

二年级水平测试样题

Part I Listening Comprehension (30%)

Section A (10%)

Directions: In this section, you will hear 3 long conversations. At the end of each conversation, one or more questions will be asked about what was said. Both the conversation and the questions will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

1.

- A) Current trends in economic development.
- B) Domestic issues of general social concern.
- C) Stories about Britain's relations with other nations.
- D) Conflicts and compromises among political parties.

2.

- A) Based on the poll of public opinions.
- B) By interviewing people who file complaints.
- C) By analyzing the domestic and international situation.
- D) Based on public expectations and editors' judgment.

3.

- A) Underlying rules of editing.
- B) Practical experience.
- C) Audience's feedback.
- D) Professional qualifications.

4.

- A) He wants to sign a long-term contract.
- B) He is good at both language and literature.
- C) He prefers teaching to administrative work.
- D) He is undecided as to which job to go for.

5.

- A) They hate exams.
- B) They all plan to study in Cambridge.
- C) They are all adults.
- D) They are going to work in companies.

6.

- A) Difficult but rewarding.
- B) Varied and interesting.
- C) Time-consuming and tiring.
- D) Demanding and frustrating.

- 7.
- A) Poor management of the hospital.
 - B) The health hazard at her work place.
 - C) Decisions made by the head technician.
 - D) The outdated medical testing procedures.
- 8.
- A) Transfer her to another department.
 - B) Repair the X-ray equipment.
 - C) Cut down her workload.
 - D) Allow her to go on leave for two months.
- 9.
- A) They are virtually impossible to enforce.
 - B) Neither is applicable to the woman's case.
 - C) Both of them have been subject to criticism.
 - D) Their requirements may be difficult to meet.
- 10.
- A) Organize a mass strike.
 - B) Compensate for her loss..
 - C) Try to help her get it back.
 - D) Find her a better paying job.

Section B (20%)

Directions: *In this section you will hear 2 passages and 1 lecture. At the end of each passage or lecture, some questions will be asked about what was said. Both the passage or lecture and the questions will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer. Then mark the corresponding letter on the Answer Sheet with a single line through the center.*

- 11.
- A) They think travel has become a trend.
 - B) They think travel gives them their money's worth.
 - C) They find many of the banks untrustworthy.
 - D) They lack the expertise to make capital investments.
- 12.
- A) Lower their prices to attract more customers.
 - B) Introduce travel packages for young travelers.
 - C) Design programs targeted at retired couples.
 - D) Launch a new program of adventure trips.
- 13.
- A) the role of travel agents.
 - B) The way people travel.
 - C) The number of last-minute bookings.

- D) The prices of polar expeditions.
- 14.
- A) Half of the methane in the atmosphere is from animals.
B) Methane has become the chief source of greenhouse gas.
C) Consumer behaviour may be influenced by the environment.
D) Meat consumption has an adverse effect on the environment.
- 15.
- A) It takes time for the human body to get used to it.
B) It lacks the vitamins and minerals essential for health.
C) It enhances immunity to certain diseases.
D) It helps people to live a much longer life.
- 16.
- A) Produce green food. B) Waste no food.
C) Quit eating meats.
D) Grow vegetables.
- 17.
- A) They investigate the retirement homes in America.
B) They are on issues facing senior citizens in America.
C) They describe the great pleasures of the golden years.
D) They are filled with fond memories of his grandparents.
- 18.
- A) The loss of the ability to take care of himself.
B) The feeling of not being important any more.
C) Being unable to find a good retirement home.
D) Leaving the home he had lived in for 60 years.
- 19.
- A) The loss of identity and self-worth.
B) Fear of being replaced or discarded.
C) Freedom from pressure and worldly cares.
D) The possession of wealth and high respect.
- 20.
- A) The urgency of pension reform.
B) Medical care for senior citizens.
C) Finding meaningful roles for the elderly in society.
D) The development of public facilities for senior citizens.

Part II Reading comprehension (40%)

Section A Cloze (10%)

Direction: Read the following text. Choose the best word(s) for each

numbered blank and mark A, B, C or D on the ANSWER SHEET.

