

IELTS

雅思阅读真题及预测

5

曹书畅 主编

管永川 主审

内部资料·翻录必究

顶级名师推荐

王耀宁	环球雅思学校北京总校校长
曹书畅	北外雅思学校校长
胡 敏	新航道学校校长
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彭新松	北京新东方总校雅思听力部门首席教师
祁连山	原环球雅思学校顶级阅读教师 北京泰迪学校 校长
乐 静	原北京新东方学校雅思阅读部门顶级教师
江 涛	80 天攻克雅思系列图书创始人
李国栋	EQ 英语 31 天高分公式创始人
张 皓	新航道雅思顶级听力教师

简 介

管永川

无忧雅思网 www.51ielts.com 创始人，著名英语测试和教学专家，计算机及语言测试学硕士，澳洲 IDP 教育机构（雅思三大考试主办方之一）中国地区指定合作方，亚太地区雅思资讯网站排名连续 10 年第一。曾在美国、加拿大地区从事雅思、托福、SAT 等留学考试的中外交流合作，长期和雅思、托福领域顶级学校及著名教师进行合作交流、图书出版、机经编辑、预测解析等工作。到目前为止合作方包括英国使馆文化教育处、IDP、剑桥大学出版社、环球雅思学校、新航道、新东方、北外雅思等雅思官方机构和培训机构、为数百万雅思考生排忧解难，指引雅思考试的最新方向。自 2003 年开始，每年连续推出《无忧雅思机经》《无忧托福机经》各种版本，销量及下载量累计超过 500 万册次以上。



曹书畅

毕业于北京外国语大学，随后赴澳洲取得 MBA 硕士学位，期间一并攻读教育语言学的经典著作和辅修测试学，不断探索语言学源流，深入钻研各种出国留学考试，参与雅思、托福等出国留学考试的内部测试测评。回国后在众家国内顶级学校任教，从事雅思、托福、SAT 等考试的研发和教学工作。从事教育工作长达十年之久，2011 年创造雅思阅读、听力 11 种考点串联，开拓阅读领域教学新篇章。2012 年任职北京外国语大学雅思学院，开办 8 小时雅思全日制 A+A 保分课程，学员保分成功率达到 98%，缔造业绩又一个奇迹。2013 年联合业界顶级雅思研发团队（无忧雅思网）一同推出《每周雅思预报》和《雅思机经超详细》系列资料，受到业界顶级名师的联合推荐，在广大烤鸭们中产生轰动效应。



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雅思阅读高分策略

雅思阅读考试中取得高分并不难。

首先，要深入透彻的理解雅思阅读考试的表面形式与实质特点。

然后，有针对性地培养雅思阅读能力和解题技巧，做到阅读实力的提升和十大题型解题技巧的完美结合。

下文分述之。

一、表面形式

● 3 个部分

A 类阅读：三个部分分别为三篇长文章，每篇长度在 900 - 1000 个单词左右，学术类科普读物。

G 类阅读：第一部分通常有两篇较短的文章，阅读的是提供某种产品或服务的基本信息的广告类文章；第二部分稍复杂，阅读短信息，内容多为有关学习课程、学校介绍的信息；第三部分最难，阅读一篇篇幅较长的学术类文章。

● 40 道题

A 类和 G 类阅读考试均为 40 道题。答案要求用铅笔填在答题卡上。

● 60 分钟

A 类和 G 类阅读考试时间均为 60 分钟，紧接在雅思听力考试之后。阅读考试无额外的时间誊写答案。所以考试时答案应直接写在答题卡上。

● 10 种题型

雅思考试官方按题型形式分为 10 种题型，但针对中国考生的学习习惯特点，培训机构一般在雅思教学培训中按解题思路的不同分为下面 10 种题型分别进行讲解。

● 9 分

雅思阅读评分标准 (A 类和 G 类)

学术类阅读		移民类阅读	
正确题数	分数	正确题数	分数
10—12	4	15—17	4
13—15	4. 5	18—19	4. 5
16—19	5	20—22	5
20—22	5. 5	23—24	5. 5
23—25	6	25—27	6
26—27	6. 5	28—29	6. 5
28—30	7	30—32	7
31—32	7. 5	33—34	7. 5
33—35	8	35—37	8
36—38	8. 5	38—39	8. 5
39—40	9	40	9

二、实质特点

● 考试目的

A 类: Study, 考查考生通过学术话题文章的阅读掌握所需信息, 理解并获取知识的能力。

G 类: Survival, 考查考生在英语国家中生活所必备的阅读能力。

● 文章题材

A 类文章内容主要由选自世界各大重要媒体 (相关网站如: www.nature.com; www.nationalgeographic.com; www.economist.com) 的文章改写而成。内容涉及经济、教育、科技、医学、环境、能源、地质、海洋、动植物等方面问题。

G 类文章内容与日常生活息息相关。文章来自于布告、广告、官方文件、小册子、报纸、说明书、时间表、杂志, 以及学校的各种规章制度等。

文章体裁

A 类: 说明文和议论文, 三篇文章中必然有一篇包含详细的议论。

G 类: 说明文。

● 考试特点

雅思阅读部分由剑桥大学考试委员会和澳大利亚考试中心负责试题的编写, 所以阅读试题以前多以英国和澳大利亚的生活背景为主, 但现在的选材以更趋于国际化。

考试文章以大众题材为主, 不涉及专业性很强的文章, 以免给某些专业的考生造成优势或劣势。除选材多样化以外, 尽量设计多层次、多范畴信息题型, 从不同角度考查考生理解把握文章的能力。

雅思阅读考试没有专门设计语法和词汇的专项题型, 这是有别于其他外语考试形式的一个重要特征。相反, 在一些较难的文章之后还附带有一些提示的生词表或注解 (Glossary), 以帮助考生理解某些关键词语和定义, 从而更好点理解全文。这是因为雅思阅读考试既不是考查考生是否能理解每一个单词、每一句话的确切含义, 也不是考查在某一学科的专业能力, 而旨在评估考生的综合英语阅读能力。

● 重点考查技能

雅思 A 类阅读最大特点是阅读量大。三篇文章, 最常见的文章长度为 900 个单词左右一篇, 大部分考生在学习雅思之前很少接触此类长文章。因此, 如何在 10 分钟内快速的浏览完一篇文章, 把握文章结构大意, 留出更多的时间做题是提高雅思阅读成绩的关键。雅思阅读还强调考生 reading with purpose 的能力, 在大量的信息中找到自己想要的信息。这对考生今后对付国外大学教授布置的如山的课后阅读材料是大有裨益的。而且, 我们“有幸”生活在信息时代, 每个人都不缺乏信息, 相反都是 information overloaded。那么雅思阅读其实培养了我们一种基本的生存能力: 如何在信息的海洋中找到自己想要的部分, 而不是被信息所包围, 最终遭遇灭顶之灾。

所以, A 类阅读考试的考核重点是: 阅读文章时能正确理解文章, 把握文章主旨和结构; 做题时能回原文迅速找到考点具体信息, 理解文中的主要事实和某些特定的细节, 根据上下文猜出某些词句大意, 弄清句子间的逻辑关系, 能进行

一定的判断推理。

雅思 G 类考到的题目涉及考生在英语国家必备的生存技能，即是否具备获取、理解并处理基本信息的能力。就考核技能而言，雅思 G 类阅读主要涉及抓主旨、定位细节和比较信息，较少考核推理、判断与得出结论等学术技能。

三、雅思阅读实力提升

雅思阅读实力提升阅读实力的提升绝非一朝一夕之功。单词量和对英语语法的熟练程度是各类英语阅读考试高分的基石。雅思亦是如此。通常来说，达到大学英语六级水平的考生，其单词量（5500 左右）和语法程度达到雅思阅读的基本要求，再通过对雅思阅读特点和方法的掌握，可望在短期内达到 6 分以上的水平。

● 单词

根据自己的英语基础制定出每天能够坚持的、切实可行的背单词计划。结合阅读文章记忆单词是颇为有效的方法。如脱离语言环境，孤立地背词汇，就很容易把单词的意义和正确用法遗忘或混淆。而且枯燥的单词书、字母表很容易让人疲倦和产生挫败感。在精读雅思文章的同时背单词，除了单词的收获，还能深入理解文章中的各类人文常识、趣味科普知识，从而产生每天坚持阅读、坚持背单词的兴趣和动力。另外，有效背记单词的另一个重要原则是：一定要反复多遍。背过的单词一定要定期的重复复习。

● 语法

雅思的语法掌握侧重对句子的理解，应学会从句子的主干成分主谓结构入手，对并列句、比较句、指代句、复合句和双重否定句有充分的把握，注意人称、语态在句子中的变化，并结合句子上下文，正确地掌握其要表达的意思。要逐渐培养将一个长句子读成一个相对短的句子，即长句短读的能力。读完一个长句后自己能总结归纳，提炼其陈述的要点。

● 加大阅读广度

以往在和雅思阅读 8 分以上的高分学员的交流中发现：学员们的单词量大小可能有所差异，但共同点却很明显：英语的累积阅读量大。有的是考前通读过多

种雅思阅读材料；有的是过去读过 TOEFL、GRE 和 GMAT 的各类文章，有的是因为工作的需要每天上网快速阅读英文参考文献……所以，积累和扩大自己的英语阅读量是迈向高分的必由之路。G 类考试的阅读中前两部分通常是实用性强的功能性短文，如菜单、产品说明、通知、住宿安排和广告等，非常贴近西方的实际生活，但对国内绝大多数考生而言很陌生。建议争取每天阅读一定量的原版英文报刊、书籍，如 Time、Reader's Digest 等，尤其注意其中的各类广告。而 A 类阅读则注意多阅读篇幅较长的科普文章或学术性议论文，建议每天坚持半小时以上浏览 www.nature.com、www.nationalgeographic.com、www.economist.com、www.newscientist.com 等网站。它们的文风、常用词汇和句子结构都和雅思 A 类阅读相似。

● 提高阅读速度

雅思考试的阅读部分，无论是 A 类还是 G 类都是同时测试考生的阅读速度和理解的精确度。而如何快速的阅读完长文章，留出充足的时间回答各类题型，是考生必然面临的一个难题。要想提高阅读速度首先要改掉影响阅读速度的不良习惯。针对大多数考生的通病，提出下面四点注意事项：

1. 扩大眼睛扫描的宽度。要达到雅思阅读的速度，请注意训练自己一眼看过，至少阅读到 3 - 5 个单词
2. 阅读过程中只使用眼睛和大脑两大器官。不要用手指和笔引导阅读，不要小声读出来（使用了嘴和耳朵），不要在心中默读（能默读说明你一眼只看到一个单词）。
3. 遇到生词不用紧张，学会通过上下文猜测大意。
4. 有重点的阅读，把握文章结构和大意。

● 培养重要考核能力

有了以上基础，还要有针对性的训练和提高雅思阅读所要求的各种阅读能力。按照各种阅读能力对获得雅思高分的重要性排序，它们依次为：

把握长文章结构（Understanding framework of a passage）快速浏览长文章（Skimming）扫描特定信息（Scanning）理解复杂句子结构（Understanding complex structures）通过上下文猜测词义（Understanding meaning from context）形成概念（Forming a mental image）

雅思阅读真题词汇同意替换整理版

序号	题目单词	原文替换单词	衍生同意单词
1	scientist	expert	physicist, specialist, biologist, zoologist, chemist, researcher, professor, master, skeptics, advocate
2	revision	change, rather than, instead of, shift	correct, transformation, contrast, adjustment, turn, but, however, nevertheless, contrary
3	policy	way, philosophy organisation	rule, law, principle, guideline, decision government, department
4	explanation	explain	claim, conclusion, tell, instruct, demonstrate, declare, argue, believe, maintain, insist, emphasize, say, “”
5	reduce	decrease, drop, fall, slow	minus, decline, descend, down, cut, small, ressession, shrink, leak, downward, small
6	use	consume	apply, employ, utilize, adopt, make use of
7	irrigation	agriculture	food supply, water, canal, lake, ocean, sea, river, field, farmland, farmer, meadow
8	disuse	No	without, not, lack, impossible, improper, inappropriate, unnecessary, abandon, desert, give up, refuse, resist
9	environmental	eco-system	environment, surrounding, atmosphere, circumstance, situation, condition
10	effect	consequence	influence, impact, reflect, result, affect, conclusion, end, hence, thus, therefore, accordingly, outcome, finally, last, fruit, yield
11	financial	Finance	cost, economy, economic, bill, fee, fare, freight, money, consumption, expenditure, spend, tax, tariff, expense, duty, custom, currency, fund, invest, donation, scholarship, penny, pound, dollar, rent, deposit, value, worth。 。 。 。 \$
12	technology	technology	science, skill, machine, equipment, facility, infrastructure, tool, vehicle, technician, engineer

13	relevance	Relate	connect, link, contact, associate, relationship, intimate, get touch with
14	health	Disease	fitness, well-being, well, illness, cancer, cold, sanitation
15	concern	Worry	care, matter
16	increase	superior, extend	rise, up, ascend, more, accelerate, speed up, accumulate, peak, summit, grow, climb, upward, raise, high, soar, leap
17	surprising	unexpected, predict	unbelievable, incredible, terrific, amazing, forecast, anticipate, think, plan
18	need	Demand	call for, require, request, want, desire, eager, willing...
19	standard	Criteria	example, model, size, weight, specification, line, regulation, limit, restrict, criterion...
20	research	Study	investigation, researcher
21	dental	tooth, teeth	dentist
22	development	develop, advancement	promotion, improvement, high, progress, boost
23	population movement	migration	immigrant, shift, change
24	method	technique	approach, measure, way, technology, technical, strategy, skill, tool
25	early	prehistoric	long long ago, before, previous, former, 过去式, 1890s, 1980s, ancestor, precede, date back, precursor, primitive, original, aboriginal, archaeology
26	further	Next	then, advance, additional...
27	question	?	problem, issue, doubt, difficulty, suspicious, suspect
28	cause	Reason	lead to, result in/from, attribute, abscribe, due to, owing to, because, contribute, why, thanks to, hence, thus, therefore, accordingly, consequence
29	relationship	Relate	relavant, relative, friendship, fellowship

30	different	but, however	unlike, conversely, yet, nevertheless, nonetheless
31	between	Two	2, as well as, and, on the one hand...on the other hand, either...or..., both...and..., the former...the latter, couple with
32	measure	calibrate	test, scale, calculate, figure out
33	domestic water	drinking water	shower, WC, toilet, wash, irrigate
34	purify	clean, removal	clear, tidy, anti-bacteria, sanitation, remove, get rid of
35	farming industry	Farm	agriculture, peasant, farmer, farmland, field, pest, animal, herd, cultivate, plant
36	stage	first, second, third, then	finally, next, level, rank, grade, class...
37	term	be referred to as	definition, technical word, vocabulary, be defined as, be known as, be called, be termed as, expression
38	hidden	not appear	disappear, invisible, vanish, hide, underlie, escape, secret, buried, concealed, obscure, cover
39	chemical	pesticide, fertilizer	dirty, science, pollution, chemistry, DDT, poison
40	city	urban	downtown, metropolitan
41	positive	phenomenal	encouraging, promote, energetic, excellent, extraordinary, attractive, great, gorgeous, prominent, supportive, favorable
42	military	battle, battlefield	soldier, navy, army, air force, force, war, arm, gun, marine,
43	electronically	computer	electricity, current, battery, laptop, mobile phone, television, telephone, e-mail, internet
44	difficulty	barrier	not deal with, not handle, not tackle, shortcoming, disadvantage, mistake, drawback, ban, problem
45	first	coin	start, primary, elementary, primitive, original, initial, begin, find, discover, create, invention, build, construct, compose

46	product	produce	vegetable, fruit, thing, article, item, object, physical, ware, goods...
47	abroad		oversea, foreign
48	local		native, our, domestic, own, themselves, civil
49	deliver	send	transport, traffic, sea, freight, airmail, EMS, post, import, export, convey
50	biological	gene, instinct	creature, biology, biologist, animal, tiger, snake, evolution
51	explanation	tell	explain, say, argue, claim, state, believe, maintain, insist, persist, doubt
52	experiment	lab	laboratory, subject, microscope, researcher
53	pupil	pupil	primary school, elementary school, education
54	identity	actor	identify, identification, student, son
55	statistical	数字	data, number, figure, census, demography, numeration
56	expect	predict, want	guess, think, estimate, anticipate, forecast, foresee
57	aim	goal	target, purpose
58	again	前缀 re-	back, second
59	common	general	public, people, person, society, social, share
60	topic	subject	theme, thesis, issue
61	conversation	talk	dialogue, speech, lecture, seminar
62	identify	identity	understand, know, acquaintance, recognize, realize, consider, opinion
63	improvement	advancement	great, promotion, propel, progress, positive, excellent, advantageous, remarkable, prominent, boost
64	official	government	officer, public servant, nation, country, worker, authority
65	location	boulevard	situation, place, sit, locate, situate, position, address, lane, road, street, avenue
66	actor	superstar	actress, player, personate, impersonate

