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IELTS 普通培训类 (General Training)

阅读应试指导

何 钢

一、总论

由于 IELTS 考试的 General Training (普通培训类) 是针对那些去英语国家完成中学教育，学习非学位培训课程，以及近年来越来越多的赴加拿大、澳大利亚、新西兰等国移民定居的人员，所以 G 类主要旨在测试在一般的社会和教育情景下的基本生存技能 (basic survival skills)。在题材、难度及测试技能等方面，G 类阅读与旨在测试学术技能 (academic skills) 的 A 类阅读或是 TOEFL、GRE 及我国的四六级考试中的阅读部分有很大不同。下面，我们从题材、题型、评分方法、做题步骤等几个方面谈谈 IELTS 普通培训类阅读的特点。

1. 题材与考核技能——实用性

由于近年来为移民目的而考 IELTS 的人日渐增多并且已经成为 IELTS 考试的主力军，许多人为方便，称呼 G 类为移民类。严格说来，在 G 类阅读中，没有任何与“移民” (immigration) 有关的内容，而 training 却是必考的方面。

考试考到的文章来自于布告、广告、官方文件、小册子、报纸、说明书、时间表、书籍与杂志等。考到的题目涉及考生在英语国家必备的生存技能，即是否可以获取、理解并处理基本的信息。

总的来说，IELTS 普通培训类阅读的题材与生活息息相关，是考生在英语国家生存所必需的，这一点与以学习为目的的学术类阅读及 TOEFL、GRE 或四六级有很大不同。就考核技能而言，IELTS 普通培训类阅读主要涉及抓主旨、定位细节和信息之间的比较，较少考核推理、判断与得出结论等学术技能。

2. 题型——多样化

IELTS 考试题型多样化，不像国内外的标准化考试那样大量使用选择题。IELTS 经常考到的题型有：TRUE/FALSE/NOT GIVEN（对、错、文中未提及）、matching（配对）、short-answer questions（简答）、sentence completion（完成句子）、paragraph headings（段落标题）、multiple choice（选择）、summary（摘要）和 diagram/flow chart/table（图表）等。题型的多样化是为了要从各个方面测试考生的 communication skills（交流技巧）。

对于考生来说，熟悉各种题型的要求及了解相应的解题思路，找到适合自己的方法，至关重要。

3. 评分标准——纺锤状

IELTS 普通培训类阅读的评分标准如下：做对 1~2 题得 1 分，3~5 题得 2 分，6~11 题得 3 分，12~17 题得 4 分，18~25 题得 5 分，26~34 题得 6 分，35~37 题得 7 分，38~39 题得 8 分，全对 40 题得 9 分。在实际考试中，根据各套试题的情况，会有一些变动，并且有 0.5 分的分值。

不同目的的考生，应树立不同的目标。以加拿大为移民目标国的考生，应力争做对 20 题以上，欲前往澳大利亚或新西兰的考生，可以将 28 题作为目标。考试的时候力争把简单的、能够做对的题目做对，并努力尝试较难题目，合理分配时间，这样，要获得满意的成绩，应该是可以达到的目标。

二、试卷结构简述及做题步骤与方法

IELTS 普通培训类阅读用时 60 分钟，共 40 道考题，分为三部分，难度递增。第一部分考日常事务 (social survival)，主要包含与生活密切相关的实用文本，要求考生能够定位和提供一般事实性信息。一般为两篇文章，每篇文章各一种题型。第二部分考培训内容 (training survival)，一般与某种语言类或实用类短期或长期培训有关，与第一部分相比，语言更复杂一些，表达法更多样。一般考两篇文章，各一种题型。第三部分为一般的说明文 (general reading)，题材广泛，篇幅较长，议论文不在考试之列。考一篇文章，题型在三四种左右。

对于做题步骤，有两种常见的思路：一种是仔细阅读文章，然后逐次做题；另一种是直接做题，回原文寻找答案。两种方法各有其利弊。

先看文章后做题的好处是首先对全文有个全局性的了解，知道其内容大意，做起题来比较容易定位，但可能会出现看文章用时过多，影响做题，或是看完了文章做题的时候发现文章里的许多地方题目并没有考到的弊端。另一方面，许多考生因为阅读速度慢，害怕题做不完，而跳过文章，直接做题，遇到问题再回文章寻找。

这种方法，在做简单题时，效率相当高，但若涉及难题，则会出现考生在原文难以找到对应段落的局面。如果题目的顺序并不与文章的顺序严格对应，考生可能会倍感困惑，难以定位。

在这里，我们建议采用一种简便易学的四步骤做题法：

(1) 看题目要求 (instructions) 及题目的共同点，以决定看文章的详略程度。如果是考 headings，则主要抓主旨；如果是考 matching，则主要在人名、地名等大小写及其他特殊印刷字符处做标记；如果是 TRUE/FALSE/NOT GIVEN，则注意细节。

(2) 扫描文章 (skimming)，一句一句看，并标出段落核心词。

重点浏览标题、每段话的小标题、所附图表的说明，以及特殊印刷字符（大写、下划线、斜体字、数字）。快速浏览每一段，抓住主题句，也就是每一段话的中心句。一段话当中，其他的句子是对主题句的扩展、说明或解释。在普通培训类文章中，主题句通常位于每段话的开头或结尾。若主题句不易辨别，则可在每一段话的核心词汇旁做标记。核心词许多情况下是名词或这一段话中重复出现或有指代关系的词或短语。

寻找并理解主题句或核心词非常重要。这不仅是明白文章大意和中心思想所必需，而且也是做细节题时定位的基础。

浏览所用时间因人而异，在一篇建议用时 20 分钟的文章中，大约为 6 至 8 分钟。浏览的时候切记抓主题、抓核心，不要纠缠于细节，碰到不懂的单词或短语就跳过去。目的是要把握文章的总体脉络和主要意思。

(3) 看题，划每道题核心词，回原文定位 (scanning)。

按照题目的要求，回到文章，进行针对性阅读，定位具体信息。关键是分析题目的主干，判断此题应该对应文章的哪一段。根据题目的核心词，寻找该核心词在文章中的相应位置，有时能对应到原词，有时则对应该核心词的同义表达，例如题目涉及 return time，文中可能为 the time to get back。然后仔细阅读文中对应信息，对于无关信息，则忽略。碰到不懂的单词，则根据上下文进行推断。

(4) 答题，如需选择的进行选择，如需填空的，从文中选取相应内容，如是 TRUE/FALSE/NOT GIVEN，则进行信息之间的比较。

最后应留出两三分钟的时间来检查答案。重新思考一下不太肯定的答案，看看答案是不是符合题目的要求，并确认所有的答案都是填写在相应的位置。

三、提高 IELTS 阅读成绩的策略

1.IELTS 阅读四大障碍及相对对策

(1) 单词

IELTS 普通培训类阅读文章中涉及约 7000 左右词汇，但具备 4000 左右（即

大学英语四级水平) 即可应考。单词量不够的考生, 应在短期内迅速扩充认知词汇, 为看文章及做题打下一个良好的根基。

有些考生脱离语境, 孤立地背单词, 容易把单词的意义遗忘或混淆。如有考生考试时遇到 contrive (设计; 设法做到) 想不起来什么意思, 却牢牢记得在词汇表里该单词位于 contribution (贡献) 之后, controversial (有争议的) 之前。要解决这个问题, 考生可以通过制作单词卡片, 正面写英文拼写, 背面写中文含义的方法来记忆。每天背一定量的生词, 并不断补充, 而且还可以打乱次序。当然, 最重要的是在上下文, 即文章当中记忆单词。

(2) 句子

IELTS 阅读有的题目考的是对于文章中某一句子的理解, 若考生领会得有偏差, 容易导致失分。考生应对一些复合句, 尤其是双重否定句、比较句、指代句等有一定的了解。在遇到比较复杂句子的时候, 应静下心来, 分析句子结构, 从把握句子的主干成分——主谓结构来着手。