Why do people read negative Internet comments and do other things that will obviously be painful? Because humans have an inherent need to 21 uncertainty, according to a recent study in Psychological Science. The new research reveals that the need to know is so strong that people will 22 to satisfy their curiosity even when it is clear the answer will 23.

In a series of four experiments, behavioral scientists at the University of Chicago and the Wisconsin School of Business tested students' willingness to 24 themselves to unpleasant stimuli in an effort to satisfy curiosity. For one 25, each participant was shown a pile of pens that the researcher claimed were from a previous experiment. The twist? Half of the pens would 26 an electric shock when clicked.

Twenty-seven students were told which pens were electrified; another twentyseven were told only that some were electrified. 27 left alone in the room, the students who did not know which ones would shock them clicked more pens and incurred more shocks than the students who knew what would 28. Subsequent experiments reproduced this effect with other stimuli, 29 the sound of fingernails on a chalkboard and photographs of disgusting insects.

The drive to 30 is deeply rooted in humans, much the same as the basic drives for 31 or shelter, says Christopher Hsee of the University of Chicago. Curiosity is often considered a good instinct — it can 32 new scientific advances, for instance — but sometimes such 33 can backfire. The insight that curiosity can drive you to do 34 things is a profound one.

Unhealthy curiosity is possible to 35, however. In a final experiment, participants who were encouraged to 36 how they would feel after viewing an unpleasant picture were less likely to 37 to see such an image. These results suggest that imagining the 38 of following through on one's curiosity ahead of time can help determine 39 it is worth the endeavor. "Thinking about long-term 40 is key to reducing the possible negative effects of curiosity," Hsee says. In other words, don't read online comments.

- | | | | |
|-----------------|----------------|------------------|--------------|
| 21. A. ignore | B. protect | C. discuss | D. resolve |
| 22. A. refuse | B. seek | C. wait | D. regret |
| 23. A. rise | B. last | C. hurt | D. mislead |
| 24. A. alert | B. expose | C. tie | D. treat |
| 25. A. trial | B. message | C. review | D. concept |
| 26. A. remove | B. deliver | C. weaken | D. interrupt |
| 27. A. Unless | B. If | C. When | D. Though |
| 28. A. change | B. continue | C. disappear | D. happen |
| 29. A. such as | B. rather than | C. regardless of | D. owing to |
| 30. A. disagree | B. forgive | C. discover | D. forget |

			D. self-destructive
			D. resist
31. A. pay	B. food	C. marriage	D. schooling
32. A. begin with	B. rest on	C. lead to	D. learn from
33. A. inquiry	B. withdrawal	C. persistence	D. diligence
34. A. self-deceptive	B. self-reliant	C. self-evident	
35. A. trace	B. define	C. replace	
36. A. conceal	B. overlook	C. design	D. predict
37. A. choose	B. remember	C. promise	D. pretend
38. A. relief	B. outcome	C. plan	D. duty
39. A. how	B. why	C. where	D. whether
40. A. limitations	B. investments	C. consequences	D. strategies

Section B (10%)

Directions: Read the following text and answer the questions by choosing the most suitable subtitle from the list A-F for each numbered paragraph (41-45). There are two extra subtitle which you do not need to use. Mark your answers on the ANSWER SHEET.

- A. Just say it
- B. Be present
- C. Pay a unique compliment
- D. Name, places, things
- E. Find the "me too"s
- F. Skip the small talk
- G. Ask for an opinion

Five ways to make conversation with anyone

Conversations are links, which means when you have a conversation with a new person a link gets formed and every conversation you have after that moment will strengthen the link.

You meet new people every day: the grocery worker, the cab driver, new people at work or the security guard at the door. Simply starting a conversation with them will form a link.

Here are five simple ways that you can make the first move and start a conversation with strangers.

41. _____

Suppose you are in a room with someone you don't know and something within you says "I want to talk with this person"—this is something that mostly happens with all of us. You wanted to say something—the first word—but it just won't come out, it feels like it is stuck somewhere. I know the feeling and here is my advice: just get it out.

