

Homework assignment 3 (Reading):

Please send your assignment in an attachment including your Chinese name, for example: 张三第三次作业.

Please submit your homework through learn.tsinghua in good time before the deadline. Homework sent through other channels are not acceptable. It will account for **10%** of the total grade for this course.

Instruction: 请以一个文件（不要多个文件打包）形式提交，按照 Passage 1、2、3 的出题顺序写清楚题号，直接写答案，不需要带原文。

Directions: Read the following Passages and do the assignments based on the reading skill of inferring meaning from context. This will account for **10% of the final grade.**

Passage 1

The period of **adolescence**, i.e., the period between childhood and adulthood, may be long or short, depending on social expectations and on society's definition as to what constitutes maturity and adulthood. In primitive societies adolescence is frequently a relatively short period of time, while in industrial societies with patterns of prolonged education coupled with laws against child labor, the period of adolescence is much longer and may include most of the second decade of one's life. Furthermore, the length of the adolescence period and the definition of adulthood status may change in a given society as social and economic conditions change. Examples of this type of change are the disappearance of the frontier in the latter part of the nineteenth century in the United States, and more universally, the industrialization of an agricultural society.

In modern society, ceremonies for adolescence have lost their formal recognition and symbolic significance and there is no longer agreement as to what constitutes initiation ceremonies. Social ones have been replaced by a sequence of steps that lead to increased recognition and social status. For example, grade school graduation, high school graduation and college graduation constitute such a sequence, and while each step implies certain behavioral changes and social recognition, the significance of each depends on the socio-economic status and the educational ambition of the individual. Ceremonies for adolescence have also been replaced by legal definitions of status roles, rights, privileges and responsibilities. It is during the nine years from the twelfth birthday to the twenty-first that the protective and **restrictive** aspects of childhood and minor status are removed and adult privileges and responsibilities are granted. The twelve-year-old is no longer considered a child and has to pay full fare for train, airplane, theater and movie tickets. Basically, the individual at this age loses childhood privileges without gaining significant adult rights. At the age of sixteen the adolescent is granted certain adult rights which increase his social status by providing him with more freedom and choices. He now can obtain a driver's license; he can leave public schools, and he can work without the restrictions of child labor laws. At the age of eighteen the law provides adult responsibilities as well as rights; the young man can now be a soldier, but he also can marry without parental permission. At the age of twenty-one the individual obtains his full legal rights as an adult. He now can vote, he can buy liquor, he can enter into financial contracts, and he is entitled to run for public office. No additional basic rights are acquired as a function of age after majority status has been attained. None of these legal **provisions** determine at what point adulthood has been

reached but they do point to the prolonged period of adolescence.

1. The period of adolescence is much longer in industrial societies because _____.
 - A. the definition of maturity has changed
 - B. the industrialized society is more developed
 - C. more education is provided and laws against child labor are made
 - D. ceremonies for adolescence have lost their formal recognition and symbolic significance
2. Former social ceremonies that used to mark adolescence have given place to _____.
 - A. graduations from schools and colleges
 - B. social recognition
 - C. socio-economic status
 - D. certain behavioral changes
3. No one can expect to fully enjoy the adulthood privileges until he is _____.
 - A. eleven years old
 - B. sixteen years old
 - C. twenty-one years old
 - D. between twelve and twenty-one years old
4. Starting from 22, _____.
 - A. one will obtain more basic rights
 - B. the older one becomes, the more basic rights he will have
 - C. one won't get more basic right than when he is 21
 - D. one will enjoy more rights granted by society
5. According to the passage, it is true that _____.
 - A. in the late 19th century in the United States the dividing line between adolescence and adulthood no longer existed
 - B. no one can marry without the permission of his parents until the age of twenty-one
 - C. one is considered to have reached adulthood when he has a driver's license
 - D. one is not free from the restrictions of child labor laws until he can join the army

2

Most growing plants contain much more water than all other materials combined. C. R. Barnes has suggested that it is as proper to term the plant a water structure as to call a house composed mainly of brick a brick building. Certain it is that all essential processes of plant growth and development occur in water. The mineral elements from the soil that are usable by the plant must be dissolved in the soil solution before they can be taken into the root. They are carried to all parts of the growing plant and are built into essential plant materials while in a **dissolved** state. The carbon dioxide(CO₂) from the air may enter the leaf as a gas but is dissolved in water in the leaf before it is combined with a part of the water to form simple sugars — the base material from which the plant body is mainly built. Actively growing plant parts are generally 75 to 90 percent water. Structural parts of plants, such as woody stems no longer actively growing, may have much less water than growing tissues.

The actual amount of water in the plant at any one time, however, is only a very small part of what passes through it during its development. The processes of **photosynthesis**, by which carbon dioxide and water are combined — in the presence of *chlorophyll* (叶绿素) and with energy derived from light — to form sugars, require that carbon dioxide from the air enter the plant. This occurs mainly in the leaves.

The leaf surface is not solid but contains great numbers of minute openings, through which the carbon dioxide enters. The same structure that permits the one gas to enter the leaf, however, permits another gas — water vapor — to be lost from it. Since carbon dioxide is present in the air only in trace quantities (3 to 4 parts in 10 000 parts of air) and water vapor is near **saturation** in the air spaces, within the leaf (at 80°F, saturated air would contain about 186 parts of water vapor in 10000 parts of air), the total amount of water vapor lost is many times the carbon dioxide intake. Actually, because of wind and other factors, the loss of water in proportion to carbon dioxide intake may be even greater than the relative concentrations of the two gases. Also not all of the carbon dioxide that enters the leaf is synthesized into *carbohydrates* (碳水化合物).