67	pessimistic	worse	bad, negative, failure, fail, hopeless, harmful, inferior, tough
68	instantly	rapid	quickly, fast, speedy, immediately, promptly
69	well known	famous, notoriety	celebrated, noted, renowned, famed, illustrious
70	view	outlook	opinion, perspective, viewpoint, stand, sentiment, thought
71	bring	confer	supply, present, offer, give, apply
72	exchange	together	change, transform, communicate, associate, colleague, cooperation, collaborate
73	expertise	scientist	expert, master, researcher, engineer, physicist
74	different sports	a number of sports swimming, squash, golfer	a variety of sports, basketball, valleyball, football
75	visual imaging	camera, photo	see, view, picture, image, photograph, drawing, diagram
76	narrow	focus	specify, concentrate, shrink, decline, decrease
77	reproduce	copy, replicate	produce again, duplicate
78	optimum	best	greatest, first, leading
79	achievement	score	performance, accomplishment, skill, ability
80	event	championship	match, game, competition, olympic game, contest, sport activity, action
81	detailed	explicit	specific, elaborate, minute
82	potential	be liable to	may be, be able to, likely, possible, probable, be inclined to
83	difference	distinguish	distinction, different, differ, differentiate, unlike, contrast, contrary, adverse, discrimination, odds
84	the same as	like	equivalent, equal, parallel, similar, as, coincide...with, coincidence, resemble
85	entirely	totally	completely, utterly, undoubtedly, absolutely, whole

86	field	domain	kingdom, province, realm, scopes, sign, terrain
87	quickly	fast	swift, speedy, prompt, immediate, sudden
88	unpredictable	fluctuate	rebound, uncertain
89	big	massive	adequate, abundant, substantial, large quantity of, a great deal of, plenty of, accumulative, many, much, excessive
90	delieve	send	transmit, pass, hand over, submit, give
91	restrict	slow down	limit, confine, constrain, curb, minimal, few, smaller
92	pressing	urgent	clamant, emergent, exigent, hurry-up, imperative
93	such as	like	for example, for instance, as an illustration of, to illustrate, case
94	elderly people	old people	senior citizen, old folks, the elderly
95	sophisticated	developed	advanced, complicated, complex, intricate, perplexing, tangle some
96	fair	equal, equitable	disinterested, evenhanded, impartial, square, equality
97	target	goal	aim, cause, end, object, objective
98	vehicle	car, truck	automobile, motor vehicles, transportation means, bus, minibus, carriage, truck, van, traffic
99	unwanted material	waste	rubbish, trash, garbage, junk, litter, muck, sweeping
100	lifestyle	way	mode, method, manner, fashion

Activities for Children

- A** Twenty-five years ago, children in London walked to school and played in parks and playing fields after school and at the weekend. Today they are usually driven to school by parents anxious about safety and spend hours glued to television screens or computer games. Meanwhile, community playing fields are being sold off to property developers at an alarming rate. 'This change in lifestyle has, sadly, meant greater restrictions on children,' says Neil Armstrong, Professor of Health and Exercise Sciences at the University of Exeter. 'If children continue to be this inactive, they'll be storing up big problems for the future.'
- B** In 1985, Professor Armstrong headed a five-year research project into children's fitness. The results, published in 1990, were alarming. The survey, which monitored 700 11-16-year-olds, found that 48 per cent of girls and 41 per cent of boys already exceeded safe cholesterol levels set for children by the American Heart Foundation. Armstrong adds, "heart is a muscle and need exercise, or it loses its strength." It also found that 13 per cent of boys and 10 per cent of girls were overweight. More disturbingly, the survey found that over a four-day period, half the girls and one-third of the boys did less exercise than the equivalent of a brisk 10-minute walk. High levels of cholesterol, excess body fat and inactivity are believed to increase the risk of coronary heart disease.
- C** Physical education is under pressure in the UK-most schools devote little more than 100 minutes a week to it in curriculum time, which is less than many other European countries. Three European countries are giving children a head start in PE, France, Austria and Switzerland-offer at least two hours in primary and secondary schools. These findings, from the European Union of Physical Education Associations, prompted specialists in children's physiology to call on European governments to give youngsters a daily PE programme. The survey shows that the UK ranks 13th out of the 25 countries, with Ireland bottom, averaging under an hour a week for PE. From age six to 18, British

children received, on average, 106 minutes of PE a week. Professor Armstrong, who presented the findings at the meeting, noted that since the introduction of the national curriculum there had been a marked fall in the time devoted to PE in UK schools, with only a minority of pupils getting two hours a week.

- D** As a former junior football international, Professor Armstrong is a passionate advocate for sport. Although the Government has poured millions into beefing up sport in the community, there is less commitment to it as part of the crammed school curriculum. This means that many children never acquire the necessary skills to thrive in team games. If they are no good at them, they lose interest and establish an inactive pattern of behaviour. When this is coupled with a poor diet, it will lead inevitably to weight gain. Seventy per cent of British children give up all sport when they leave school, compared with only 20 per cent of French teenagers. Professor Armstrong believes that there is far too great an emphasis on team games at school. “We need to look at the time devoted to PE and balance it between individual and pair activities, such as aerobics and badminton, as well as team sports.” He added that children need to have the opportunity to take part in a wide variety of individual, partner and team sports.



- E** The good news, however, is that a few small companies and children's activity groups have reacted positively and creatively to the problem. Take That, shouts Gloria Thomas, striking a disco pose astride her mini-spacehopper. 'Take That, echo a flock of toddlers, adopting outrageous postures astride their space hoppers. ' Michael Jackson, she shouts, and they all do a spoof fan-crazed shriek. During the wild and chaotic hopper race across the studio floor, commands like this are issued and responded to with untrammelled glee. The sight of 15 bouncing seven-year-olds who seem about to launch into orbit at every bounce brings tears to the eyes. Uncoordinated, loud, excited and emotional, children provide raw comedy.
- F** Any cardiovascular exercise is a good option, and it doesn't necessarily have to be high intensity. It can be anything that gets your heart rate up: such as walking the dog, swimming, running, skipping, hiking. "Even walking through the grocery store can be exercise," Samis-Smith said. What they don't know is that they're at a Fit Kids class, and that the fun is a disguise for the serious exercise plan they're covertly being taken through. Fit Kids trains parents to run fitness classes for children. 'Ninety per cent of children don't like team sports,' says company director, Gillian Gale.
- G** A Prevention survey found that children whose parents keep in shape are much more likely to have healthy body weights themselves. "There's nothing worse than telling a child what he needs to do and not doing it yourself," says Elizabeth Ward, R.D., a Boston nutritional consultant and author of Healthy Foods, Healthy Kids . "Set a good example and get your nutritional house in order first." In the 1930s and '40s, kids expended 800 calories a day just walking, carrying water, and doing other chores, notes Fima Lifshitz, M.D., a pediatric endocrinologist in Santa Barbara. "Now, kids in obese families are expending only 200 calories a day in physical activity," says Lifshitz, "incorporate more movement in your family's life—park farther away from the stores at the mall, take stairs instead of the elevator, and walk to nearby friends' houses instead of driving."

Questions 14-17

The reading Passage has seven paragraphs A-G.

Which paragraph contains the following information?

Write the correct letter A-G, in boxes 14-17 on your answer sheet.

- 14 Health and living condition of children
- 15 Health organization monitored physical activity
- 16 Comparison of exercise time between UK and other countries
- 17 Wrong approach for school activity

Questions 18-21

Do the following statements agree with the information given in Reading Passage 2?

In boxes 18-21 on your answer sheet, write

TRUE	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

- 18 According to American Heart Foundation, cholesterol levels of boys are higher than girls' .
- 19 British children generally do less exercise than some other European countries.
- 20 Skipping becomes more and more popular in schools of UK.
- 21 According to Healthy Kids, parents should encourage their children to do more activities.

Questions 22-26

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

Write your answers in boxes 22-26 on your answer sheet.

- 22 According to paragraph A, what does Professor Neil Armstrong concern about?
 - A Spending more time on TV affect academic level
 - B Parents have less time stay with their children
 - C Future health of British children
 - D Increasing speed of property's development
- 23 What does Armstrong indicate in Paragraph B?
 - A We need to take a 10 minute walk everyday
 - B We should do more activity to exercise heart
 - C Girls' situation is better than boys
 - D Exercise can cure many disease
- 24 What is aim of First Kids' training?
 - A Make profit by running several sessions
 - B Only concentrate on one activity for each child
 - C To guide parents how to organize activities for children
 - D Spread the idea that team sport is better
- 25 What did Lifshitz suggest in the end of this passage?
 - A Create opportunities to exercise your body
 - B Taking elevator saves your time
 - C Kids should spend more than 200 calories each day
 - D We should never drive but walk
- 26 What is main idea of this passage?
 - A Children's health are at risk in the future
 - B Children in UK need proper exercises
 - C Government mistaken approach for children
 - D Parents play the most important role in children's activity

Children's Literature

- A** Stories and poems aimed at children have an exceedingly long history: lullabies, for example, were sung in Roman times, and a few nursery games and rhymes are almost as ancient. Yet so far as written-down literature is concerned, while there were stories in print before 1700 that children often seized on when they had the chance, such as translations of Aesop's fables, fairy-stories and popular ballads and romances, these were not aimed at young people in particular. Since the only genuinely child-oriented literature at this time would have been a few instructional works to help with reading and general knowledge, plus the odd Puritanical tract as an aid to morality, the only course for keen child readers was to read adult literature. This still occurs today, especially with adult thrillers or romances that include more exciting, graphic detail than is normally found in the literature for younger readers.
- B** By the middle of the 18th century there were enough eager child readers, and enough parents glad to cater to this interest, for publishers to specialize in children's books whose first aim was pleasure rather than education or morality. In Britain, a London merchant named Thomas Boreham produced *Cajanus*, *The Swedish Giant* in 1742, while the more famous John Newbery published *A Little Pretty Pocket Book* in 1744. Its contents—rhymes, stories, children's games plus a free gift ('A ball and a pincushion')—in many ways anticipated the similar lucky-dip contents of children's annuals this century. It is a tribute to Newbery's flair that he hit upon a winning formula quite so quickly, to be pirated almost immediately in America.
- C** Such pleasing levity was not to last. Influenced by Rousseau, whose *Emile* (1762) decreed that all books for children save *Robinson Crusoe* were a dangerous diversion, contemporary critics saw to it that children's literature should be instructive and uplifting. Prominent among such voices was Mrs. Sarah Trimmer, whose magazine *The Guardian of Education* (1802) carried the first regular reviews of children's books. It was she who condemned fairy-tales for their violence and general absurdity; her own stories, *Fabulous Histories*

(1786) described talking animals who were always models of sense and decorum.

D So the moral story for children was always threatened from within, given the way children have of drawing out entertainment from the sternest moralist. But the greatest blow to the improving children's book was to come from an unlikely source indeed: early 19th century interest in folklore. Both nursery rhymes, selected by James Orchard Halliwell for a folklore society in 1842, and collection of fairy-stories by the scholarly Grimm brothers, swiftly translated into English in 1823, soon rocket to popularity with the young, quickly leading to new editions, each one more child-centered than the last. From now on younger children could expect stories written for their particular interest and with the needs of their own limited experience of life kept well to the fore.

E What eventually determined the reading of older children was often not the availability of special children's literature as such but access to books that contained characters, such as young people or animals, with whom they could more easily empathize, or action, such as exploring or fighting, that made few demands on adult maturity or understanding.

F The final apotheosis of literary childhood as something to be protected from unpleasant reality came with the arrival in the late 1930s of child-centered best-sellers intent on entertainment at its most escapist. In Britain novelist such as Enid Blyton and Richmal Crompton described children who were always free to have the most unlikely adventures, secure in the knowledge that nothing bad could ever happen to them in the end. The fact that war broke out again during her books' greatest popularity fails



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to register at all in the self-enclosed world inhabited by Enid Blyton's young characters. Reaction against such dream-worlds was inevitable after World War II, coinciding with the growth of paperback sales, children's libraries and a new spirit of moral and social concern. Urged on by committed publishers and progressive librarians, writers slowly began to explore new areas of interest while also shifting the settings of their plots from the middle-class world to which their chiefly adult patrons had always previously belonged.

G Critical emphasis, during this development, has been divided. For some the most important task was to rid children's books of the social prejudice and exclusiveness no longer found acceptable. Others concentrated more on the positive achievements of contemporary children's literature. That writers of these works are now often recommended to the attentions of adult as well as child readers echoes the 19th-century belief that children's literature can be shared by the generations, rather than being a defensive barrier between childhood and the necessary growth towards adult understanding.

Questions 14-18

Complete the table below.

Choose **NO MORE THAN TWO WORDS** from Reading Passage 2 for each answer.

Write your answers in boxes 14-18 on your answer sheet.

DATE	FEATURES	AIM	EXAMPLE
Before 1700	Not aimed at young children	Education and morality	Puritanical tract
By the middle of 18 th century	collection of rhymes 14_____and games	Read for pleasure	A Little Pretty Pocket Book (exported to 15_____)
Early 19 th century	Growing interest in 16_____	To be more children-centered	Nursery rhymes and 17_____
Late 1930s	Stories of harm-free 18_____	Entertainment	Enid Blyton and Richarnal Crompton's novels

Questions 19-21

Look at the following people and the list of statements below.

Match each person with the correct statement.

Write the correct letter A-E in boxes 19-21 on your answer sheet.

List of statements

- A Wrote criticisms of children's literature
- B Used animals to demonstrate the absurdity of fairy tales
- C Was not a writer originally
- D Translated a book into English
- E Didn't write in the English language

- 19 Thomas Boreham
- 20 Mrs. Sarah trimmer
- 21 Grimm Brothers

Questions 22-26

Do the following statements agree with the information given in Reading Passage 2?

In boxes 22-26 on your answer sheet write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 22 Children didn't start to read books until 1700.
- 23 Sarah Trimmer believed that children's books should set good examples.
- 24 Parents were concerned about the violence in children's books.
- 25 An interest in the folklore changed the direction of the development of children's books.
- 26 Today children's book writers believe their works should appeal to both children and adults.

Consecutive and Simultaneous Translation

- A** When people are faced with a foreign-language barrier, the usual way round it is to find someone to interpret or translate for them. The term ‘translation’, is the neutral term used for all tasks where the meaning or expressions in one language (the source language) is turned into the meaning of another (the ‘target’ language), whether the medium is spoken, written, or signed. In specific professional contexts, however, a distinction is drawn between people who work with the spoken or signed language (interpreters), and those who work with the written language (translators). There are certain tasks that blur this distinction, as when source speeches turned into target writing. But usually the two roles are seen as quite distinct, and it is unusual to find one person who is equally happy with both occupations. Some writers on translation, indeed, consider the interpreting task to be more suitable for extravert (外向的) personalities, and the translating task for introverts (内向的人).
- B** Interpreting is today widely known from its use in international political life. Then senior ministers from different language backgrounds meet, the television record invariably shows a pair of interpreters hovering in the background. At major conferences, such as the United Nations General Assembly, the presence of headphones is a clear indication that a major linguistic exercise is taking place. In everyday circumstances, too interpreters are frequently needed, especially in cosmopolitan societies formed by new reiterations (反复) of immigrants and Gastarbeiter (客籍工人). Often, the business of law courts, hospitals, local health clinics, classrooms, or industrial tribunals cannot be carried on without the presence of an interpreter. Given the importance and frequency of this task, therefore, it is remarkable that so little study has been made of what actually happens when interpreting takes place, and of how successful an exercise it is.
- C** There are two main kinds of oral translation-consecutive(连贯的) and simultaneous (同时的). In consecutive translation the translating starts after

the original speech or some part of it has been completed. Here the interpreter's strategy and the final results depend, to a great extent on the length of the segment to be translated. If the segment is just a sentence or two the interpreter closely follows the original speech. As often as not, however, the interpreter is expected to translate a long speech which has lasted for scores of minutes or even longer. In this case he has to remember a great number of messages; and keep them in mind until he begins his translation. To make this possible the interpreter has to take notes of the original messages, various systems of notation having been suggested for the purpose. The study of, and practice in, such notation is the integral part of the interpreter's training as are special exercises to develop his memory.