Just think: What is the worst that could happen? They won't talk with you? Well, they are not talking with you now!

I truly believe that once you get that first word out everything else will just flow. So keep it simple: "Hi", "Hey" or "Hello"—do the best you can to gather all of the enthusiasm and energy you can, put on a big smile and say "Hi".

42. _____

It's a problem all of us face: you have limited time with the person that you want to talk and you want to make this talk memorable.

Honestly, if we got stuck in the rut of "hi", "hello", "how are you?" and "what's going on?", you will fail to give the initial jolt to the conversation that can make it so memorable.

So don't be afraid to ask more personal questions. Trust me, you'll be surprised to see how much people are willing to share if you just ask.

43. _____

When you meet a person for the first time, make an effort to find the things which you and that person have in common so that you can build the conversation from that point. When you start conversation from there and then move outwards, you'll find all of a sudden that the conversation becomes a lot easier.

44. _____

Imagine you are pouring your heart out to someone and they are just busy on their phone, and if you ask for their attention you get the response "I can multitask".

So when someone tries to communicate with you, just be in that communication wholeheartedly. Make eye contact. Trust me, eye contact is where all the magic happens. When you make eye contact, you can feel the conversation.

45. _____

You all came into a conversation where you first met the person, but after some time you may have met again and have forgotten their name. Isn't that awkward!

So, remember the little details of the people you met or you talked with; perhaps the places they have been to, the place they want to go, the things they like, the thing they hate—whatever you talk about.

When you remember such thing you can automatically become an investor in their wellbeing. So they feel a responsibility to you to keep that relationship going.

That's it. Five amazing ways that you can make conversation with almost anyone. Every person is a really good book to read, or to have a conversation with!

Section C (20%)

Directions: *There are 2 passages in this section. Each passage is followed by questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on the Answer Sheet with a single line through the centre.*

Passage 1

The sweet confection known as chocolate is consumed to the delight of millions world-wide every day. Few of those sweet-toothed nibblers fully appreciate the long process by which chocolate is brought to their mouths, however, with an illustrious (著名的) history, the story of chocolate is a fascinating one, almost rivaling its taste for the attention of its fans.

The dark treat's life begins in the form of the dark, pulpy seeds of the cocoa tree, known as chocolate beans. The Mayans of Southern Mexico harvested these beans to produce a bitter drink, marking them as the first to consume chocolate. The first westerner to encounter chocolate, however, was none other than Christopher Columbus, who discovered an abandoned canoe in the Americas containing various trading goods, including the aforementioned chocolate beans, on August 15, 1502.

After Hernando Cortez encountered the Mayans and their curious drink, chocolate quickly became popular among the nobility in Europe, who sweetened it with sugar. In 1882, chocolate pioneer Conrad J. Von Houten earned the distinction of being the inventor of solid chocolate when he pulverized the beans to create a powder, which could then be mixed to create a solid form. Von Houten's innovation made chocolate even more popular, allowing it to spread to the masses, particular in England, which was more egalitarian than most other European nations. Solid chocolate took off, never looking back, and has yet to slow down at all.

The health implications of eating chocolate are varied, depending on which reports one chooses to read. In general, most of the negative press that chocolate has received over the years has been refuted. The claim that consuming chocolate produces acne has been disproved in recent years, and it has even been concluded in some studies that eating chocolate can contribute to preventing heart disease.

As to why chocolate lovers seem so happy, science has provided some insight into that question as well. It has been determined that chocolate contains certain elements such as caffeine that increase the production of anandamides, the chemical produced by the body that makes us feel good. Further, other chemicals contained in chocolate have been proven to inhibit the breakdown of those anandamides, making the good feeling last longer.