1. A growing plant needs water for all of the following except _____.
 - A. forming sugars
 - B. sustaining woody stems
 - C. keeping green
 - D. producing carbon dioxide
2. The essential function of photosynthesis in terms of plant needs is _____.
 - A. to form sugars
 - B. to derive energy from light
 - C. to preserve water
 - D. to combine carbon dioxide with water
3. The second paragraph uses facts to develop the essential idea that _____.
 - A. a plant efficiently utilizes most of the water it absorbs
 - B. carbon dioxide is the essential substance needed for plant development
 - C. a plant needs more water than is found in its composition
 - D. the stronger the wind, the more the water vapor loss
4. According to the passage, which of the following statements is TRUE?
 - A. The mineral elements will not be absorbed by the plant unless they are dissolved in its root.
 - B. The woody stems contain more water than the leaves.
 - C. Air existing around the leaf is found to be saturated.
 - D. Only part of the carbon dioxide in the plant is synthesized.
5. This passage is mainly about _____.
 - A. the functions of carbon dioxide and water
 - B. the role of water in a growing plant
 - C. the process of simple sugar formation
 - D. the synthesis of water with carbon dioxide

3

The word conservation has a **thrifty** meaning. To conserve is to save and protect, to leave what we ourselves enjoy in such good condition that others may also share the enjoyment. Our forefathers had no idea that human population would increase faster than the supplies of raw materials; most of them, even until very recently, had the foolish idea that the treasures were “limitless” and “**inexhaustible**”. Most of the citizens of earlier generations knew little or nothing “limitless” and “inexhaustible”. Most of the citizens of earlier generations knew little or nothing about the complicated and delicate system that runs all through nature, and which means that, as in a living body, an unhealthy condition of one part will

sooner or later be harmful to all the others.

Fifty years ago, nature study was not part of the school work; scientific forestry was a new idea; timber was still cheap because it could be brought in any quantity from distant woodlands; soil destruction and river floods were not national problems; nobody had yet studied long-term climatic cycles in relation to proper land use; even the word “conservation” had nothing of the meaning that it has for us today.

For the sake of ourselves and those who will come after us, we must now set about repairing the mistakes of our forefathers. Conservation should, therefore, be made a part of everyone's daily life. To know about the **water table** in the ground is just as important to us as a knowledge of the basic arithmetic formulas. We need to know why all watersheds (水滨) need the protection of plant life and why the running current of streams and rivers must be made to yield their full benefit to the soil before they finally escape to the sea. We need to be taught the duty of planting trees as well as of cutting them. We need to know the importance of big, mature trees, because living space for most of man's fellow creatures on this planet is figured not only in square measure of surface but also in cubic volume above the earth. In brief, it should be our goal to restore as much of the original beauty of nature as we can.

1. The author's attitude towards the current situation in the exploitation of natural resources is _____.
A. critical B. neutral C. positive D. suspicious
2. According to the author, the greatest mistake of our forefathers was that _____.
A. they had no idea about scientific forestry
B. they were not aware of the significance of nature study
C. they had little or no sense of environmental protection
D. they had no idea of how to make good use of raw materials
3. It can be inferred from the third paragraph that earlier generations didn't realize _____.
A. the importance of the proper use of land
B. the value of the beauty of nature
C. the harmfulness of soil destruction and river floods
D. the interdependence of water, soil, and living things
4. To avoid the mistakes of our forefathers, the author suggests that _____.
A. we plant more trees
B. we return to nature
C. natural sciences be taught to everybody
D. environmental education be directed toward everyone
5. What does the author imply by saying “living space is figured also in cubic volume above the earth” (Para .3)?
A. We need to take some measures to protect space.
B. Our living space should be measured in cubic volume.
C. Our living space on the earth is getting smaller and smaller
D. We must preserve good living conditions for both birds and animals

Opinion polls are now beginning to show a reluctant **consensus** that, whoever is to blame and whatever happens from now on, high unemployment is probably here to stay. This means we shall have

to find ways of sharing the available employment more widely.

But we need to go further. We must ask some fundamental questions about the future of work. Should we continue to treat employment as the norm? Should we not rather encourage many other ways for self-respecting people to work? Should we not create conditions in which many of us can work for ourselves, rather than for an employer? Should we not aim to **revive** the household and neighborhood, as well as the factory and the office, as centers of production and work?

The industrial age has been the only period of human history in which most people's work has taken the form of jobs. The industrial age may now be coming to an end, and some of the changes in work patterns which it brought may have to be **reversed**. This seems a discouraging thought. But, in fact, it could offer the prospect of a better future for work. Universal employment, as its history shows, has not meant economic freedom.

Employment became widespread when the enclosures of the 17th and 18th centuries made many people dependent on paid work by depriving them of the use of the land, and thus of the means to provide a living for themselves. Then the factory system destroyed the cottage industries and removed work from people's homes. Later, as transport improved, first by rail and then by road, people commuted longer distances to their places of employment until, eventually, many people's work lost all connection with their home lives and the places in which they lived. Meanwhile, employment put women at a disadvantage. In preindustrial times, men and women had shared the productive work of the household and village community. Now it became customary for the husband to go out to paid employment, leaving the unpaid work of the home and family to his wife. Tax and benefit regulations still assume this norm today, and restrict more flexible sharing of work roles between the sexes.

It was not only women whose work status suffered. As employment became the dominant form of work, young people and old people were excluded — a problem now, as more teenagers become frustrated at school and more retired people want to live active lives.

All this may now have to change. The time has certainly come to switch some effort and resources away from the impractical goal of creating jobs for all, to the urgent practical task of helping many people to manage without full-time jobs.