- D** Doubtless the recency (崭新) of developments in the field partly explains this neglect. One procedure, consecutive interpreting, is very old - and presumably dates from the Tower of Babel ! Here, the interpreter translates after the speaker has finished speaking. This approach is widely practiced in informal situations, as well as in committees and small conferences. In larger and more formal settings, however, it has been generally replaced by simultaneous interpreting - a recent development that arose from the availability of modern audiological equipment and the advent of increased international interaction following the Second World War.
- E** Of the two procedures, it is the second that has attracted most interest, because of the complexity of the task and the remarkable skills required. In no other context of human communication is anyone routinely required to listen and speak at the same time, preserving an exact semantic (语义的) correspondence between the two modes. Moreover, there is invariably a delay of a few words between the stimulus and the response, because of the time it takes to assimilate (吸收) what is being said in the source language and to translate it into an acceptable form in the target language. This 'ear-voice span' is usually about 2 or 3 seconds, but it may be as much as 10 seconds or so, if the text is complex. The brain has to remember what has just been said, attend to what is currently being said, and anticipate the construction of

what is about to be said. As you start a sentence you are taking a leap in the dark, you are mortgaging your grammatical future; the original sentence may suddenly be turned in such a way that your translation of its end cannot easily be reconciled (和解) with your translation of its start. Great nimbleness (聪明) is called for.

F How it is all done is not at all clear. That it is done at all is a source of some wonder, given the often lengthy periods of interpreting required, the confined environment of an interpreting booth , the presence of background noise, and the awareness that major decisions may depend upon the accuracy of the work. Other consideration such as cultural background also makes it aim to pay full attention to the backgrounds of the authors and the recipients, and to take into account differences between source' and target language.

G Research projects have now begun to look at these factors-to determine, for example, how far successful interpreting is affected by poor listening conditions, or the speed at which the source language is spoken. It seems that an input speed of between 100 and 120 words per minute is a comfortable rate for interpreting, with an upper limit of around 200 w.p.m. But even small increases in speed can dramatically affect the accuracy of output. In one controlled study, when speeds were gradually increased in a series of stages from 95 to 164 w.p.m., the ear-voice span also increased with each stage, and the amount correctly interpreted showed a clear decline. Also, as the translating load increases, not only are there more errors of commission (mistranslations, cases of vagueness(含糊其辞) replacing precision), there are also more errors of omission, as words and segments of meaning are filtered out. These are important findings, given the need for accuracy in international communication. What is needed is a more detailed identification of the problem areas, and of the strategies speakers, listeners, and interpreters use to solve them. There is urgent need to expand what has so far been one of the most neglected fields of communication research.

Questions 1-5

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

Write your answers in boxes 1-5 on your answer sheet

- 1 In which way does author state translation at the beginning of the passage?
 - A abstract and concrete meaning
 - B general and specific meaning
 - C several examples of translation's meaning
 - D different meaning in various profession
- 2 Application of headphone in a UN conference tells us that:
 - A TV show is being conducted
 - B radio program is on the air
 - C two sides are debating
 - D language practice is in the process
- 3 In the passage, what is author's purpose of citing Tower of Babel?
 - A interpreting secret is stored in the Tower
 - B interpreter emerged exactly from time of Tower of Babel
 - C consecutive interpreting has a long history
 - D consecutive interpreting should be abandoned
- 4 About simultaneous interpreting, which of the following is TRUE?
 - A it is an old and disposable interpretation method
 - B it needs outstanding professional ability
 - C it relies on professional equipment
 - D it takes less than two seconds ear-voice span
- 5 In consecutive translation, if the section is longer than expected, what would an interpreter most probably do?
 - A he or she has to remember some parts ahead
 - B he or she has to break them down first
 - C he or she has to respond as quickly as possible
 - D he or she has to remember all parts ahead

Questions 6-10

Summary

Complete the following summary of the paragraphs of Reading Passage, using no more than two words or numbers from the Reading Passage for each answer. Write your answers in boxes 6-10 on your answer sheet.

The cycle from ear to voice normally lasts about 6 _____, which depends on sophistication of paper, for example, it could go up to 7 _____ sometimes. When expert took close research on affecting elements, they found appropriate speaking speed is somehow among 8 _____ w.p.m. However, the maximum of speed was about 9 _____ w.p.m. In a specific experiment, ear-voice span speed increased between 10 _____, the accuracy of interpretation dropped.

Questions 11-14

Write your answers in boxes 11-14 on your answer sheet.

Which **FOUR** of the followings are the factors that affect interpreting ?

- A structure of sentence in the script
- B speed of incoming sound source
- C noisy of background
- D states of interpreter
- E culture of different background
- F equipment of scene
- G volume of speaker

Development of Public management theory

Bureaucracy management: The classic one

- A** Several theorists bridged the gap between strictly private and public sector management. One good example is Max Weber, a sociologist, who explored the ideal bureaucracy (*n.* 官僚主义) in *The Protestant Ethic and the Spirit of Capitalism*. Bureaucratic Theory was developed by a German Sociologist and political economist Max Weber (1864-1920). According to him, bureaucracy is the most efficient form of organisation. The organisation has a well-defined line of authority. It has clear rules and regulations which are strictly followed. According to Max Weber, there are three types of power in an organisation: [1] Traditional Power, [2] Charismatic (*adj.* 领袖魅力的) Power, and [3] Bureaucratic Power or Legal Power.

The characteristics or features of Bureaucratic Organisation

- B** Weber admired bureaucracy for its trustworthiness. The bureaucracy was constituted by a group of professional, ethical public officials. These servants dedicate themselves to the public in return for security of job tenure (长期任职) among the many advantages of public employment. There is a high degree of Division of Labour and Specialisation as well as a defined hierarchy (*n.* 层级, 阶级) of Authority. There are well defined Rules and Regulations which follow the principle of Rationality, Objectivity and Consistency. These rules cover all the duties and rights of the employees. These rules must be strictly followed. Selection and Promotion is based on Technical qualifications. There are Formal and Impersonal relations among the members of the organisation. Interpersonal relations are based on positions and not on (*n.* 个性品质).
- C** Bureaucratic organisation is criticised because of the following reasons: Bureaucratic organisation is a very (*adj.* 僵硬的, 死板的) type of organisation. Too much emphasis on rules and regulations which are rigid and inflexible.



It does not give importance to human relations. No importance is also given to informal groups which nowadays play an important role in all business organisations. Yet, too much importance is given to the technical qualifications of the employees for promotion and transfers. Dedication (奉献) and commitment of the employee is not considered. It is suitable for government organisations. It

is also suitable for organisations where change is very slow. There will be unnecessary delay in decision-making due to formalities and rules (礼节和规则). It is appropriate for static organisations. There is difficulty in coordination (n. 协调) and communication.

Management: A consolidated discipline

D Herbert Simon, Chester Barnard, and Charles Lindblom are among the first of those recognized as early American public administrators. These men ushered in an era (时代) during which the field gained recognition as independent and unique, despite its multidisciplinary (多学科的) nature. Simon contributed theoretical separation to discern management, decisions based upon fact versus those made based on values. Since one cannot make completely responsible decisions with public resources based solely on personal values, one must attempt to upon objectively determined facts. Simon developed other relevant theories as well. Similar to Lindblom's subsequently discussed critique of comprehensive rationality (合理性), Simon also taught that a strictly economic man, one who maximizes returns or values by making decisions based upon complete information in unlimited time, is unrealistic. Instead, most public administrators use a sufficient amount of information to make a satisfactory decision; they "satisfice." (v. 追求最低的满意程度)

E In decision-making, Simon believed that agents face uncertainty about the future and costs in acquiring information in the present. These factors limit the

extent to which agents can make a fully rational decision, thus they possess only “bounded rationality” and must make decisions by “satisficing,” or choosing that which might not be optimal (*adj.* 最佳的) but which will make them happy enough. Rational behavior, in economics, means that individuals maximizes his utility function (效益 , 功能) under the constraints (*n.* 约束 , 限制) they face (e.g., their budget constraint, limited choices, ...) in pursuit of their self-interest.

- F** Chester Barnard was also one of the watershed scholars. Barnard published “The Economy of Incentives” (1938), in an attempt to explain individual, participation (*n.* 参与) in an organization. Barnard explained organizations as systems of exchange. Low-level employees must have more incentive (*n.* 激励) to remain with the organization for which they exchange their labor and loyalty. The organization (and higher level employees) must derive sufficient benefit from its employees to keep them. The net pull of the organization is determined by material rewards, environmental conditions, and other intangibles (*n.* 无形因素) like recognition. He gives great importance to persuasion, much more than to economic incentives. He described four general and four specific incentives including Money and other material inducements; Personal non-material opportunities for distinction; Desirable physical conditions of work; Ideal benefactions, such as pride of workmanship etc.

A new humanist era: Rethinking power and management

- G** Humanists embrace a dynamic (*adj.* 动态的) concept of an employee and management techniques. This requires a theoretical shift away (变化 , 偏离) from the idea that an employee is a cog in the industrial machine. Rather, employees are unique individuals with goals, needs, desires, etc.
- H** The humanist era ushered in other possible interpretations of such topics as power and management. One of the most significant was Douglas McGregor’s “Theory X and Theory Y”. McGregor’s work provided a basis for a management framework (*n.* 框架), a structure upon whose rungs the classic and new-aged management might be hung . First, commonly held by early

management theorists, Theory X begins with the assumption (*n.* 假设, 前提) that humans possess an inherent aversion to work. Employees must therefore be coerced and controlled if management expects to see results. Further, lazy humans prefer direction bordering micromanagement whenever possible.

I Theory Y is much more compatible with the humanist tradition. This begins with the assumption that work is as natural for humans as rest or play. Further, employees will direct and control themselves as they complete objectives (完整的目标). Humans learn naturally and seek responsibility. Consequently, managers need only to steer employees in a cooperative manner toward goals that serve the organization. There is room for many to create and share power.

J The Z-Organization can be thought of as a complimentary (*adj.* 赠送的, 免费的) third element to McGregor's dichotomy (二分法). Z-organizations are a

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Japanese organizational model. Similar to Theory-Y management, Z organizations place a large degree of responsibility upon the employees. Further, relatively low-level employees are entrusted with

the freedom to be creative, "wander around the organization,,and become truly unique, company-specific employees. However, employees achieve only after "agreeing on a central set of objectives and ways of doing business" In Z Organizations, decision-making is democratic and participatory (民主的, 参与的). Despite the many advantages of this organizational model, there are several draw-backs. These include the depredation of a large professional distance—de-personalization is impossible in Z-organizations. Since, in reality, there is high percentage of workers Would like work for the financial return than the job objectives. A high level of self-discipline(自律, 自我约束) is also necessary.

Questions 14-21

Choose Two appropriate letters and fill in boxes 14-15.

What are the features and advantages for Bureaucratic Management?

- A There are equal opportunities coming from little hierarchy of authority among companies.
- B employees' promotion can be much fairer which is based on job duties not on characters
- C employees enjoy a greater freedom of duties than their strict right
- D Selection and Promotion is based on mastery of new technology.
- E These employees can dedicate themselves to the public for stability of a long term job

Choose Two appropriate letters and fill in boxes 16-17.

What are the limitations for the ideas of Bureaucratic Management?

- A Commitment of the employee is not taken into consideration enough.
- B There is difficulty in decision-making based on formalities and rules.
- C Employees are casually organised as no importance is given to formal groups.
- D There is difficulty in enforcement of rules and regulations
- E It is not applicable to dynamic organisations where change is very fast.

Choose Two appropriate letters and fill in boxes 18-19.

What are the aims of management as Douglas McGregor's work of the "Theory Y"

- A Employees must be coerced and controlled if management expects to see results.
- B Employees has natural tendency for rest or play.
- C Humans will not automatically seek responsibility.
- D managers may guide employees in a cooperative manner toward objectives

E There is little room for manager to designate or share his power.

Choose Two appropriate letters and fill in boxes 20-21.

What are the limitations for the “Theory Z”

- A decision-making is democratic and participatory
- B organization mode has inherent design fault
- C not all employee set higher interest in the job than that of wages
- D Personalization remains un-eliminated in organizations
- E self-discipline is an unnecessary quality

Questions 22-26

Use the information in the passage to match the people(listed A-E) with opinions or deeds below. Write the appropriate letters A-E in boxes 22-26 on your answer sheet.

NB Some people may match more than one ideas

A	Mark weber
B	McGregor
C	Herbert Simon
D	Chester Barnard
E	Charles Lindblom

- 22 Employees like to follow professional, ethical public officials to secure a job.
- 23 Highly effective can be achieved only after “agreeing on a core of objectives and method of doing things
- 24 Managers need to take the employees’ emotional feeling, besides the material rewards, into incentives system.
- 25 Individuals can maximize their self-interest when all the budget and choices are utilised well
- 26 The assumption that humans possess a natural dislike to work who ought to be forced and controlled

Education Philosophy

- A** In 1660s, while there are few accurate statistics for child mortality in the preindustrial world, there is evidence that as many as 30 percent of all children died before they were 14 days old. Few families survived intact. All parents expected to bury some of their children and they found it difficult to invest emotionally in such a tenuous existence as a newborn child. When the loss of a child was commonplace, parents protected themselves from the emotional consequences of the death by refusing to make an emotional commitment to the infant. How else can we explain mothers who call the infant “it,” or leave dying babies in gutters, or mention the death of a child in the same paragraph with a reference to pickles?
- B** One of the most important social changes to take place in the Western world in 18th century was the result of the movement from an agrarian economy to an industrial one. Increasingly, families left the farms and their small-town life and moved to cities where life was very different for them. Social supports that had previously existed in the smaller community disappeared, and problems of poverty, crime, sub-standard housing and disease increased. For the poorest children, childhood could be painfully short, as additional income was needed to help support the family and young children were forced into early employment. Children as young as 7 might be required to work full-time jobs, often under unpleasant and unhealthy circumstances, from factories to prostitution. Although such a role for children has disappeared in most economically strong nations, the practice of childhood employment has hardly disappeared entirely and remains a staple (主要的) in many undeveloped nations.
- C** Over the course of the 1800s, the lives of children in the Unites States began to change drastically. Previously, children in both rural and urban families were expected to take part in the everyday labor of the home, as the bulk of manual work had to be completed there. However, establishing a background the technological advances of the mid-1800s, coupled with the creation of a

middle class and the redefinition of roles of family members, meant that work and home became less synonymous (同义的) over the course of time. People began to buy their children toys and books to read. As the country slowly became more dependent upon machines for work, both in rural and in urban areas, it became less necessary for children to work inside the home. This trend, which had been rising slowly over the course of the nineteenth century, took off exponentially after the Civil War, with the beginning of the Industrial Revolution. John Locke was one of the most influential writers of his period. His writings on the role of government are seen as foundational to many political movements and activities, including the American Revolution and the drafting of the Declaration of Independence. His ideas are equally foundational to several areas of psychology. As the father of “British empiricism,” Locke made the first clear and comprehensive statement of the “environmental position” and, by so doing, became the father of modern learning theory. His teachings about child care were highly regarded during the colonial period in America.

- D** Jean Jacquesd Rousseau lived during an era of the American and French Revolution. His works condemn distinctions of wealth, property, and prestige. In the original state of nature, according to Rousseau, people were “noble savages”, innocent, free and uncorrupted. Rousseau conveyed his educational philosophy through his famous novel Emile, in 1762, which tells the story of a boy’s education from infancy to adulthood. Rousseau observed children and adolescents extensively and spoke of children’s individuality, but he based much of his developmental theory on observation in writing the book, and on the memories of his own childhood. Rousseau contrasts children to Developmental Psychology in Historical Perspective adults and describes age-specific characteristics. Johan Heinrich Pestalozzi lived



during the early stages of industrial revolution, he sought to develop schools would nurture children's development. He agreed with Rousseau that humans are naturally good but were spoiled by a corrupt society. Pestalozzi's approach to teaching can be divided into the general and special methods. The theory was designed to create a emotionally healthy homelike learning environment that had to be in place before more specific instruction occurred.

