. Surveys indicate that more than a third of French physicians prescribed homeopathic remedies and almost 50 per cent of British physicians have referred patients for homeopathic treatment.

Hahnemann's discovery of the principle of homeopathy was accidental. After taking some quinine he noticed that he developed malaria-like symptoms. Since malaria patients were treated with quinine, he speculated that possibly malaria is cured by quinine because it causes malaria-like symptoms in healthy people. He decided to explore the theory by testing other substances used as medicine at the same time, such as arsenic and belladonna. His tests were conducted by either taking the substances internally himself or by administering them to healthy volunteers and then recording all of the symptoms the volunteers experienced. He continued his experiments on a wide range of natural substances, often toxic. These recorded results created 'drug pictures' which formed the basis for the new system of medicine. The next step was to give the tested substances to patients suffering from the same group of symptoms represented by the drug picture recorded. The results were incredible. People were being cured from diseases that had never been cured before. He condensed his theory into a single Latin phrase: *similia similius curentur* (let likes be cured by likes). This means that a disease can be cured by a medicine which produces in a healthy person symptoms similar to those experienced by a patient.

The process of making remedies is very precise. A homeopathic remedy is normally a single substance. The substances may be made from plants, minerals and even animals, for example snake venom and cuttlefish ink. To make remedies, the raw material is dissolved in a mixture that contains approximately 90% alcohol and 10% water. The mixture is left to stand for 2 to 4 weeks, shaken occasionally then strained. The resulting liquid or tincture is diluted according to very specific measures to a factor of 1:100. For example, to produce a remedy called 1c potency or strength, one drop of the tincture is added to 99 drops of alcohol/water mixture. Between each mixture the remedy is shaken vigorously. Hahnemann believed that through this process, the energy of the substance was released. Once the remedy has been diluted

beyond a 12c potency, it is unlikely that even a molecule of the original substance remains. Yet ironically, the more dilute the remedy, the stronger it is. This makes no sense in light of present-day science but regardless of what science tells us is impossible, in practice, the higher the dilution, the stronger and more lasting the effect.

It is this use of high dilutions that has given rise to controversy. Many conventional doctors claim that homeopathy functions only as placebo because the dosage is so small. However, the clinical experience of homeopathy shows that this tiny dose can be effective: it works on unconscious people and infants, and it even works on animals. Controlled clinical studies performed by medical researchers are demonstrating that homeopathy can be an effective method of treatment for many diseases.

The most important part of homeopathic treatments lies in the lengthy interview which the homeopath conducts with the patient. The idea behind this one- to two-hour consultation is to build up a psychological, emotional and physical history of the patient, to discover the underlying patterns of disease. The homeopath then decided which medicine to prescribe based on the closest match between the patient's symptoms and the known symptoms elicited by the medicine in a healthy body. A single dose is given for the shortest period of time necessary to stimulate the body's healing power.

How does the concept of homeopathy differ from that of conventional medicine? Very simply, homeopathy attempts to stimulate the body to recover itself. Instead of looking upon the symptoms as something wrong which must be set right, the homeopath sees them as signs of the way the body is attempting to help itself. Another basic difference between conventional medical therapy and homeopathy is in the medical substances. If the medication is withdrawn, the person returns to illness. For example, a person who takes a pill for high blood pressure every day is not undergoing a cure but is only controlling the symptoms. Homeopathy's aim is the cure: 'The complete restoration of perfect health', as Dr. Hahnemann said.

Homeopath has made significant progress in treating diseases which orthodox medicine finds difficult. Best at dealing with inflammatory conditions such as arthritis, skin conditions, migraines and respiratory problems linked to allergies, it has also proved highly successful at treating asthma. But homeopathy is not an appropriate treatment for degenerative diseases such as emphysema. It cannot treat diseases which destroy tissues, although it can be beneficial if used in combination with other treatments. Two of the main advantages of homeopathy are the low cost of the medications and rarity of adverse reactions. The medicines are inexpensive, safe, and easy to use, so people can learn to handle many of the common diseases for which they currently seek medical help. The resulting savings in costs and the increase in personal independence represent a significant contribution to health care. (889 words)

Questions 1-3

Complete the following description below. Choose NO MORE THAN THREE WORDS from the passage for each answer. Write your answers in the spaces provided.

Making a Homeopathic Remedy

The remedies come from plants, animals and mineral resources. A single product is mixed with (1) _____ and left to stand for 2-4 weeks. This mixture is strained to produce a tincture which can be diluted. One drop of this tincture is added to 99 drops of alcohol/water. This mixture is then (2) _____ vigorously. This produces a remedy with a potency of 1c. As the remedy becomes more diluted, it gets (3) _____.

Questions 4-7

Complete the following summary. Choose your answers from the box below and write your answers in the spaces provided.

Homeopathy differs from conventional medicine in a number of ways. Conventional medicine views symptoms as an indication of something wrong in the body whereas homeopathy sees them as signs that the body is attempting to (4) _____. The uses of medication differ also. Many types of conventional medication (5) _____ but if the medicine is taken away, the illness returns. The intention of homeopathy is to bring about a complete cure. Homeopathic remedies are (6) _____ than conventional medicine and have fewer (7) _____.

List of Words and Phrases

cheaper	cure	heal itself	illness
treatments	getting better	control symptoms	more expensive
side effects	stronger	healthy	patients

Day 13 Graphic Questions

Overview

Graphic Questions involve diagrams, tables, and flow charts which contain drawings or notes about the information in a reading passage. Flow charts are used to summarise a process that is explained in the passage.

You should complete them by finding the missing information (words and/or numbers) from the reading passage.

Tips

1. Skim the passage to get its general idea.
2. With flow charts, pay attention to the order in which events happen. With regard to diagrams, on the other hand, understand how the various elements or parts of the picture relate to what is described in the passage. For Table-Completion Questions, it is important to look at the headings in the table to guide you in your reading.
3. For every stage in the flow chart, or for each element of the diagram, locate that part of the passage which presents the same ideas as those mentioned in the flow chart/diagram.
4. You do not need to write the articles (a, an, or the).
5. Never exceed the word limit, and do not modify the words from the passage.

Note that with all Completion Questions, your answer should come directly from the passage. Do not change the form of words in your answer (e.g. **fruit**, not **fruits**) and do not add words that are not in the passage (e.g. **dairy**, not **dairy products**).

Sample reading 1

Read the information about the Numeracy Centre below, and answer Questions 1-8. You are advised to spend about 15 minutes.

Numeracy Centre

Many business and marketing courses require a knowledge of introductory statistics, computing or mathematics. If you feel inadequately prepared for your course, you can get help from the Numeracy Centre, which offers FREE elementary help in maths and statistics. Grab a timetable from the Centre and drop in when it suits you.

Course A

The first course available to students is a Revision Course in Basic Maths. This 3-hour lecture will review mathematical concepts necessary for elementary statistics, such as fractions, area and percentages up to a Year 8 level of mathematics. It is not necessary to book, so feel free to drop in. This session is FREE!

Course B

For those students doing marketing courses, and other courses requiring statistical analysis, there is the Bridging Course in Statistics for Marketing. This three-day course introduces ideas in elementary statistics to provide a starting point for further developments in statistical skills later on in other courses. The course is run in sessions of three hours, in the form of a one-hour lecture followed by a two-hour tutorial. Examples will be drawn from the reference books listed. The tutorials will be interactive where possible (e.g. drawing random samples from the population of numbered cards in class) with hands-on experience of data manipulation using MINITAB on a bank of PCs.

Course C

Statistics for the Practitioner is slightly different to the previous course, which must be completed before this course. This course is largely non-mathematical. It will instead concentrate on the interpretation and application of statistics rather than on computation. The statistical package MINITAB will be used as a teaching tool. This course will be conducted over two days in the form of workshops and small group discussions, with a strong emphasis on hands-on experience of data manipulation using computers.

Course D

A further course of interest to many students is English for Computer Studies. Students with English as their second language who will be needing elementary computing for their courses are encouraged to enrol in this 8-hour course. Students will learn through workshops giving hands-on experience. The cost of the course is $15 which includes notes and refreshments. (358 words)

Questions 1-8

Below is a chart summarising information about the Numeracy Centre courses. Complete the required details using information from the passage. Write your answers in boxes 1-8.

Course	Cost	Number of Hours/Days	Name of Previous Studies Required	Teaching Method
A	(1) _____	3 hours	None	(2) _____
B		(3) _____	None	Lecture and (4) _____
C		2 days	(5) _____	(6) _____ and small groups
D	(7) _____	8 hours	None	(8) _____

Sample reading 2

Below is the information for overseas students at the Language and Culture Centre in Houston in the USA. Read it through and then answer the questions that follow. You are advised to spend about 15 minutes.

Information for Students at the Language and Culture Centre (LCC)

Campus Activities

LCC students can enjoy many sports at the university. You will find tennis and handball courts, gymnasiums, and indoor and outdoor swimming pools. At the University Centre (UC), you can play pool or table tennis. LCC student teams compete in university intramural sports. The LCC has one of the best soccer teams on campus! Please sign up and play.

You can also see films and plays, attend lectures, and go to concerts on campus. There are many international clubs where you can meet other students from your home country.

Emergencies

WEATHER EMERGENCY

If the University of Houston closes because of emergency weather conditions, the LCC will also close. In the event of an emergency, all LCC students are advised to listen to major radio or television stations for announcements regarding cancellation of classes or the closing of the campus.

TEACHER EMERGENCY

Always wait in the classroom 15 minutes for your teacher. If the teacher does not come after 15 minutes, you may leave. Please go to your next scheduled class on time.

Withdrawing from the LCC

You may withdraw from the LCC if you have a medical emergency, a family emergency, or if you wish to return to your home country. If you withdraw for one of these reasons, you may receive a partial refund of your tuition. The LCC cannot refund your application fee, contract fee, insurance fee, or late registration fee. A tuition refund must be approved by the director and will be given according to the following schedule:

Time of Withdrawal	Amount of Refund
Registration week	90%
First week of classes	75%
Second week of classes	50%
Third week and after	No refund

Health Care

If you are ill, see a doctor at the University Health Centre first. LCC students can visit a doctor at the Health Centre. Medicines are available through the pharmacy. You should use the Health Centre as often as you need to. The Health Centre is located behind the Student Service Centre.

For some health problems, you may need to see an outside doctor. The Health Centre can help you find one. There are many clinics in Houston for minor emergencies. Some of them are open 24 hours a day. For big emergencies there are good hospitals in Houston.

All LCC students must have health insurance. You must buy health insurance through the LCC unless you have proof of another health insurance plan or financial responsibility for at least $50,000.

LCC Policies

ATTENDANCE AND ACADEMIC PROGRESS

The best way to learn English is to come to class regularly and to do your homework. If you miss several days of classes, for any reason, you cannot keep up with the other students. The Language and Culture Centre is a serious academic programme in intensive English and wants all of its students to succeed. Therefore, students are expected to attend all classes regularly, do all classroom assignments, meet all class requirements, and make academic progress. Students who do not meet these standards may be placed on academic probation. Students placed on academic probation will meet with their teacher(s) and with either or both the associate director and foreign student advisor. Students will be informed in writing of the terms and length of their probation.