46. The main purpose of this text is to _____.
- A. convince the reader of the beneficial effects of consuming chocolate
 - B. educate the reader on the history of chocolate
 - C. Inform the reader on the development of chocolate and its continued study today
 - D. scientifically examine the implications of chocolate consumption in the past and at present
47. The health effects of eating chocolate are discussed in Paragraph 4 so as to _____.
- A. persuade the reader that eating chocolate is not harmful
 - B. inform the reader of the current status of the study of chocolate's health effects
 - C. refute claims that chocolate consumption is bad for one's health
 - D. advocate the position that chocolate is beneficial to health
48. According to the text, which statement is Not correct? _____
- A. Positive health effects related to consuming chocolate have been discovered.
 - B. In the past, consuming chocolate was considered bad for one's health.
 - C. The history of chocolate extends even further than what is presently known.
 - D. Eating chocolate constantly will result in sustained, long-term happiness.
49. Von Houten's contribution to the development of chocolate is important because it _____.
- A. produced chocolate in a form never seen before
 - B. increased the marketability of chocolate as a consumer good
 - C. improved the taste of chocolate
 - D. made chocolate available to more people, speeding its growth
50. All of the following were asserted by the author to be positive characteristics of chocolate except _____.
- A. an illustrious history
 - B. inarguably positive health benefits
 - C. delicious taste
 - D. positive effects on happiness

Passage 2

The Internet, e-commerce and globalization are making a new economic era possible. By the middle of the 21st century, capitalist markets will largely be replaced by a new kind of economic system based on networked relationships, 24/7 contractual arrangements and access rights.

Has the quality of our lives at work, at home and in our communities increased in direct proportion to all the new Internet and business-to-business Intranet services being introduced into our lives? I have asked this question of hundreds of CEOs and corporate executives in Europe and the United States. Surprisingly, virtually everyone has said, "No, quite the contrary." The very people responsible for ushering in what

some have called a “technological renaissance” say they are working longer hours, feel more stressed, are more impatient, and are even less civil in their dealings with colleagues and friends not to mention strangers. And what's more revealing, they place much of the blame on the very same technologies they are so aggressively championing.

The techno gurus promised us that access would make life more convenient and give us more time. Instead, the very technological wonders that were supposed to liberate us have begun to enslave us in a web of connections from which there seems to be no easy escape.

If an earlier generation was preoccupied with the quest to enclose a vast geographic frontier, the dotcom generation, it seems, is more caught up in **the colonization of time**. Every spare moment of our time is being filled with some form of commercial connection, making time itself the most scarce of all resources. Our email, voice mail and cell phones, our 24-hour electronic trading markets, online banking services, all-night e-commerce, and 24-hour Internet news and entertainment all holler for our attention.

And while we have created every kind of labor- and time-saving device to service our needs, we are beginning to feel like we have less time available to us than any other humans in history. That is because the great proliferation of labor- and timesaving services only increases the diversity, pace and flow of commodified activity around us. For example, e-mail is a great convenience. However, we now find ourselves spending much of our day frantically responding to each other's electronic messages. The cell phone is a great time-saver. Except now we are always potentially in reach of someone else who wants our attention.

Social conservatives talk about the decline in civility and blame it on the loss of a moral compass and religious values. Has anyone bothered to ask whether the hyperspeed culture is making all of us less patient and less willing to listen and defer, consider and reflect?

Maybe we need to ask what kinds of connections really count and what types of access really matter in the e-economy era. If this new technology revolution is only about hyper-efficiency, then we risk losing something even more precious than time—our sense of what it means to be a caring human being.

51. The author suggest that the most valuable resource in today's society is _____.

- A. technology
- B. economic assets
- C. access to information
- D. **time**

52. We learn from this text that many corporate executives feel that _____.

- A. technological advances are essential to today's economic system
- B. **technology has actually led to a decline in their quality of life**
- C. longer hours are making their workers more impatient and uncivil

D. technology can be blamed for many of today's social problems

53. The phrase “the colonization of time” (Para. 4) refers to_____.

A. the feeling of every moment of time with commercial transactions

B. the quest for efficiency in the workplace

C. the growing use of electronic mail and other time- saving services

D. the impact of technology on our sense of time

54. In the fifth paragraph the author suggests that_____.

A. new technologies may make people more impatient

B. social conservatives do not understand the importance of technology

C. the speed of modern culture may impact our moral and religious values

D. people in the technology sector are less civil than those in other fields

55. The best title for this text could be _____.

A. The Failure of the Technological Renaissance

B. Even Corporate Executives Get the Blues

C. The New Internet Economy

D. The Disadvantages of Too Much Access

Part III Translation (15%)