(3) 速度

几乎任何阅读考试均同时考核阅读速度 (speed) 与理解的精确度 (accuracy), 考生应在规定的 60 分钟时间里迅速而准确地答题。为赶时间而一味求快或为追求准确而放弃一些题的做法都是不可取的。总的说来, 阅读速度的改善不容易一蹴而就, 需要大量的练习和长时间的努力, 不过, 掌握一些阅读技巧, 革除一些坏习惯, 将有助于看文章时加快进程。

快速阅读, 最关键的是在扫描文章的时候把握段落的主旨, 并做出标记, 并且在看完文章后, 对文章的结构有大致的了解。至于阅读的坏习惯, 约有以下几种:

①边看边读

有的同学由于以前学英语课文的时候有朗读的习惯, 碰到英文文章, 总是情不自禁地读出声来, 或是口里念念有词。这样做的后果, 必然是阅读速度慢。解决问题的关键是, 一定要树立“看”文章而不是“读”文章的心态。

②一次只看一个单词

有的同学是逐字逐字地看, 一眼只看一个单词, 这样做, 不仅速度慢, 而且可能会出现这样一种情形: 每个单词都认识, 但整句话就是理解不了。克服的方法可以争取眼睛在文章中移动的速度逐步加快, 一次看一个意群 (sense unit), 不是只看一个单词。(例: It is possible to use this iron in a vertical position so that you can remove creases from clothes on coathangers or from curtains.)

③遇生词则停顿

习惯于在做题的时候先把所有生词查出来的考生, 在实战时容易在碰到生词的时候停下来思索时间过长而打断阅读的连贯性。考生应该平时养成根据上下文猜测单词含义的习惯, 对于那些不影响理解的生词, 则可以忽略不计。

(4) 不根据文章内容而是按自己的臆测做题

IELTS 考试阅读考核的是考生对于所考文章的理解，而不是考生的知识面或是对于某个问题的见解。考生切忌不依照文章内容判断而凭生活常识或个人感觉来答题，在做 TRUE/FALSE/NOT/GIVEN 题的时候尤其要注意这一点。

2. 提高阅读成绩的途径

①从根本上提高

考生想要得到理想的分数，特别是 6.5 分以上的分数，除了必需掌握一定的阅读和做题技巧之外，还要有扎实的基本功。这就需要考生平时多看、多读、多听、多说、多写，总之是多接触英文 (much exposure to English)。考生应每天分配一定的时间，如半小时以上，来读一些生活类英文，持之以恒，争取在速度和理解的精确度上有所提高。

②针对性突破

对于在短期内要考 IELTS 的同学，应把握“做题、听讲、总结”这三个环节。做题，即在规定的 60 分钟时间里做完一套阅读题，在仿真环境下熟悉做题的流程和思路。听讲，即上课听老师介绍阅读的技巧和方法以及一些文章和难句的讲解。总结，即把老师介绍的方法运用于实践并加以归纳，看看效果如何，有些题为何做错，分析其中原因，并提醒自己在遇到同类问题的时候避免犯类似错误。

四、阅读技巧——skim reading 和 scan reading

1. Skim reading (略读)

Skim reading 指的是迅速找出一段话或是一篇文章的主旨。我们介绍的 IELTS 阅读四步骤阅读法的第二个步骤就是略读。略读可以让我们了解文章大意，并明白段落之间的大致关系，有助于做题时的快速定位。在略读的时候，眼睛应扫过每一个句子，找出核心词并做好标记，对于不认识的单词和一些虚词（如 to, and, is, the）等与主旨没有直接关系的地方则一带而过。

例：

THE PANDA'S LAST CHANCE

Chinese authorities have devised an ambitious plan to save the giant panda from the ravages of deforestation. Martin Williams assesses the creature's chances of avoiding extinction.

- A The giant panda, the creature that has become a symbol of conservation, is facing extinction. The major reason is loss of habitat, which has continued despite the establishment, since 1963, of 14 panda reserves. Deforestation, mainly carried out by farmers clearing land to make way for fields as they move higher into the mountains, has drastically contracted the mammal's range. The panda has disappeared from

much of central and eastern China, and is now restricted to the eastern flank of the Himalayas in Sichuan and Gansu provinces, and the Qinling Mountains in Shanxi province. Fewer than 1400 of the animals are believed to remain in the wild.

- B Satellite imagery has shown the seriousness of the situation; almost half of the panda's habitat has been cut or degraded since 1975. Worse, the surviving panda population has also become fragmented; a combination of satellite imagery and ground surveys reveals panda 'islands' in patches of forest separated by cleared land. The population of these islands, ranging from fewer than ten to more than 50 pandas, has become isolated because the animals are loath to cross open areas. Just putting a road through panda habitat may be enough to split a population in two.
- C The minuscule size of the panda populations worries conservationists. The smallest groups have too few animals to be viable, and will inevitably die out. The larger populations may be viable in the short term, but will be susceptible to genetic defects as a result of inbreeding.
- D In these circumstances, a more traditional threat to pandas--the cycle of flowering and subsequent withering of the bamboo that is their staple food--can become literally species-threatening. The flowerings prompt pandas to move from one area to another, thus preventing inbreeding in otherwise sedentary populations. In panda islands, however, bamboo flowering could prove catastrophic because the pandas are unable to emigrate.
- E The latest conservation management plan for the panda, prepared by China's Ministry of Forestry and the World Wide Fund for Nature, aims primarily to maintain panda habitats and to ensure that populations are linked wherever possible. The plan will change some existing reserve boundaries, establish 14 new reserves and protect or replant corridors of forest between panda islands. Other measures include better control of poaching, which remains a problem despite strict laws, as panda skins fetch high prices; reducing the degradation of habitats outside reserves; and reforestation.
- F The plan is ambitious. Implementation will be expensive--Yuan 56. 6 million (US \$ 12. 5 million) will be needed for the development of the panda reserves--and will require participation by individuals ranging from villagers to government officials.

略读的时候要注意 title (文章标题): the Panda's Last Chance (熊猫最后的机会)。从标题可以推断,这篇文章讲述的是拯救熊猫摆脱灭绝危险。标题下的斜体字一定要仔细看,这通常是全文的主题所在,作者为引起读者注意经常用特殊印刷字符(斜体字、黑体字等)加以强调。从斜体字的两句话里我们知道这篇文章讲三层意思:大熊猫在遭受森林毁坏导致的灾难、中国当局为拯救大熊猫而设计的宏伟计划以及作者对大熊猫免遭灭绝机会的评价。这几层意思把握住了,整篇文章的主要内容也就抓住了。

Skimming 的时候是把一段话看完,然后回过头来标出这一段落的核心词。在 A 段里,第一句话提到已经成为自然资源保护的大熊猫正面临灭绝的危险。第二句话提到主要原因在于栖息地的丧失 (loss of habitat)。第三句话讲到毁坏森林 (deforestation) 这一现象极大地缩小了大熊猫的生存范围。第四句话说的是具体的生存空间缩小的情形:大熊猫已从中国中部和东部的许多地区消失,现仅限于喜马拉雅山东侧的四川省和甘肃省,以及陕西省的秦岭地区。最后一句话说普遍认为在野外生存的大熊猫不到 1400 头。从这一段话五句话的关系可以看出此段主要讲解熊猫生活区域的缩小及其原因,所以应把核心词 loss of habitat 和 deforestation 划上标记。

按同样方式,我们可以划出各段核心词: B 段: fragmented, islands, isolated; C 段: minuscule size; D 段: flowering, withering, bamboo; E 段: latest conservation management plan; F 段: ambitious, implementation。

略读的目的是通过抓段落核心词来明白文章各段的主要意思,便于解答加小标题类问题以及各种细节性问题的段落定位。

2. Scan reading (寻读)

Scan reading 要求在文章中迅速扫描,找出需要的信息。寻读这种阅读技巧会在四步骤阅读法的第三个步骤用到。在分析完问题后,我们可以知道应在文中寻找哪一种类的信息,并运用 scan reading 来快速定位。

- 例:
1. Give two examples of cities which have no sewerage.
 2. Where is half of household income spent on water?
 3. What must Lagos inhabitants do on 'sanitation day'?
 4. Where do more than 60% of Third World people live?
 5. In the 1970s, how many people had no proper means of waste disposal?