Students who have 30 hours of absences are in danger of being placed on academic probation. Students failing to meet the terms of their probation will be terminated from the LCC for the remainder of the semester. This will also likely result in loss of student status with the US Immigration and Naturalisation Service.

Students who have 50 hours of absences will not receive a Certificate of Successful Completion and will be terminated from the programme.

If a student is absent for ten consecutive days with no explanation, the student will be terminated automatically from the programme. (647 words)

Questions 1-7

Complete the following flow charts of actions and their consequences by choosing the appropriate consequence from the list in the box and writing its letter in boxes 1-7 on the next page.

N.B. You may use any consequence more than once.

A Terminated from the programme
B May lose student status with the US Immigration and Naturalisation Service
C Receives advice and counselling
D May be put on academic probation

Student frequently fails to complete homework.	(1)	(2)
Student does not respond to letter announcing academic probation.	(3)	(4)
Student is absent for 30 hours.	(5)	
Student is absent for 50 hours.	(6)	(7)

Sample reading 3

Read the information from the passage 'Reaching for the Sky' below, and answer questions 1-12. You are advised to spend about 15 minutes.

Reaching for the Sky

Architecture is the art and science of designing buildings and structures. A building reflects the scientific and technological achievements of the age as well as the ideas and aspirations of the designer and client. The appearance of individual buildings, however, is often controversial.

The use of an architectural style cannot be said to start or finish on a specific date. Neither is it possible to say exactly what characterises a particular movement. But the origins of what is now generally known as modern architecture can be traced back to the social and technological changes of the 18th and 19th centuries.

Instead of using timber, stone and traditional building technique, architects began to explore ways of creating buildings by using the latest technology and materials such as steel, glass, and concrete strengthened steel bars, known as reinforced concrete. Technological advances also helped bring about the decline of rural industries and an increase in urban populations as people moved to the towns to work in the new factories. Such rapid and uncontrolled growth helped to turn parts of cities into slums.

By the 1920s, architects throughout Europe were reacting against the conditions created by industrialisation. A new style of architecture emerged to reflect more idealistic notions for the future. It was made possible by new materials and construction techniques and was known as Modernism.

By the 1930s, many buildings emerging from this movement were designed in the International Style. This was largely characterised by the bold use of new materials and simple, geometric forms, often with white walls supported by stilt-like pillars. These were stripped of unnecessary decoration that would detract from their primary purpose – to be used or lived in.

Walter Gropius, Charles Jeanneret (better known as Le Corbusier) and Ludwig Mies van der Rohe were among the most influential of the many architects who contributed to the development of Modernism in the first half of the century. But the economic depression of the 1930s and the Second World War (1939–45) prevented their ideas from being widely realised until the economic conditions improved and war-torn cities had to be rebuilt.

By the 1950s, the International Style had developed into a universal approach to building, which standardised the appearance of new buildings in cities across the world.

Unfortunately, this Modernist interest in geometric simplicity and function became exploited for profit. The rediscovery of quick-and-easy-to-handle reinforced concrete and an improved ability to prefabricate building sections meant that builders could meet the budgets of commissioning authorities and handle a renewed demand for development quickly and cheaply. But this led to many badly designed buildings which discredited the original aims of Modernism.

Influenced by Le Corbusier's ideas on town planning, every large British city built multi-storey housing estates in the 1960s. Mass-produced, low-cost high-rises seemed to offer a solution to the problem of housing a growing inner-city population. But far from meeting human needs, the new estates often proved to be windswept deserts lacking essential social facilities and services. Many of these buildings were poorly designed and constructed and have since been demolished.

By the 1970s, a new respect for the place of buildings within the existing townscape arose. Preserving historic buildings or keeping only their facades (or fronts) grew common. Architects also began to make more use of building styles and materials that were traditional to the area. The architectural style usually referred to as High-Tech was also emerging. It celebrated scientific and engineering achievements by openly parading the sophisticated techniques used in construction. Such buildings are commonly made of metal and glass; examples are Stansted Airport and the Lloyd's building in London.

Disillusionment at the failure of many of the poor imitations of Modernist architecture led to interest in various styles and ideas from the past and present. By the 1980s, the coexistence of different styles of architecture in the same building became known as Post-Modern. Other architects looked back to the classical tradition. The trend in architecture now favours smaller scale building design that reflects a growing public awareness of environmental issues such as energy efficiency. Like the Modernists, people today recognise that a well-designed environment improves the quality of life but is not necessarily achieved by adopting one well-defined style of architecture.

Twentieth century architecture will mainly be remembered for its tall buildings. They have been made possible by the development of light steel frames and safe passenger lifts. They originated in the US over a century ago to help meet the demand for more economical use of land. As construction techniques improved, the skyscraper became a reality. (762 words)

Questions 1-7

Complete the table below using information from the reading passage. Write NO MORE THAN THREE WORDS for each answer. Write your answers in the spaces provided in the box.

Period	Style of Period	Building Materials	Characteristics
Before 18th century	Example: Traditional	(1) _____	
1920s	Introduction of (2) _____	Steel, glass, and concrete	Exploration of latest technology
1930s-1950s	(3) _____		Geometric forms
1960s	Decline of Modernist era	Prefabricated sections	(4) _____
1970s	End of Modernist era	Traditional materials	(5) _____ of historic buildings
	Beginning of (6) _____ era	Metal and glass	Sophisticated techniques paraded
1980s	Post-Modernism		(7) _____

Questions 8-12

The reading passage describes a number of cause-and-effect relationships. Match each cause (8-12) in List A with its effect (A-H) in List B. Write your answers in the spaces provided.

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

List A – Causes	List B – Effects
8. A rapid movement of people from rural areas to cities is triggered by technological advance. 9. Buildings become simple and functional. 10. An economic depression and the Second World War hit Europe. 11. Multi-storey housing estates are built according to contemporary ideas on town planning. 12. Less land must be used for building.	A The quality of life is improved. B Architecture reflects the age. C A number of these have been knocked down. D Light steel frames and lifts are developed. E Historical buildings are preserved. F All decoration is removed. G Parts of cities become slums. H Modern ideas cannot be put into practice until the second half of the 20th century.

8. .....
9. .....
10. .....
11. .....
12. .....

Sample reading 4

You should spend about 15 minutes on the following passage.

Garbage in, Garbage out

There are many ways of obtaining an understanding of people's behaviour. One of these is studying the objects discarded by a community, objects used in daily lives. The study of refuse of a society is the basis for the science of archaeology in which lives and behaviour of past societies are minutely examined. Some recent studies have indicated the degree to which rubbish is socially defined.

For several years, the University of Arizona, USA, has been running a Garbage Project, in which garbage is collected, sorted out and noted. It began in 1973 with an

arrangement where the city of Tucson collected for analysis garbage from randomly selected households in designated census collection districts. Since then the researchers have studied other cities, both in the USA and Mexico, refining the techniques and procedures in response to the challenges of validating and understanding the often unexpected results they have obtained. Garbage is sorted according to an standardised coding form, and the researchers cross-tabulate their findings with information from census and other social surveys.

The Project arouse out of courses designed to teach students at the University the principles of archaeological methodology and to sensitise them to the complex and frequently surprising links between cultural assumptions and physical realities. Often a considerable discrepancy exists between what people say they do – or even think they do – and what they actually do. In one Garbage Project study, none of the Hispanic (Spanish-speaking) women in the sample admitted to using as much as a single serving of commercially-prepared baby food, clearly reflecting cultural expectations about proper mothering. Yet garbage from the Hispanic households with infants contained just as many baby food containers as garbage from non-Hispanic households with infants.

The Project leaders then decided to look not only at what was thrown away, but what happened to it after that. In many countries waste is disposed of in landfills; the rubbish is compacted and buried in the ground. So in 1987, the Project expanded its activities to include the excavation of landfills across the United States and Canada. Surprisingly, no one had ever attempted such excavation before.

The researchers discovered that far from being sites of chemical and biological activity, the interiors of waste landfills are rather inactive, with the possible exception of those established in swamps. Newspapers buried 20 or more years previously usually remained perfectly legible, and a remarkable amount of food waste of similar age also remained intact.

While discarded household products such as paints, pesticides, cleaners and cosmetics result in a fair amount of hazardous substances being contained in municipal landfills, toxic leachates pose considerably less danger than people fear, provided that a landfill is properly sited and constructed. Garbage Project researchers have found that the leachates do not migrate far, and tend to get absorbed by the other materials in the immediate surrounds.

The composition of landfills is also strikingly different from what is commonly believed. In a 1990 US survey, people were asked whether particular items were a major cause of garbage problems. Disposable nappies (baby diapers) were identified as a major cause by 41 per cent of the survey respondents, plastic bottles by 29 per cent, all forms of paper by six per cent, and construction debris by zero per cent. Yet

Garbage Project data shows that disposable nappies make up less than two per cent of the volume of landfills and plastic bottles less than one per cent. On the other hand, over 40 per cent of the volume of landfills is composed of paper and around 12 per cent is construction debris.

Packaging – the paper and plastic wrapping around goods bought – has also been seen as a serious cause of pollution. But while some packaging is excessive, the Garbage Project researchers note that most manufacturers use as little as possible, because less is cheaper. They also point out that modern product packaging frequently functions to reduce the overall size of the solid-waste stream.

This apparent paradox is illustrated by the results of a comparison of garbage from a large and socially diverse sample of households in Mexico City with a similarly large and diverse sample in three United States cities. Even after correcting for differences in family size, US households generated far less garbage than the Mexican ones. Because they are much more dependent on processed and packaged foods than Mexican households, US households produce much less food debris. (And most of the leaves, husks, etc. that the US processor has removed from the food can be used in the manufacture of other products, rather than entering the waste stream as is the likely fate with fresh produce purchased by Mexican households.)

One criticism made of Western societies is that the people are wasteful and throw things away while they are still usable. This, however, does not seem to be true. Garbage Project data showed that furniture and consumer appliances were entering the solid waste stream at a rate very much less than would be expected from production and service-life figures. So, the researchers set up a study to track the fate of such items, and thus gained an insight into the huge informal and commercial trade in used goods that rarely turns up in official calculations and statistics.

The Garbage Project's work shows how many misconceptions exist about garbage. The researchers are therefore critical of attempts to promote one type of waste management, such as source reduction or recycling, over others, such as incineration or landfilling. Each has its advantages and disadvantages, and what may be appropriate for one locality may not be appropriate for another. (935 words)

Questions 1-8

Complete the following notes using information from the passage. Write NO MORE THAN THREE WORDS or NUMBERS in the blanks in your booklet.

The Garbage Project

- Started in 1973
- Organised by (1) _____ .
- First studied garbage in the city of (2) _____ , since then has studied it in other cities in the USA and (3) _____ .
- Method: garbage collected and sorted, the information noted on (4) _____ .
- Findings compared with (5) _____ and other social surveys.
- Reasons for Project: show students the (6) _____ of archaeological (7) _____ .
- From 1987 Garbage Project studied (8) _____ in the USA and Canada.