Directions: *Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written neatly on the ANSWER SHEET.*

Further Education

56. The term “Further Education” is the name given, in Britain, to a very broad and diverse range of post-school education. Some is full time, some is part-time and some is half-and-half with periods at college alternating with periods at work. (These are called ‘sandwich’ courses) There is also a vast and varied provision of evening classes. 57. For many older people, evening study was the only way they could pursue their education and they still think of the institution that provided it as “Night School”.

58. Nowadays, however, the opportunities for Further Education at all levels and for all ages are manifold. The courses provided range from the most elementary, directly vocationally-orientated kind, to those at degree level or beyond. They are provided in a widely differing set of institutions. The majority of the lower level courses, relating mainly to apprenticeship schemes and qualifications, are provided in Colleges of Further Education or Technical Colleges. Middle level courses are also offered in Technical Colleges with those having a good share of more advanced work being called “Colleges of Technology”. The great bulk of advanced studies and degree level work is

undertaken in the Polytechnics. But there are a number of specialised colleges such as the London College of Printing and the National College of Agricultural Engineering. Very few of the broad divisions here are clear cut; there is much overlapping.

59. One of the major areas of “overlap” that has occurred during the past ten years or so has been between the school system and Further Education.

There has been a growing provision of “Sixth Form” level studies in Colleges of Further Education and Technical Colleges during this period and almost all of the “nonadvanced” technical colleges now offer a broad spread of subjects for the GCE Advanced Level (“A” level) examinations. Many sixth form students seem to prefer the more adult atmosphere of the Technical College to that of the school. A few Local Education Authorities have decided, partly because of this existing trend and partly for reasons of economy, that all the post-sixteen education in certain areas—both technical and academic—should be amalgamated in one establishment; such amalgamated institutions are called “Tertiary Colleges”.

60. Whatever the type of establishment and its range of educational provision, most of the local inhabitants will probably refer to it as “the Tech”. The Tech has played an important part in British educational history and its role will be no less important in the future.

Keys:

56. 在英国，“进修”这个词的意义包括范围广泛、种类多样的毕业后的教育。

57. 对许多老年人而言，夜修是他们能够进行学习的唯一途径，同时他们依旧把那些提供夜修村会的组织称作“夜校”。

58. 当前，各种层次和年龄的人所拥有的进修机会是多种多样的。

59. 在过去十年左右，学校教育系统和进修教育系统之间有许多重叠之处。

60. 不管教育结构属于何种类型，教授课程的范围如何，大多数的本地居民都可能将它认做是技术类院校。

Part IV Writing (15%)

Write an essay of 160-200 words based on the following drawing. In your essay, you should

- 1) describe the drawing briefly,
- 2) explain its intended meaning, and
- 3) give your comments

You should write neatly on ANSWER SHEET 2.



Script

Long Conversations

1.

W: You're the editor of Public Eye. What kind of topics does your program cover?

M: Well, there are essentially domestic stories. We don't cover international stories. We don't cover party politics or economics. We do issues of general social concern to our British audience. They can be anything from the future of the health service to the way the environment is going downhill.

W: How do you choose the topic? Do you choose one because it's what the public wants to know about or because it's what you feel the public ought to know about?

M: I think it's a mixture of both. Sometimes you have a strong feeling that something is important and you want to see it examined and you want to contribute to a public debate. Sometimes people come to you with things they are worried about and they can be quite small things. They can be a story about corruption in local government, something they cannot quite understand, why it doesn't seem to be working out properly, like they are not having their litter collected properly or the dustbins emptied.

W: How do you know that you've got a really successful program? One that is just right for the time?

M: I think you get a sense about it after working in it in a number of years. You know which stories are going to get the attention. They are going to be published just the point when the public are concerned about that.