E One of the best documented cases of all the so-called feral children concerned a young man who was captured in a small town in the south of France in 1800, and who was later named Victor. The young man had been seen in the area for months before his final capture—pre-pubescent, mute, and naked, perhaps 11 or 12 years old, foraging for food in the gardens of the locals and sometimes accepting their direct offers of food. Eventually he was brought to Paris, where it was hoped that he would be able to answer some of the profound questions about the nature of man, but that goal was quashed very early. Jean-Marc-Gaspard Itard, a young physician who had become interested in working with the deaf, was more optimistic about a future for Victor and embarked on a five-year plan of education to civilize him and teach him to speak. With a subsidy from the government, Itard spent an enormous amount of time and effort working with Victor. He was able to enlist the help of a local woman, Madame Guerin, to assist in his efforts and provide a semblance of a home for Victor. But, after five years and despite all of his efforts, Itard considered the experiment to be a failure. Although Victor had learned some elementary forms of communication, he never learned the basics of speech, which, for Itard, was the goal. Victor's lessons were discontinued, although he continued to live with Madame Guerin until his death, approximately at the age of 40.

F Other educators were beginning to respond to the simple truth that was embedded in the philosophy of Rousseau. Identifying the stages of development of children was not enough. Education had to be geared to those stages. One of the early examples of this approach was the invention of the kindergarten ("the children's garden") — a word and a movement created by Friedrich Froebel in 1840, a German-born educator. Froebel placed particular

emphasis on the importance of play in a child's learning. His invention, in different forms, would eventually find its way around the world. His ideas about education were

initially developed through his association with Johann Heinrich Pestalozzi. Froebel spent five years teaching at one of Pestalozzi's model schools in Frankfort, and later he studied with Pestalozzi himself. Eventually he was able to open his own schools to test his educational theories. One of his innovative ideas was his belief that women could serve as appropriate educators of young children-an unpopular view at the time. At the age of 58, after almost four decades as a teacher, Froebel introduced the notion of the kindergarten. It was to be a haven and a preparation for children who were about to enter the regimented educational system. A cornerstone of his kindergarten education was the use of guided or structured play. For Froebel, play was the most significant aspect of development at this time of life. Play served as the means for a child to grow emotionally and to achieve a sense of self-worth. The role of the teacher was to organize materials and a structured environment in which each child, as an individual, could achieve these goals. By the time of Froebel's death in 1852, dozens of kindergartens had been created in Germany. Their use increased in Europe and the movement eventually reached and flourished in the United States in 20th century.

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Questions 28-31

The reading passage has seven paragraphs, A-E

Choose the correct heading for paragraphs A-E from the list below.

Write the correct number, i-vii, in boxes 28-31 on your answer sheet.

List of Headings

- i. Reasons of unusual experiments implemented by several thinkers
- ii. Children had to work to alleviate burden on family
- iii. Why children are not highly valued
- iv. Children died in hospital at their early age
- v. Politics related philosophy appeared
- vi. Creative learning method was applied on certain wild kid
- vii. Emerge and spread of called kindergarten

28 Paragraph A

Example Paragraph B ii Children have to work

29 Paragraph C

30 Paragraph D

31 Paragraph E

Questions 32-35

Use the information in the passage to match the time (listed A-C) with correct event below. Write the appropriate letters A-F in boxes 1-4 on your answer sheet.

- A 18th century
- B 19th century
- C 20th century

- 32 need for children to work
- 33 rise of middle class
- 34 emergence of a kindergarten
- 35 the kindergarten in the spread around US

Questions 36-40

Use the information in the passage to match the people (listed A-D) with opinions or deeds below. Write the appropriate letters A-D in boxes 36-40 on your answer sheet.

- A Jean Jacquesd Rousseau
- B Jean-Marc-Gaspard Itard
- C Johan Heinrich Pestalozzi
- D Friedrich Froebel

- 36 was not successful to prove the theory
- 37 observed a child's record
- 38 promoted some practical activities between school and family
- 39 corruption is not a characteristic in people's nature
- 40 responsible for the increase in the number of a type of school

How to Achieve Happiness

- A** We can find happiness right in our own home, our workplace, in school, in the company of our friends, etc. It is up to us to find the ways and means to achieve that happiness each of us seek and long for. However, it is essential to recognize that there is no one absolute way to achieve happiness. People may have different ideas with regard to the ways of achieving happiness. The following classifications (分类) are perceived by many people as sources of happiness: family and friends, wealth, position, educational achievement, fame (名声).
- B** Happiness is a mental state of well-being characterized by positive or pleasant emotions (情感) ranging from contentment to intense joy. A variety of biological, psychological, religious, and philosophical approaches have striven to define happiness and identify its sources. Various research groups, including Positive psychology, endeavor to apply the scientific method to answer questions about what “happiness” is, and how we might attain it. Philosophers and religious thinkers often define happiness in terms of living a good life, or flourishing, rather than simply as an emotion. Happiness in this sense was used to translate the Greek Eudaimonia, and is still used in virtue ethics. Happiness economics suggests that measures of public happiness should be used to supplement more traditional economic measures when evaluating (评估) the success of public policy.
- C** The While level of physical healthiness is the biggest determinant of happiness, comparison of financial success with others of the same age group is the second largest source of happiness and unhappiness. Financially richer people tend to be happier than poorer people, according to sociological researcher Glenn Firebaugh, Pennsylvania State University, and graduate student Laura Tach, Harvard University. Their research is focused on whether the income effect on happiness results largely from the things money can buy (absolute income effect) or from comparing one’s income to the income of others (relative income effect). They present their research in a session paper, titled

“Relative Income and Happiness: Are Americans on a Hedonic Treadmill?” at the American Sociological Association Centennial Annual Meeting on August 14. Firebaugh argues that, in evaluating their own incomes, individuals compare themselves to their peers of the same age. Therefore a person’s reported level of happiness depends on how his or her income compares to others in the same age group. Using comparison groups on the basis of age, the researchers find evidence of both relative and absolute effects, but relative income is more important than absolute income in determining the happiness of individuals in the United States. This may result in a self-indulgent treadmill (枯燥), because incomes in the United States rise over most of the adult lifespan. They always dissatisfy with the salary. The survey indicates that the students studied in Harvard University expect to earn much more money than their classmates rather than care about the exact amount of the salary.

- D** The Minnesota Study of Twins Reared Apart (MISTRA) has a fascinating history, but eventually had 120 pairs of reared-apart twins plus four sets of reared-apart triplets-’the most extensive and intensive study of these rare experiments of (human) nature ever attempted’. In an early report of results it was found that, on most measurable psychological traits, monozygotic twins reared apart (MZA) were as similar as monozygotic twins reared together. Among persons of European ancestry, for psychological features that can be measured, heritabilities (遗传可能性) range from about 25 per cent to 80 per cent. Or, to put it more concretely (具体地), from one-fourth to four-fifths of the variation from person to person in such features as IQ, creativity and happiness, is associated with genetic differences between those persons. That indicates that besides the environments, genetic difference may also affect the happiness. Furthermore, neurobiological evidence shows that left and right frontal lobes play different roles in the emotion. Happiness is a



type of emotion, a positive one. From the experiments, happiness and the left prefrontal lobe are combined together. The more active it is, the more positive emotion you sense.

E At the outset of new millennium, a global research had a result that the people living the modern world were even more unhappy. Happiness is a mixture of positive emotions, ranging from a feeling of heavenly bliss or delight to a state of well-being and contentment. There are many ways to be happy; but with crises being on the rise these days, finding happiness can be a bit challenging. Despite of all the stresses associated with (与...联系) life, we still do our best to be happy—because being happy is the only way to keep

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us afloat. Happiness is considered a very important therapy, both physically and mentally. With it, we are inspired to accomplish whatever goals we want to achieve. It's a strong drive that keeps us going

and helps us live our life every single day. Spend time with individuals who are dear to you. There is nothing more joyful than to be with the people you love. During the weekends, try to schedule a fun trip for you and your partner, or one for your whole family. Just go somewhere else for a change and enjoy the change of scenery. Do something nice for others. Helping others is a very honorable way to find happiness. If your schedule is too tight for volunteer work, you can just donate a small sum of money or some old clothes or toys to charity. When you eat out, try to be a good tipper to the waiters or the valet who safely parked your car. All these simple things will not only make you happy, but other people as well. Start and end your day with a smile. Smiling is a very powerful gesture. There's no need for words to describe how pleasant it is. If you have a lousy day, smile your way out of the office. When people smile back at you, it will uplift your mood and make you feel better. Spend some time with your friends. A close circle of friends is one of the most important source of happiness.

Questions 1-5

Reading this passage has six paragraphs ,A-E Choosing the correct heading for paragraphs , A-E from the list of heading below. Write the appropriate number, i-x ,in boxes 1-5 on your answer sheet.

List of headings

- i The definition of happiness
- ii An increase in junk food consumption
- iii The source of happiness
- iv National dietary recommendations
- v Happiness comes from relative comparisons of wealth
- vi Research for twin brothers
- vii Compare between happiness of male and female
- viii The factors affect the happiness
- ix Recommendation from the parents
- x Happiness help to ease pressure for modern life
- xi Students of Harvard University

- 1 Paragraph A
- 2 Paragraph B
- 3 Paragraph C
- 4 Paragraph D
- 5 Paragraph E

Questions 6-10

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

Write the correct letter in boxes 6-10 on your answer sheet

- 6 Which source of happiness is not mentioned in this passage
 - A wife
 - C diner
 - B reputation
 - D status
- 7 Which is the most important factor regarding to happiness mentioned in this passage
 - A wealth
 - B holiday
 - C friend
 - D health
- 8 Which is not motioned in this passage for affect the happiness
 - A environment
 - B gene
 - C electricity
 - D frontal lobes
- 9 A research in the 21 st century indicate that
 - A always try to directly say no
 - B modern life makes people not happy
 - C female specifically feel unhappy
 - D medicine therapy helped to bring happiness
- 10 Which suggestion is not mentioned in last paragraph for achieving happiness
 - A consult a physician
 - B smile
 - C help others
 - D stay with friends

Questions 11-13

Complete each sentences with the correct ending, A-G,below.

Write the correct letter A-G in boxes 36-40 on your answer sheet.

- A encouraged the scientist to make further study
- B expected to earn much money
- C identified that environment is not sole factor affect happiness
- D certify that people cannot control the happiness
- E can cause more happiness when it is active
- F indicated reared-apart triplets were useless for the research
- G may need close circle of friends for achieving happiness

- 11 A study of reared-apart twins
- 12 The left prefrontal lobe of human
- 13 People living in modern city

Implication of False Belief Experiments

Interactions between people are very complex processes. Part of the complexity is that most of us are continually evaluating what another person is saying in terms of their beliefs, feelings and desires. Quite often these beliefs, feelings and desires are different from our own, and many of us find it an interesting challenge to try to understand what other people think and feel.

- A** A considerable amount of research since the mid 1980s has been concerned with what has been termed children's theory of mind. This involves children's ability to understand that people can have different beliefs and representations of the world -a capacity that is shown by four years of age. Furthermore, this ability appears to be absent in children with autism. The ability to work out what another person is thinking is clearly an important aspect of both cognitive and social development. Furthermore, one important explanation for autism is that children suffering from this condition do not have a theory of mind (TOM). Consequently, the development of children's TOM has attracted considerable attention.
- B** Wimmer and Perner devised a 'false belief task' to address this question. They used some toys to act out the following story. Maxi left some chocolate in a blue cupboard before he went out. When he was away his mother moved the chocolate to a green cupboard. Children were asked to predict where Maxi will look for his chocolate when he returns. Most children under four years gave the incorrect answer, that Maxi will look in the green cupboard. Those over four years tended to give the correct answer, that Maxi will look in the blue cupboard. The incorrect answers indicated that the younger children did not understand that Maxi's beliefs and representations no longer matched the actual state of the world, and they failed to appreciate that Maxi will act on the basis of his beliefs rather than the way that the world is actually organised.
- C** A simpler version of the Maxi task was devised by Baron-Cohen to take account of criticisms that younger children may have been affected by the

complexity and too much information of the story in the task described above. For example, the child is shown two dolls, Sally and Anne, who have a basket and a box, respectively. Sally also has a marble, which she places in her basket, and then leaves to take a walk. While she is out of the room, Anne takes the marble from the basket, eventually putting it in the box. Sally returns, and the child is then asked where Sally will look for the marble. The child passes the task if she answers that Sally will look in the basket, where she put the marble; the child fails the task if she answers that Sally will look in the box, where the child knows the marble is hidden, even though Sally cannot know, since she did not see it hidden there. In order to pass the task, the child must be able to understand that another's mental representation of the situation is different from their own, and the child must be able to predict behavior based on that understanding. The results of research using false-belief tasks have been fairly consistent: most normally-developing children are unable to pass the tasks until around age four.

- D** Leslie argues that, before 18 months, children treat the world in a literal way and rarely demonstrate pretence. He also argues that it is necessary for the cognitive system to distinguish between what is pretend and what is real. If children were not able to do this, they would not be able to distinguish between imagination and reality. Leslie suggested that this pretend play becomes possible because of the presence of a de-coupler that copies primary representations to secondary representations. For example, children, when pretending a banana is a telephone, would make a secondary representation of a banana. They would manipulate this representation and they would use their stored knowledge of 'telephone' to build on this pretence. E There is also evidence that social processes play a part in the development of TOM. Meins and her colleagues have found that what they term mind-mindedness in maternal



speech to six-monthold infants is related to both security of attachment and to TOM abilities. Mindmindedness involves speech that discusses infants' feelings and explains their behaviour in terms of mental states (e.g. 'you're feeling hungry').

F Lewis investigated older children living in extended families in Crete and Cyprus. They found that children who socially interact with more adults, who have more friends, and who have more older siblings tend to pass TOM tasks at a slightly earlier age than other children. Furthermore, because young children are more likely to talk about their thoughts and feelings with peers than with their mothers, peer interaction may provide a special impetus to the development of a TOM. A similar point has been made by Dunn , who argues that peer interaction is more likely to contain pretend play and that it is likely to be more challenging because other children, unlike adults, do not make large adaptations to the communicative needs of other children.

G In addition, there has been concern that some aspects of the TOM approach underestimate children's understanding of other people. After all, infants will point to objects apparently in an effort to change a person's direction of gaze and interest; they can interact quite effectively with other people; they will express their ideas in opposition to the wishes of others; and they will show empathy for the feelings of others. All this suggests that they have some level of understanding that their own thoughts are different to those in another person's mind. Evidence to support this position comes from a variety of sources. When a card with a different picture on each side is shown to a child and an adult sitting opposite her, then three year olds understand that they see a different picture to that seen by the adult.

H Schatz studied the spontaneous speech of three-year-olds and found that these children used mental terms, and used them in circumstances where there was



acontrast between, for example, not being sure where an object was located and finding it, or between pretending and reality. Thus the social abilities of children indicate that they are aware of the difference between mental states and external reality at ages younger than four.

- I A different explanation has been put forward by Harris. He proposed that children use ‘simulation’. This involves putting yourself in the other person’s position, and then trying to predict what the other person would do. Thus success on false belief tasks can be explained by children trying to imagine what they would do if they were a character in the stories, rather than children being able to appreciate the beliefs of other people. Such thinking about situations that do not exist involves what is termed counterfactual reasoning.

Questions 14-20

Use the information in the passage to match the people (listed A-G) with opinions or deeds below. Write the appropriate letters A-G in boxes 1-6 on your answer sheet.

A	Baron-Cohen
B	Meins
C	Wimmer and Perner
D	Lewis
E	Dunn
F	Schatz
G	Harris

- 14 found that children under 4 can tell difference between reality and mentality
- 15 conducted famous experiment and drew conclusion that young children were unable to comprehend the real state of the world
- 16 found that children who gets along with adults often comparatively got through test more easily
- 17 revised an easier experiment rule out the possibility that children might be influenced by sophisticated reasoning.
- 18 Related social factor such as emotion to capability act in TOM
- 19 explained peer play is unlike adult interaction that tend to contain less complex matters.
- 20 Children may be more simply try to be a role in stories than be interested in understanding other's belief.

Questions 21-27

Summary

Complete the following summary of the paragraphs of Reading Passage, using no more than three words from the Reading Passage for each answer. Write your answers in boxes 21-27 on your answer sheet.