Questions 9-12

Complete the following sentences using information in the passage. Choose the appropriate phrases (A-C) from the list in the box and write its letter in the blanks in your booklet.

A	more ... than
B	less ... than/fewer ... than
C	as many ... as/as much ... as

9. Hispanic women used _____ baby food _____ they said they did.
10. After excavating landfills, the Garbage Project researchers found that there were _____ plastic bottles _____ people thought.
11. Mexican families create _____ garbage _____ American families.
12. Consumer appliances are reused _____ was officially predicted.

Questions 13-15

Some of the wrong ideas that the passage states people have about garbage are on the next page. Match each misconception (I-IV) with TWO counterarguments (A-M) used in the passage to argue against them. Write your answers in the spaces provided. One example has been given.

Misconceptions	Counterarguments
I Landfills are dangerous because they are full of germs and chemicals.	A 40% of landfills is paper.
II Household items, like disposable nappies, are a major cause of garbage problems.	B Perishable items are often almost unchanged, even after long periods of time.
III Packaging is wasteful and causes excess garbage.	C People throw away furniture and consumer appliances.
IV Western societies waste many usable items.	D Processing and packaging cuts down on other garbage.
	E Chemicals become less dangerous after 20 years.
	F Disposable nappies make up less than 2% of landfills.
	G Fresh food creates less waste debris.
	H Chemicals do not spread far in landfills.
	I Plastic bottles are a bigger waste problem than nappies.
	J There are many businesses that collect and resell things people no longer want.
	K Manufacturers cut their costs by using as little packaging as possible.
	L Household goods constituted a smaller than expected part of solid waste.
	M People use fewer disposable nappies now than in past years.

Example:

Counterarguments for Misconception I: *B & H*

13. Counterarguments for Misconception II: _____

14. Counterarguments for Misconception III: _____

15. Counterarguments for Misconception IV: _____

Sample reading 5

You should spend about 15 minutes on the following passage.

Destination for International English Students

At any given time, more than a million international students around the world are engaged in the study of English language in a predominantly English-speaking country. The five most popular destinations, in order of popularity, are the US,

Britain, Australia, New Zealand, and Canada. The reasons for choosing to study English abroad differ with each individual, as do the reasons for the choice of destination.

Numerous studies conducted in Britain and the United States show that the country of choice depends to a large extent on economic factors. While this should not provoke much surprise, careful analysis of the data suggests that students and their parents are most influenced by the preconceptions they have of the countries considered for study abroad, which, in turn, influence the amount they or their parents are prepared to outlay for the experience. The strength of international business connections between countries also gives a good indication of where students will seek tuition. In the main, students tend to follow the traditional pattern of study for their national group.

The United States attracts the most diverse array of nationalities to its English language classrooms – this heterogeneity being largely due to immense pulling power as the world's foremost economy and resulting extensive focus on US culture. Furthermore, throughout the non-European world, in Asia and North and South America especially, the course books used to teach in most elementary and high schools introduce students to American English and the American accent from a very early age. Canada also benefits from world North American exposure, but has the most homogenous group of students most with French as their first language. Before furthering their English skills, students in Europe study from predominantly British English material; most European students, naturally, opt for neighbouring Britain, but many Asian, Middle-Eastern, and African students decide upon the same route too.

Australia and New Zealand are often overlooked, but hundreds of thousands of international students have discovered the delights of studying in Southern Hemisphere. The majority are Asian for reasons that are not difficult to comprehend: the proximity of the two countries to Asia (Jakarta, the capital of Australia's closest Asian neighbour, Indonesia, is only 5,506 kilometres from Sydney), the comparatively inexpensive cost of living and tuition, and perhaps of most importance to many Asian students whose English study is a prelude to tertiary study, the growing awareness that courses at antipodean universities and colleges are of an exceptionally high standard. In addition, revised procedures for overseas students have made it possible for an increasing number to attend classes to improve their English for alternative reasons.

Australia and New Zealand have roughly the same mix of students in their language classrooms, but not all students of English who choose these countries are from Asia. The emerging global consciousness of the late twentieth century has meant that students from as far as Sweden and Brazil are choosing to combine a taste for exotic travel with the study of English 'down under' and in 'the land of the long white cloud'. But even the Asian economic downturn in the 1990s has not significantly

altered the demographic composition of the majority of English language classrooms within the region.

Nor have the economic problems in Asia caused appreciable drops in full-time college and university attendances by Asian students in these two countries. This is partly because there has always been greater demand for enrolment at Australian and New Zealand tertiary institutions than places available to overseas students. In addition, the economic squeeze seems to have had a compensatory effect. It has clearly caused a reduction in the number of students from affected countries who are financially able to study overseas. However, there has been a slight but noticeable shift towards Australia and New Zealand by less wealthy Asian students who might otherwise have chosen the United States for English study.

The US and Britain will always be the first choice of most students wishing to study the English language abroad, and it is too early to tell whether the trend will continue. However, economic considerations undoubtedly wield great influence upon Asian and non-Asian students alike. If student expectations can be met in less traditional study destinations, and as the world continues to shrink, future international students of English will be advantaged because the choice of viable study destinations will be wider. (727 words)

Questions 1-4

Complete the missing information in the table below by referring to the reading passage. Write your answers in the spaces provided in the table.

	The US	Britain	Australia	New Zealand	Canada
Order of popularity	1st	2nd	3rd	4th	5th
Type of English in course books used in this country	American	(1) _____	(2) _____	Not given	Not given
Student heterogeneity (1=most heterogeneity 5=least heterogeneity)	1	2	(3) _____	(4) _____	5

Day 14 Exercises on Graphic Questions

Passage 1

You should spend about 15 minutes on the following passage.

Fashion and Society

In all societies the body is 'dressed', and everywhere dress and adornment play symbolic and aesthetic roles. The colour of clothing often has special meaning: a white wedding dress symbolising purity, black clothing indicating remembrance of a dead relative. Uniforms symbolise association with a particular profession. For many centuries purple, the colour representing royalty, was to be worn by no one else. And of course, dress has always been used to emphasise the wearer's beauty, although beauty has taken many different forms in different societies. In the 16th century in Europe, for example, Flemish painters celebrated women with bony shoulders, protruding stomachs and long faces, while women shaved or plucked their hairlines to obtain the fashionable egg-domed forehead. These traits are considered ugly by today's fashion.

The earliest forms of 'clothing' seem to have been adornments such as body painting, ornaments, scarification (scarring), tattooing, masks and often constricting neck and waist bands. Many of these deformed, reformed or otherwise modified the body. The bodies of men and children, not just those of women, were altered – there seems to be a widespread human desire to transcend the body's limitations, to make it what it is, by nature, not.

Dress in general seems then to fulfil a number of social functions. This is true of modern as well as of ancient dress. What is added to dress as we ourselves know it in the West is fashion, of which the key feature is rapid and continual changing of styles. The growth of the European city in the 14th century saw the birth of fashionable dress. Previously, loose robes had been worn by both sexes, and styles were simple and unchanging. Dress distinguished rich from poor, rulers from ruled only in that working people wore more wool and no silk, rougher materials and less ornamentation than their masters.

However, by the 14th century, with the expansion in trade, the growth of city life, and the increasing sophistication of the royal and aristocratic courts, rapidly

changing styles appeared in western Europe. These were associated with developments in tailored and fitted clothing; once clothing became fitted, it was possible to change the styling of garments almost endlessly. By the 15th and 16th centuries, it began to seem shameful to wear outdated clothes, and those who could afford to do discarded clothing simply because it had gone out of style. Cloth, which was enormously expensive, was literally and symbolised, wealth in medieval society.

In modern Western societies, no form of clothing does not feel the impact of fashion; fashion sets the terms of all dress behaviour – even uniforms have been designed by Paris dressmakers, even nuns have shortened their skirts, even the poor seldom go in rags – they wear cheap versions of the fashions that went out a few years ago and are therefore to be found in second-hand shops and jumble sales.

Even the determinedly unfashionable wear clothes that represent a reaction against what is in fashion. To be unfashionable is not to ignore fashion, it is rather to protest against social values of the fashionable. The hippies of the 1960s created a unique appearance out of an assortment of second-hand clothes, craft work and army surplus, as a protest against the wastefulness of the consumer society. They rejected the way mass production ignored individuality, and also the wastefulness of the luxury.

Looked at in historical perspective, the styles of fashion display a crazy relativism. At one time the rich wear cloth of gold embroidered with pearls, at another beige cashmere and grey suiting. In one epoch men parade in elaborately curled hair, high heels and rouge, at another to do so is to court outcaste status and physical abuse. It is in some sense inherently ironic that a new fashion starts from rejection of the old and often an eager embracing of what was previously considered ugly. Up to the early twentieth century, the tan had always been the sign of a worker, and therefore avoided by those with pretensions and refinement, who were wealthy enough not to have to work in the sun. However, in the 1920s, the tan became the visible sign of those who could afford foreign travel. The tan symbolised health as well as wealth in the 1930s. Recently its carcinogenic dangers have become known, and in any case it is no longer truly chic because many more people than in earlier decades can afford holidays in the sun.

Despite the apparent irrationality, fashion cements social solidarity and imposes group norms. It forces us to recognise that human body is not only a biological entity but an organism culture. To dress the way that others do is to signal that we have many of their morals and values. Conversely, deviations in dress are usually considered shocking and disturbing. In Western countries, a man wearing a pink suit to a job interview would not be considered for a position at a bank. He would be thought too frivolous for the job. Likewise, even in these 'liberated' times, a man in a skirt in many Western cultures causes considerable anxiety, hostility on laughter.

However, while fashion in every age is normative, there is still room for clothing to express individual taste. In any period, within the range of stylish clothing, there is some choice of colour, fabric and style. This is even more true last century because in the twentieth century, fashion, without losing its obsession with the new and the different, was mass-produced. Originally, fashion was largely for the rich, but since the industrial period, the mass production of fashionably styled clothes has made possible the use of fashion as a means of self-enhancement and self-expression for the majority. (951 words)

Questions 1-5

Complete the table below on the early history of fashion, using phrases from the following box.

A	Unfashionable clothes thrown away
B	Loose robes
C	Fitted clothing
D	Rapidly changing styles appeared
E	Up to the 14th century
F	Brightly coloured clothing
G	Simple decorations worn
H	Styles began to change slowly
I	15th and 16th centuries
J	Growth of cities

Period	Clothing Behaviour	Types of Clothing Worn
Earliest times	(1) _____	Scars and masks
(2) _____	Simple unchanging styles	(3) _____
14th century	(4) _____	(5) _____

Questions 6-9

The following table contains several of the writer's arguments from the reading passage. Match the argument with the evidence used in the passage to support it by using the appropriate letter (A-I).

N.B. There are more statements of evidence than you need.