1. What kind of topics does Public Eye cover?
2. How does Public Eye choose its topics?
3. What factor plays an important role in running a successful program?

M: I got two letters this morning with job offers, one from the Polytechnic, and the other from the Language School in Pistoia, Italy.

W: So you are not sure which to go for?

M: That's it. Of course, the conditions of work are very different: The Polytechnic is offering two-year contract which could be renewed, but the Language School is only offering a year's contract, and that's a definite minus. It could be renewed, but you never know.

W: I see. So it's much less secure. But you don't need to think too much about steady jobs when you are only 23.

M: That's true.

W: What about the salaries?

M: Well, the Pistoia job pays much better in the short term. I'll be getting the equivalent of about 22,000 pounds a year there, but only 20,000 pounds at the Polytechnic. But then the hours are different. At the Polytechnic I'd have to do 35 hours a week, 20 teaching and 15 administration, whereas the Pistoia school is only asking for 30 hours teaching.

W: Mmm...

M: Then the type of teaching is so different. The Polytechnic is all adults and mostly preparation for exams like the Cambridge certificates. The Language School wants me to do a bit of exam preparation, but also quite a lot of work in companies and factories, and a couple of children's classes. Oh, and a bit of literature teaching.

W: Well, that sounds much more varied and interesting. And I'd imagine you'd be doing quite a lot of teaching outside the school, and moving around quite a bit.

M: Yes, whereas with the Polytechnic position, I'd be stuck in the school all day.

4. What do we learn about the man from the conversation? 5.

What do we learn about the students at the Polytechnic?

6. What does the woman think of the job at the Language School?

3

W: I don't know what to do. I can't seem to get anyone in the hospital to listen to my complaints and this outdated equipment is dangerous. Just look at it.

M: Hmm, uh, are you trying to say that it presents a health hazard?

W: Yes, I am. The head technician in the lab tried to persuade the hospital administration to replace it, but they are trying to cut costs.

M: You are pregnant, aren't you?

W: Yes, I am. I made an effort to get my supervisor to transfer me to another department, but he urged me not to complain too loudly. Because the administration is more likely to replace me than an X-ray equipment, I'm afraid to refuse to work. But I'm more afraid to expose my unborn child to the radiation.

M: I see what you mean. Well, as your union representative, I have to warn you that it would take quite a while to force management to replace the old machines and attempt to get you transferred may or may not be successful.

W: Oh, what am I supposed to do then?

M: Workers have the legal right to refuse certain unsafe work assignments under two federal laws, the Occupation or Safety and Health Act and the National Labor Relations Act. But the requirements of either of the Acts may be difficult to meet.

W: Do you think I have a good case?

M: If you do lose your job, the union will fight to get it back for you along with back pay, your lost income. But you have to be prepared for a long wait, maybe after two years.

7. What does the woman complain about?
8. What has the woman asked her supervisor to do?
9. What does the man say about the two federal laws?
10. What will the union do if the woman loses her job?

Lectures or Passages

1

Everyone is looking for a good investment these days. And with stocks, currencies and companies all crashing, some are finding that taking the trip of a lifetime is actually a smart move right now. Prices are good, crowds are fewer and the dividends like expanded worldview, lifelong memories, and the satisfaction of boosting the global economy—can't be easily snatched away. Sylvia and Paul Custerson, a retired couple from Cambridge, England, recently took a 16-day vacation to Namibia, where they went on bird-watching excursions. Later this year, they are planning a trip to Patagonia. "We're using our capital now," says Sylvia, "And why not? We're not getting any interest in the bank. If it's a place we really want to go, then we will go. We may as well travel while we're fit and healthy. "

Some travel agents are thriving in spite of the economy. "We've had more people booking in the first quarter of this year than last," says Hubert Moniteau, founder of Solana Travel, which is planning to introduce a new program of longer adventure trips, including polar expeditions and cruises in the Galápagos. "We're hearing things like, 'We don't know what the situation will be in six months so let's travel now' ", Ashley Tuft, managing director of the U. K. tour operator Explore has been surprised to see an increase in last-minute bookings of high-priced trips to such places as India, Bhutan and Nepal. "It seems people would rather give up something else than the big trip," he says. Travel has become a necessity. It's just how we travel that is changing.