1. Research carried out in recent opinion polls shows that _____.
 - A. available employment should be restricted to a small percentage of the population
 - B. new jobs must be created in order to rectify high unemployment: figures.
 - C. available employment must be more widely distributed among the unemployed
 - D. the present high unemployment figures are a fact of life
2. The article suggests that we should now re-examine our thinking about the future of work and _____.
 - A. be prepared to admit that being employed is not the only kind of work
 - B. create more factories in order to increase our productivity
 - C. set up smaller private enterprises so that we in turn can employ others
 - D. be prepared to fill in time at home by taking up hobbies and leisure activities
3. The arrival of the industrial age in our historical evolution meant that _____.
 - A. universal employment virtually guaranteed prosperity
 - B-economic freedom came within everyone's grasp
 - C. patterns of work were fundamentally changed
 - D. people's attitudes to work had to be reversed

4. The enclosures of the 17th and 18th centuries meant that
 - A. people were no longer legally entitled to own land
 - B. people, were forced to look elsewhere for means of supporting themselves
 - C. people were not adequately compensated for the loss of their land
 - D. people were badly paid for the work they managed to find
- 5 The effects of almost universal employment were overwhelming in that
 - A. the household and village community disappeared completely
 - B. men now traveled enormous distances to their places of work
 - C. young and old people became superfluous components of society
 - D. the work status of those not in paid employment suffered

5

Water problems in the future will become more intense and more complex. Our increasing population will tremendously increase urban wastes, primarily **sewage**. On the other hand, increasing demands for water will decrease substantially the amount of water available for **diluting** wastes. Rapidly expanding industries which involve more and more complex chemical processes will produce larger volumes of liquid wastes, and many of these will contain chemicals which are **noxious**. To feed our rapidly expanding population, agriculture will have to be **intensified**. This will involve ever-increasing quantities of agricultural chemicals. From this, it is apparent that drastic steps must be taken immediately to develop corrective measures for the pollution problem.

There are two ways by which this pollution problem can be **dwindled**. The first relates to the treatment of wastes to decrease their pollution hazard. This involves the processing of solid wastes prior to "disposal and the treatment of liquid wastes, or **effluents**, to permit the reuse of the water or minimize pollution upon final disposal.

A second approach is to develop an economic use for all or a part of the wastes. Farm **manure** is spread in fields as a **nutrient** or organic supplement. Effluents from **sewage disposal plants** are used in some areas both for irrigation and for the nutrients contained. Effluents from other processing plants may also be used as a supplemental source of water. Many industries, such as meat and poultry processing plants, are, currently converting former waste products into marketable byproducts. Other industries are exploring potential economic uses for their waste products.

1. The purpose of this passage is _____.
 - A. to acquaint the reader with water pollution problems
 - B. to alert the reader to the dwindling water supply
 - C. to explain industrial uses of water
 - D. to demonstrate various measures to solve the pollution problem
2. Which of the following points is NOT INCLUDED in the passage?
 - A. Diluting wastes needs a certain amount of water.
 - B. Demands for water will go up along with the expanding population.
 - C. Intensive cultivation of land requires more and more chemicals. .
 - D. Industrial development includes the simplification of complex chemical processes.
3. The reader can conclude that _____.
 - A. countries of the world will work together on pollution problems
 - B. some industries 'are now making economic use of liquid wastes

- C. by products from wastes lead to a more prosperous marketplace
- D. science is making great progress in increasing water supplies
- 4. The author gives substance to the passage through the use of _____.
 - A. interviews with authorities in the field of water control
 - B. definitions which clarify important terms
 - C. opinions and personal observations
 - D. strong arguments and persuasions
- 5. The words "prior to" (Para. 2) probably means _____.
 - A. during
 - B. before
 - C. after
 - D. beyond

6

Increasingly, over the past ten years, people – specially young people – have become aware of the need to change their eating habits, because much of the food they eat, particularly processed food, is not good for the health. Consequently, there has been a growing interest in natural foods: foods which do not contain chemical **additives** and which have not been affected by chemical fertilizers, widely used in farming today.

Natural foods, for example, are vegetables, fruit and grain which have been grown in soil that is rich in organic matter. In simple terms, this means that the soil has been nourished by un-used vegetable matter, which provides it with essential vitamins and minerals. This in itself is a natural process compared with the use of chemicals and fertilizers, the main purpose of which is to increase the amount – but not the quality – of foods grown in commercial farming areas. .

Natural foods also include animals which have been allowed to feed and move' freely in healthy **pastures**. Compare this with what happens in the mass production of **poultry**: there are **battery** farms, for example, where thousands of chickens live crowded together in one building and are fed on food which is little better than rubbish. Chickens kept in this way are not only tasteless as food; they also produce eggs which lack important vitamins.

There are other aspects of healthy eating which are now receiving increasing attention from experts on diet. Take, for example, the question of sugar. This is actually a nonessential food! Although a natural alternative, such as honey, can be used to sweeten food if this is necessary, we can in fact do without it. It is not that sugar is harmful in itself. But it does seem to be addictive: the quantity we use has grown steadily over the last two centuries and in Britain today each person consumes an average of 200 pounds a year! Yet all it does is to provide us with energy, in the form of calories. There are no vitamins in it, no minerals and no fibre.

It is significant that nowadays fibre is considered to be an important part of a healthy diet. In white bread, for example, the fibre has been removed. But it is present in unrefined flour and of course in vegetables. It is interesting to note that in countries where the national diet contains large quantities of unrefined flour and vegetables, certain diseases are comparatively rare. Hence the emphasis is placed on the eating of whole-meal bread and more vegetables by modern experts on "healthy eating".