Argument	Evidence
6. People who wear unusual or unexpected clothing make other people feel ill at ease. Supported by _____ 7. Clothing can carry symbolic meaning in colour or decoration. Supported by _____ 8. A change in fashion often means accepting what used to be thought unattractive. Supported by _____ 9. People who wear unfashionable clothes may do so for a reason. Supported by _____	A Fashion is now mass-produced. B Today people are wary of men who wear bright coloured clothes to work. C At some times wealthy people wear bright, heavily ornamented clothes; at other times they wear dark clothing in simple styles. D Pale skin became unfashionable and suntanned skin became more fashionable. E Many people can afford holidays in the sun. F Black clothes are worn when someone has died. G Hippies wore second-hand clothes to protest against wastefulness. H Styles were simple and unchanging. I They are against the main current of the wearing trend.

Passage 2

You should spend about 15 minutes on the following passage.

Hazardous Compound Helps to Preserve Crumbling Books

Librarians may be able to save millions of books from slowing crumbling with a new chemical process that uses a hazardous flammable compound, diethyl zinc (DEZ). Chemists in the US have successfully completed an 18-month trial of the technique, which neutralises the acid in paper which causes books to decay.

The method was developed by the Dutch chemical giant, Akzo, in collaboration with the US Library of Congress. It can treat 1,000 books at a time at a fraction of the cost of microfilming.

The world's libraries and archives are today stocked mainly with books that are destroying themselves because of a new way of making paper that was introduced in the middle of the last century. In this process, wood pulp became the main source of cellulose from which paper was made, replacing the cotton or linen rags used previously.

Unfortunately, book publishers were unaware that wood pulp's straight acidity would eventually threaten their work. The acid attacks the cellulose polymer of paper, breaking it down into shorter and shorter pieces until the paper's structure collapses.

The only answer is to neutralise the acids in the paper by chemical means. This has generally been done by unbinding the book, treating it page by page with carbonate solution, and then rebinding it. The cost can be as much as $200 per volume. Akzo's method can be done without taking the binding off the book.

On the face of it, DEZ would seem the last chemical that should be brought in contact with paper. This volatile liquid bursts into flames when coming in contact with air. However, it is not DEZ's sensitivity to oxidation which is the key to its use as preserving agent, but its ability to neutralise acids by forming zinc salts with them.

Because DEZ is volatile, it permeates the pores in paper. When it meets an acid molecule, such as sulphuric acid, it reacts to form zinc sulphate and ethane gas. DEZ is such a strong base that it will react with any acid, including the weaker organic ones. It will also react with any residual water in the paper to form zinc oxide. This is an added bonus for the book conservators, since it buffers the paper against future permeation by acidic gases from the atmosphere such as sulphur dioxide.

Not only will DEZ protect against acid attack but it is also capable of neutralising alkalis, which threaten some kinds of paper. It can do this because zinc oxide is amphoteric – capable of reacting with either acids or alkalis.

The Akzo method treats closed books and protects every page. It adds about 2 per cent of zinc oxide to the weight of the book. Much of this deposited near the edges of the pages, the parts of which are most affected by the acid from readers' fingers or environmental pollution. The only risk in the Akzo process comes from the DEZ itself; this caused a fire at NASA's Goddard Space Flight Centre where earlier tests on the method were carried out.

For the process, the books are gently heated under vaccum for a day to remove residual traces of moisture. The chamber is then flushed with dry nitrogen gas for five hours to remove the remaining air before DEZ is introduced at a lower pressure into the gas stream. DEZ is passed through for about eight hours. Unreacted DEZ is tapped out of the exit gases and recycled, while the ethane is burned off.

When the process is complete, the chamber is purged with nitrogen to remove residual DEZ. The whole process takes about three days. The cost per book is about $2, considerably less even than the $40 for microfilming.

This work was originally funded by the US Library of Congress, which has over 10 million books now at risk. According to Dick Miller, Akzo's director for book preservation, tests have shown that the method can deal with hundreds of books at a time. A million books a year could be rescued by the new process, for which Akzo has been granted exclusive rights. The treated books should then survive for hundreds of years.

Another national institution, the British Library, launched an adopt-a-book scheme to help it meet the costs of processing books. The British Library has so far raised over $80,000. But if the traditional method is used, this will barely cover a twentieth of 1 per cent of the 2 million books the Library needs to treat.

Edmund King of the British Library's preservation service says that the Library has developed another method which coats the individual fibres of the paper with ethyl acrylate polymer, protecting the books not only against acid attack but actually making them stronger. The British Library is now seeking an industrial partner to exploit its work. (805 words)

Questions 1-4

The text describes a chemical, diethyl zinc (DEZ). From the list below, choose FOUR attributes of DEZ as described in the passage. Write the appropriate letters (A-H) in any order in your booklet.

	Attributes of DEZ
A	It bursts into flames when coming in contact with air.
B	It forms a protective layer of zinc oxide on the surface of the paper.
C	It changes acid into zinc sulphate throughout the paper.
D	It reacts with acids to produce zinc salts and water.
E	It can react with both acids and alkalis.
F	The chemical reactions it causes make books heavier.
G	It coats the fibres of the paper with ethyl acrylate polymer.
H	It tends to retain water within the paper structure.

The four attributes of DEZ are:

1. _____ 3. _____

2. _____ 4. _____

Questions 5-12

Complete the flow charts using phrases from the box. Write the appropriate letters (A-L) in boxes 5-12 in your booklet. There are more phrases than you will need. Each phrase may be used more than once.

A	Books are cooled
B	Books are heated
C	Unused/Leftover DEZ gas removed
D	Unused/Leftover DEZ gas burned
E	Unused/Leftover DEZ gas reused
F	Dry nitrogen gas circulated
G	Each page treated with carbonate solution
H	Each page treated with DEZ
I	Akzo preservation method
J	British Library preservation method
K	Ethane gas removed and burned
L	Traditional preservation method

Book Preserving Process: (5) _____

Take book apart → (6) _____ → Book put together again

Book Preserving Process: (7) _____

(8) _____ → Moisture removed

↓

(9) _____ → Air removed

DEZ circulated → (10) _____

↘ (11) _____

↓

Dry nitrogen circulated → (12) _____

↓

Books preserved

Passage 3

You should spend about 15 minutes on the following passage.

The Dam That Changed Australia

Section 1

Inland Australia has had a problem with drought from the time of white settlement in 1788 until today, and this is why the Snowy Mountains Scheme was conceived and founded. Before the Snowy Mountains Scheme, a large proportion of the snow fields on the roof of Australia melted into the Snowy River every year, and the water flowed into the sea, not into the dry interior where people needed it so desperately. This was first recognised by the Polish geologist and explorer Strezlecki in 1840, who commented that there could be no development of the inland without irrigation. The rivers would have to be diverted if irrigation were to succeed.

Before Federation in 1901, Australia consisted of a group of colonies, all anxious to protect their own interests. After Federation the states retained rights to the water, and thus to what might happen to the rivers. Arguments between New South Wales, Victoria and South Australia led to a deadlocked Premiers' Conference in 1947. Despite this serious dispute, the Federal Parliament passed the Snowy Mountains Hydroelectric Power Act just two years later on July 7. The project was officially commenced on October 17 that year, barely three months after the Act had been passed.

The Scheme set out to harness water for electricity and to divert it back to the dry inland area for irrigation. To do this, thousands of kilometres of tunnels had to be drilled through the mountains, and sixteen major dams and seven hydroelectric power stations had been built over a period of nineteen years. The first of these was Guthega Power Station, commissioned in 1954, and the last, Tumut III.

Section 2

The Snowy Mountains Scheme was to alter the fact of Australia forever. One important danger was the recruitment of people from outside Australia to work on the scheme. In 1949, while the world was still recovering from the effects of World War II, the Australian government needed immense numbers of people to work on the Snowy. It sought labour from overseas, and 60,000 of the 100,000 people who worked on the scheme came from outside the country.

They came from thirty different countries: from Italy, Yugoslavia, and Germany, from sophisticated cities like Budapest, Paris and Vienna, and from tiny hamlets. These European workers left countries which had fought against each other during the war, and which had vastly different cultures, and they found themselves in a country which was still defining itself. They were adventurous young men, some highly skilled, some not, and they came to a place which offered both enormous challenges and primitive conditions. Many were housed in tents in the early days of the Scheme, although some fortunate men were placed in barracks. The food was basic, female company extremely scarce and entertainment lacking.

Section 3

Many new arrivals spoke only limited English, and were offered English classes after work. The men needed primarily to understand instructions, and safety lectures were conducted in English and other languages. In fact, a great deal of communication understood was sign language, especially when the conditions were noisy. The signs were peculiar to the business at hand: for example, a thumb placed near the mouth means water, but did not indicate whether the water was needed on the drill the man was using, or for a drink.

The constant reference to the men who worked on the Snowy is appropriate because few women worked on the scheme, and those who were employed usually held office jobs. Women, however, were active in the community, and the members of the Country Women's Association gave English lessons. Other English instruction was provided by the Australian Broadcasting Commission which ran daily broadcasts to help the newcomers with the language.

Section 4

These circumstances could have caused great social trouble, but there were relatively few serious problems. The men worked long and hard, and many saved their money with a view to settling in Australia or returning home. At a reunion in 1999, many were happy to remember the hardships of those days, but it was all seen through a glow of achievement. This satisfaction was felt not only by the men who worked directly on the project, but by the women, many of whom had been wives and mothers during the scheme, and indicated that they had felt very much part of it.

The children of these couples went to school in Happy Jack, a town notable for having the highest school in Australia, and highest birth rate. In one memorable year, there were thirty babies born to the eighty families in Happy Jack. Older children went to school in Cooma, the nearest major town.

Section 5

The scheme is very unlikely to be repeated. The expense of putting the power stations underground would now be prohibitive, and our current information about ecology would require a different approach to the treatment of the rivers. Other hydro-electric schemes like the Tennessee Valley Authority preceded the Snowy Mountains Scheme, and others have followed. The Snowy Mountains Scheme is the only hydroelectric scheme in the world to be totally financed from the sale of its electricity.

As well as being a great engineering feat, the Scheme is a monument to people from around the world who dared to challenge their lives. Some are working and living in Australia, many have retired there, some have returned to their countries of origin. Every one of them contributed to altering Australian society forever. (914 words)

Questions 1-5

Complete the table below. Write the date or event for each answer. Use NO MORE THAN THREE WORDS or NUMBERS for each answer. Write your answers in the table.

Questions	Dates (Years)	Events
1		White settlement began
2	1939-1945	
3		Snowy Moutains Scheme began
4		Tumut III power station was commissioned
5	1999	

Passage 4

You should spend about 15 minutes on the following passage.

Did Tea and Beer Bring about Industrialisation?

Alan Macfarlane thinks that he could rewrite history. The professor of anthropological science at King's College Cambridge has, like other historians, spent decades

trying to understand the enigma of Industrial Revolution. Why did this particular important event – the world-changing birth of industry – happen in Britain? And why did it happen at the end of the 18th century?

Macfarlane compares the question to a puzzle. He claims that there were about 20 different factors and all of them needed to be present before the revolution could happen. The chief conditions are to be found in history textbooks. For industry to 'take off', there needed to be technology and power to drive factories, large urban population to provide cheap labour, easy transport to move goods around, an efficient middle-class willing to buy mass-produced objects, a market-driven economy, and a political system that allowed this to happen. While this was the case for England, other nations, such as Japan, Holland and France, also met some of these criteria. All these factors must have been necessary but not sufficient to cause the revolution. Holland has everything except coal, while China also had many of these factors. Most historians, however, are convinced that one or two missing factors are needed to solve the puzzle.