Meanwhile, people in the Third World can only envy the levels of health risk faced by those of us who can turn on a tap or flush a toilet. Most cities in Africa and many in Asia Dakar, Kinshasa and Chittagong, for example, have no sewerage of any kind.

Streams, gullies and ditches are where most human excrement and household waste end up.

People draw their drinking water from a standpipe which only operates for a few hours each day. Women still wash clothes and bathe their children in a muddy stream. In Nairobi, Jakarta, Bangkok and elsewhere, families are forced to purchase water from a vendor, paying ten times the rate charged to houses with mains connections (in Khartoum it is 18 times more expensive). In some parts of Sudan, half of household income is spent on water.

As city populations rapidly expand, water and sanitation services are put under pressures unimaginable to those who build them. But at least fear of epidemic--repeating the terrible ravages of cholera in nineteenth-century Europe--encourages action in city halls. Lagos, for example, used to be a watchword for urban filth. Now there is a monthly 'sanitation day' on which moving around the city is banned: everyone must pick up a shovel and clean their neighbourhood.

But until very recently, the sanitary environment inhabited by more than 60 per cent of Third World people--the countryside--was left to take care of itself. The woman carrying her container to the well, washing her laundry in the stream, leaving her toddlers to squat in the compound, had never seen a pipeline nor a drain; no faucet graced her village square, let alone her own backyard. At the end of the 1970s, 1.2 billion people in the Third World were without a safe supply of drinking water and 1.6 billion without any proper means of waste disposal.

题目分析：

(1) “举出没有下水系统的两个城市”。应在文中寻找两个城市名称，城市应以大写字母开头。

(2) “在哪个地方家庭收入的一半都花在用水上?” 应寻找大写字母打头的地名。

(3) “Lagos 的居民在‘卫生日’必须做什么事?” 应根据地名 Lagos 和引号在文中 scan。

(4) “第三世界有 60% 以上的人住在何处?” 可以在文中找数字 60%。

(5) “在 70 年代，有多少人没有正当的污水处理设施?” 用 1970s 定位。

由此可见，我们根据大写字母开头的专有名词、数字及特殊印刷字符可以在文中迅速导读，做出答案：

1. Dakar, Kinshasa 和 Chittagong 中的任意两个；
2. Some parts of Sudan；
3. Clean their neighborhood；

- 4. In the countryside;
- 5. 1.6 billion people.

五、题型分类攻略

1. Paragraph headings 段落标题

2000 年 IELTS 普通培训类阅读题中，一般是文章有 10 段左右，其中的几段话已给出标题，对于剩下的几段话，要求从提供的选项中挑选合适的标题。这种题型考核的是抓段落主旨的能力，需用到 skim reading 技巧。一般说来，段落首句是主题的可能性最大（演绎法），其次是结尾句（归纳法），也可以出现在转折句里（but, however, nevertheless, yet 等），或段落里的任何一句话。

例：Choose the most suitable heading from the list of headings below for the first 7 paragraphs of Reading Passage headed “Australia’s \$ 7.3 Billion Windfall”. Write your answers in boxes 1-7 on your Answer Sheet. The first one has been done for you as an example.

| | |
|---|---|
| a. Rise in Tourism | f. Property Values and Accommodation |
| b. Sporting Facilities and Environmental Concerns | g. Taxation and Inflation |
| c. Increase in Export Earnings | h. Benefits to the Business Community |
| d. Employment Prospects | i. Disadvantages of Renting and Buying a Home |
| e. Economic Boost | j. Sports Education Programs |

Example: Paragraphs (i) d

- | | |
|--------------------------|---------------------------|
| Q1. Paragraphs (ii) ... | Q5. Paragraphs (vi) ... |
| Q2. Paragraphs (iii) ... | Q6. Paragraphs (vii) ... |
| Q3. Paragraphs (iv) ... | Q7. Paragraphs (viii) ... |
| Q4. Paragraphs (v) ... | |

Paragraph (i)

An independent study has predicted a \$ 7.3 billion economic injection to Australia now that Sydney is to hold the 2000 Olympic Games. It is estimated that 156,200 full-time and part-time jobs would be created as a direct result of staging the Games. The impressive figures, however, need to be kept in perspective. The statistics are for the

period 1991 to 2004, and they compare with an estimated total size for Australia's workforce of 7.7 million people, and a national income of more than \$ 400 billion. The most favourable outcome would probably bring only short-term offers of employment.

Paragraph (ii)

The study, commissioned by Sydney's Olympic Bid Committee, shows that the projected benefits will be distributed Australia-wide and throughout virtually every sector of the business community from tourism, manufacturing, retail and personal services (such as media, restaurants and hairdressers) to finance and construction.

Paragraph (iii)

It is postulated that taxation revenue will increase greatly, both at State and Federal levels, with the estimates, which the report says are likely to prove conservative, being an extra \$ 376 million for the NSW Government during the 14 years from 1991: \$ 1.9 billion for the Commonwealth, and \$ 73 million for local government. However, inflation might rise by 1 per cent in NSW during the year of the Olympics, and housing price rises might follow, which would benefit existing home owners, but disadvantage home buyers and renters.

Paragraph (iv)

Nonetheless, the study found that the advantages of holding the Olympic Games are much greater than any envisaged disadvantages. Launching the study, the NSW Premier Mr. Fahey said that the Olympics represented an economic boost that could be achieved by no other single event. The Olympics will be the biggest commercial venture ever undertaken in Australia, and offered substantial benefits to Sydney and the entire nation, provided that it was thoughtfully managed.

Paragraph (v)

The tourism boom began as soon as the Sydney win was announced. Tourism is predicted to rise by 1.49 million visits--1.3 million from overseas--in the decade between 1994 and 2004, with a peak of 245,000 (85,000 from overseas and 160,000 from outside Sydney) here at various stages during the two weeks of the Games. These visitors will include Olympic officials preparing for the 2000 Games, athletes and spectators to pre-Games events held in Olympic facilities, and visitors induced to Sydney through the city's increased international exposure. However, the study cautioned that the dramatic rise in the number of tourists might lead to environmental problems, with traffic conges-

tion increasing in certain areas and pressure placed on city resources.

Paragraph (VI)

The Games would have a positive and significant effect on the balance-of-trade figures, adding more than \$ 3.5 billion to net export earnings between 1994 and 2004. Of the projected benefit, about half will go to Sydney, about \$ 1 billion to the remainder of NSW, and about \$ 2.8 billion to the other States and Territories.

Paragraph (VII)

The study predicted that property speculation could affect the price of homes. Past Olympic events have seen such speculative activity. To the extent that Sydney will become a more prosperous city because of the Olympics, and land is in fixed supply, prices will invariably rise. This would be a reflection of increased confidence in the economy, and is, therefore, an endorsement of the economic benefits that will flow from staging the Olympics. It noted the increased housing planned for Homebush Bay and Pyrmont, and cautioned that any Games-driven increase in accommodation might leave Sydney with an oversupply of beds after the Games.

Paragraph (VIII)

It also pointed to the possibility of problems over the continuing expense of operating sporting venues after the Games, but suggested increased marketing of the facilities and efficient management would keep costs down. Negative environmental effects from increased tourism could be lessened with education programs, and by reinvesting some of the money gained from tourism into improving the environment.

Conclusion

To counter the problems raised by the study, Mr. Fahey said facilities were being built for long-term needs, not just for the Olympics, and he envisaged that monitoring of the issues being raised would need to continue well into the future, and would remain a top priority with the government.