- 1. People have become more interested in natural foods because _____.
 - A. they want a change of diet
 - B. they want to eat food that is better for them
 - C. they no longer like processed foods polluted by chemical additives

- D. they want to be fashionable
2. Soil that is rich in organic matter _____.
 A. has had nothing added to it
 B. provides vegetable matter with vitamins and minerals
 C. contains unused vegetable matter
 D. has had chemicals and fertilizers added to it
3. Battery chickens cannot be called "natural food" because _____.
 A. they live in crowded conditions
 B. they are tasteless
 C. their eggs have no vitamins
 D. they are not allowed to move about and eat freely
4. According to experts on diet, _____.
 A. sugar is bad for the health
 B. the use of sugar is habit forming
 C. people need sugar to give them energy
 D. sugar only sweetens food
5. If we ate more food containing fibre, _____.
 A. our diet would be healthier
 B. we would be as healthy as people in other countries
 C. our diet would be more interesting
 D. we would only eat whole-meal bread and vegetables

7

Once it was possible to define male and female roles easily by the division of labor. Men worked outside the home and earned the income to support their families, while women cooked the meals and took care of the home and the children. These roles were firmly fixed for most people, and there was not much opportunity for men or women to exchange their roles. But by the middle of this century, men's and women's roles were becoming less firmly fixed.

In the 1950s, economic and social success was the goal of the typical American. But 1960s developed a new force called the **counterculture**. The people involved in this movement not value the middle-class American goals. The counterculture presented men and women new role choices. Taking more interest in child care, men began to share child-raising tasks with their wives. In fact, some young men and women moved to communal homes or farms where the economic and child care responsibilities were shared equally by both sexes. In addition, many Americans did not value the traditional male role of soldier. Some young men refused to be **draft** as soldiers to fight in the war in Vietnam.

In terms of numbers, the counterculture was not a very large group of people. But its influence spread to many parts of American society. Working men of all classes began to change the economic and social patterns. Industrial workers and business executives alike **cut down on** "overtime" work so that they could spend more leisure time with their families. Some doctors, lawyers, and teachers **turned away** from high paying, situations to practice their professions in poorer neighborhoods.

In the 1970s, the feminist movement, or women's liberation, produced additional economic and social changes. Women of all ages and at all levels of society were entering the work force in greater numbers. Most of them still took traditional women's jobs such as public school teaching, nursing, and secretarial work. But some women began to enter traditionally male occupations: police work, banking,

dentistry, and construction work. Women were asking for equal opportunities for promotion.

Today the experts generally agree that important changes are taking place in the roles of men and women. Naturally, there are difficulties in **adjusting** to these chances.

1. Which of the following best expresses the main idea of Paragraph 1?
 - A. Women usually worked outside the home for wages.
 - B. Men's and women's roles were easily exchanged in the past.
 - C. Men's role at home was more firmly fixed than women's.
 - D. Men's and women's roles were usually quite separated in the past.
2. Which sentence best expresses the main idea of Paragraph 2?
 - A. The first sentence.
 - B. The second and the third sentences.
 - C. The fourth sentence.
 - D. The last sentence.
3. In the passage the author suggests that the counterculture _____.
 - A. destroyed the United States
 - B. changed some American values
 - C. was not important in the United States
 - D. brought people more leisure time with their families
4. It could be inferred from the passage that _____.
 - A. men and women will never share the same goals
 - B. some men will be willing to change their traditional male roles
 - C. most men will be happy to share some of the household responsibilities with their wives
 - D. more American households are headed by women than ever before
5. The best title for the passage may be _____.
 - A. Results of Feminist Movement
 - B. New Influences in American Life
 - C. Counterculture and Its Consequence
 - D. Traditional Division of Male and Female Roles

8

Let us ask what were the preparation and training Abraham Lincoln had for **oratory** whether political or **forensic**.

Born in rude and abject poverty, he never had any education, except what he gave himself, till he was approaching manhood. Not even books **wherewith** to inform and train his mind were within his reach. No school, no university, no legal faculty had any part in training his powers. When he became a lawyer and a politician, the years most favorable to continuous study had already passed, and the opportunities he found for reading were very **scanty**. He knew but few authors in general literature, though he knew those few thoroughly. He taught himself a little mathematics, but he could read no language *save* his own, and had only the faintest acquaintance with European history or with any branch of philosophy.

The want of regular education was not made up for by the persons among whom his lot was cast. Until he was a grown man, he never moved in any society from which he could learn those things with which the mind of an orator was to be stored. Even after he had gained some legal practice, there was for many years no one for him to mix with except the petty **practitioners** of a petty town, men nearly all of

whom knew little more than he did himself.

Schools gave him nothing, and society gave him nothing. But he had a powerful intellect and a resolute will. Isolation fostered not only self-reliance but the habit of reflection, and, indeed, of prolonged and intense reflection. He made all that he knew a part of himself. His convictions were his own – clear and coherent. He was not positive or opinionated and he did not deny that at certain moments he pondered and hesitated long before he decided on his course. But though he could keep a policy in suspense, waiting for events to guide him, he did not waver. He paused and reconsidered, but it was never his way to go back on a decision once made or to waste time in vain regrets so that all he had expected had not been attained. He took advice readily and left many things to his ministers; but he did not learn on his advisers. Without **vanity** or **ostentation**, he was always independent, self-contained, prepared to take full responsibility for his acts.