The missing factors, he proposes, are to be found in every kitchen cupboard. Tea and beer, two of the nation's favourite drinks, drove the revolution. Tannin, the active ingredient in tea, and hops, used in making beer, both contain antiseptic properties. This, plus the fact that both are made with boiled water, helped prevent epidemic of waterborne diseases, such as dysentery, in densely-populated areas.

Historians had noticed one interesting factor around the mid-18th century that required explanation. Between about 1650 and 1740, the population was static. But then there was a burst in population. The infant mortality rate halved in the space of 20 years, and this happened in both rural areas and cities, and across all classes. Four possible causes have been suggested. There could have been a sudden change in the viruses and bacteria present at that time, but this is unlikely. Was there a revolution in medical science? But this was a century before Lister introduced antiseptic surgery. Was there a change in environmental conditions? There were improvements in agriculture that wiped out malaria, but there were small gains. Sanitation did not become widespread until the 19th century. The only option left was food. But the height and weight of statistics show a decline. So the food got worse. Efforts to explain this sudden reduction in child deaths appeared to draw a blank.

This population burst seemed to happen at just the right time to provide labour for the Industrial Revolution. But why? When the Industrial Revolution started, it was economically efficient to have people crowded together forming towns and cities. But with crowded living conditions come diseases, particularly from human waste. Some research in the historical records revealed that there was a change in the incidence of waterborne diseases at that time, especially dysentery. Macfarlane deduced

that whatever the British were drinking must have been important in controlling diseases. They drank beer and ale. For a long time, the English were protected by the strong antibacterial agent in hops, which were added to make beer last. But in the late 17th century a tax was introduced on malt. The poor turned to water and gin, and in the 1720s the mortality rate began to rise again. Then it suddenly dropped again. What was the cause?

Macfarlane looked to Japan, which was also developing large cities about the same time, and also had no sanitation. Waterborne diseases in the Japanese population were far fewer than those in Britain. Could it be the prevalence of tea in their culture? That was when Macfarlane thought about the role of tea in Britain. The history of tea in Britain provided an extraordinary coincidence of dates. Tea was relatively expensive until Britain started direct trade with China in the early 18th century. By the 1740s, about the time that infant mortality was falling, the drink was common. Macfarlane guesses that the fact that water had to be boiled, together with the stomach-purifying properties of tea so eloquently described in Buddhist texts, meant that the breast milk provided by mothers was healthier than it had ever been. No other European nation drank tea so often as the British, which, by Macfarlane's logic, pushed the other nations out of the race for the Industrial Revolution.

But, if tea is a factor in the puzzle, why didn't this cause an industrial revolution in Japan? Macfarlane notes that in the 17th century, Japan had large cities, high literacy rates and even a futures market. However, Japan decided against a work-based revolution, by giving up labour-saving devices, even animals, to avoid putting people out of work. Astonishingly, the nation that we now think of as one of the most technologically advanced, entered the 19th century having almost abandoned the wheel. While Britain was undergoing the Industrial Revolution, Macfarlane notes wryly, Japan was undergoing an industrious one.

The Cambridge academic considers the mystery solved. He adds that he thinks the UN should encourage aid agencies to take tea to the world's troubled spots, along with rehydration sachets and food rations. (890 words)

Questions 1-5

Complete the following table using NO MORE THAN THREE WORDS from the passage. Write your answers in the blanks.

Century	Social Change in Britain	Reason	Effect on Revolution
Mid-17th century	Main drinks were still (1) _____.	Hops helped to make beer last longer.	No significant change
Late 17th century	Gin became more popular, especially with poor people.	Beer became expensive because of (2) _____.	Mortality rate went up.
Early 18th century	(3) _____ drinking started to become widespread.	Britain started trade with China.	Mortality rate went down.
Mid-18th century	Decline in urban deaths caused by (4) _____	(5) _____ water used for tea and beer; antibacterial qualities of tannin	Infant mortality rate wen down by half.

Passage 5

You should spend about 15 minutes on the following passage.

The Beam-operated Traffic System

Section 1

The number of people killed each year on the road is more than for all other types of avoidable deaths except for those whose lives are cut short by tobacco use. Yet road death is tolerated – so great is our need to travel about swiftly and economically.

Oddly, modern vehicle engine design – the combustion engine – has remained largely unchanged since it was conceived over 100 years ago. A huge amount of money and effort is being channelled into alternative engine designs, the most popular being based around substitute fuels such as heavy water, or the electric battery charged by the indirect burning of conventional fuels, or by solar power.

Nevertheless, such innovations will do little to halt the carnage on the road. What is needed is a radical rethinking of the road system itself.

Section 2

The Beam-operated Traffic System, proposed by a group of Swedish engineers, does away with tarred road and independently controlled vehicles, and replaces them with innumerable small carriages suspended from electrified rails along a vast interconnected web of steel beams crisscrossing the skyline. The entire system would be computer-controlled and operate with human intervention.

Section 3

The most preferable means of propulsion is via electrified rails along the beams. Although electric transport systems still need fossil fuels to be burnt or dams to be built, they add much less to air pollution than burning of petrol within conventional engines. In addition, they help keep polluted air out of cities and restrict it to the point of origin where it can be more easily dealt with. Furthermore, electric motors are typically 90% efficient, compared to internal combustion engines, which are at most 30% efficient. They are also better at accelerating and climbing hills. This efficiency is no less true of beam systems than of single vehicles.

Section 4

A relatively high traffic throughput can be maintained – automated systems can react faster than can human drivers – and the increased speed of movement is expected to compensate for loss of privacy. It is estimated that at peak travel times, passenger capacity could be more than double that of current subway systems.

It might be possible to arrange for two simultaneous methods of vehicle hire: one in which large carriages (literally buses) run into timetable, and the other providing for hire of small independently occupied cars at a slightly higher cost. Travellers could order a car by swiping a card through a machine, which recognises a personal number code.

Section 5

Monorail systems are not new, but they have so far been built as adjuncts to existing city road systems. They usually provide a limited service, which is often costly and fails to address the major concern of traffic choking in the city.

The Beam-operated Traffic System, on the other hand, provides a complete solution to city transportation. Included in its scope is provision for the movement of pedestrians at any point and to any point within the system. A city relieved of roads carrying fast moving cars and trucks can be given over to pedestrians and cyclists who can walk or pedal as far as they wish before hailing a quickly approaching beam-operated car. Cyclists could use fold-up bicycles for this purpose.

Section 6

Since traffic will be designated an area high above the ground, human activities can take place below the transit system in complete safety, leading to a dramatic drop in the number of deaths and injuries sustained while in transit and while walking about the city. Existing roads can be dug up and grassed over, or planted with low growing bushes and trees. The look of the city is expected to improve considerably for both pedestrians and for people using the System.

Section 7

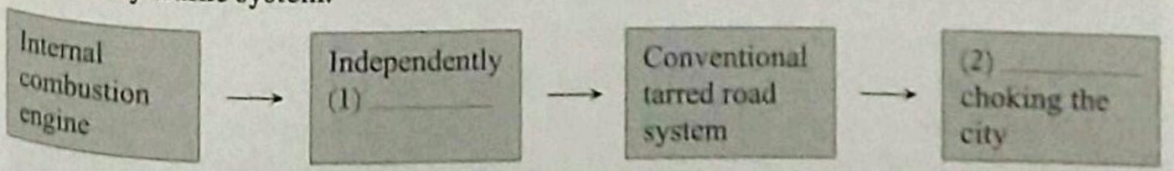
It is true that the initial outlay for a section of a beam-operated system will be more than for a similar stretch of tarred road. However, costs for the proposed system must necessarily include vehicle costs, which are not factored into road-building budgets. Saving made will include all tunnels, since it costs about US$120,000 per kilometre to build a new six-lane road tunnel. Subway train tunnels cost about half that amount because they are smaller in size. Tunnels carrying beamed traffic will have a narrower cross-sectional diameter and can be dug at less depth than existing tunnels, furthering reducing the costs.

The only major drawbacks to the proposal are entrenched beliefs that resist change, the potential for vandalism, and the loss of revenue for car manufacturers. Video camera surveillance is a possible answer to vandalism, while the last objection could be overcome by giving car manufacturers beam-operated vehicle building contracts. 60% of all people on earth live in cities; we must loosen the immediate environment from the grip of the road-bound car. (797 words)

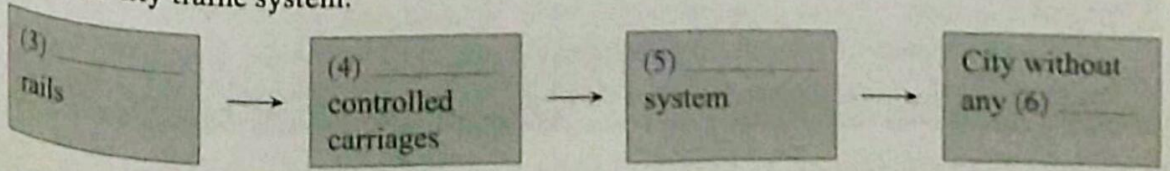
Questions 1-6

Complete the following flow charts by using NO MORE THAN THREE WORDS from the passage for each answer. Write your answers in the spaces provided.

Current city traffic system:



Proposed city traffic system:



Passage 6

You should spend about 15 minutes on the following passage.

Hemp Revival

The hemp plant, one of the world's oldest industrial resources, is back. The rediscovery of this renewable resource is making it the fibre of choice for future textiles, personal care products, building materials, paper and fuel.

Hemp has been grown for paper, textiles, food and medicine throughout human history. The earliest known woven fabric, made of hemp, dates back to the eighth millennium (8000-7000 BC). The majority of all sails, clothes, tents, rugs, towels, paper, rope, twine, art canvas, paints, varnishes and lighting oil were made from hemp. Hemp seeds were regularly used as a source of food and protein for centuries.

Hemp's drastic decline in use and importance within a matter of fifty years is widely considered to have been brought about by the timber and petrochemical industries in America. By the mid-1930s, changes in technology were beginning to impact on the hemp industry. Mechanical stripping equipment and machines to conserve hemp's high-cellulose pulp became available and affordable. Timber and paper holding companies stood to lose billions of dollars if hemp were to be grown on a large scale. A resurgence of the hemp industry also threatened the emerging petrochemical companies which have patented the chemicals for pulp processing. Newspaper articles began to appear, linking hemp with violent crime. The term used, however, was 'marijuana' to distance it from hemp used for industrial purposes. Because few people realised that marijuana and hemp come from the same plant species, virtually nobody suspected that Marijuana Prohibition of 1938 would destroy the hemp industry.

Supporting the theory that marijuana was banned to destroy the hemp industry, were two articles written just before the Marijuana Prohibition, claiming that hemp was on the verge of becoming a super crop. These articles, which appeared in well-respected magazines, praised the usefulness and potential of hemp. 'Hemp can be used to produce more than 25,000 products', and 'hemp will prove for both farmer and public, the most profitable and desirable crop that can be grown'. This was the first time that 'billion dollar' was used to describe the value of a crop. Less than one year after these articles were written, the Marijuana Prohibition took effect. To what extent a conspiracy was involved is still being debated, but the important thing is that for thousands of years, hemp was used extensively. Then over a short period, it became illegal in many parts of the world.