In 1980s a theory called 21 _____ designed to research if children have the ability to represent the reality. First experiment carried out on the subject of a boy. And questions had been made on where the boy can find the location of 22 _____. But it was accused that it had excessive 23 _____. So second modified experiment was conducted involving two dolls, and most children passed the test at the age of 24 _____. Then Lewis and Dunn researched 25 _____ children in a certain place, and found children who play with 26 _____ have better performance in the test, and peer interaction is 27 _____ because of consisting pretending elements.

Language Strategy in Multinational Company

A The importance of language management in multinational companies has never been greater than today. Multinationals are becoming ever more conscious of the importance of global coordination as a source of competitive advantage and language remains the ultimate barrier to aspirations of international harmonization. Before attempting to consider language management strategies, companies will have to evaluate the magnitude of the language barrier confronting them and in doing so they will need to examine it in three dimensions: the Language Diversity, the Language Penetration and the Language Sophistication. Companies next need to turn their attention to how they should best manage language. There is a range of options from which MNCs can formulate their language strategy.

B Lingua Franca: The simplest answer, though realistic only for English speaking companies, is to rely on ones native tongue.

As recently as 1991 a survey of British exporting companies found that over a third used English exclusively in dealings with foreign customers. This attitude that “one language fits all” has also been carried through into the Internet age. A survey of the web sites of top American companies confirmed that over half made no provision(规定条款) for foreign language access, and another found that less than 10% of leading companies were able to respond adequately to emails other than in the company’s language . Widespread though it is however, reliance on a single language is a strategy that is fatally flawed. It



makes no allowance for the growing trend in Linguistic Nationalism whereby buyers in Asia, South America and the Middle East in particular are asserting their right to “work in the language of the customer”. It also fails to recognize the increasing vitality of languages such as Spanish, Arabic and Chinese that overtime are likely to challenge the dominance of English as a lingua franca. In the IT arena it ignores the rapid globalization of the Internet where the number of English-language e-commerce transactions, emails and web sites, is rapidly diminishing as a percentage of the total. Finally, the total reliance on a single language puts the English speaker at risk in negotiations. Contracts, rules and legislation are invariably written in the local language, and a company unable to operate in that language is vulnerable.

- C** Functional Multilingualism: Another improvised approach to Language is to rely on what has been termed “Functional Multilingualism”. Essentially what this means is to muddle through, relying on a mix of languages, pidgins and gestures to communicate by whatever means the parties have at their disposal. In a social context such a shared effort to make one another understand might be considered an aid to the bonding process with the frustration of communication being regularly punctuated by moments of absurdity and humor. However, as the basis for business negotiations it appears very hit-and-nuts. And yet Hagen’s recent study suggests that 16% of international business transaction; are conducted in a “cocktail of languages.” Functional Multilingualism shares the same defects as reliance on a lingua franca and increases the probability of cognitive divergence between the parties engaged in the communication.
- D** External Language Resources: A more rational and obvious response to the language barrier is to employ external resources such as translators and interpreters, and certainly there are many excellent companies specialized in these fields. However, such a response is by no means an end to the language barrier. For a start these services can be very expensive with a top Simultaneous Interpreter, commanding daily rates as high as a partner in an international consulting company. Secondly, any good translator or interpreter

will insist that to be fully effective they must understand the context of the subject matter. This is not always possible. In some cases it is prohibited by the complexity or specialization of the topic. Sometimes by lack of preparation time but most often the obstacle is the reluctance of the parties to explain the wider context to an ‘outsider’. Another problem is that unless there has been considerable pre-explaining between the interpreter and his clients it is likely that there will be ambiguity and cultural



overtones in the source messages the interpreter has to work with. They will of course endeavour to provide a hi-fidelity translation but in this circumstance the interpreter has to use initiative and guess work. This clearly injects a potential source of misunderstanding into the proceedings. Finally while a good interpreter will attempt to convey not only the meaning but also the spirit of any communication, there can be no doubt that there is a loss of rhetorical (修辞的) power when communications go through a third party. So in situations requiring negotiation, persuasion, humor etc. the use of an interpreter is a poor substitute for direct communication.

- E** Training: The immediate and understandable reaction to any skills-shortage in a business is to consider personnel development and certainly the language training industry is well developed. Offering programs at almost every level and in numerous languages. However, without doubting the value of language training no company should be deluded into believing this to be assured of success. Training in most companies is geared to the economic cycle. When times are good, money is invested in training. When belts get tightened training is one of the first “luxuries” to be pared down. In a study conducted across four European countries, nearly twice as many companies said they needed

language training in coming years as had conducted training in past years. This disparity between “good intentions” and “actual delivery”, underlines the problems of relying upon training for language skills. Unless the company is totally committed to sustaining the strategy even though bad times, it will fail.

- F** One notable and committed leader in the field of language training has been the Volkswagen Group. They have developed a language strategy over many years and in many respects can be regarded as a model of how to manage language professionally. However, the Volkswagen approach underlines that language training has to be considered a strategic rather than a tactical solution. In their system to progress from “basics” to “communications competence” in a language requires the completion of 6 language stages each one demanding approximately 90 hours of refresher course, supported by many more hours of self-study, spread over a 6-9 month period. The completion of each stage is marked by a post-stage achievement test, which is a pre-requisite(首要的) for continued training. So even this professionally managed program expects a minimum of three years of fairly intensive study to produce an accountant. Engineer, buyer or salesperson capable of working effectively in a foreign language. Clearly companies intending to pursue this route need to do so with realistic expectations and with the intention of sustaining the program over many years. Except in terms of “brush-up” courses for people who were previously fluent in a foreign language, training cannot be considered a quick fix and hence other methods will have to be considered.

Questions 27-32

Summary

Complete the following summary of the Whole Paragraphs of Reading Passage, choosing A-L words from the following options. Write your answers in boxes 27-32 on your answer sheet.

MNCs often encounter language barrier in their daily strategy, then they seek several approaches to solve such problems. First, native language gives them a realistic base in a different language speaking country, but problem turned up when they deal with oversea 27 _____. For example, operation on translation of some key 28 _____, it is inevitable to generate differences by rules from different countries. Another way is to rely on a combination of spoken language and 29 _____, yet a report written that over one-tenth business 30 _____ processed in a party language setting. Third way: hire translators. However, firstly it is 31 _____, besides if they are not well-prepared, they have to take 32 _____ work.

Questions 33-39

Answer the questions below.

Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the passage for each answer.

- 33 What understandable reaction does Training pay attention to according to the author?
- 34 In what term does the writer describe training during economy depression?
- 35 What contribution does Volkswagen Group do for multinational companies?
- 36 What does Volkswagen Group consider language training as in their company?
- 37 How many stages are needed from basic course to advanced in training?
- 38 How long does a refresher course need normally?
- 39 At least how long is needed for a specific professional to acquire a foreign language?

Questions 40

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

Write your answers in boxes 40 on your answer sheet.

- 40 What is the Main function of this passage?
 - A to reveal all kinds of language problems that companies may encounter
 - B to exhibits some well known cases in dealing with language difficulties
 - C to evaluate various approaches for language barrier in multinational companies
 - D to testify that training is only feasible approach to solve language problem

Learning By Examples

- A** Learning theory is rooted in the work of Ivan Pavlov, the famous scientist who discovered and documented the principles governing how animals (humans included) learn in the 1900s. Two basic kinds of learning or conditioning occur, one of which is famously known as the classical condition. Classical conditioning happens when an animal learns to associate a neutral stimulus (signal) with a stimulus that has intrinsic meaning based on how closely in time the two stimuli are presented. The classic example of classical conditioning is a dog's ability to associate the sound of a bell (something that originally has no meaning to the dog) with the presentation of food (something that has a lot of meaning for the dog) a few moments later. Dogs are able to learn the association between bell and food, and will salivate immediately after hearing the bell once this connection has been made. Years of learning research have led to the creation of a highly precise learning theory that can be used to understand and predict how and under what circumstances most any animal will learn, including human beings, and eventually help people figure out how to change their behaviors.
- B** Role models are a popular notion for guiding child development, but in recent years very interesting research has been done on learning by example in other animals. If the subject of animal learning is taught very much in terms of classical or operant conditioning, it places too much emphasis on how we allow animals to learn and not enough on how they are equipped to learn. To teach a course of mine I have been dipping profitably into a very interesting and accessible compilation of papers on social learning in mammals, including chimps and human children, edked by Heyes and Galef.
- C** The research reported in one paper started with a school field trip to Israel to a pine forest where many pine cones were discovered, stripped to the central core. So the investigation started with no weighty theoretical intent, but was directed at finding out what was eating the nutritious pine seeds and how they managed to get them out of the cones. The culprit proved to be the versatile

and athletic black rat (*Rattus rattus*) and the technique was to bite each cone scale off at its base, in sequence from base to tip following the spiral growth pattern of the cone.

- D** Urban black rats were found to lack the skill and were unable to learn it even if housed with experienced cone strippers. However, infants of urban mothers cross fostered to stripper mothers acquired the skill, whereas infants of stripper mothers fostered by an urban mother could not. Clearly the skill had to be learned from the mother. Further elegant experiments showed that naive adults could develop the skill if they were provided with cones from which the first complete spiral of scales had been removed, rather like our new photocopier which you can work out how to use once someone has shown you how to switch it on. In case of rats, the youngsters take cones away from the mother when she is still feeding on them, allowing them to acquire the complete stripping skill.
- E** A good example of adaptive behavior we might conclude, but let's see the economics. This was determined by measuring oxygen uptake of a rat stripping a cone in a metabolic chamber to calculate energetic cost and comparing it with the benefit of the pine seeds measured by calorimeter. The cost proved to be less than 10% of the energetic value of the cone. An acceptable profit margin.
- F** A paper in 1996 *Animal Behavior* by Bednekoff and Balda provides a different view of the adaptiveness of social learning. It concerns the seed caching behavior of Clark's nutcracker (*Nucifraga columbiana*) and the Mexican jay (*Aphelocoma ultramarina*). The former is a specialist, caching 30,000 or so seeds in scattered locations that it will recover over the months of winter, the Mexican jay will also cache food but is much less dependent upon this than the



nutcracker. The two species also differ in their social structure, the nutcracker being rather solitary while the jay forages in social groups.

- G** The experiment is to discover not just whether a bird can remember where it hid a seed but also if it can remember where it saw another bird hide a seed. The design is slightly comical with a cacher bird wandering about a room with lots of holes in the floor hiding food in some of the holes, while watched by an observer bird perched in a cage. Two days later cachers and observers are tested for their discovery rate against an estimated random performance. In the role of cacher, not only nutcracker but also the less specialized jay performed above chance; more surprisingly, however, jay observers were as successful as jay cachers whereas nutcracker observers did no better than chance. It seems that, whereas the nutcracker is highly adapted at remembering where it hid its own seeds, the social living Mexican jay is more adept at remembering, and so exploiting, the caches of others.

Questions 1-4

Reading Passage 1 has seven paragraphs A-G

Which paragraph contains the following information?

Write the correct letter A-G in boxes 1-4 on your answer sheet.

- 1 A comparison between rats' learning and human learning
- 2 A reference to the earliest study in animal learning
- 3 The discovery of who stripped the pine cone
- 4 A description of a cost-effectiveness experiment

Questions 5-8

Do the following statements agree with the information given in Reading Passage 1.

In boxes 5-8 on your answer sheet write

TRUE	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

- 5 The field trip to Israel was to investigate how black rats learn to strip pine cones.
- 6 The pine cones were stripped from bottom to top by black rats.
- 7 It can be learned from other relevant experiences to use a photocopier.
- 8 Stripping the pine cones is an instinct of the black rats.

Questions 9-13

Complete the summary below using words from the box.

Write your answers in boxes 9-13 on your answer sheet.

While the Nutcracker is more able to cache seed, the Jay relies 9 _____ on caching food and is thus less specialized in this ability, but more 10 _____. To study their behavior of caching and finding their caches, an experiment was designed and carried out to test these two birds for their ability to remember where they hid the seeds. In the experiment, the cacher bird hid seeds in the ground while the other 11 _____. As a result, the Nutcracker and the Mexican Jay showed different performance in the role of 12 _____ at finding the seeds—— the observing 13 _____ didn't do as well as its counterpart.

- | | | | |
|----------|--------------|--------------|-----------|
| A less | B more | C solitary | D social |
| E cacher | F observer | G remembered | H watched |
| I Jay | J Nutcracker | | |

Music: Language We All Speak

A Music is one of the human specie's relatively few universal abilities. Without formal training, any individual, from Stone Age tribesman to suburban teenager has the ability to recognize music and, in some fashion, to make it. Why this should be so is a mystery. After all, music isn't necessary for getting through the day, and if it aids in reproduction, it does so only in highly indirect ways. Language, by contrast, is also everywhere-but for reasons that are more obvious. With language, you and the members of your tribe can organize a migration across Africa, build reed boats and cross the seas, and communicate at night even when you can't see each other. Modern culture, in all its technological extravagance, springs directly from the human talent for manipulating symbols and syntax. Scientists have always been intrigued by the connection between music and language. Yet over the years, words and melody have acquired a vastly different status in the lab and the seminar room. While language has long been considered essential to unlocking the mechanisms of human intelligence, music is generally treated as an evolutionary frippery-mere "auditory cheesecake," as the Harvard cognitive scientist Steven Pinker puts it.

B But thanks to a decade-long wave of neuroscience research, that tune is changing. A flurry of recent publications suggests that language and music may equally be able to tell us who we are and where we're from-not just emotionally, but biologically. In July, the journal Nature Neuroscience devoted a special issue to the topic. And in an article in the August 6 issue of the Journal of Neuroscience, David Schwartz, Catherine Howe, and Dale Purves of Duke University argued that the sounds of music and the sounds of language are intricately connected.

To grasp the originality of this idea, it's necessary to realize two things about how music has traditionally been understood. First, musicologists have long emphasized that while each culture stamps a special identity onto its music; music itself has some universal qualities. For example, in

virtually all cultures sound is divided into some or all of the 12 intervals that make up the chromatic scale-that is, the scale represented by the keys on a piano. For centuries, observers have attributed this preference for certain combinations of tones to the mathematical properties of sound itself. Some 2,500 years ago, Pythagoras was the first to note a direct relationship between the harmoniousness of a tone combination and the physical dimensions of the object that produced it. For example, a plucked string will always play an octave lower than a similar string half its size, and a fifth lower than a similar string two-thirds its length. This link between simple ratios and harmony has influenced music theory ever since.

C This music-is-moth idea is often accompanied by the notion that music formally speaking at least, exists apart from the world in which it was created. Writing recently in The New York Review of Books, pianist and critic Charles Rosen discussed the long-standing notion that while painting and sculpture reproduce at least some aspects of the natural world, and writing describes thoughts and feelings we are all familiar with, music is entirely abstracted from the world in which we live. Neither idea is right, according to David Schwartz and his colleagues. Human musical preferences are fundamentally shaped not by elegant algorithms or ratios but by the messy sounds of real life, and of speech in particular -which in turn is shaped by our evolutionary heritage.” The explanation of music, like the explanation of any product of the mind, must be rooted in biology, not in numbers per se,” says Schwartz.

Schwartz, Howe, and Purves analyzed a vast selection of speech sounds from a variety of languages to reveal the underlying patterns common to all utterances. In order to focus only on the raw sound, they discarded all theories about speech and meaning and sliced sentences into random bites. Using a database of over 100,000 brief segments of speech, they noted which frequency had the greatest emphasis in each sound. The resulting set of frequencies, they discovered, corresponded closely to the chromatic scale. In short, the building blocks of music are to be found in speech.

Far from being abstract, music presents a strange analog to the patterns created by the sounds of speech. “Music, like the visual arts, is rooted in our experience of the natural world,” says Schwartz. “It emulates our sound environment in the way that visual arts emulate the visual environment. “In music we hear the echo of our basic sound-making instrument- the vocal tract. The explanation for human music is simple; still than Pythagoras’s mathematical equations. We like the sounds that are familiar to us- specifically, we like sounds that remind us of us.

This brings up some chicken-or-egg evolutionary questions. It may be that music imitates speech directly, the researchers say, in which case it would seem that language evolved first. It’s also conceivable that music came first and language is in effect an Imitation of song-that in everyday speech we hit the musical notes we especially like. Alternately, it may be that music imitates the general products of the human sound-making system, which just happens to be mostly speech. “We can’t know this,” says Schwartz. “What we do know is that they both come from the same system, and it is this that shapes our preferences.”