Questions

11. According to the speaker, why are some people willing to spend their money on travel these days?
12. What is Solana Travel planning to do, according to its founder?
13. According to Ashley Tuft, managing director of Explore, what is changing now with regard to travels?

2

A recent study shows that meat consumption is one of the main ways that human can damage the environment, second only to the use of motor vehicles. So how can eating meat have a negative effect on the environment?

For a start, all animals, such as cows, pigs and sheep, release gas named methane, which is the second most common greenhouse gas after carbon dioxide. Many environmental experts now believe that methane is more responsible for global warming than the carbon dioxide. It is estimated that 25% of all methane released into the atmosphere comes from farm animals.

Another way in which meat production affects the environment is through the use of water and land. 2,500 gallons of water are needed to produce one pound of beef, whereas 20 gallons of water are needed to produce one pound of wheat. One acre of farmland used for raising cows can produce 250 pounds of beef; one acre of farmland used for crop production can produce 50,000 pounds of tomatoes.

Many people now see the benefits of switching to a vegetarian diet, which excludes meat and fish. Not just for health reasons, but also because it plays a vital role in protecting the environment. However, some nutritionists advise against switching to a totally strict vegetarian diet. They believe such a diet which includes no products from animal sources can be deficient in many of the necessary vitamins and minerals our bodies need.

Today many people have come to realise that to help the environment and for the human race to survive, more of us will need to become vegetarian.

Questions

18. What does a recent study show?

19. What do some nutritionists say about the strict vegetarian diet? .

20. What does the speaker think more people need to do?

3.

Moderator: Hello, Ladies and Gentleman, it gives me great pleasure to introduce our keynote speaker for today's session, Dr. Howard Miller. (16) Dr. Miller, Professor of Sociology at Washington University, has written numerous articles and books on the issues facing older Americans in our graying society for the past 15 years. Dr. Miller.

Dr. Miller: Thank you for that introduction. Today, I'd like to preface my remarks with a story from my own life which I feel highlights the common concerns that bring us here together. Several years ago when my grandparents were well into their eighties, they were faced with the reality of no longer being able to adequately care for themselves. (17) My grandfather spoke of his greatest fear, that of leaving the only home they had known for the past 60 years. Fighting back the tears, he spoke proudly of the fact that he had built their home from the ground up, and that he had pounded every nail and laid every brick in the process. The prospect of having to sell their home and give up their independence, and move into a retirement home was an extremely painful experience for them. It was, in my grandfather's own words, like

having a limb cut off. He exclaimed in a forceful manner that he felt he wasn't important anymore.

For them and some older Americans, (18) their so-called "golden years" are at times not so pleasant, for this period can mean the decline of not only one's health but the loss of identity and self-worth. In many societies, this self-identity is closely related with our social status, occupation, material possessions, or independence. Furthermore, we often live in societies that value what is "new" or in fashion, and our own usage of words in the English language is often a sign of bad news for older Americans. I mean how would your family react if you came home tonight exclaiming, "Hey, come to the living room and see the OLD black and white TV I brought!" Unfortunately, the word "old" calls to mind images of the need to replace or discard.

Now, many of the lectures given at this conference have focused on the issues of pension reform, medical care, and the development of public facilities for senior citizens. And while these are vital issues that must be addressed, (19) I'd like to focus my comments on an important issue that will affect the overall success of the other programs mentioned. This has to do with changing our perspectives on what it means to be a part of this group, and finding meaningful roles the elderly can play and should play in our societies.

First of all, I'd like to talk about...

Questions:

17. What does the introduction say about Dr. Howard Miller's articles and books?
18. What is the greatest fear of Dr. Miller's grandfather?
19. What does Dr. Miller say the "golden years" can often mean?
20. What is the focus of Dr. Miller's speech?