1. It is implied in the second paragraph that Abraham Lincoln _____.
 A. was illiterate
 B. was never educated
 C. was never provided with any regular education
 D. behaved rudely when he was young
2. We are also told Abraham Lincoln _____.
 A. never cared much for reading
 B. did much reading when he was young
 C. never had much chance to read
 D. became an enthusiastic reader when he was grown up
3. It is said in the third paragraph that Abraham Lincoln _____.
 A. was anti-social
 B. learned little from his friends
 C. had few friends
 D. knew very few doctors
4. The habit of reflection helped Lincoln _____.
 A. to develop independence
 B. to become more opinionated
 C. to attain clear convictions
 D. to become a hesitant person
5. We may say, taking the passage as a whole, that Lincoln was _____.
 A. a failure because of his ignorance
 B. a man who triumphed over his disadvantages
 C. an exceptionally successful and well-educated person
 D. an illiterate man, but with some natural talents

9

A child who has once been pleased with a tale likes, as a rule, to have it retold in identically the same words, but this should not lead parents to treat printed fairy stories as **sacred texts**. It is always much better to tell a story than read it out of a book, and, if a parent can produce what, in the actual circumstances of the time and the individual child, is an improvement on the printed text, so much the better.

A charge made against fairy tales is that they harm the child by frightening him or arousing his **sadistic** impulses. TO prove the latter, one would have to show in a controlled experiment that children who have read fairy stories were more often guilty of cruelty than those who had not. Aggressive, destructive, sadistic impulses every child has and, on the whole, their symbolic *verbal discharge* seems to be rather a safety valve than an **incitement** to overt action. As to fears, there are, I think, **well-authenticated cases** of children being dangerously terrified by some fairy story. Often, however, this arises from the child having heard the story once. Familiarity with the story by repetition turns the pain of fear into the pleasure of a fear faced and mastered.

There are also people who object to fairy stories on the grounds that they are not objectively true, that giants, witches, two-headed dragons, magic carpets, etc., do not exist; and that, instead of **indulging** his fantasies in fairy tales, the child should be taught how to adapt to reality by studying history and mechanics. I find such people, I must confess, so unsympathetic and peculiar that I do not know how to argue with them. If their case were sound, the world should be full of madmen attempting to fly from New York to Philadelphia on a broomstick or covering a telephone with kisses in the belief that it was their **enchanted** girlfriend.

No fairy story ever claimed to be a description of the external world and *no sane* child has ever believed that it was.

1. The author considers that a fairy story is more effective *when* it is _____.
 A. repeated without variation
 B. treated with reverence
 C. adapted by the parent
 D. set in the present
2. Some people dislike fairy stories because they feel that they _____.
 A. tempt people to be cruel to children
 B. show the primitive cruelty in children
 C. lend themselves to undesirable experiments with children
 D. increase a tendency to sadism in children
3. Fairy stories are a means by which children's impulses may be _____.
 A. beneficially channeled
 B. given a destructive tendency
 C. held back until maturity
 D. effectively suppressed
4. According to the passage, great fear can be stimulated in a child when the story is _____.
 A. in a realistic setting
 B. heard for the first time
 C. repeated too often
 D. dramatically told
5. The advantage claimed for repeating fairly stories to young children is that it _____.
 A. makes them come to terms with their fears
 B. develops their power of memory
 C. convinces them that there is nothing to be afraid of
 D. encourages them not to have ridiculous beliefs

10

In the atmosphere, carbon dioxide acts rather like a one-way mirror — the glass in the roof of a greenhouse which allows the sun's rays to enter but prevents the heat from escaping.

According to a weather expert's prediction, the atmosphere will be 3°C warmer in the year 2050 than it is today, if man continues to burn fuels at the present rate. If this warming up took place, the ice caps in the poles would begin to melt, thus raising sea level several meters and severely flooding coastal cities. Also, the increase in atmospheric temperature would lead to great changes in the climate of the northern hemisphere, possibly resulting in an alteration of the earth's chief food-growing zones.

In the past, concern about a man-made warming of the earth has concentrated on the **Arctic** because the Antarctic is much colder and has a much thicker ice **sheer**. But the weather experts are now paying more attention to West **Antarctic**, which may be affected by only a few degrees of warming: in other words, warming on the scale that will possibly take place in the next fifty years from the burning of fuels.

Satellite pictures show that large areas of Antarctic ice are already disappearing. The evidence available suggests that a warming has taken place. This fits the theory that carbon dioxide warms the earth.

However, most of the fuel is burnt in the northern hemisphere, where temperatures seem to be falling. Scientists conclude, therefore, that up to now natural influences on the weather have exceeded those caused by man. The question is: Which natural cause has most effect on the weather?

One possibility is the variable behavior of the sun. Astronomers at one research station have studied the hot spots and 'cold' spots (that is, the relatively less hot spots) on the sun. As the sun **rotates**, every 27.5 days, it presents hotter or 'colder' faces to the earth, and different aspects to different parts of the earth. This seems to have a considerable effect on the distribution of the earth's atmospheric pressure, and consequently on wind circulation. The sun is also **variable** over a long term: its heat output goes up and down in cycles, the latest trend being downward.

Scientists are now finding mutual relations between models of solar-weather interactions and the actual climate over many thousands of years, including the last Ice Age. The problem is that the models are predicting that the world should be entering a new Ice Age and it is not. One way of solving this theoretical difficulty is to assume a delay of thousands of years while the solar effects overcome the inertia of the earth's climate. If this is right, the warming effect of carbon dioxide might thus be serving as a useful counter-balance to the sun's **diminishing** heat.