Now, however, the focus is on the development of hemp as an industrial resource. Initially, a distinction needs to be made between the two types of hemp. Cannabis has evolved into two basic species. Plants grown for fibre and seed are universally called hemp. Cannabis grown for its drug content is commonly called marijuana or drug cannabis. Drug-type cannabis varies widely in THC content from approximately 1%-2% in unselected strains to 10% in the best modern varieties (as cited from Watson 1994). Hemp contains virtually none of the active ingredients of drug-type cannabis (THC). It is not feasible to 'get high' on hemp and most marijuana produces very low-quality fibre. Hemp should never be confused with marijuana, as their roles cannot be reversed.

It is evident that hemp is an extraordinary fibre. Both stems and seeds can be utilised. Most significantly, hemp can be grown without pesticides and herbicides. The plant also has the ability to suppress weeds and soil-borne diseases. Based on the hemp industry which has been established overseas, there is a large demand for hemp products and hemp is proving to be a highly profitable industry. On an annual basis, one acre of hemp will produce as much fibre as 2 to 3 acres of cotton. The fibre is stronger and softer than cotton, lasts twice as long and will not mildew. Cotton grows only in warm climates and requires more water and more fertiliser than hemp as well as large quantities of pesticide and herbicide.

Hemp can also be used to produce fibreboard that is stronger and lighter than wood, and is fire retardant. Unlike paper from wood pulp, hemp paper contains no dioxin, or other toxic residue, and a single acre of hemp can produce the same amount of paper as four acres of trees. The trees take 20 years to harvest and hemp takes a year. On annual basis, one acre of hemp will produce as much paper as 2 to 4 acres of trees. From tissue paper to cardboard, all types of paper products can be produced from hemp. The quality of hemp paper is superior to tree-based paper. Hemp paper will last hundreds of years without degrading and it can be recycled many more times than tree-based paper.

Today, industrialised nations around the world are waking up to the enormous potential of hemp. While some countries, like China and India, have never had laws against hemp cultivation, others are legalising industrial hemp after many years of lumping it together with marijuana. The products and fabrics that are emerging from international hemp industry are finding strong demand in an eco-aware global community. Hemp is indeed an agricultural crop for the twenty-first century. (849 words)

Questions 1-5

Reorder the information listed in the box and show the correct sequence of events according to the passage. The first one has been done as an example.

A	Timber and petrochemical industries threatened
B	Attitudes praise hemp as a potential billion-dollar crop
C	Widespread cultivation of hemp
D	Prohibition of marijuana
E	Newspaper articles link hemp to violent crime
F	Development of stripping machines

(Example)
C

↘

(1) _____

↘

(2) _____

↘

(3) _____

↘

(4) _____

↘

(5) _____

Questions 6-7

Complete the following table using NO MORE THAN THREE WORDS from the passage for each answer.

	Hemp	Marijuana
Fibre	Strong and durable	(6) _____
Drug content	(7) _____	Up to 10% THC

Day 15

Progressive Test 2

Passage 1

You are advised to spend about 20 minutes on this passage.

The Peacemakers

A non-human example of the cultural transmission of social norms

Is aggressive behaviour innate or learned? In baboons, it seems, it is learned. A surprising natural experiment, reported in *Public Library Of Science Biology*, an online journal, suggests that the level of violence in baboon society is culturally determined.

The story begins in 1983, in the Masai Mara Reserve in Kenya. Robert Sapolsky, a primatologist at Stanford University, was five years into a study of the reserve's olive baboon population when one of the troops he had been observing suffered an outbreak of tuberculosis which killed half of its males. Since the source of the infection was a garbage dump being used as a food supply, and control of this dump was contested with another troop, the males who became infected and died were the more aggressive individuals in the troop – i.e. those best fitted to the task of fighting for food. The result was that the level of aggressive behaviour within the troop dropped off markedly.

Dr. Sapolsky was understandably upset by what had happened and decided to start again with another troop – one with a more normal sex ratio and social structure. So he turned his attention to a troop 50km away until 1993, when he wanted to show his new colleague (and wife) Lisa Share his original research site. To his surprise, ten years after the natural cull of aggressive individuals had started, the behaviour of the troop's males was still pacific. The reason for that surprise was that every male who had been in the troop in 1983 – not just the ones who had died of tuberculosis – had gone. All of the troop's males were incomers. (Male olive baboons seek their fortunes in troops other than the ones they have been born into.)

Dr. Sapolsky and Dr. Share decided to investigate further. They began to observe Forest Troop (as Dr. Sapolsky dubbed his original subjects) in detail. They compared the troop's behaviour both to what it had been before the outbreak, and to that of the other troops they had been studying.

Some things had not changed. Top-rank males in all groups stayed boss for roughly the same length of time – a year. So-called approach-avoidance interactions between males, in which a high-ranking male displaces a lower-ranking one without any overt violence, happened about as often in one group as in another. But the detailed pattern of these interactions was different. In the new Forest Troop, males tend to 'pick on individuals their own size', attempting to displace those of adjacent rank, whereas in more traditional groups, top monkeys tend to bully those at least two ranks below them – animals that have no chance of fighting back. The new Forest males are also less likely to launch attacks on females.

Subordinate males in the new Forest Troop are under less physiological stress, too. When Dr. Sapolsky had sampled blood in the pre-outbreak Forest Troop, he had found high levels of hormones called glucocorticoids, which are released in response to stress. Not so in the new Forest Troop. Glucocorticoid levels in its members are low. In fact, even the act of sampling blood had differentiated high – from low-ranking males in the old days. Dominant males suffered no altered behaviour, whereas subordinates scratched themselves, shook their heads incessantly and ground their teeth. No longer.

Cultural transmission of behaviour has been seen in many animals besides humans. But until now, it has concerned what foodstuffs are good to eat, how to make and use tools, and how to communicate (many bird songs, for example, have learned regional dialects). Cultural transmission of, for want of a better word, manners, has never before been observed outside HOMO SAPIENS.

How it came about is still a bit of a mystery, though when Dr. Sapolsky and Dr. Share weighed the evidence, they felt it supported the idea that males new to the troop somehow picked up on how they were expected to behave by watching what was going on, and then found life easier if they did likewise. It also seemed to have a lot more to do with how the Forest females treated newcomers, than their treatment by existing Forest males. The females, it seems, like the new arrangement and are keen to preserve it.

However, such pacific behaviour is unusual in baboon troops, which suggests it is an unstable arrangement. In particular, it might be overthrown if several males with different ideas arrived at the same time. Dr. Sapolsky and Dr. Share are therefore watching the troop intently, to see what, if anything, causes its males to revert to the tried and tested macho methods of normal baboon life. (779 words)

YES	if the statement agrees with the writer's view;
NO	if the statement contradicts the writer's view;
NOT GIVEN	if the statement does not reflect the writer's view.

1. Baboons are born to be violent by nature.

Answer: _____

2. More aggressive baboons die because of fighting for food.

Answer: _____

3. Incomers of a baboon troop are generally peaceful in their behaviour.

Answer: _____

4. Comparison is the best possible way to study baboon troops.

Answer: _____

5. There is a uniform peaceful transformation of power within a baboon community.

Answer: _____

6. Cultural transmission of a baboon family follows a pre-determined pattern.

Answer: _____

7. Any social norm of a baboon community is very weak and fragile.

Answer: _____

Questions 8-12

Complete the following summary by using NO MORE THAN THREE WORDS from the passage. Write your answers in the spaces provided.

The cultural transmission of a baboon community is revealed by a (8) _____, which shows that the (9) _____ will decrease when the aggressive baboons die. The scientists compared two groups of baboon troops and found that high-ranking and low-ranking baboons generally interact in the absence of (10) _____. Even though it is still mysterious, the scientists believe that the newcomers' behaviour is (11) _____ by watching others. However, this peaceful life is only (12) _____ if several male baboons want to overthrow it.

Passage 2

You are advised to spend about 20 minutes on this passage.

Team-based Learning

With the globalisation of information technology (IT) and worldwide access to the Internet, people from all areas of learning are finding themselves using some form of information technology in the workplace. The corporate world has seen a boom in the use of IT tools, but conversely not enough people with IT skills can enter the workplace and be productive with minimal on-the-job training.

A recent issue of the *New York Times* reports that many companies are looking for smart students who may have a budding interest in IT. Some companies, trying to encourage students to attend interviews, provide good salary package and challenging work environments. For example, one American IT consulting company offers high salaries, annual bonuses, and immediate stock options to potential recruits. It also brings in 25 to 40 prospective applicants at a time for a two-day visit to the company. This time includes interviews, team exercises and social events. The idea behind the team exercises is that the applicants get to see that they will be working with other smart people doing really interesting things, rather than sitting alone writing code.

In the past 10 years, employers have seen marked benefits from collaborative projects in product development. Apart from the work environment, there is also a similar body of research indicating that small team-based instruction can lead to different kinds of desirable educational results. In order to prepare IT graduates to meet these workplace requirements, colleges and universities are also beginning to include team-based educational models.

One of the leaders in promoting team-based education is the American Intercontinental University (AIU), which has campuses worldwide. AIU offers programmes in IT with a major portion of the curriculum based on team projects. AIU has a large body of international students and students from different educational backgrounds. This team-based learning gives students a sense of social and technical support within a group, and allows students first-hand experience of both potential successes and of inherent problems encouraged when working with others.

Team-oriented instruction has not been the common mode of delivery in traditional college settings. However, since most college graduates who choose to go into an IT work environment will encounter some form of teamwork at work, it is to their advantage that they are educated using collaborative learning and that they are

taught the tools needed to work with different people in achieving common goals or objectives.

In team-based learning, students spend a large part of their in-class time working in permanent and heterogeneous teams. Most teams are made up of individuals with different socio-cultural backgrounds and varying skill levels. Team activities concentrate on using rather than just learning concepts, whilst students' grades are a combination of overall team performance and peer evaluation of individual team members.

In a team-based environment, the teacher takes on the role of a facilitator and manager of learning, instead of just providing information to passive students. The facilitator/teacher also guides the team in identifying their goals and establishing standards of team performance. Team exercises then help the students to improve their problem-solving skills by applying theory to simulated real-world situations. Working as a team allows students to adopt new rules and empowers them to control their own learning. Students in teams are taught to use each other as resources and accept the responsibility of managing tasks.

Team members must also study assigned material individually to ensure their preparation for classes. There are individual assessment tests to measure if students have not only read the assigned material, but also understand the concepts of the module, and can apply them to given problems. Additional team assessment tests present a problem for discussion and require consensus, helping students learn critical communication skills. This also enables them to deal with conflicts between members before they escalate to crisis. Team presentations (written or verbal) allow the team to focus and build cohesion, with team members sharing the responsibility for presenting and persuading the audience to accept their viewpoint. Feedback on how the team is functioning with task management, team dynamics and overall work is given by the facilitator. Team exercises that are application-oriented help students experience the practical application of concepts and learn from other students' perspectives.