小标题的做题步骤有两种：一种是先对全文进行 skim reading，把每段话的核心词做出标记，然后到选项里去找对应项。另一种是先看选项，然后 skim reading 并做出选择。

本篇文章的段落核心词与小标题对应关系如下：

(i) short-term offers of employment: d (Employment Prospects)

- (ii) projected benefits: h (Benefits to the Business Community)
- (iii) taxation revenue, inflation: g (Taxation and Inflation)
- (iv) economic boost: e (Economic Boost)
- (v) tourism boom: a (Rise in Tourism)
- (vi) positive, net export earnings: c (Increase in Export Earnings)
- (vii) property speculation: f (Property Values and Accommodation)
- (viii) expense of operating sporting venues, negative environmental effects: b
(Sporting Facilities and Environmental Concerns)

在 paragraph headings 题型中，干扰项选项一般为段落非主题性细节。

(注：另可参考 A 类阅读 headings 部分。)

2. TRUE/FALSE/NOT GIVEN (T/F/NG)

在 IELTS 普通培训类阅读中，TRUE/FALSE/NOT GIVEN (或 YES/NO/NOT GIVEN) 占的比例很大，在 40 题中，占大约 12~18 题，最多时有 22 题左右。

普通培训类的 T/F/NG 题几乎都是细节题，考核考生对于文章作者观点、态度等的理解。考生应在对文章主体结构及段落主题了解的前提下，进行解题，切忌不依作者观点和文中材料，单凭自己的感觉或生活常识做题。

T/F/NG 题不必先看题，因为 T/F/NG 的题目中有跟原文相冲突的陈述，容易造成先入为主的印象，影响做题。首先应该浏览文章，划出段落核心词，其次分析问题，划出题目核心词，回原文定位，与原文中相应句子进行比较。如果与文中相一致，则答案为 TRUE，若与文中相冲突，则答案为 FALSE，如果既不一致又不冲突，则 NOT GIVEN。

例：

Read the passage on *Daybreak* trips by coach and look at the statements below.

On your answer sheet write:

TRUE-if the statement is true.

FALSE-if the statement is false.

NOT GIVEN-if the information is not given in the leaflet.

1. Millers Coaches owns Cambridge's Cambus fleet.

2. Premier is an older company than Millers.

3. Most of the Daybreak coaches are less than 5 years old.

4. Daybreak fares are more expensive than most of their competitors.

5. Soft drinks and refreshments are served on most longer journeys.

6. Smoking is permitted at the rear of the coach on longer journeys.

7. Tickets must be bought in advance from an authorised Daybreak agent.
8. Tickets and seats can be reserved by phoning the Daybreak Hotline.
9. Daybreak passengers must join their coach at Cambridge Drummer Street.
10. Daybreak cannot guarantee return time.

SPRING IS IN THE AIR!

Welcome to our Spring Daybreak programme which continues the tradition of offering unbeatable value for money daytrips and tours. All the excursions in this brochure will be operated by Premier Travel Services Limited or Millers Coaches; both companies are part of the CHL Group, owners of Cambridge's Cambus fleet.

WE'RE PROUD OF OUR TRADITION

Premier was established in 1936; the Company now offers the highest standards of coaching in today's competitive operating environment. Millers has an enviable reputation stretching back over the past 20 years, offering value for money coach services at realistic prices. We've travelled a long way since our early days of pre-war seaside trips. Now our fleet of 50 modern coaches (few are more than five years old) operate throughout Britain and Europe but we're pleased still to maintain the high standards of quality and service, the trademark of our founders nearly sixty years ago.

EXCLUSIVE FEATURES

Admission inclusive fares

All Daybreak fares (unless specifically otherwise stated) include admission charges to the attractions, shows and exhibits we visit. Many full day scenic tours are accompanied by a fully trained English Tourist Board 'Blue Badge' guide or local experienced driver/guide. Some Daybreaks include lunch or afternoon tea. Compare our admission inclusive fares and see how much you save. Cheapest is not the best and value for money is guaranteed. If you compare our bargain Daybreak fares beware-most of our competitors do not offer an all inclusive fare.

SEAT RESERVATIONS

We value the freedom of choice, so you can choose your seat when you book. The seat reservation is guaranteed and remains yours at all times when aboard the coach.

NO SMOKING COMFORT

With the comfort of our passengers in mind, coaches on all our Daybreaks are no smok-

ing throughout. In the interests of fellow passengers' comfort, we kindly ask that smokers observe our 'no smoking' policy. On scenic tours and longer journeys, ample refreshment stops are provided when, of course, smoking is permitted.

YOUR QUESTIONS ANSWERED

Do I need to book?

Booking in advance is strongly recommended as all Daybreak tours are subject to demand. Subject to availability, stand-by tickets can be purchased from the driver.

What time does the coach leave?

The coach departs from Cambridge Drummer Street (Bay 12, adjacent to public toilets) at the time shown. There are many additional joining points indicated by departure codes in the brochure. If you are joining at one of our less popular joining points, you will be advised of your pick up time (normally by telephone) not less than 48 hours before departure. In this way, we can minimise the length of pick-up routes and reduce journey times for the majority of passengers.

What time do we get back?

An approximate return time is shown for each excursion. The times shown serve as a guide, but road conditions can sometimes cause delay. If your arrival will be later than advertised, your driver will try to allow for a telephone call during the return journey.

Where can I board the coach?

All the Daybreaks in the brochure leave from Cambridge Drummer Street (Bay 12, adjacent to public toilets) at the time shown. Many Daybreaks offer additional pick-ups for pre-booked passengers within Cambridge and the surrounding area. This facility must be requested at the time of booking.

题目分析：

1. FALSE——文章第一段写道 Miller Coaches 属于 CHL Group 的一部分 (part of...), 而 CHL Group 是 Cambridge's Cambus fleet 的所有人 (owners), 那么 Millers Coaches 与 Cambridge's Cambus fleet 同属于 CHL Group, 两者之间为同等级并列关系, 与题目“Millers Coaches 拥有 Cambridge's Cambus fleet”冲突。

分析：有同学认为是 TRUE, 是没能理解 owners of Cambridge's Cambus fleet 作 CHL Group 这个集合名词的同位语。

2. TRUE——文章第二段写道 Premier 于 1936 年建立，Millers 在 20 年前建立，第二段最后一句有“our founders nearly sixty years ago”。这里的 60 年应指的是 Premier。所以“Premier 比 Millers 创建时间更早”正确。

分析：有的同学仅根据 1936 年这一信息点就判断本题 TRUE，有侥幸之嫌。有的同学以为是 NOT GIVEN，他们误以为 Millers 的 enviable reputation（令人羡慕的声誉）可追溯到 20 年前，那么在此之前 Millers 公司可能还未成名，但此推导缺乏文本依据，为过度推理。

3. TRUE——第二段话括号中的 few are more than five years old 与题目 most are less than 5 years old 同义。

4. TRUE——虽然文章没有直接提到 Daybreak fares 比绝大多数竞争对手的费用更贵。但这一说法可以从第三段话中的 cheapest is not the best 以及 most of our competitors do not offer an all-inclusive fare 推断得出。“最便宜的不是最好的”以及“绝大多数竞争对手不提供一揽子费用”意味着 Daybreaks fares 比其他公司的 fares 价格更高，但 Daybreak fares 提供比其他公司多得多的东西，如 admission charges to the attractions, shows and exhibits we visit。

5. NOT GIVEN——文章第五段提到在 longer journey 中提供 refreshments，但没有提到有无提供 soft drinks。

分析：有同学可能会觉得第三段话的 afternoon tea 可算作是 soft drinks。其实 afternoon tea 为 a light afternoon meal consisting of tea, bread, cakes, etc.，而且 some daybreaks 不等于 most longer journeys。

6. FALSE——文章第五段 coaches on all our Daybreaks are no smoking throughout，由此可见，在车上从头到尾，从出发到归来都不许吸烟。

分析：选 TRUE 的同学错误理解 smoking is permitted 的条件。允许吸烟是在 refreshment stops，即停车吃点心的时候才可以，而不是在车上。

7. FALSE——第六段中有 Booking in advance is strongly recommended（强烈建议提前订票）的话，但下一句接着说如果还有票的话，可直接向司机购买，故不是必须（must）提前购买。

8. NOT GIVEN——虽然文中说可以提前预订（reserve）票，但没有提到所谓的“Daybreak Hotline”。

9. FALSE——根据第七段话, Cambridge Drummer Street 是发车地点, 但该段还提到预订了车票的乘客可以要求在汽车沿线别的地点上车 (many additional joining points), 所以不是必须。

10. TRUE——Daybreak 不能对归来时间做任何保证。他们公布返回的大约时间。并在晚点的时候允许乘客在归途中打电话回家。

TRUE/FALSE/NOT GIVEN 原则总结:

TRUE

(1) 题目与原文对应处为同义转述关系, 即有同义词或同义结构。如:

①(原文) In the heart of the city are several big department stores linked by enclosed over-the-street crossings and underground walkways.