1. It can be concluded that a concentration of carbon dioxide in the atmosphere would _____.
 A. prevent the sun's rays from reaching the earth's surface
 B. mean a warming: up in the Arctic
 C. account for great changes in the climate in the northern hemisphere
 D. raise the temperature of the earth's surface
2. The article was written to explain _____.
 A. the greenhouse effect
 B. the solar effects on the earth
 C. the models of solar-weather interactions
 D. the causes affecting weather
3. Although the fuel consumption is greater in the northern hemisphere, temperatures there seem to be falling. This is _____.

- A. mainly because the levels of carbon dioxide are rising
 - B. possibly because the ice caps in the poles are melting
 - C. exclusively due to the effect of the inertia of the earth's climate
 - D. partly due to variations in the output of solar energy
4. On the basis of their models, scientists are of the opinion that _____.
- A. the climate of the world should be becoming cooler
 - B. it will take thousands of years for the inertia of the earth's climate to take effect
 - C. the man-made warming effect helps to increase the solar effects
 - D. the new Ice Age will be delayed by the greenhouse effect
5. If the assumption about the delay of a new Ice Age is correct,
- A. the best way to overcome the cooling effect would be to burn more fuels
 - B. ice would soon cover the northern hemisphere
 - C. the increased levels of carbon dioxide in the atmosphere could warm up the earth even more quickly
 - D. the greenhouse effect could work to the advantage of the earth

11

Reality television is a genre of television programming which, it is claimed, presents unscripted dramatic or humorous situations, documents actual events, and features ordinary people rather than professional actors. It could be described as a form of artificial or "heightened" documentary. Although the genre has existed in some form or another since the early years of television, the current explosion of popularity dates from around 2000.

Reality television covers a wide range of television programming formats, from game or quiz shows which resemble the frantic, often demeaning programs produced in Japan in the 1980s and 1990s, to surveillance-focused productions such as Big Brother.

Critics say that the term "reality television" is somewhat of a misnomer and that such shows frequently portray a modified and highly influenced form of reality, with participants put in exotic locations or abnormal situations, sometimes coached to act in certain ways by off-screen handlers, and with events on screen manipulated through editing and other post-production techniques.

Part of reality television's appeal is due to its ability to place ordinary people in extraordinary situations. For example, on the ABC show, The Bachelor, an eligible male dates a dozen women simultaneously, travelling on extraordinary dates to scenic locales. Reality television also has the potential to turn its participants into national celebrities, outwardly in talent and performance programs such as Pop Idol, though frequently Survivor and Big Brother participants also reach some degree of celebrity.

Some commentators have said that the name "reality television" is an inaccurate description for several styles of program included in the genre. In competition-based programs such as Big Brother and Survivor, and other special-living-environment shows like The Real World, the producers design the format of the show and control the day-to-day activities and the environment, creating a completely fabricated world in which the competition plays out. Producers specifically select the participants, and use carefully designed scenarios, challenges, events, and settings to encourage particular behaviours and conflicts. Mark Burnett, creator of Survivor and other reality shows, has agreed with this assessment, and avoids the word "reality" to describe his shows; he has said, "I tell good stories. It really is not reality TV. It really is unscripted drama."

1. In the first line, the writer says “it is claimed” because _____
 A. he/she agrees with the statement.
 B. everyone agrees with the statement.
 C. no one agrees with the statement.
 D. he/she wants to distance himself from the statement.
2. According to the article, which of the following statement is NOT true?
 A. Reality television has existed since the early years of television.
 B. Reality television has been popular since approximately 2000.
 C. Producers choose the participants on the ground of talent.
 D. Participants in reality television act in certain ways following the instructions of off-screen handlers.
3. Reality TV appeals to some because _____
 A. it presents the real life of ordinary people.
 B. it shows eligible males dating women.
 C. it uses exotic locations.
 D. it shows average people in exceptional circumstances.
4. Talent and performance programs such as Pop Idol _____
 A. turn all their participants into celebrities.
 B. are more likely to turn their participants into celebrities than Survivor and Big Brother.
 C. are less likely to turn their participants into celebrities than Survivor and Big Brother.
 D. attract more women than men.
5. The word “fabricated” in the last paragraph is closest in meaning to _____
 A. made-up
 B. fascinating
 C. fabulous
 D. strange

12

Stephen Hawking’s 1988 best seller, *A Brief History of Time*, sold more than 10 million copies worldwide. It has been translated into 40 languages. Last fall, Hawking returned with a new book aimed at the general public. *The Universe in a Nutshell* already is zipping up the best-seller lists. Lavishly praised by Time magazine, *The Universe in a Nutshell* brims with spectacular full-color illustrations. The new book is easier to understand than *A Brief History of Time*. It highlights Hawking’s famous wit, erudition and writing ability.

Hawking employs his brain to range around those huge theoretical topics that terrify and fascinate laypeople, particularly those who do not attribute the literal creation of the cosmos to God’s hand. Questions such as: Is the universe infinite? What is the nature of time, light, space? What is the Big Bang theory?

Asked whether physics is the most poetic of sciences, Hawking replies, “Physics is the most fundamental of the sciences. In that sense, it is the most poetic.”

Asked if having three children harmed his own research, Hawking says, “I haven’t felt a conflict between my children and my work. My disability prevented me from the rough and tumble, but I gave them a lot of time and attention.” His russet-haired grandson is featured in full, proud color in *The Universe in a Nutshell*.

Hawking was diagnosed with ALS at 21. On his Website, he discusses his disability and reflects on a

boy he met at the hospital. “I had seen a boy I vaguely knew die of leukemia, in the bed opposite me. It had not been a pretty sight. Clearly, there were people who were worse off than me. At least my condition didn’t make me feel sick. Whenever I feel inclined to be worry for myself, I remember that boy.”