- D** Schwartz’s study also casts light on the long-running question of whether animals understand or appreciate music. Despite the apparent abundance of “music” in the natural world-birdsong, whalesong, wolf howls, synchronized chimpanzee hooting previous studies have found that many laboratory animals don’t show a great affinity for the human variety of music making. Marc Hauser and Josh McDermott of Harvard argued in the July issue of Nature Neuroscience that animals don’t create or perceive music the way we do. The act that laboratory monkeys can show recognition of human tunes is evidence, they say, of shared general features of the auditory system, not any specific chimpanzee musical ability. As for birds, those most musical beasts, they generally recognize their own



tunes-a narrow repertoire-but don't generate novel melodies like we do. There are no avian Mozarts.

But what's been played to the animals, Schwartz notes, is human music. If animals evolve preferences for sound as we do-based upon the soundscape (音响范围) in which they live-then their "music" would be fundamentally different from ours. In the same way our scales derive from human utterances, a cat's idea of a good tune would derive from yowls and meows. To demonstrate that animals don't appreciate sounds the way we do, we'd need evidence that they don't respond to "music" constructed from their own sound environment.

E No matter how the connection between language and music is parsed, what is apparent is that our sense of music, even our love for it, is as deeply rooted in our biology and in our brains as language is. This is most obvious with babies, says Sandra Trehub at the University of Toronto, who also published a paper in the Nature Neuroscience special issue.

For babies, music and speech are on a continuum. Mothers use musical speech to "regulate infants' emotional states." Trehub says. Regardless of what language they speak, the voice all mothers use with babies is the same: "something between speech and song." This kind of communication "puts the baby in a trance-like state, which may proceed to sleep or extended periods of rapture." So if the babies of the world could understand the latest research on language and music, they probably wouldn't be very surprised. The upshot, says Trehub, is that music may be even more of a necessity than we realize.

Questions 27-31

Reading Passage 3 has five sections A-E.

Choose the correct heading for each section from the list of headings below.

Write the correct number i-viii in boxes 27-31 on your answer sheet.

List of Headings

- i. Animal sometimes make music.
- ii. Recent research on music
- iii. Culture embedded in music
- iv. Historical theories review
- v. Communication in music with animals
- vi. Contrast between music and language
- vii. Questions on a biological link with human and music
- viii. Music is good for babies.

- 27 Section A
- 28 Section B
- 29 Section C
- 30 Section D
- 31 Section E

Questions 32-38

Look at the following people and list of statements below.

Match each person with the correct statement.

Write the correct letter A-G in boxes 32-38 on your answer sheet.

List of Statements

- A Music exists outside of the world in which it is created.
- B Music has a common feature though cultural influences affect
- C Humans need music.
- D Music priority connects to the disordered sound around.
- E Discovery of mathematical musical foundation.
- F Music is not treated equally well compared with language
- G Humans and monkeys have similar traits in perceiving sound.

- 32 Steven Pinker
- 33 Musicologists
- 34 Greek philosopher Pythagoras
- 35 Schwartz, Howe, and Purves
- 36 Marc Hauser and Josh McDermott
- 37 Charles Rosen
- 38 Sandra Trehub

Questions 39-40

Choose the correct letter A, B, C or D

Write your answers in boxes 39-40 on your answer sheet.

- 39** Why was the study of animal's music uncertain?
- A Animals don't have the same auditory system as humans.
 - B Experiments on animal's music are limited.
 - C tunes are impossible for animal to make up.
 - D Animals don't have spontaneous ability for the tests.
- 40** What is the main subject of this passage?
- A Language and psychology.
 - B Music formation.
 - C Role of music in human society.
 - D Music experiments for animals.

Quantitative Research in Education

The first area of criticism concerns the extent to which the results of 'scientific' educational research are valid. It has often been argued that, although the numerical evidence produced by such research has the appearance of being 'hard data' of the kind used in the natural sciences, there are, in fact, fundamental doubts about its validity; about whether it represents accurately what it claims to represent. We can get a sense of these criticisms by looking briefly at the work of Piaget, mentioned earlier. Interestingly, this was not strongly quantitative in character, and it has been criticized by some for being insufficiently rigorous from an experimental point of view; reflecting, at least in part, a difference between Piaget and commentators on his work about the requirements of scientific research. This highlights the point we made earlier: that although it is convenient to refer to the 'scientific method', there is, in fact, a variety of interpretations of what is involved in a scientific approach to research and of how it should be applied to the study of human beings and their behaviours.

- A Piaget carried out a number of experiments on the basis of which he developed the idea that children go through different stages of development, and that only when they have reached the necessary stage of development can they carry out the most advanced forms of cognitive operation. A famous experiment of his requiring children to compare the amount of liquid held by different shaped containers. The containers had the same capacity, and even when young children were shown that the same amount of liquid could be poured between the two containers, many claimed that one was larger than the other. Piaget's interpretation of this was that the children were unable to perform the logical task involved in recognizing that the two containers, while different in shape, were the same in capacity; this being because their cognitive development had not reached the necessary stage. Critics of his work have questioned this conclusion, for instance, Donaldson. They raise the possibility that the children were simply unwilling to play the experimenter's game, or that the children misunderstood what the experimenter was asking. These criticisms point to

the fact, obvious enough, but important in its implications that experiments are social situations in which interpersonal interactions take place. The implication is that Piaget's work and attempts to replicate it are not only measuring the children's capacities for logical thinking, but also the extent to which they have understood what was required, their willingness to comply with these requirements, the experimenters' success in communicating what was required, in motivating the children, etc.

- B** Similar criticisms have been applied to psychological and educational tests. For example, Mehan points out how test questions may be interpreted in ways different from those intended by the researcher. In all language development test, children are presented with a picture of a medieval fortress, complete with moat, drawbridge, and parapets and three initial consonants: D, C, and G. The child is supposed to circle the correct initial consonant C for 'castle' is correct, but many children choose D. After the test, when I asked those children what the name of the building was, they responded 'Disneyland'. These children used the same line of reasoning intended by the tester, but they arrived at the wrong substantive answer. The score sheet showing a wrong answer does not document a child's lack of reasoning ability; it only documents that the child indicated an answer different from the one the tester expected.
- C** Here we have questions being raised about the validity of the sort of measurements on which the findings of quantitative research are typically based. Some, including for example Donaldson, regard these as technical problems that can be overcome by more rigorous experimentation. Others, however, including Mehan, believe them to be not simply problems with particular experiments or tests, but serious threats to validity that potentially affect all research of this kind.
- D** At the same time, questions have also been raised about the assumption built into the logic of quantitative educational research that causes can be identified by physical and/or statistical





manipulation (操作) of variables. Critics suggest that this fails to take account of the very nature of human social life, assuming it to consist of fixed, mechanical causal relationships, whereas in fact it involves complex processes of interpretation and negotiation that do

not have determinate outcomes. From this point of view, it is not clear that we can understand why people do what they do in terms of the simple sorts of causal relationships on which quantitative research focuses. Social life, it is suggested, is much more contextually variable and complex.

E Such criticisms of quantitative educational research have been the stimulus for an increasing number of educational researchers, over the past thirty or forty years, to adopt more qualitative approaches. These researchers have generally rejected attempts to measure and control variables experimentally or statistically. Qualitative research (定性研究) can take many forms; loosely indicated by such terms as ‘ethnography’, ‘case study’, ‘participant observation’, ‘life history’, ‘unstructured interviewing’, ‘discourse analysis’, etc. In general, though, it has the following characteristics:

F A strong emphasis on exploring the nature of particular educational phenomena, rather than setting out to test hypotheses about them. A tendency to work with ‘unstructured data’: that is, data that have not been coded at the point of collection in terms of a closed set of analytical categories. When engaging in observation, qualitative researchers therefore audio-or video-record what happens or write detailed open-ended field-notes, rather than coding behaviour in terms of a predefined set of categories, as would a quantitative researcher employing ‘systematic observation’. Similarly,

when interviewing, open-ended questions will be asked rather than questions requiring predefined answers of the kind typical, for example, of postal questionnaires. In fact, qualitative interviews are often designed to be close in character to casual conversations.

- G** Typically, a small number of cases will be investigated in detail, rather than any attempt being made to cover a large number, as would be the case in most quantitative research, such as systematic observational studies or social surveys. The analysis of the data involves explicit interpretations of the meanings and functions of human actions, and mainly takes the form of verbal descriptions and explanations. Quantification and statistical analysis play a subordinate role at most. The two areas of educational research where criticism of quantitative research and the development of qualitative approaches initially emerged most strongly were the sociology of education and evaluation studies. The trend towards qualitative research in the sociology of education began in the UK in the 1960s with studies of a boys' grammar school, a boys' secondary modern school, and a girls' grammar school by Lacey, Hargreaves and Lambart. They employed an ethnographic or participant observation approach, though they also collected some quantitative data on, for example, friendship patterns among the pupils. These researchers observed lessons, interviewed teachers and pupils, and drew on school records. They studied the schools for relatively long periods, spending many months collecting data and tracing changes over time.

Questions 14-17

Use the information in the passage to match the people(listed A-C)with experiment or explanation below. Write the appropriate letters A-C in boxes 14-17 on your answer sheet.

<p>A Piaget</p> <p>B Mehan</p> <p>C Donaldson</p>

- 14 a wrong answer indicate more of a child's different perspective than incompetence in reasoning.
- 15 logical reasoning involving in the experiments is beyond children's cognitive development.
- 16 Children's reluctance to comply with game rules or miscommunication may be another explanation.
- 17 Kinds of experiments or tests are flawed essentially and will not justify by a more rigorous approach.

Questions 18-21

Complete the following summary of the paragraphs of Reading Passage, using no more than two words from the Reading Passage for each answer. Write your answers in boxes 18-21 On your answer sheet.

Quantitative research in education has sparked debate that whether it is 18 _____ in scientific area. Piaget's experiment involved on children's steps on development, which used equal amount of 19 _____ in a couple of containers, to test if student would be able to judge their size. Another quantitative research was carried out by Mehan, he showed children a 20 _____, and requested children to make answers, but ultimately most of them failed. In 1960s, another method emerged along with quantitative research, 21 _____ in the UK were taken as experiment sites in application of the combined approach.

Questions 22-24

Choose the correct letter, A to F.

Write your answers in boxes 22-24 On your answer sheet.

Choose **THREE** correct statements of "qualitative research" features below:

- A work with well-organised data in a closed set of analytical categories
- B record researching situations and apply note taking
- C design the interview to be in an atmosphere like easy conversation
- D questionnaires full with details instead of loads of data
- E questionnaires full of requiring open-ended answers
- F code behaviour in terms of a predefined set of categories

Question 25

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

Write your answers in boxes 25 On your answer sheet.

What is the main idea of this passage?

- A to educate children that quantitative research are most applicable
- B to illustrate the society lack of deep comprehension of educational approach
- C to explain that quantitative research ideas, characteristics from related criticisms
- D to imply that qualitative research is a flawless method compared with quantitative one

Save Endangered Language

“Obviously we must do some serious rethinking of our priorities, lest linguistics go down in history as the only science that presided obviously over the disappearance of 90percent of the very field to which it is dedicated. “-Michael Krauss, “The World’s Languages in Crisis ”.

- A** Ten years ago Michael Krauss sent a shudder through the discipline of linguistics with his prediction that half the 6,000 or so languages spoken in the world would cease to be uttered within a century. Unless scientists and community leaders directed a worldwide effort to stabilize the decline of local languages, he warned, nine tenths of the linguistic diversity of humankind would probably be doomed to extinction. Krauss’s prediction was little more than an educated guess, but other respected linguists had been clanging out similar alarms. Keneth L. Hale of the Massachusetts Institute of Technology noted in the same journal issue that eight languages on which he had done fieldwork had since passed into extinction. A 1990 survey in Australia found that 70 of the 90 surviving Aboriginal languages were no longer used regularly by all age groups. The same was true for all but 20 of the 175 Native American languages spoken or remembered in the US., Krauss told a congressional panel in 1992.
- B** Many experts in the field mourn the loss of rare languages, for several reasons. To start, there is scientific self-interest: some of the most basic questions in linguistics have to do with the limits of human speech, which are far from fully explored. Many researchers would like to know which structural elements of grammar and vocabulary—if any—are truly universal and probably therefore hardwired into the human brain. Other scientists try to reconstruct ancient migration patterns by comparing borrowed words that appear in otherwise unrelated languages. In each of these cases, the wider the portfolio of languages you study, the more likely you are to get the right answers.
- C** Despite the near constant buzz in linguistics about endangered languages

over the past 10 years, the field has accomplished depressingly little. “You would think that there would be some organized response to this dire situation,” some attempt to determine which language can be saved and which should be documented before they disappear, says Sarah G. Thomason, a linguist at the University of Michigan at Ann Arbor. “But there isn’t any such effort organized in the profession. It is only recently that it has become fashionable enough to work on endangered languages.” Six years ago, recalls Douglas H. Whalen of Yale University, “when I asked linguists who was raising money to deal with these problems, I mostly got blank stares.” So Whalen and a few other linguists founded the Endangered Languages Fund. In the five years to 2001 they were able to collect only \$80,000 for research grants. A similar foundation in England, directed by Nicholas Ostler, has raised just \$8,000 since 1995.

- D** But there are encouraging signs that the field has turned a corner. The Volkswagen Foundation, a German charity, just issued its second round of grants totaling more than \$2 million. It has created a multimedia archive at the Max Planck Institute for Psycholinguistics in the Netherlands that can house recordings, grammars, dictionaries and other data on endangered languages. To fill the archive, the foundation has dispatched field linguists to document Aweti (100 or so speakers in Brazil), Ega (about 300 speakers in Ivory Coast), Waima’a (a few hundred speakers in East Timor), and a dozen or so other



languages unlikely to survive the century. The Ford Foundation has also edged into the arena. Its contributions helped to reinvigorate a master-apprentice program created in 1992 by Leanne Hinton of Berkeley and Native Americans worried about the imminent demise of about 50 indigenous languages in California. Fluent speakers receive \$3,000 to teach a younger relative (who is also paid) their native tongue through 360 hours of shared activities, spread over six months. So far about 5 teams have completed the program, Hinton says, transmitting at least some knowledge of 25 languages. “It’s too early to call this language revitalization,” Hinton admits. “In California the death rate of elderly speakers will always be greater than the recruitment rate of young speakers. But at least we prolong the survival of the language.” That will give linguists more time to record these tongues before they vanish.

E But the master-apprentice approach hasn’t caught on outside the U.S., and Hinton’s effort is a drop in the sea. At least 440 languages have been reduced to a mere handful of elders, according to the Ethnologue, a catalogue of languages produced by the Dallas-based group SIL International that comes closest to global coverage. For the vast majority of these languages, there is little or no record of their grammar, vocabulary, pronunciation or use in daily life. Even if a language has been fully documented, all that remains once it vanishes from active use is a fossil skeleton, a scattering of features that the scientist was lucky and astute enough to capture. Linguists may be able to sketch an outline of the forgotten language and fix its place on the evolutionary tree, but little more. “How did people start conversations and talk to babies? How did husbands and wives converse?” Hinton asks. “Those are the first things you want to learn when you want to revitalize the language.”

F But there is as yet no discipline of “conservation linguistics,” as there is for biology. Almost every strategy tried so far has succeeded in some places but failed in others, and there seems to be no way to predict with certainty what will work where. Twenty years ago in New Zealand, Maori speakers set up

“language nests,” in which preschoolers were immersed in the native language. Additional Maori-only classes were added as the children progressed through elementary and secondary school. A similar approach was tried in Hawaii, with some success—the number of native speakers has stabilized at 1,000 or so, reports Joseph E. Grimes of SIL International, who is working on Oahu. Students can now get instruction in Hawaiian all the way through university.

G One factor that always seems to occur in the demise of a language is that the speakers begin to have collective doubts about the usefulness of language loyalty. Once they start regarding their own language as inferior to the majority language, people stop using it for all situations. Kids pick up on the attitude and prefer the dominant language. In many cases, people don’t notice until they suddenly realize that their kids never speak the language, even at home. This is how Cornish and some dialects of Scottish Gaelic is still only rarely used for daily home life in Ireland, 80 years after the republic was founded with Irish as its first official language.