Team-based classrooms are especially beneficial in colleges with international students. Since this type of learning encourages people to listen and communicate with others, share problems, resolve personal conflicts, and manage their time and resources, it is a great environment for students who are in a new social situation. Since social interaction plays an important role during teamwork, team-based learning has an added advantage for students who are not comfortable in traditional classroom settings. It allows students from different cultures to understand their differences and use them productively. This type of learning environment also allows students to express themselves freely in a team context, rather than feeling singled out as when answering questions in a traditional classroom.

This learning model was designed to better prepare students for today's global workplace. Students are encouraged to explore ideas together, to build communication skills and achieve superior results. It is likely that employers will increasingly seek out students with these skills as we move into the future. (863 words)

Questions 13-17

Do the following statements reflect the views of the writer in the reading passage? Write your answers in the spaces provided.

Choose:

YES	if the statement agrees with the writer's view;
NO	if the statement contradicts the writer's view;
NOT GIVEN	if it is impossible to say what the writer thinks about this.

13. The American Intercontinental University includes team-based learning in all its courses on all its campuses.

Answer: _____

14. The composition of teams is changed regularly.

Answer: _____

15. Theoretical problems are the most important team activity.

Answer: _____

16. The team members participate in assessment of other team members.

Answer: _____

17. International students prefer traditional classroom learning to team-based learning.

Answer: _____

Questions 18-20

Choose one phrase from the list of phrases (A-H) on the next page to complete each of the following sentences. There are more phrases than sentences, so you will not use all of them.

18. Students' work is assessed _____.

19. The team makes a joint presentation _____.

20. The need to achieve consensus assists _____.

List of Phrases

A to complete with other teams as judged by the facilities
B by individual tests and exams
C to see who has the strongest point of view in the group
D individually, by their peers and as a team
E in the development of the communication skills
F to practice working in a group while putting theory into practice
G to assist intercontinental and non-traditional students
H in getting to know new friends and colleagues

Questions 21-28

Complete the following summary below. Choose your answers from the box below the summary. There are more words than you will need to fill the gaps. Write your answers in the blanks in your booklet.

Although IT is one of the leading career (21) _____ made by graduates today, the industry's demand for qualified applicants (22) _____ the supply of skilled IT personnel. Despite the (23) _____ widespread use of computer technology in all areas of life, (24) _____ face difficulties recruiting people whose education has equipped them to commence working productively without further training. Several business organisations now offer income and other (25) _____ inducements to potential employees. They also include group (26) _____ in their selection procedures, often inviting up to forty (27) _____ to their company for the two-day visit. In this way, the company can demonstrate the reality of the working (28) _____ which is more likely to invite challenging co-operative projects than individualised tasks.

List of Words

exceeds	previous	environment	employees
admiration	employers	candidates	regularity
advantages	choices	employment	current
extracts	financial	activities	

Passage 3

You are advised to spend about 20 minutes on this passage.

Jupiter's Bruises

In 1994, the comet Shoemaker-Levy 9 collided with the planet Jupiter, causing great excitement in the world of astronomy. The article which follows was written after the first impact.

Shoemaker-Levy 9 has plunged into Jupiter, and the Hubble Space Telescope has moved away to look at other objects in space. Amateur astronomers, however, are still watching Jupiter to see what bruises were left on the mighty planet by the comet crash in 1994. There was tremendous excitement in astronomical circles during the collision of the comet and planet. It is now time to see what has been learned from this impact.

One question which may never be answered: Was Shoemaker-Levy 9 really a comet, or was it an asteroid instead? Comets tend to be a mixture of ice, rock and dust, along with other substances, like carbon monoxide, that evaporate quickly to form a halo and a tail. Scientists studying the chemical composition of the spots on Jupiter where Shoemaker-Levy 9 (S-L-9) hit thought they might see evidence of water and oxygen, two of the expected products when an icy comet vaporises. But except for one unconfirmed report, researchers have found only ammonia, hydrogen sulphide and sulphur gas.

Asteroids are rockier than comets. Yet it is possible for an asteroid to have a halo or a tail, made mostly of dust. Says Hal Weaver of Space Telescope Institute: 'The only real evidence that S-L-9 was a comet is that it broke apart, and we've never seen that in an asteroid. But maybe this was a fragile asteroid.'

Amateur astronomer David Levy, who with Eugene and Carolyn Shoemaker discovered S-L-9, points out that comets were originally distinguished by their appearance. They are objects that look like fuzzy stars with tails, and in any previous century, astronomers would have called this discovery a comet. On that basis, argues Levy, 'S-L-9 is a comet, period.'

The apparent absence of water at the impact sites provides a clue about how far the S-L-9 fragments penetrated Jupiter's atmosphere before exploding. Theorists think a layer of water vapour lies some 95km below the visible cloud tops; above the vapour layer, about 50km down, are clouds believed to consist of a sulphur compound. Since no water seems to have been stirred up, the explosion probably took place in the presumed sulphide layer.

If the researchers confirm that the sulphur was deposited on Jupiter, it will be 'a major discovery', says University of Arizona astronomer Roger Yelle. 'We've always believed that much of the colour in Jupiter's clouds comes from sulphur compounds, but we've never detected them.'

No one knows why the points of impact are so dark, but it is clear that they are very high up in Jupiter's atmosphere, since the planet stripes can be seen through them. Astronomers believe the collision will provide an opportunity to study the winds above Jupiter's cloud tops. The mark left by the first impact is already starting to be spread around. There are also hints of seismic waves – ripples that many have travelled all the way to a dense layer of liquid hydrogen thousands of kilometres down and then bounced back up to the surface, creating rings half the size of the planet's visible face. These waves may offer clues to Jupiter's internal structure.

The spots that were made by the collision will undoubtedly blow away eventually, but it's much too soon to tell if there will be any permanent changes in Jupiter. There is still every chance that the impacts, especially from the four fragments that hit in nearly the same place, will destabilise the atmosphere and create a new permanent cyclone like Jupiter's Great Red Spot.

It is also possible that the show isn't quite over. Theorists using a computer model argue that debris has lagged behind the original 21 major fragments. These stragglers, they predict, will keep hitting Jupiter for months to come. Unlike the previous fragments, the latecomer will smash into the near side of the planet, giving astronomers a chance to watch some strikes directly. Is the theory plausible? Says one astronomer, 'We've had so many surprises from S-L-9 already that I wouldn't rule anything out'. (694 words)

Questions 29-35

Do the following statements summarise the opinion of the writer? Write your answer in the space below the statement. Write:

YES	if the statement agrees with the writer's view;
NO	if the statement does not agree with the writer's view;
NOT GIVEN	if there is no information about this in the passage.

29. Evidence so far indicates that further study of Shoemaker-Levy 9 will be worthwhile.

Answer: _____

30. There are no physical differences between asteroids and comets.

Answer: _____

31. The observation of Shoemaker-Levy 9 was an immensely expensive undertaking.

Answer:

32. David Levy, being an amateur astronomer, was not taken seriously.

Answer:

33. The dark points of impact indicate there is water on Jupiter.

Answer:

34. It is now possible to perform detailed studies of Jupiter's internal structure.

Answer:

35. It is possible that more impacts have occurred since this article was written.

Answer:

Questions 36-40

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

36. The comet was observed using the _____.

37. A comet's tail is usually made up of substances that evaporate quickly such as _____.

38. Researchers had expected to see evidence of _____ at the impact site, showing the comet's composition.

39. The presence of sulphur compounds may account for the _____ of Jupiter's clouds.

40. The destabilised atmosphere may lead to the formation of another permanent _____ on Jupiter.

Answer Key

Day 1

Lessons from the Titanic

1. vi
2. iii
3. vii
4. i
5. ix
6. Eight distress rockets
7. at full capacity
8. international agreements/new regulations
9. sixteen watertight compartments
10. previous forty years
11. YES
12. NO
13. NOT GIVEN
14. NO
15. NOT GIVEN
16. YES
17. YES
18. ocean
19. safety
20. record
21. size
22. confident
23. water
24. float
25. inadequate
26. procedures
27. Ice warnings/ Wireless messages
28. Outdated/Out of date
29. Yes
30. Doesn't say
31. buckle
32. Yes
33. 24-hour
34. Yes
35. Standard operating procedures
36. Doesn't say
37. F
38. H
39. E
40. C

Day 2

Signs of Success

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

A Stubborn, Taxing Problem

1. G
2. A
3. F
4. D
5. E

Tea Times

1. iv
2. viii
3. i
4. x
5. ii
6. xii
7. v
8. iii
9. (rituals of) hospitality
10. grade(s) and blend(s)
11. contains caffeine
12. nomadic Bedouin
13. sugar and spices
14. (lingering) convention

Mary Wollstonecraft

1. viii
2. ix
3. iii
4. iv
5. i
6. vii
7. D
8. A
9. D
10. B
11. B
12. C
13. B

Glass

1. C 2. A 3. C 4. A 5. D 6. C

Day 3

From Black Box to Blue Box

1. B 2. F 3. C 4. A 5. I 6. G

Fat of the Land

1. K 2. A 3. F 4. G 5. H 6. I

A Modest Undertaking

1. F 2. C 3. E 4. D 5. L 6. A

Leisure Time

1. iii
2. i
3. iv
4. xiii
5. xi
6. vii
7. xiv
8. NO
9. YES
10. NO
11. NOT GIVEN
12. NOT GIVEN

The History of Writing

1. E
2. F
3. B
4. G
5. C
6. D
7. H
8. Southwestern France
9. bartered objects
10. ideas/concepts
11. symbols
12. sound
13. C
14. D
15. C

Historical Thermometers

Section A: underground temperature
Section B: temperature variation
Section C: measurable change
Section D: valuable check
Section E: fill gaps
Section F: global network
Section G: climate studies

Parenting and Responsibility

1. C
2. B
3. A
4. F
5. E
6. D
7. DA
8. R
9. DA
10. EG
11. R
12. EG
13. VH
14. DA
15. W

What Is a Dinosaur?

1. vi
2. xi
3. xiii
4. vii
5. iv
6. v
7. viii
8. skeletal anatomy
9. eosuchians
10. two long bones
11. B
12. G
13. H
14. F

Hair Today

1. B 2. F 3. A 4. E 5. K 6. G 7. L 8. H

Day 4

The 5,000-mile National Cycle Network

1. Several hundred miles
2. Road danger
3. Slower traffic systems
4. Make a donation
5. Walkers

Environmental Impact of Mining on People

1. Remote places
2. Forest
3. Ore processing plants
4. Solid sediment
5. Mine tailings/fumes (gas)

Where Are the Jobs?

1. job creation/job growth
2. Big bets
3. information technology/IT
4. loftier prices
5. generate
6. customised chips
7. surging job creation
8. jobless recovery
9. innovation economy

The Blueberries of Mars

1. optical illusions
2. Opportunity's primary mission
3. Mars' surface formations
4. presence of water
5. Minerals
6. temperature and atmosphere
7. seeped up
8. selected rocks

Another Intelligence?