Asked about his mixing hard science and fun details, Hawking says, “I find a few human touches help the science go down. I don’t plan them, they just bubble up.” Hawking occupies the Lucasian chair of applied mathematics and physics at Cambridge University. The chair’s second occupant was Isaac Newton.

In the end, he writes, “I see myself as a scientist trying to uncover the basic laws that govern the universe. If I can encourage others to take an interest in those laws, I am glad, but that has not been my primary aim.”

1. Compared to *A Brief History of Time*, *The Universe in a Nutshell* _____
 - A. has been translated into more languages.
 - B. sells better around the world.
 - C. can be understood more easily.
 - D. illustrates with more spectacular sceneries.
2. The theoretical topics that Hawking is studying terrify and fascinate those who _____
 - A. are illiterate about the universe and common sense.
 - B. do not know how God created space and light.
 - C. do not believe in God’s creation of the cosmos.
 - D. attribute the natural creation to the Big Bang theory.
3. It can be inferred that the boy who died of leukemia makes Hawking _____
 - A. acquire a sense of priority.
 - B. become optimistic.
 - C. feel sick for himself.
 - D. inclined to be sorry.
4. Which of the following is true according to the passage?
 - A. Hawking intentionally combine the human touches with science.
 - B. Hawking has a sense of guilt to his children due to his disability.
 - C. Hawking’s chief purpose of life is to encourage others to be interested in science.
 - D. Hawking takes the job Newton once did before him.
5. What is the best title for this passage?
 - A. Hawking’s Contributions to Science
 - B. Hawking –A Disable Scientist –Worth Respecting
 - C. Hawking and Newton
 - D. Hawking’s View About Science and Life

13

Europe is following the Dutch lead and taking the green movement to the manufacturers of white goods and electronics. A spate of legislation emerging from Brussels aims ultimately to hold manufacturers responsible for the fate of their products along after they’ve left store shelves or car showrooms. They’re being told they must ensure that as much as 85 percent of their products is recycled or reused, and the remainder disposed of in environmentally sound ways.

Something surely needs to be done. In recent decades consumers have grown used to an ever-

speedier turnover of hardware. A computer built in the 1960s lasted 10 years on average; now they are scrapped in just four. In the past more than 90 percent of this detritus had been buried in landfills. Europe's junk heap of electronic goods now weighs 6 million tons and will double in 12 years. All this waste is taking an obvious toll on the planet.

Even at this early stage in Europe's recycling experiment, though, the new laws have already caused unintended problems. Some European countries have been caught wholly unprepared. Because of the new regulations, waste sites and incinerators throughout Europe are being inundated with hardware. Recycling facilities now coming online face a backlog of six months. Another problem: replacing bad but essential materials. The EU will soon ban the use of the lead, a hazardous substance that's been used for decades to solder circuit boards. Electronics companies are struggling to find alternatives. "This could be a much bigger challenge for us than the waste-disposal regulations," says Michelle O'Neill, a Hewlett-Packard lobbyist in Brussels.

Business leaders also warn of excessive costs. "Society and the politicians have another objective here: to move costs onto industry," says Viktor Sundberg, European-affairs director of Swedish manufacturer Electrolux. Inevitably some of those costs will trickle down to the consumer. And there's the sticky problem of assigning responsibility. Is one manufacturer liable for recycling the products of a former rival that has gone out of business? Should carmakers pay for dismembering vehicles built years before the directive took effect? Europe hasn't worked out these issues.

The new recycling laws may not cost as much as one might think. Many of the new targets are only incrementally tougher than existing ones. Carmakers, for instance, will in five years have to recycle or reuse 80 percent, by weight, of their old cars. But in the more eco-conscious northern states, they already voluntarily recycle 60 percent. That may be why manufacturers have greeted the new rules meekly. Ford claims that its latest Fiesta hatchback, newly built for the European market, is already 85 percent recyclable. That's a powerful image for the new eco-friendly manufacturing, provided Europe's medicine works without too many side effects.

1. The author says "something surely needs to be done" because _____
 - A. the environment has already been seriously polluted.
 - B. some products are replaced at a faster rate than before.
 - C. Europe doesn't have enough place to bury the discarded goods.
 - D. some electronic goods will not decay if they are buried.
2. The word "inundate" in Paragraph 3 probably means _____
 - A. destroy.
 - B. flood.
 - C. overwhelm.
 - D. pollute.
3. What disturbs electronics companies most according to Michelle O'Neill?
 - A. The production of recycling facilities falls far short of demand.
 - B. The destruction of electronic products will cost a lot of money.
 - C. The waste-disposal process involves advanced technology.
 - D. Some essential materials have to be replaced.
4. We learn from the passage that _____
 - A. manufacturers are reluctant to spend a large sum of money on recycling their products.
 - B. manufacturers have to bear a huge increase of costs of recycling according to the new law.

- C. innovative European laws don't define clearly how to assign the responsibility.
 - D. innovative European laws are not applicable in many developing countries.
5. What is the author's attitude towards achieving the targets set up in the laws?
- A. Pessimistic because it seems to be a mission impossible.
 - B. Confident though fully aware of the potential problems.
 - C. Indifferent because he/she is not personally involved in industry.
 - D. Not clear.

14

Names have gained increasing importance in the competitive world of higher education. As colleges strive for market share, they are looking for names that project the image they want or reflect the changes they hope to make. Trenton State College, for example, became the College of New Jersey nine years ago when it began raising admissions standards and appealing to students from throughout the state.