H Linguists agree that ultimately, the answer to the problem of language extinction is multilingualism. Even uneducated people can learn several languages, as long as they start as children. Indeed, most people in the world speak more than one tongue, and in places such as Cameroon (279 languages), Papua New Guinea (823) and India (387) it is common to speak three or four distinct languages and a dialect or two as well. Most Americans and Canadians, to the west of Quebec, have a gut reaction that anyone speaking another language in front of them is committing an immoral act. You get the same reaction in Australia and Russia. It is no coincidence that these are the areas where languages are disappearing the fastest. The first step in saving dying languages is to persuade the world’s majorities to allow the minorities among them to speak with their own voices.

Questions 27-33

The reading passage has eight paragraphs, A-H

Choose the correct heading for paragraphs A-H from the list below.

Write the correct number, i-xi, in boxes 27-33 on your answer sheet.

List of Headings

- i data consistency needed for language the SI TER
- ii Solution for dying out language
- iii positive gains for protection
- iv minimum requirement for saving a language
- v Potential threat to minority language
- vi Value of minority language to linguists.
- vii native language program launched
- viii Subjective doubts as a negative factor
- ix Practise in several developing countries
- x Value of minority language to linguists.
- xi government participation in language field

- 27 Paragraph A
- 28 Paragraph B
- 29 Paragraph D
- 30 Paragraph E
- 31 Paragraph F
- 32 Paragraph G
- 33 Paragraph H

Questions 34-38

Use the information in the passage to match the people (listed A-F) with opinions or deeds below. Write the appropriate letters A-F in boxes 34-38 on your answer sheet.

- | | |
|---|-------------------|
| A | Nicholas Ostler |
| B | Michael Krauss |
| C | Joseph E. Grimes |
| D | Sarah G. Thomason |
| E | Keneth L. Hale |
| F | Douglas H. Whalen |

- 34 Reported language conservation practice in Hawaii
- 35 Predicted that many languages would disappear soon
- 36 Experienced languages die out personally
- 37 Raised language fund in England
- 38 Not enough effort on saving until recent work

Questions 39-40

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

Write your answers in boxes 39-40 on your answer sheet.

- 39** What is purpose of master-apprentice program sponsored by The Ford Foundation?
- A Teach children how to speak
 - B Revive endangered language
 - C Preserve endangered language
 - D Increase communication between students
- 40** What should majority language speaker should do according to the last paragraph?
- A They should teach their children endangered language
 - B They should learn at least four languages
 - C They should show their loyalty to a dying language
 - D They should be more tolerant to minority language speaker

The Adolescents

- A** The American Academy of Pediatrics recognizes three stages of adolescence. These are early, middle and late adolescence, and each has its own developmental tasks. Teenagers move through these tasks at their own speed depending on their physical development and hormone levels. Although these stages are common to all teenagers, each child will go through them in her own highly individual ways.
- B** During the early years young people make the first attempts to leave the dependent, secure role of a child and to establish themselves as unique individuals, independent of their parents. Early adolescence is marked by rapid physical growth and maturation. The focus of adolescents' self-concepts are thus often on their physical self and their evaluation (*n.* 评估) of their physical acceptability. Early adolescence is also a period of intense conformity to peers. 'Getting along,' not being different, and being accepted seem somehow pressing to the early adolescent. The worst possibility, from the view of the early adolescent, is to be seen by peers as 'different'.
- C** Middle adolescence is marked by the emergence of new thinking skills. The intellectual world of the young person is suddenly greatly expanded. Their concerns about peers are more directed toward their opposite sexed peers. It is also during this period that the move to establish (*v.* 建立) psychological independence from one's parents accelerates. Delinquency behavior may emerge since parental views are no longer seen as absolutely correct by adolescents. Despite some delinquent behavior, middle adolescence is a period during which young people are oriented toward what is right and proper. They are developing a sense of behavioral maturity and learning to control their impulsiveness (*n.* 冲动).
- D** Late adolescence is marked by the final preparations for adult roles. The developmental demands of late adolescence often extend into the period that we think of as young adulthood. Late adolescents attempt to crystallize their vocational goals and to establish sense of personal identity. Their needs for

peer approval are diminished and they are largely psychologically independent from their parents. The shift to adulthood is nearly complete.

E Some years ago, Professor Robert Havighurst of the University of Chicago proposed that stages in human development can best be thought of in terms of the developmental tasks that are part of the normal transition (*n.* 过渡). He identified eleven developmental tasks associated with the adolescent transition. One developmental task an adolescent needs to achieve is to adjust to a new physical (*adj.* 身体的、物理的) sense of self. At no other time since birth does an individual undergo such rapid and profound physical changes as during early adolescence. Puberty is marked by sudden rapid growth in height and weight. Also, the young person experiences the emergence (*n.* 出现) and accentuation of those physical traits (*n.* 特征) that make him or her a boy or girl. The effect of this rapid change is that the young adolescent often becomes focused on his or her body.

F Before adolescence, children's thinking is dominated by a need to have a concrete example for any problem that they solve. Their thinking is constrained to what is real and physical. During adolescence, young people begin to recognize and understand abstractions. The adolescent must adjust to increased cognitive (*adj.* 认知的) demands at school. Adults see high school in part as a place where adolescents prepare for adult roles and responsibilities and in part as preparatory for further education. School curricula are frequently dominated by inclusion of more abstract, demanding material, regardless of whether the adolescents have achieved formal thought. Since not all adolescents make the intellectual transition at the same rate, demands for abstract thinking prior to achievement of



that ability may be frustrating.

- G** During adolescence, as teens develop increasingly complex knowledge systems and a sense of self, they also adopt an integrated set of values and morals (*n.* 道德). During the early stages of moral development, parents provide their child with a structured set of rules of what is right and wrong, what is acceptable and unacceptable. Eventually the adolescent must assess the parents' values as they come into conflict (*n.* 冲突) with values expressed by peers and other segments of society. To reconcile differences, the adolescent restructures those beliefs into a personal ideology.
- H** The adolescent must develop expanded verbal skills. As adolescents mature intellectually, as they face increased school demands, and as they prepare for adult roles, they must develop new verbal skills to accommodate more complex (*adj.* 复杂的) concepts and tasks. Their limited language of childhood is no longer adequate (*adj.* 足够的). Adolescents may appear less competent because of their inability to express themselves meaningfully.
- I** The adolescent must establish emotional (*adj.* 情感的) and psychological independence from his or her parents. Childhood is marked by strong dependence on one's parents. Adolescents may yearn to keep that safe, secure, supportive, dependent relationship. Yet, to be an adult implies a sense of independence, of autonomy, of being one's own person. Adolescents may vacillate between their desire for dependence and their need to be independent. In an attempt to assert their need for independence and individuality, adolescents may respond with what appears to be hostility and lack (*n.* 缺乏) of cooperation.
- J** Adolescents do not progress through these multiple developmental tasks separately. At any given time, adolescents may be dealing with several. Further, the centrality of specific developmental tasks varies with early, middle, and late periods of the transition. You should spend about 20 minutes on question 1-13, which are based on reading passage 1 on the following pages.

Questions 1-6

Match the following characteristics with the correct stages of the adolescent.

Write the correct letter, A, B or C, in boxes 1-6 on your answer sheet

- A early adolescence
B middle adolescence
C later adolescence

- 1 interested in the opposite sex
- 2 exposure to danger
- 3 the same as others
- 4 beginning to form individual thinking without family context
- 5 less need approval of friends
- 6 intellectual booming

Questions 7-10

Complete each sentence with the correct ending, A-F, below.

Write the correct letters, A-F, in boxes 11-13 on your answer sheet.

List of the statements

- A form personal identity with a set of moral and values.
- B develops a table and productive peer relationships.
- C are designed to be more challenging than some can accept.
- D varies from people to people.
- E focuses on creating self image.
- F become an extension of their parents.

- 7 One of Havighurst's research
- 8 High school courses
- 9 Adolescence is time when young people
- 10 The developmental speed of thinking patterns

Questions 11-13

Do the following statements agree with the information given in Reading Passage 1?

In boxes 11-13 on your answer sheet, write

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

- 11 The adolescent lacks the ability of thinking abstractly.
- 12 Adolescents may have deficit in their language ability.
- 13 The adolescent experiences a transition from reliance on his parents to independence.

The psychology in Happiness

- A** In the late 1990s, psychologist Martin Seligman of the University of Pennsylvania urged colleagues to observe optimal moods with the same kind of focus with which they had for so long studied illnesses: we would never learn about the full range of human functions unless we knew as much about mental wellness as we do about mental illness. A new generation of psychologists built up a respectable body of research on positive character traits and happiness-boosting practices. At the same time, developments in neuroscience provided new clues to what makes us happy and what that looks like in the brain. Self-appointed experts took advantage of the trend with guarantees to eliminate worry, stress, dejection and even boredom. This happiness movement has provoked a great deal of opposition among psychologists who observe that the reoccupation with happiness has come at the cost of sadness, an important feeling that people have tried to banish from their emotional repertoire. Allan Horwitz of Rutgers laments (哀悼) that young people who are naturally weepy after breakups are often urged to medicate themselves instead of working through their sadness. Wake Forest University's Eric Wilson fumes that the obsession with happiness amounts to a "craven (懦夫) disregard" for the melancholic (忧郁的) perspective that has given rise to the greatest works of art. "The happy man" he writes, "is a hollow man."
- B** After all people are remarkably adaptable. Following a variable period of adjustment, we bounce back to our previous level of happiness, no matter what happens to us. (There are some scientifically proven exceptions, notably suffering the unexpected loss of a job or the loss of a spouse. Both events tend to permanently knock people back a step.) Our adaptability works in two directions. Because we are so adaptable, points out Professor Sonja Lyubomirsky of the University of California, we quickly get used to many of the accomplishments we strive for in life, such as landing the big job or getting married. Soon after we reach a milestone, we start to feel that something is missing. We begin coveting another worldly possession or eyeing a social

advancement. But such an approach keeps us tethered to a treadmill where happiness is always just out of reach, one toy or one step away. It's possible to get off the treadmill entirely by focusing on activities that are dynamic surprising, and attention- absorbing, and thus less likely to bore us than, say, acquiring shiny new toys.

C Moreover, happiness is not a reward for escaping pain. Russ Harris, the author of *The Happiness Trap*, calls popular conceptions of happiness dangerous because they set people up for a “struggle against reality”. They don't acknowledge that real life is full of disappointments, loss, and inconveniences. “If you're going to live a rich and meaningful life,” Harris says, “you're going to feel a full range of emotions.” Action toward goals other than happiness makes people happy. It is not crossing the finish line that is most rewarding, it is anticipating achieving the goal. University of Wisconsin neuroscientist Richard Davidson has found that working hard toward a goal, and making progress to the point of expecting a goal to be realised, not only activates positive feelings but also suppresses negative emotions such as fear and depression.

D We are constantly making decisions, ranging from what clothes to put on, to whom we should marry, not to mention all those flavors of ice cream. We base many of our decisions on whether we think a particular preference will increase our well-being. Intuitively, we seem convinced that the more choices we have, the better off we will ultimately be. But our world of unlimited opportunity imprisons us more than it makes us happy. In what Swarthmore psychologist Barry Schwartz calls “the paradox of choice/



facing many possibilities leaves us stressed out—and less satisfied with whatever we do decide. Having too many choices keeps us wondering about all the opportunities missed.

- E** Besides, not everyone can put on a happy face. Barbara Held, a professor of psychology at Bowdoin College, rails against “the tyranny of the positive attitude”. “Looking on the bright side isn’t possible for some people and is even counterproductive” she insists. “When you put pressure on people to cope in a way that doesn’t fit them, it not only doesn’t work, it makes them feel like a failure on top of already feeling bad.” The one-size-fits-all approach to managing emotional life is misguided, agrees Professor Julie Norem, author of *The Positive Power of Negative Thinking*. In her research, she has shown that the defensive pessimism that anxious people feel can be harnessed to help them get things done, which in turn makes them happier. A naturally pessimistic architect, for example, can set low expectations for an upcoming presentation and review all of the bad outcomes that she’s imagining, so that she can prepare carefully and increase her chances of success.
- F** By contrast, an individual who is not living according to their values, will not be happy, no matter how much they achieve. Some people, however, are not sure what their values are. In that case Harris has a great question: “Imagine I could wave a magic wand to ensure that you would have the approval and admiration of everyone on the planet, forever. What, in that case, would you choose to do with your life?” Once this has been answered honestly, you can start taking steps toward your ideal vision of yourself. The actual answer is unimportant, as long as you’re living consciously. The state of happiness is not really a state at all. It’s an ongoing personal experiment.

Questions 1-6

Reading Passage 1 has six paragraphs, A-F.

Which paragraph mentions the following?

Write the correct letter, A-F, in boxes 1-6 on your answer sheet

NB You may use any letter more than once.

- 1 the need for individuals to understand what really matters to them
- 2 tension resulting from a wide variety of alternatives
- 3 the hope of success as a means of overcoming unhappy feelings
- 4 people who call themselves specialists
- 5 human beings' capacity for coping with change
- 6 doing things which are interesting in themselves

Questions 7-8

Choose TWO letters, A-E.

Write the correct letters in boxes 7 and 8 on your answer sheet

Which **TWO** of the following people argue against aiming for constant happiness?

A	Martin Seligman
B	Eric Wilson
C	Sonja Lyubomirsky
D	Russ Harris
E	Barry Schwartz

Questions 9-10

Choose **TWO** letters, A-E. Write the correct letters in boxes 9 and 10

Which **TWO** of the following beliefs are identified as mistaken in the text?

- A Inherited wealth brings less happiness than earned wealth.
- B Social status affects our perception of how happy we are.
- C An optimistic outlook ensures success.
- D Unhappiness can and should be avoided.
- E Extremes of emotion are normal in the young.

Questions 11-13

Complete the sentences below.

Choose **NO MORE THAN ONE WORD** from the passage for each answer.

Write your answers in boxes 11-13 on your answer sheet

- 11 In order to have a complete understanding of how people's minds work, Martin Seligman suggested that research should examine our most positive _____ as closely as it does our psychological problems.
- 12 Soon after arriving at a _____ in their lives, people become accustomed to what they have achieved and have a sense that they are lacking something.
- 13 People who are _____ by nature are more likely to succeed if they make thorough preparation for a presentation.

The Secrets of Persuasion

- A** Our mother may have told you the secret to getting what you ask for was to say please. The reality is rather more surprising. Adam Dudding talks to a psychologist who has made a life's work from the science of persuasion. Some scientists peer at things through high-powered microscopes. Others goad (驱赶) rats through mazes (迷宫), or mix bubbling fluids in glass beakers (玻璃烧杯). Robert Cialdini, for his part, does curious things with towels, and believes that by doing so he is discovering important insights into how society works.
- B** Cialdini's towel experiments (more of them later), are part of his research into how we persuade others to say yes. He wants to know why some people have a knack (熟练手法) for bending the will of others, be it a telephone cold-caller talking to you about timeshares, or a parent whose children are compliant even without threats of extreme violence.
- C** While he's anxious not to be seen as the man who's written the bible for snake-oil salesmen, for decades the Arizona State University social psychology professor has been creating systems for the principles and methods of persuasion, and writing bestsellers about them. Some people seem to be born with the skills; Cialdini's claim is that by applying a little science, even those of us who aren't should be able to get our own way more often. "All my life I've been an easy mark for the blandishment (奉承) of salespeople and fundraisers and I'd always wondered why they could get me to buy things I didn't want and give to causes I hadn't heard of," says Cialdini on the phone from London, where he is plugging his latest book.
- D** He found that laboratory experiments on the psychology of persuasion were telling only part of the story, so he began to research influence in the real world, enrolling in sales-training programmes: "I learnt how to sell automobiles from a lot, how to sell insurance from an office, how to sell encyclopedias door to door." He concluded there were six general "principles of influence" and has, since put them to the test under slightly more scientific conditions. Most

recently, that has meant messing about with towels. Many hotels leave a little card in each bathroom asking guests to reuse towels and thus conserve water and electricity and reduce pollution. Cialdini and his colleagues wanted to test the relative effectiveness of different words on those cards. Would guests be motivated to co-operate simply because it would help save the planet, or were other factors more compelling? To test this, the researchers changed the card's message from an environmental one to the simple (and truthful) statement that the majority of guests at the hotel had reused their towel at least once. Guests given this message were 26% more likely to reuse their towels than those given the old message. In Cialdini's book "Yes! 50 Secrets from the Science of Persuasion", co-written with another social scientist and a business consultant, he explains that guests were responding to the persuasive force of "social proof", the idea that our decisions are strongly influenced by what we believe other people like us are doing.