(题目) Some department stores in Sydney are joined by walkways above and below the ground.

其中 are linked by 对应 are joined by, over-the-street crossings 等于 walkways above the ground, underground walkways 即 walkways below the ground.

②(原文) 1 in 7 children suffers from asthma, thought to be exacerbated by traffic fumes.

(题目) It is believed that pollution from vehicles can make some children's illnesses worse.

本题的对应关系为: thought 对应 believed, 同样表示人们的看法, exacerbate 和 make... worse 一样, 都表示“使…恶化”的意思。

③(原文) Frogs are losing the ecological battle for survival, and biologists are at a loss to explain their demise.

(题目) Biologists are unable to explain why frogs are dying.

题目中的 are unable to 与文中 are at a loss to 均为“无法”, dying, demise 都作“死亡”的意思。

④(原文) Practice may make nonsense of even the best theoretical intentions

(题目) Theories do not always work in practice.

此处为句式的变化, 主宾语位置互换, 意思均为“理论并不一定总是能在实践中得到运用”。

(2) 题目的陈述是根据原文的某句或某几句话推断而成, 或是对原文某个内容的归纳。如:

(原文) Thanks to the support of STA travel and... International Students House now provides the service of an International Students adviser. This new

welfare service...

(题目) STA Travel help finance the Students Adviser.

文章 STA Travel 提供的是何种性质的帮助，下一句话指出 Students Adviser 是个 welfare service (福利性服务) 即某种 financial support。由此可以推断 STA Travel 提供的是财务方面的支持。

FALSE

(1) 题目的陈述与原文直接相反。如：

①(原文) Australia is recognised as one of the most sports-conscious nations in the world.

(题目) Australians are sports-minded people, but this is not realised by the rest of the world.

recognised (被认为) 与 not realised (不被…所认识) 直接相反。

②(原文) Four times as many children are driven to school in Britain as in Germany, because of road dangers.

(题目) More German children go to school by car than British children.

文中说坐车上学的英国小孩人数是德国的四倍，而题目意思是与英国小孩相比，有更多的德国小孩坐车上学。两句话直接相冲突。

(2) 原文是多个情形的并列，题目是“必须”或“非得”某个情形，常含 must, only 等词。如：

①(原文) The smaller political parties claim to offer a more balanced swag of policies, often based around one major current issue.

(题目) The smaller parties are only concerned about the environment.

某个主要的现实问题 (one major current issue) 可以是环境问题 (environment)，但不仅限于 (only) 环境问题。

②(原文) You can join for as little as one month and for up to one year at a time.

(题目) Membership must be renewed monthly.

文中是参加的话为至少一个月，最长可至一年，而题目却说必须 (must) 按月申请会员资格。

③(原文) The Eco-audit scheme also proposes that organizations which are accredited under the scheme should regularly publish an environmental statement containing factual information and data on the environmental performance of each site.

(题目) The Eco-audit scheme insists that members publish data on performance.

文中说的是建议 (proposes)，意为可供选择的做法当中的一种，而题目是坚持 (insists)，即非得这么做不可。两者之间相冲突。

(3) 在原文和题目中使用了表示不同范围、频率或可能性的限定词或副词或形容词。

①(原文) Such legislation as a Register, which is open to the public, also exists in many of the other European community countries.

(题目) All EC countries have an environmental register which is open to the public.

原文为 many (许多)，题目是 all (所有)，涉及的范围相矛盾。

②(原文) Even in wet areas once teeming with frogs and toads, it is becoming less and less easy to find those slimy, hopping and sometimes poisonous members of the animal kingdom.

(题目) Frogs and toads are usually poisonous.

Sometimes (有时) 与 usually (通常) 在频率方面不一致。

③(原文) Nowadays, without a qualification from a reputable school or university, the odds of landing that plum job advertised in the paper are considerably shortened.

(题目) It is impossible these days to get a good job without a qualification from a respected institution.

原文提到找到一份好工作 (landing that plum job) 的可能性 (odds) 大大降低 (considerably shortened)，意为不太可能 (unlikely)，而题目却是完全不可能 (impossible)，两者在可能性上相违背。

(4) 原文为人们对于某样事物的无根据的想象或感觉，题目则是客观事实。如：

①(原文) Another theory is that worldwide temperature increases are upsetting the breeding cycles of frogs.

(题目) It is a fact that frogs' breeding cycles are upset by worldwide increases in temperature.

文中谈到的是没有现实依据的理论 (theory)，与题目中的客观事实 (fact) 相冲突。

②(原文) Comics are now considered to be the most effective medium for offering prisoners health advice.

(题目) Comics have been proved to be the most effective way of giving advice to prisoners.

原文里的 considered 表示主观的看法和观点，题目则表示有依据的事实 (proved)，两者相反。

NOT GIVEN

(1) 题目里的某项内容在原文中没有涉及。如：

①(原文) In Sydney, a vast array of ethnic and local restaurants can be found to suit all palates and pockets.

(题目) There is now a greater variety of restaurants to choose from in Sydney than in the past.

原文提到了悉尼有各种各样的餐馆，但并没有提到与以前相比，现在有更多种类的餐馆 (a greater variety of restaurants) 可供挑选。

②(原文) Rehearsal rooms and other facilities for the various theatres within the complex were either made considerably smaller or cut out altogether, and some artists have complained bitterly about them ever since.

(题目) The Government was concerned about some artists' complaints.

文章的确涉及一些艺术家们的抱怨，但没有提到政府对此的反应。

③(原文) At the last election there was the No Aircraft Noise Party, popular in certain city areas.

(题目) The No-Aircraft-Noise Party is only popular in the city.

文章写道 No-Aircraft-Noise Party 在城市里挺受人欢迎，但没有提到它是惟一 (only) 受人欢迎的。

(2) 文章涉及一个较大范围的范畴，而题目则是一个具体的概念。

①(原文) The 57 square kilometer harbour is one of the largest in the world.

(题目) Sydney harbour is the largest in the world.

文章说悉尼港是世界上最大的港口之一，而属于这一范围的应该有多个港口。题目讲的是悉尼港是世界上最大的港口，而这是具体而惟一的。在这题里“最大的之一”与“最大的”既一致又不相冲突，所以为 NOT GIVEN，这一题切忌根据常识，因为事实上最大的港口应是荷兰的鹿特丹 Rotterdam。似乎此题为 FALSE，但 IELTS 考的是题目与文章之间的对应关系。

②(原文) ... the tourists come mainly from Europe.

(题目) Tourists come mainly from the UK.

文章说是游客主要来自欧洲，可能来自英国、法国、德国、西班牙等任何国家，并没有具体地说明主要来自英国 (the UK)。

③(原文) The Eco-audit scheme also proposes that organizations which are accredited under the scheme should regularly publish an environment statement containing factual information and data on the environmental performance of each site.