1. C
2. I
3. E
4. H
5. F
6. C
7. C
8. C
9. D
10. B
11. A
12. C
13. NOT GIVEN

Recycling Britain

1. B 2. B 3. D 4. A

Things Fall Apart

1. Con 3. Con 5. Con 7. Con
2. SV 4. Pt 6. SV 8. Con

Mobile Telecommunications

1. A 3. A 5. A 7. D 9. A
2. D 4. A 6. D 8. A

Day 5

In or Out?

1. vi
2. iii
3. i
4. endangering their job
5. (mainly) liberal
6. widen/widening participation
7. academic staff's explanations
8. reduction of taxes/tax reduction
9. C
10. C
11. A
12. A
13. D
14. B

The Brain and Intelligence

1. C
2. B
3. E
4. A
5. E
6. D
7. C
8. E
9. a variety of things
10. contentious
11. social interaction
12. (a computer) chip location/ location of the chip
13. (the) mental-atlas approach

UNICEF, Malnutrition and Micronutrients

1. universal salt iodisation
2. small salt crushers
3. Pakistan and Indonesia
4. dietary diversification
5. immune system
6. vulnerable groups
7. Green revolution
8. D
9. B
10. A

Social Impact of Mining

1. Landowners
2. Culturally alien environment
3. People (living) downstream
4. Internal rifts/disputers/fightings
5. Health and education
6. traditional agriculture
7. bitter consequences
8. for and against
9. traditional social structures

Under Water

1. Transport fiasco
2. Thatcher/Mitterrand
3. A radical restructuring
4. Shake-ups
5. Cut-price airlines
6. Slashing prices
7. bloated construction costs
8. dissident French shareholders
9. expensive/slow

Government in Aboriginal Societies

1. D
2. C
3. C
4. D
5. D
6. A
7. C
8. C
9. A
10. M
11. A
12. A

Of Ducks and Duck Eggs

1. NI
2. D
3. D
4. H
5. D
6. H
7. D
8. NI
9. nostrils
10. eight weeks
11. cool temperature
12. muddy

Day 6

The Creation Myth

1. E
2. C
3. A
4. D
5. B
6. C
7. C
8. D
9. A
10. D
11. YES
12. NOT GIVEN
13. YES
14. YES
15. YES

A New Menace from an Old Enemy

1. NO
2. YES
3. YES
4. NO
5. YES
6. NO
7. YES
8. NOT GIVEN
9. Sporozoites
10. Merozoites
11. blood
12. Gametocytes
13. resistance
14. Zygotes

The Politics of Pessimism

1. D
2. H
3. I
4. K
5. J
6. D
7. C
8. C
9. B
10. NOT GIVEN
11. YES
12. YES
13. NOT GIVEN
14. NO

Recycling Plastics

1. K
2. L
3. A
4. B
5. I
6. E
7. G

Asbestos Inhalation

1. H 2. D 3. B 4. E 5. G

Day 7

Pronunciation and Physiognomy

1. vi
2. ii
3. iv
4. NOT GIVEN
5. NO
6. YES
7. NOT GIVEN
8. YES
9. NOT GIVEN
10. D
11. A
12. E
13. G

Prosecuting Corporate Fraud

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

Where's the Lawyer?

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

Turning up the Heat in the Greenhouse

1. H 2. C 3. A 4. I 5. D 6. G

Why Women Have to Work

1. C 2. F 3. A 4. H 5. E

How Fire Leapt to Life

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

Circadian Rhythms of a Day

1. E 2. I 3. F 4. A 5. C 6. H

Day 8

Warnings to Be Ignored

1. D
2. J
3. H
4. B
5. I
6. F
7. Raised interest rates
8. Suck in deposits
9. (Steep) Yield curve
10. Credit

Just Relax

11. C
12. K
13. F
14. G
15. I
16. B
17. L
18. Bible
19. magnets and water
20. physiological/human
21. (mental) concentration
22. (fully) aware
23. A
24. D
25. B
26. D

Money as the Unit of Account

27. ii
28. vi
29. iii
30. iv
31. E
32. A
33. G
34. I
35. C
36. A
37. B
38. A
39. C
40. A

Day 9

Too Few Women at the Top Is Not Just a Science Problem

1. YES
2. YES
3. NO
4. NOT GIVEN
5. NOT GIVEN
6. NO
7. YES
8. NO
9. YES
10. YES

Left out or Left behind

1. YES
2. NOT GIVEN
3. NO
4. NO
5. YES
6. NOT GIVEN
7. NOT GIVEN
8. NO
9. YES
10. NOT GIVEN

Before Disaster Strikes

1. NOT GIVEN
2. NO
3. NO
4. YES
5. YES
6. NOT GIVEN
7. NO
8. NO
9. NOT GIVEN
10. YES

A Constitution for Europe

1. NOT GIVEN
2. YES
3. YES
4. NO
5. NO
6. NO
7. NO
8. YES
9. NOT GIVEN
10. NOT GIVEN

Beware the Natives and Their Norms

1. NOT GIVEN
2. NOT GIVEN
3. NO
4. NO
5. NOT GIVEN
6. NO
7. YES
8. YES
9. NO
10. NOT GIVEN

Day 10

We're Patently Going Mad

1. YES
2. NOT GIVEN
3. NOT GIVEN
4. YES
5. NO
6. YES
7. NO
8. NOT GIVEN
9. NOT GIVEN
10. NO

Free Lunch for All

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

Risk Management for the Masses

1. NO
2. NO
3. YES
4. NOT GIVEN
5. NO
6. NOT GIVEN
7. YES
8. YES
9. NOT GIVEN

Playing with Fire

1. NOT GIVEN
2. NO
3. NOT GIVEN
4. NO
5. YES
6. YES
7. NOT GIVEN
8. NO
9. NO
10. NO

The Siren Song of the Outsider

1. YES
2. NOT GIVEN
3. NOT GIVEN
4. YES
5. NO
6. NOT GIVEN
7. YES
8. YES
9. NO
10. YES

Weapons of Mass Salvation

1. NO
2. YES
3. NOT GIVEN
4. YES
5. NOT GIVEN
6. NO
7. YES
8. NOT GIVEN
9. YES
10. YES

Day 11

Sports and Recreation

1. social
2. players
3. non-players
4. spectators
5. participants
6. less
7. more
8. non-players

The Greenhouse Effect

1. insulating
2. (reflected) energy
3. CO_2
4. burning
5. global warming
6. levels
7. sea level
8. speed
9. weather
10. extreme
11. water
12. (low-lying) coastal

The Changing Nature of Careers

1. V
2. H
3. R
4. R
5. V
6. V
7. H
8. an organisational hierarchy
9. the organisational ladder
10. limited opportunities
11. specific job
12. retraining
13. fulfilment
14. advancement (movement)
15. radial movement
16. power
17. influence
18. stabilisation/ transition

Automobiles vs. Public Transport

1. exclusive rights-of-way
2. commuting hours
3. exhaust emission
4. number of passengers
5. pollution
6. valuable city space
7. availability of transport
8. restrict
9. complementary policies
10. inability
11. population growth
12. the private car

Paper Recycling

1. sustainable
2. biodegradable
3. virgin fibre
4. quality
5. technical limitations
6. sorted
7. repulped
8. products
9. stock
10. de-inked
11. fossil fuel
12. virgin pulp

Day 12

Locked Doors, Open Access

1. B
2. B
3. A
4. D
5. solved
6. computers
7. other people
8. cut-off
9. teamwork
10. decrease in
11. teamwork
12. just the same way as
13. touch-tone dialing systems
14. electronic presence
15. no longer geographical

Fermented Foods for Babies

1. J 2. E 3. C 4. K 5. H 6. N 7. G

Political Parties in the UK

1. control
2. recently
3. loyal
4. Labour
5. unions
6. policy
7. Conservative
8. freedom
9. attention
10. current

What Happens When Lightning Strikes an Airplane?

1. commercial fleet (aircraft)
2. heavily charged regions
3. protection techniques
4. aluminium
5. composite materials
6. power (damaging) surges
7. fuel system
8. pipes/fuel lines
9. tiny spark
10. (Lightning) Diverter strips
11. (inherently) less susceptible
12. the FAA

Domestic Pets in New Urban Areas

1. pet-owning households
2. childless families
3. surrogates
4. public open space
5. tougher restrictions
6. excessive barking
7. house type
8. detached housing
9. stimulation
10. negative behaviours
11. notion of territoriality
12. urban consolidation

The Tourist Industry

1. explaining/analysing
2. significant (interesting) aspects
3. leisure activities
4. regulated (organised) work
5. individual
6. mass character
7. non-tourist practices
8. everyday experience/home environment
9. pseudo-events

Homeopathy

1. alcohol and water
2. shaken
3. stronger
4. heal itself
5. control symptoms
6. cheaper
7. side effects

Day 13

Numeracy Centre

1. Free
2. Revision (course)
3. 3 days
4. tutorial
5. Mathematical (computation)
6. Workshops
7. $15
8. Workshops

Information for Students at the Language and Culture Centre (LCC)

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

Reaching for the Sky

1. Timber/Stone
2. Modernism
3. Development of Modernism
4. Develop quickly/ cheaply
5. Preserving
6. Post-Modern
7. Environmental awareness
8. G
9. F
10. H
11. C
12. D

Garbage in, Garbage out

1. University of Arizona
2. Tucson
3. Mexico
4. standardised coding form
5. census
6. principles
7. methodology
8. landfills
9. A
10. B
11. A
12. A
13. A & F
14. D & K
15. J & L

Destination for International English Students

1. British 2. Not given 3. 3 4. 3

Day 14

Fashion and Society

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

Hazardous Compound Helps to Preserve Crumbling Books

1-4: A, C, E, F (in any order)
5. L
6. G
7. I
8. B
9. F
10. C
11. K
12. C

The Dam That Changed Australia

1. 1788 2. World War II 3. 1949 4. 1973 5. Reunion

Did Tea and Beer Bring about Industrialisation?

1. beer and ale
2. tax/tax on malt/malt tax
3. Tea
4. waterborne diseases/dysentery
5. Boiled

The Beam-operated Traffic System

1. controlled vehicles
2. Traffic
3. Electrified
4. Computer
5. Beam-operated traffic/Beam-operated
6. roads

Hemp Revival

1. F
2. A
3. E
4. B
5. D
6. Low quality
7. (Virtually) No THC

Day 15

The Peacemakers

1. NO
2. NOT GIVEN
3. YES
4. NOT GIVEN
5. NO
6. NO
7. YES
8. surprising natural experiment
9. aggressive behaviour
10. overt violence
11. picked up
12. an unstable arrangement

Team-based Learning

13. NO
14. NO
15. NO
16. YES
17. NOT GIVEN
18. D
19. F
20. E
21. choices
22. exceeds
23. current
24. employers
25. financial
26. activities
27. candidates
28. environment

Jupiter's Bruises

29. YES
30. NO
31. NOT GIVEN
32. NO
33. NO
34. NO
35. YES
36. Hubble Space Telescope
37. carbon monoxide
38. water and oxygen
39. colour
40. cyclone/Great Red Spot