- E So much for towels. Cialdini has also learnt a lot from confectionery (糖果店). Yes! cites the work of New Jersey behavioural scientist David Strohmets, who wanted to see how restaurant patrons (老顾客) would respond to a ridiculously small favour from their food server, in the form of an after-dinner chocolate for each diner. The secret, it seems, is in how you give the chocolate. When the chocolates arrived in a heap with the bill, tips went up a miserly 3% compared to when no chocolate was given. But when the chocolates were dropped individually in front of each diner, tips went up 14%. The scientific breakthrough, though, came when the waitress gave each diner one chocolate, headed away from the table then doubled back to give them



one more each, as if such generosity(慷慨) had only just occurred to her. Tips went up 23%. This is “reciprocity” in action: we want to return favours done to us, often without bothering to calculate the relative value of what is being received and given.



- F** Geeling Ng, operations manager at Auckland’s Soul Bar, says she’s never heard of Kiwi waiting staff using such a cynical (愤世嫉俗的) trick, not least because New Zealand tipping culture is so different from that of the US: “If you did that in New Zealand, as diners were leaving they’d say ‘can we have some more?’” ‘ But she certainly understands the general principle of reciprocity (互惠原则). The way to a diner’s heart is “to give them something they’re not expecting in the way of service. It might be something as small as leaving a mint on their plate, or it might be remembering that last time they were in they wanted their water with no ice and no lemon. “In America it would translate into an instant tip. In New Zealand it translates into a huge smile and thank you.” And no doubt, return visits.

THE FIVE PRINCIPLES OF PERSUASION

- G** Reciprocity: People want to give back to those who have given to them. The trick here is to get in first. That’s why charities put a crumpled pen inside a mailout, and why smiling women in supermarkets hand out dollops of free food. Scarcity: (缺乏) People want more of things they can have less of. Advertisers ruthlessly exploit scarcity (“limit four per customer”, “sale must end soon”), and Cialdini suggests parents do too: “Kids want things that are less available, so say “this is an unusual opportunity; you can only have this for a certain time.”
- H** Authority: We trust people who know what they’re talking about. So inform people honestly of your credentials (证书) before you set out to influence them. “You’d be surprised how many people fail to do that,” says Cialdini. “They feel it’s impolite to talk about their expertise.” In one study, therapists whose patients wouldn’t do their exercises were advised to display their

qualification certificates prominently. They did, and experienced an immediate leap in patient compliance.

I Commitment/consistency: We want to act in a way that is consistent with the commitments we have already made. Exploit this to get a higher sign-up rate when soliciting (征求) charitable donations. First ask workmates if they think they will sponsor you on your egg-and-spoon marathon. Later, return with the sponsorship form to those who said yes and remind them of their earlier commitment.

J Liking: We say yes more often to people we like. Obvious enough, but reasons for “liking” can be weird. In one study, people were sent survey forms and asked to return them to a named researcher. When the researcher gave a fake name resembling that of the subject (eg, Cynthia Johnson is sent a survey by “Cindy Johansen”), surveys were twice as likely to be completed. We favour people who resemble us, even if the resemblance is as minor as the sound of their name.

K Social proof: We decide what to do by looking around to see what others just like us are doing. Useful for parents, says Cialdini. “Find groups of children who are behaving in a way that you would like your child to, because the child looks to the side, rather than at you.” More perniciously (有害的), social proof is the force underpinning (打基础) the competitive materialism of “keeping up with the Joneses” (攀比)

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Questions 28-31

Do the following statements agree with the information given in Reading Passage 3?

In boxes 28-31 on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 28 Robert Cialdini experienced “principles of influence” himself in realistic life.
- 29 Principle of persuasion has different types in different countries.
- 30 In New Zealand, people tend to give tips to attendants after being served a chocolate.
- 31 Elder generation of New Zealand is easily attracted by extra service of restaurants by principle of reciprocity.

Questions 32-37

Use the information in the passage to match the category (listed A-E) with correct description below. Write the appropriate letters A-E in boxes 32-37 on your answer sheet.

NB You may use any letter more than once.

- | | |
|---|--------------|
| A | Reciprocity |
| B | Authority |
| C | Commitment |
| D | Liking |
| E | Social proof |

- 32 Reveal qualification in front of clients.
- 33 Peer imitation is more effective than parental advice.
- 34 Free sample offered from a shopping mall.
- 35 Use a familiar name in a survey.
- 36 Guests ecologically altered their behavior in towel experiment.
- 37 Act equally before and after a promises.

Questions 38-40

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

Write your answers in boxes 37-40 on your answer sheet.

- 38** Which of the following is NOT TRUE about Robert Cialdini?
- A He is an academic psychologist in University
 - B He is a representative of saponaceous sales
 - C He doesn't agree the current persuasion
 - D He wrote a bestseller on science of persuasion
- 39** Which of the followings is CORRECT according to towel experiment in the passage?
- A The experiment inspired from book of Science of Persuasion
 - B Guests act by principle of reciprocity
 - C Customers behave more ecologically after renewed message
 - D Hotels leave card asking guests switch off lights
- 40** Which of the followings is CORRECT according to the candy shop experiment in the passage?
- A Presenting way affects diner's tips
 - B Regular customer gives tips more than irregulars
 - C People give tips only when offered chocolate
 - D Chocolate with bill got higher tips

Vanishing Voices

One language dies every 14 days. By the next century nearly half of the roughly 7,000 languages spoken on Earth will likely disappear, as communities abandon native tongues in favor of English, Mandarin, or Spanish. What is lost when a language goes silent?

- A** One morning in early fall Andrei Mongush and his parents began preparations for supper, selecting a black-faced, fat-tailed sheep from their flock and rolling it onto its back on a tarp outside their livestock paddock. The Mongush family's home is on the Siberian taiga, at the edge of the endless steppes, just over the horizon from Kyzyl, the capital of the Republic of Tuva, in the Russian Federation. They live near the geographic center of Asia, but linguistically and personally, the family inhabits a borderland, the frontier between progress and tradition. Tuvans are historically nomadic herders, moving their aal—an encampment of yurts—and their sheep and cows and reindeer from pasture to pasture as the seasons progress. The elder Mongushes, who have returned to their rural aal after working in the city, speak both Tuvan and Russian. Andrei and his wife also speak English, which they are teaching themselves with pieces of paper labeled in English pasted onto seemingly every object in their modern kitchen in Kyzyl. They work as musicians in the Tuvan National Orchestra, an ensemble that uses traditional Tuvan instruments and melodies in symphonic arrangements. Andrei is a master of the most characteristic Tuvan music form: throat singing, or khoomei.
- B** When I ask university students in Kyzyl what Tuvan words are untranslatable into





English or Russian, they suggest khoomei, because the singing is so connected with the Tuvan environment that only a native can understand it, and also khoj ozeeri, the Tuvan method of killing a sheep. If slaughtering livestock can be seen as part of humans' closeness to animals, khoj ozeeri represents an unusually intimate version. Reaching through an incision in the sheep's hide, the slaughterer

severs a vital artery with his fingers, allowing the animal to quickly slip away without alarm, so peacefully that one must check its eyes to see if it is dead. In the language of the Tuvan people, khoj ozeeri means not only slaughter but also kindness, humaneness, a ceremony by which a family can kill, skin, and butcher a sheep, salting its hide and preparing its meat and making sausage with the saved blood and cleansed entrails so neatly that the whole thing can be accomplished in two hours (as the Mongushes did this morning) in one's good clothes without spilling a drop of blood. Khoj ozeeri implies a relationship to animals that is also a measure of a people's character. As one of the students explained, "If a Tuvan killed an animal the way they do in other places"~by means of a gun or knife—"they'd be arrested for brutality."

- C Tuvan is one of the many small languages of the world. The Earth's population of seven billion people speaks roughly 7,000 languages, a statistic that would seem to offer each living language a healthy one million speakers, if things were equitable. In language, as in life, things aren't. Seventy-eight percent of the world's population speaks the 85 largest languages, while the 3,500 smallest languages share a mere 8.25 million speakers. Thus, while English has 328 million first-language speakers, and Mandarin 845 million, Tuvan speakers in Russia number just 235,000. Within the next century, linguists think, nearly half of the world's current stock of languages may disappear. More than a thousand are listed as critically or severely endangered~teetering on the edge of oblivion.

- D** In an increasingly globalized, connected, homogenized age, languages spoken in remote places are no longer protected by national borders or natural boundaries from the languages that dominate world communication and commerce. The reach of Mandarin and English and Russian and Hindi and Spanish and Arabic extends seemingly to every hamlet, where they compete with Tuvan and Yanomami and Altaic in a house-to-house battle. Parents in tribal villages often encourage their children to move away from the insular language of their forebears and toward languages that will permit greater education and success.
- E** Who can blame them? The arrival of television, with its glamorized global materialism, its luxury-consumption proselytizing, is even more irresistible. Prosperity, it seems, speaks English. One linguist, attempting to define what a language is, famously (and humorously) said that a language is a dialect with an army. He failed to note that some armies are better equipped than others. Today any language with a television station and a currency is in a position to obliterate those without, and so residents of Tuva must speak Russian and Chinese if they hope to engage with the surrounding world. The incursion of dominant Russian into Tuva is evident in the speaking competencies of the generation of Tuvans who grew up in the mid-20th century, when it was the fashion to speak, read, and write in Russian and not their native tongue.
- F** Yet Tuvan is robust relative to its frailest counterparts, some of which are down to a thousand speakers, or a mere handful, or even one individual. Languages like Wintu,



preaictln 经 a native tongue in California, or Siletz Dee-ni, in Oregon, or Amurdak, an Aboriginal tongue in Australia's Northern Territory, retain only one or two fluent or semifluent speakers. A last speaker with no one to talk to exists in unspeakable solitude.

- G** Increasingly, as linguists recognize the magnitude of the modern language die-off and rush to catalog and decipher the most vulnerable tongues, they are confronting underlying questions about languages' worth and utility. Does each language have boxed up within it some irreplaceable beneficial knowledge? Are there aspects of cultures that won't survive if they are translated into a dominant language? What unexpected insights are being lost to the world with the collapse of its linguistic variety?
- H** Fortunately, Tuvan is not among the world's endangered languages, but it could have been. Since the breakup of the Soviet Union, the language has stabilized. It now has a well-equipped army—not a television station, yet, or a currency, but a newspaper and a respectable 264,000 total speakers (including some in Mongolia and China). Yet Tofa, a neighboring Siberian language, is down to some 30 speakers. Tuvan's importance to our understanding of disappearing languages lies in another question linguists are struggling to answer: What makes one language succeed while another dwindles or dies?

Questions 1-8

Summary

Complete the following summary of the paragraphs of Reading Passage, using no more than two words from the Reading Passage for each answer. Write your answers in boxes 1-8 on your answer sheet.

Although geographically Tuva is located in central Asia, people there are 1 _____ and 2 _____ marginalized. For example, some of the words like 3 _____ and 4 _____ in Tuvan can not directly be translated into other languages since they are so integrated with the environment that only the local people can get what they really mean. The number of Tuvan speakers pales in comparison with that of 5 _____ and 6 _____. The generation of Tuvans growing up in mid-20th century have more passion for 7 _____ instead of their mother language. Although the situation with Tuvan is much better than a Siberian language 8 _____ which has less than 50 speakers, it could have been endangered.

Questions 9-13

Do the following statements agree with the information given in Reading Passage 1?

In boxes 9-13 on your answer sheet, write

TRUE	<i>if the sataement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

- 9 Andrei and his wife can speak English because they have learned it at school.
- 10 Khoj ozeeri means nothing other than killing.
- 11 A Tuvan would be judged to have a bad character if he killed an animal with a gun or a knife.
- 12 Nowadays languages in the world are spoken disproportionately.
- 13 Some aspects of culture are doomed to loss if one vulnerable language is translated into a dominant language.

答案

Activities for Children 儿童锻炼

14-17

A B C D

18-21

TURE TURE NOT GIVEN FALSE

22-26

C B C A B

Children's Literature 儿童文学

Questions 14-18

14. stories

15. America

16. folklore

17. fairy-stories

18. adventures

Questions 19-21

19. C

20. A

21. E

Questions 22-26

22. False

23. True

24. Not Given

25. True

26. True

Consecutive and simultaneous translation 同步异步传译

1. B

2. D

- 3. C
- 4. C
- 5. A
- 6. 2 to 3 seconds
- 7. 10 seconds
- 8. 100 to 200
- 9. 200
- 10. 95 to 164
- 11. B
- 12. C
- 13. E
- 14. F

Development of Public management theory 管理者理论史

- 14-15
- B E
- 16-17
- A E
- 18-19
- B D
- 20-21
- C D
- 22. A B 段
- 23. B J 段
- 24. D F 段
- 25. C E 段
- 26. B H 段

Education philosophy 儿童教育哲学

- 28. iii
- 29. v

- 30. i
- 31. vi
- 32. A
- 33. B
- 34. B
- 35. C
- 36. B
- 37. A
- 38. C
- 39. A
- 40. D

How to Achieve Happiness 如何取得幸福

- 1. iii
- 2. i
- 3. v
- 4. viii
- 5. x
- 6. C
- 7. D
- 8. C
- 9. B
- 10. A
- 11. C
- 12. E
- 13. G

Implication of false belief experiments 错误认知的含义

- 14. F
- 15. C
- 16. D
- 17. A

- 18. B
- 19. E
- 20. G
- 21. Theory of mind
- 22. chocolate
- 23. information
- 24. four/4
- 25. older
- 26. adults
- 27. challenging

Language strategy in multinational company 国际公司语言

- 27. B 定位 B 段
- 28. F
- 29. H 定位 C 段
- 30. C 定位 C 段
- 31. L 定位 D 段
- 32. D 定位 D 段
- 33. personal development 定位 E 段
- 34. luxury 定位 E 段
- 35. model/set a model 定位 F 段
- 36. strategic solution F 段原词
- 37. 6 stages F 段原词
- 38. 90 hours F 段原词
- 39. three years F 段原词
- 40. C

Learning By Examples 实例学习法

- 1. D
- 2. A
- 3. C

- 4. E
- 5. False
- 6. True
- 7. True
- 8. False
- 9. less
- 10. social
- 11. watched
- 12. observer
- 13. Nutcracker

Music : language we all speak 音乐通用语言

- 27. vi
- 28. iv
- 29. ii
- 30. v
- 31. vii
- 32. F
- 33. B
- 34. E
- 35. D
- 36. G
- 37. A
- 38. C
- 39. C
- 40. C

Quantitative research in education 教育的量化研究

- 14. B
- 15. A
- 16. C

- 17. A
- 18. valid
- 19. liquid
- 20. picture
- 21. schools
- 22. B
- 23. C
- 24. E
- 25. C

Save Endangered Language 拯救濒危语言

27-33

27. v,

28. x,

29. iii,

30. i,

31. vii,

32. viii,

33. ii

34-38

34. C

35. B

36. E

37. A

38. D

39. C

40. D

The Adolescents 青春期

- 1. B 定位第三段

2. B 定位第三段
3. A 定位第二段
4. A 定位第二段
5. C 定位倒四段
6. B 定位第三段
7. E 定位第五段
8. C 定位第六段
9. A 定位第七段
10. D 定位第六段
11. FALSE 定位第六段
12. TRUE 定位倒三段
13. TRUE 定位倒二段

The psychology in happiness 幸福心理学

1. F
2. D
3. C
4. A
5. B
6. F
7. B/D
8. D/B
9. C/D
10. D/C
11. moods
12. milestone
13. pessimistic

The secrets of persuasion 说服的秘密

28. YES
29. NOT GIVEN

30. NO

31. NOT GIVEN

32. B

33. E

34. A

35. D

36. E

37. C

38. B

39. C

40. A

Vanishing Voices 语言消亡

Questions 1-8

1. linguistically

2. personally

3. khoomei

4. khoj ozeeri

5. English

6. Mandarin

7. Russian

8. Tofa

Questions 9-13

9. FALSE

10. FALSE

11. TRUE

12. TRUE

13. NOT GIVEN