(题目) Eco-audit accredited organizations should publish quarterly statements. 原文只提到应该经常 (regularly) 出版，并没有具体说是按星期 (weekly)、按月 (monthly)、还是按季度 (quarterly)。

TRUE/FALSE/NOT GIVEN 题注意事项:

- (1) 严格按照文章本身意思理解和推断，不要节外生枝，想象过分。
- (2) 认真区分 FALSE 和 NOT GIVEN，两者之间差异的本质是 FALSE 题与原文相反、相冲突，而 NOT GIVEN 题则不相冲突，但也没有提及。
- (3) 看清题目要求，有时题目指示考生写 TRUE, FALSE, NOT GIVEN，有时写 T, F, NG，有时又写 YES, NO, NOT GIVEN 等，对于这些指令，要不折不扣地去做，不要凭惯性，以免因不符合要求而失分。

3. Matching 配对题

配对题要求考生将题目信息与文中相应段落匹配（见下文）或是两种信息之间进行匹配（见样题），主要考核定位和寻读（scanning）技能。

例：The following notice gives information about school excursions. Each excursion is labelled A – J.

SCHOOL EXCURSIONS

A Ancient and Modern Museum

This is a museum with a difference. Along with the usual historical exhibits, this museum features an up-to-date display of hands-on information technology.

B Shortlands Wildlife Park

This is not the usual ‘animal gaol’. Here exotic animals wander free in large compounds, separated in such a way that they can’t harm one another.

C Botanical Gardens

Besides the many exotic plants one expects to see in a botanical garden, these gardens feature an array of native birds and other wildlife.

D Wax World

If you’re interested in seeing how people used to live and dress, Wax World is the place for you. Featuring over 100 wax models of famous people, this venue is well-suited to anyone interested in changing trends in clothing.

E Ther Central Art Gallery

The art gallery has six chambers each exhibiting paintings from different periods, from the Middle Ages to the present. The walking tour, recorded on tape, is designed for visitors interested in art history and criticism.

F Technology Park

In the planetarium you can observe features of the night sky, and learn about such historical events as the origin of the crab nebula. This excursion also includes a visit to the Satellite Mapping Centre.

G Parliament

Students are met at the entrance by ushers who show them around the Houses. The tour includes the Hansard library, the grand lounge, government and opposition offices and the public gallery.

H St. Cedric's Cathedral

With the Bishops' Throne as its central feature, this building is a classic example of the excesses of architecture. This excursion is a must for any student interested in sculpture and stained glass as art forms.

I The Light Fantastic

Find out about the fascinating process of candle making. This factory also holds the additional attraction of illustrating the diverse uses that candles and other wax products can have--from the projection of film, to their use in the art of sculpture and decoration.

J Trolland's Caves

These caves, situated below the hills to the north of the city, are entered via the Widmore River. The caves are home to colonies of glow worms that shine like stars on the ceilings and walls of the caves, casting an eerie light on the many stalagmites and stalactites.

Answer questions 1 – 7 below by writing the appropriate letters A-J in boxes 1 – 7 on your answer sheet.

Note : You may use any letter more than once.

Example

Answer

Which excursion would you choose if you are interested in famous people? D

1. Which excursion would you choose if you wanted to know about the different uses of wax?
2. Where could students learn something about the animals of the country they are studying in?
3. On which excursion is it possible to learn something about the stars?
4. Which excursion would be suitable for students of fashion and design?
5. Which excursion would attract people interested in computers?
6. On which excursion would you expect to listen to an art critic?
7. On which excursion would you need to travel by boat?

做题步骤：

- (1) 快速读题，寻找题目共同点，匹配相应段落。
- (2) 浏览文章，重点看小标题，抓每段话核心词。
- (3) 分析题目，划重点词，回原文定位。

分析：

第一题：有关蜡的不同用途 (different uses of wax)。有的同学立刻定位到 D 段 wax World，错，因为这一段话只提到蜡的一种用途，即蜡像。正确选项为 I (the Light Fantastic)，在这段话里提到 the diverse uses that candles and other wax products can have (蜡的各种用途)。

第二题：有关学生学习所在国家的动物。有同学选 B，以为这一段里有 animals，但忽略了形容词 exotic (外国来的，外国产的)，不符。应选 C，其中有 native birds and other wildlife (本土动物)。

第三题：有关星星 (stars)。选 F，其中含下列与星星有关的单词如 planetarium (天文馆)、night sky (夜晚的星空) 等。

第四题：有关时装设计 (fashion and design)。选 D，本段提到 changing trends in clothing (服装潮流的变迁)。

第五题：有关计算机 (computers)。选 A，因该段落含 information technology (信息技术)，而信息技术与计算机息息相关。

第六题：有关艺术评论家 (art critic)。选 E，对应 art history and criticism (艺术史和艺术评论)。

第七题：有关坐船航行 (travel by boat)。选 J，此处有 river (河流)。

配对题注意事项：

配对题有时是一一对应，这时可以采取一段选一个，按顺序配对的方法。有时是多段选一个，或一段选多个，这时要注意选项应与每段话相对应，有相关性。

4. Short Answer Questions 简答

Sentence Completion 完成句子

简答和完成句子是细节题的一种，需要回原文定位，而且对字数有严格限制，一般是 in no more than three words or numbers。解题的时候要考虑如何省略非主干成分，满足字数的限制。基本原则是保留核心词。有形容词、有名词，优先保留名词；有动词、有副词，优先考虑动词；冠词通常可以省略。总之是保留被修饰的核心成分，省略修饰成分。若是严格意义上的并列关系，则任选一个。

例：简答

Questions 1~6

You want to send some international mail.

Read the text ‘International Postal Services’ on the next page and answer questions 1–6 using NO MORE THAN THREE WORDS for each answer.

Write your answer in boxes 1–6 on your answer sheet.

1. If you do not pay enough postage for airmail, how may your letter or package be sent?
2. How much does it cost to send a postcard by airmail?
3. What does the post office use to follow the movement of priority mail?
4. Which is the best priority service if you want to send expensive jewellery abroad?
5. If you send something by either international recorded or international registered, what does the person receiving it have to do?
6. What kind of service is faster than swiftair?

INTERNATIONAL POSTAL SERVICES

GETTING THE PRICE RIGHT

It pays to get the postage right when you’re sending mail abroad. Anything intended for airmail but underpaid stands the risk of being sent by surface mail instead. So make sure that you check the postage when mailing abroad.

STAMP BOOKS

For extra convenience, remember international stamp books. There are two available: 4 × 41p stamps with airmail labels, for sending 10 g letters anywhere outside of Europe. 4 × 35p stamps with airmail labels, for sending postcards to anywhere in the world.

PRIORITY TREATMENT

PRIORITY SERVICES FOR YOUR INTERNATIONAL MAIL

These three new services incorporate the latest barcode technology to track and trace your mail up to despatch from the United Kingdom.

1. INTERNATIONAL RECORDED

Peace of mind when posting abroad

Like using recorded delivery in Britain, this service gives you a signature on delivery and is recommended for items of little or no monetary value sent worldwide. Valuable items should be sent by the international registered service.

Priced at £ 2.50 per item plus airmail postage, it provides compensation to a maximum of £ 25.

Advice of delivery (documentary confirmation of delivery) is available for an extra 40p.

2. INTERNATIONAL REGISTERED

Greater security for your valuables

Gives you extra security in the UK and abroad, and a signature on delivery.

Available to 140 destinations, it costs £ 3.00 plus airmail postage for compensation up to compensation up to £ 1000.

Lower limits apply to some destinations; to others, registered is not available. Please check at your local post office. Advice of delivery (documentary confirmation of delivery) is available for an extra 40p.

3. SWIFTAIR

The express airmail service

Although it is not a courier service, and therefore cannot guarantee delivery the following day, swiftair is faster than ordinary airmail, international recorded and international registered. It is the economical alternative to courier services when nextday deliv-

ery is not essential.

Price £ 2.70 plus airmail postage.