"All I hear in higher education is--brand, brand, brand," said Tim Westerbeck, who specializes in branding and is managing director of Lipman Hearne, a marketing firm based in Chicago that works with universities and other nonprofit organizations. "There has been a sea change over the last 10 years. Marketing used to be almost a dirty word in higher education."

Not all efforts at name changes are successful, of course. In 1997, the New School for Social Research became New School University to reflect its growth into a collection of eight colleges, offering a list of majors that includes psychology, music, urban studies and management. But New Yorkers continued to call it the New School. Now, after spending an undisclosed sum on an online survey and a marketing consultant's creation of "brand architecture" and "identity systems", the university has come up with a new name: the New School. Beginning Monday, it will adopt new logos, banners, business cards and even new names for the individual colleges, all to include the words "the New School."

Changes in names generally reveal significant shifts in how a college wants to be perceived. In altering its name from Cal State Hayward to Cal State East Bay, the university hoped to project its expanding role in two mostly suburban countries east of San Francisco. The University of Southern Colorado, a state institution, became Colorado State University at Pueblo two years ago, hoping to highlight many internal changes, including offering more graduate programs and setting higher admissions standards. Beaver College turned itself into Arcadia University in 2001 for several reasons: to break the connection with its past as a women's college, to promote its growth into a full-fledged university and to eliminate some jokes about the college's old name on late-night television and "Morning Zoo" radio shows.

Many college officials said changing a name and image could produce substantial results. At Arcadia, in addition to the rise in applications, the average student's test score has increased by 60 points, Julie Roebuck, an Arcadia spokeswoman, said.

1. Which of the following is NOT the reason for colleges to change their names?
 - A. They prefer higher education competition.
 - B. They try to gain advantage in market share.
 - C. They want to project their image.
 - D. They hope to make some changes.
2. It is implied that one of the most significant changes in higher education in the past decade is _____.

- A. the brand
 - B. the college names
 - C. the concept of marketing
 - D. list of majors
3. The phrase “come up with” probably means _____.
- A. catch up with
 - B. deal with
 - C. put forward
 - D. come to the realization
4. The case of name changing from Cal State Hayward to Cal State East Bay indicates that the university _____.
- A. is perceived by the society
 - B. hopes to expand its influence
 - C. prefers to reform its reaching programs
 - D. expects to enlarge its campus
5. According to the spokeswoman, the name change of Beaver College _____.
- A. turns out very successful
 - B. fails to attain its goal
 - C. has eliminated some jokes
 - D. has transformed its everything

15

These days we hear a lot of nonsense about the ‘great classless society’. The idea that the twentieth century is the age of the common man has become one of the great clichés of our time. The same old arguments are put forward in evidence. Here are some of them: monarchy as a system of government has been completely discredited. The monarchies that survive have been deprived of all political power. Inherited wealth has been savagely reduced by taxation and, in time, the great fortunes will disappear altogether. In a number of countries the victory has been complete. The people rule; the great millennium has become a political reality. But has it? Close examination doesn’t bear out the claim.

It is a fallacy to suppose that all men are equal and that society will be leveled out if you provide everybody with the same educational opportunities. (It is debatable whether you can ever provide everyone with the same educational opportunities, but that is another question.) The fact is that nature dispenses brains and ability with a total disregard for the principle of equality. The old rules of the jungle, ‘survival of the fittest’, and ‘might is right’ are still with us. The spread of education has destroyed the old class system and created a new one. Rewards are based on merit. For ‘aristocracy’ read ‘meritocracy’; in other respects, society remains unaltered: the class system is rigidly maintained.

Genuine ability, animal cunning, skill, the knack of seizing opportunities, all bring material rewards. And what is the first thing people do when they become rich? They use their wealth to secure the best possible opportunities for their children, to give them ‘a good start in life’. For all the lip service we pay to the idea of equality, we do not consider this wrong in the western world. Private schools which offer unfair advantages over state schools are not banned because one of the principles in a democracy is that people should be free to choose how they will educate their children. In this way, the new meritocracy

can perpetuate itself to a certain extent: an able child from a wealthy home can succeed far more rapidly than his poorer counterpart. Wealth is also used indiscriminately to further political ends. It would be almost impossible to become the leader of a democracy without massive financial backing. Money is as powerful a weapon as ever it was.

In societies wholly dedicated to the principle of social equality, privileged private education is forbidden. But even here people are rewarded according to their abilities. In fact, so great is the need for skilled workers that the least able may be neglected. Bright children are carefully and expensively trained to become future rulers. In the end, all political ideologies boil down to the same thing: class divisions persist whether you are ruled by a feudal king or an educated peasant.

1. What is the main idea of this passage?
 - A. Equality of opportunity in the twentieth century has not destroyed the class system.
 - B. Equality means money.
 - C. There is no such society as classless society.
 - D. Nature can't give you a classless society.
2. According to the author, the same educational opportunities can't get rid of inequality because
 - A. The principle 'survival of the fittest' exists.
 - B. Nature ignores equality in dispensing brains and ability.
 - C. Material rewards are for genuine ability.
 - D. People have the freedom how to educate their children.
3. Who can obtain more rapid success?
 - A. Those with wealth.
 - B. Those with the best brains.
 - C. Those with the best opportunities.
 - D. Those who have the ability to catch at opportunities.
4. Why does the author say the new meritocracy can perpetuate itself to a certain extent? Because
 - A. Money decides everything.
 - B. Private schools offer advantages over state schools.
 - C. People are free to choose the way of educating their children.
 - D. Wealth is used for political ends.
5. According to the author, 'class divisions' refers to

- A. The rich and the poor.
- B. Different opportunities for people.
- C. Oppressor and the oppressed.
- D. Genius and stupidity.