第一题：从题干的 do not pay enough postage 可定位到第一段的第二句话 underpaid，所以答案为 by surface mail。本题用状语来回答表示方式的 how。

第二题：从题干的 how much 和 postcard 定位到第二段的最后一句话，答案为 35p。注意原文是 postcards 对应 $4 \times 35p$ stamps，复数对应复数。本题是 a postcard，所以对应物也相应是单数的 35p。

第三题：从题干的 follow the movement of priority mail 定位到第三段话的 track and trace your mail (追踪邮件行程)，答案为名词性成分 (latest) barcode technology。

第四题：从题干的 expensive jewellery 可找到文章第四段的相关内容 valuable items，答案为 international registered (service)。

第五题：从题目的 the person receiving it (收件人) 可找到第四段第二句话，答案 sign on delivery。注意，原文是名词短语 signature on delivery，但本题是 what... do? 要求回答动词成分。

第六题：从题目的 faster than swiftair 可在倒数第二段第一句话找到答案 courier (service)。

例：完成句子

The decision about where to live while studying at tertiary level can have a major influence on a student's chances of success. It is important that particular needs, such as security, a quiet place to study, and a convenient location, are taken into consideration before a choice is made. Four of the various options available to students are discussed below:

1. Halls of Residence.

Residential college accommodation at university provides small rooms, usually single study/bedrooms, for both undergraduate and postgraduate students. Most have shared bathrooms, and all meals and linen are usually included. However, meals are chosen by the catering staff, and meal times strictly adhered to. In addition to basic residence fees,

most universities make minor additional charges for items such as registration fees, damage deposit, and power charges. College accommodation is limited, and there are always waiting lists; it is especially popular with first year students since it is an excellent way to meet people, and travel expenses are minimised. Also, if a student intends to return home during vacations, costs can be reduced, since payment is only for weeks spent living on campus.

.....

Q1. College accommodation usually consists of a single room, and provides both

Q2. As well as the basic college residence fees, additional charges are usually made, but are described as

Q3. One disadvantage of residential college accommodation is that it is

第一题：“大学宿舍通常包括一个单人间，同时还提供_____”。从 provides both 可分析得出应该在文章里找并列结构的两个名词。答案 meals and linen。

第二题：“除了基本的大学住宿费用外，还要交纳额外费用，但这种费用被描写为_____”。从 as 分析，后应填形容词或名词，且跟 additional charges 密切相关。答案为 minor。

第三题：“住在大学宿舍里的缺陷之一在于_____”。从 disadvantage 可推断应回原文寻找与 residential college accommodation 相关的贬义词。答案是 limited。

简答及完成句子注意事项：

- (1) 这两种题型都要求考生定位准确。
- (2) 注意语法，通常考名词信息为主，偶尔有动词、形容词、状语等。
- (3) 限制字数，去除旁支保留主干，题目里已有的信息均可不必重复。

5. Summary 摘要

在普通培训类阅读中，摘要有时是以全文，有时是以部分段落的形式出现，一般是从多个选项中进行选择，选项的数目往往多于空格的数目。

(1) 做题步骤

首先把选项进行语法归类，按不同词性来划分。其次把摘要通读一遍，注意第一句话。第一句话往往是完整句或是有例子加以说明。接着看每个空格所在的句子，并判断空格部分的语法成分，到选项中相应的类别中寻找，如遇困难，回原文定位，找出空格所缺内容，从选项中挑选。

(2) 摘要题选项与原文之间的对应关系

主要有以下六种对应关系：

①与文中一模一样的单词或短语；

②词性变化，如文中是 not advisable... unless it is absolutely necessary，正确选项是... is not advisable nor a necessity；

③语态变化，如文中是 students should bring as much clothing from home as possible，正确选项是 clothing should be brought from home；

④同义表达，如文中是 if on a tight budget，应该填写 if the budget is restricted；

⑤归纳，如文中提到某种服务一天十几个小时，一周七天提供，可选择... is readily available；

⑥图表，有时文中没有直接提及，需从所附图表或图表的说明中得出。

(注：另可参考 A 类阅读 summary 部分。)

6. Multiple Choice 选择

除了应用普通性的细节题原则外，需排除干扰选项。最可能也最难排除的干扰选项是那些似是而非的、与原句部分相似的选项。例如，文中提到... may not be suitable for all students，其中的一个干扰项就是 is suitable for most students，而正确选项应为 is not always suitable for students。有时题干是主语，选项为谓语，此时不仅要注意此谓语成分，文中有没提到，更要留心题干的主语与选项的谓语构成的主谓结构是否张冠李戴。如文中提到 In general, those practically orientated courses tend to incur higher additional costs. Expenses for books, stationery, and equipment vary greatly, but you should allow approximately \$ 500 – \$ 1000 a year. 题干为 Courses that are more practical，其中有个干扰选项是 cost \$ 500 – \$ 1000 a year。此题是典型的张冠李戴，把前一句话的主语和后一句话的谓语拼凑到一起。原文是说那些实用性的课程中，书本、文具和设备的费用大约是一年 500 至 1000 美元，并不是说课程费用是 500 至 1000 美元 / 年。课程费用应为 expenses for courses 或 tuition。

7. Diagram/Flowchart/Table 图表

Diagram 一般为树状结构，Flowchart 为线性结构，同时有一定指向，Table 为表格。做图表题关键要弄清该图表的结构，即排列方式。图表可以是按照时间先后顺序 (chronological order)、过程先后顺序 (process)、分类叙述 (classification) 等

排列。做题的时候需要在文中寻找相应的结构词 (discourse sequence markers)。

六、考试注意事项

1. 注意把握时间

考生拿到试卷之后，不要着急做题，可以先把试卷从头到尾扫描一遍，花1分钟左右时间，获得一个总体感觉。接下来做题的时候按照四步骤做题法进行，前两个section的四篇文章，应该平均每篇文章10分钟，最后一篇长文章20分钟，循序渐进地做。碰到没有什么把握或比较茫然的题目先猜测一下，试着写下答案，并在试卷（注意：不是答题纸）上做标记，以备有时间检查的时候再予考虑，不要在任何单个的题目上花费过多的时间。

考生在考前演练的时候，就应该按照实战的要求，模拟考试气氛，在有压力的环境下按规定时间做题。经过一段时间的训练，考试的时候才会得心应手。

2. 在原文做标记

考生进入考场，只允许携带身份证件（或护照）、铅笔、橡皮等。考生在做题的时候，可以在试卷上做任何标记。有关如何做标记，在什么地方做标记，请参阅 Skim reading（略读）部分。

为打下良好的边看文章边做标记的习惯，考生可以在应考之前加以针对性的练习。

3. 在答题纸上做题

在 IELTS 听力部分，考生在听完磁带以后，有专门的10分钟时间可以把答案誊写在答题纸上。但是阅读部分没有专门的抄写时间。为节省用时，考生应养成平时就在专用答题纸做题的习惯。这样也可以避免由于抄写时过于仓促将上下题写混乱的麻烦。另外，由于答题纸空格处空间有限，建议考生使用自动铅笔，以工整的字体答题。

总之，只要考生注意语言积累，多接触英文材料，考前参加高质量的培训班，做几套少而精的习题，那么 IELTS 普通培训类阅读将不会成为出国途中的拦路虎。最后，送广大考生一句话共勉：

Consider IELTS not as an obstacle to overcome, but a goal to accomplish.

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

GENERAL TRAINING READING TEST 1

TIME ALLOWED: 1 hour
NUMBER OF QUESTIONS: 38

Instructions

WRITE ALL YOUR ANSWERS ON THE ANSWER SHEET

The test is divided as follows:

-- **Reading Passage 1**
Questions 1 – 13

-- **Reading Passage 2**
Questions 14 – 25

-- **Reading Passage 3**
Questions 26 – 40

**Start at the beginning of the test and work through it. You should answer all questions.
If you cannot do a particular question, leave it and go on to the next. You can return to
it later.**

SECTION 1 Questions 1–13**Questions 1–7**

Look at the information on the following page about swimming regulations at the Jubilee Swimming Club.

In boxes 1–7 on your answer sheet write

TRUE *if the statement is true*

FALSE *if the statement is false*

NOT GIVEN *if the information is not given in the passage*

Example

Twelve-year-olds are not allowed in the pool

Answer

False

1. If you have wet clothes, they may be placed in the bin provided.
2. Bathers who wish to leave the pool can do so at any time before 6p.m.
3. Smoking at the pool is not permitted, unless authorized.
4. Guests may use the pool, but they must pay £10 to do so.
5. You may dive, but only diving is allowed from the diving board.
6. As a member, you are privileged and need not sign in before entering.
7. You may use the lockers, and there is no charge for the lockers.

Jubilee Swimming Club Regulations



- The Jubilee Swimming Club is maintained exclusively for the enjoyment of Bradford residents and any organised tournaments or activities need to be authorized by the Pool management.

- Members must show their registration cards at the registration desk. Persons without membership cards will not be able to use the pool. Guests must sign at the registration desk. Any guests entering the pool without having signed may be fined £10.

- Smoking is not allowed in the changing room. Clothes must be placed in the lockers provided. Keys are available at the registration desk. Used towels must be placed in the bins provided. All swimmers must shower before they enter the pool.

- Diving is only allowed from the diving board. Running and playing near the pool are not permitted. Children under twelve are not allowed to use the pool unless accompanied by an adult. All bathers must leave the pool by 6 p.m.

- Please respect the rights of all swimmers and at all times show the utmost courtesy to all swimmers. Repeated violations of conduct may result in eviction from the pool and its premises.

Questions 8 – 13

Read the article on “Airport Information” that informs visitors of the services London airports provide. Using **NO MORE THAN THREE WORDS** from the passage answer the following questions. **THE SAME ANSWER MAY BE USED TWICE IF NECESSARY.**

Example

How much should I pay porters when they help? **Free of Charge/ nothing**

8. If you do not speak English at Heathrow and need some advice at the airport, you can get help as long as you arrive after 7:00 and before 22:00 at ...
9. “I’ve heard that before you can enjoy the fine bars at Gatwick you have to ...”
10. If you want to, you can shop outside the airport but you will find prices up to twice the amount in ...
11. If you are looking for medical help quickly at Heathrow, you should head over to ...
12. If you need urgent medical help at either airport, you will find these people very helpful.
13. If you are at Heathrow, you should not go to this area if you need help with your child at a nursery.

AIRPORT INFORMATION

There are two airports in London; Heathrow and Gatwick. These are the facilities which make passage through the airport easier and more enjoyable



At Heathrow, there are information desks at each terminal where you can get advice in several languages. Ring 759 7702 for Terminal 1, 759 7115 for Terminal 2 and 759 7107 for Terminal 3. Desks are open from 7 : 00-22 : 00 hrs. At Gatwick, the desk is open 24 hrs a day. Ring 28822 Ext e55 for general information and 31299 for flight times.



There are emergency medical/ nursing services at Heathrow and Gatwick. At Heathrow, they're in the Queen's Building. At Gatwick, they're in the International Arrivals Hall. Both are staffed 24 hours a day by nursing sisters. There are nurseries at all terminals at both Heathrow and Gatwick where young children can be fed or changed in comfort. Trained children's nurses are available to help if needed, except in Terminal 3 at Heathrow.



There are short-term car parks at all terminals at both airports. Long-term car parks are a better bet for most travelers. A free courtesy coach runs you from the car park to the terminals and back.



You should ask your airline if you need special help. All terminals at Heathrow and Gatwick are fitted with lifts, ramps, and special toilets. An airport information desk will help you in an emergency. Porters will carry your bags free of charge on request. Or you can use one of the self-help trolleys distributed throughout the airports.



At Heathrow, there are duty-free supermarkets at each terminal. At Gatwick, there's a new supermarket in the International Departure Lounge after passport control. You'll find that prices are up to 50% lower than in the High Street.



There are coffee shops, buffets, grills, and restaurants at both airports. You can have anything from a snack to a la carte. The bars are open 24 hours a day and can be enjoyed after you've passed passport control.

SECTION 2 Questions 14 – 24

Read the information on "Jackson Language School Summer/2001" on the next page and circle the correct answers to questions 14 – 18.

Example

The students are expected to speak English

- A Part of the time while at Jackson
- B Any time they want to
- C The entire time they are there
- D Never

14. The class sizes at the school are:

- A no more than 10 students
- B 16 or less
- C more than 16
- D 10 students or less

15. The English policy at the school requires that everyone must speak English at the school

- A or have part of their fees deducted.
- B or not be allowed to attend the school until the next day.
- C or be sent back to their home country.
- D or be asked to pay a fine for a day.

16. If you attend more than 80% of your classes,

- A you may be reported to the OSS.
- B you may not be eligible for a certificate.
- C you will be eligible for a certificate.
- D you will not get a visa extension.

17. The language lab

- A is available to full- and part-time students.
- B is closed on Sundays.
- C has tapes that you may borrow for a week.
- D can be used by anyone with a password.

18. At Jackson School

- A you must use a homestay program if you want to study.
- B you cannot move out of a homestay if you give less than a month's notice.
- C you choose the homestay family. The school gives you the choice of which family you prefer.
- D you may live with a British family during your studies if you want to.



Jackson Language School Summer/ 2001

Opening and Closing Times

The Jackson Language School is open each day except Sunday. There is an English Corner also available from 6:00pm – 9:00pm at the Bellevue Hall across from the school.

Class Size

Classes have a minimum of 10 and a maximum of 16 in one class. Classes are equipped with earphones and an electronically controlled listening.

Withdrawals

Students may withdraw and be refunded if they inform the office within 24 hours after the 1st class.

Teachers

Teachers are all experienced and have a minimum of 2 years experience and at least a certificate in teaching English as a Second Language. They are all available for tutoring if you need it.

Location

The school is located 15 minutes from central London at 34 Inverleith Row, next to the Marks and Spencer shopping Centre. It is near a bus stop and only a 5 minutes walk from the Tube.

Language Laboratory

The language laboratory is open Monday to Friday from 2:00pm to 6:00 pm for all full time students. Computer software and CD ROMS are available as well as the Jackson's own language learning website which is available by password. One can also borrow listening comprehension cassettes designed to help you with your TOEFL test and they can be borrowed for up to 2 days.

Extracurricular Activities

There are a variety of activities organised for the students so that he or she is able to enjoy the entertaining side of London. Excursions, outings, theatre visits, films, parties and sports events are all part of the program. Pick up a time table at the Administration office (room 301).

Attendance

Students on student visas are expected to attend regularly. Students who are absent more than 60% of the time will be reported to the OSS. Moreover, if students attend less than 80%, they will not be eligible for a certificate from Jackson School. It is also required by OSS for visa extension.

Homestay

You are able to stay with a British family if you request so. Jackson has a homestay program that matches students and families according to their own requirements and needs. While generally no problems occur, students may withdraw or move from a homestay household if he or she gives a 2-week written notice to the homestay family or school.

Language Policy

As the course is an immersion program, students are expected to speak English the entire time they are at the school. If they speak any language other than English at the school, they may be asked to leave the school for a day.

Questions 19 – 24

Look at the following information about Boarding at Stanford.

Match the headings below with the paragraphs in the article on “BOARDING at Stanford College” with paragraphs A – G. There are more headings than required. The first heading has been completed for you as an example.

- I. Recreational Facilities
- II. Welfare services
- III. Spacious layout
- IV. Career Counselling
- V. Additional support services
- VI. Secure and disciplined environment
- VII. Adaption Strategies
- VIII. Boarding Options
- IX. A Wise and Economical Choice
- X. Diverse and Cosmopolitan Environment
- XI. A Good Location

Example

Paragraph F

Answer

I

19. Paragraph A

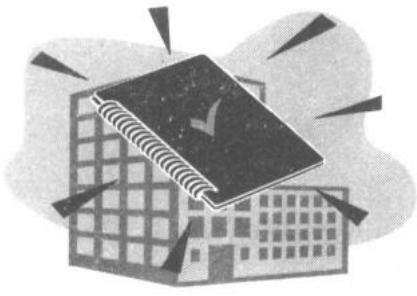
20. Paragraph B

21. Paragraph C

22. Paragraph D

23. Paragraph E

24. Paragraph G



BOARDING at Stanford College

A Many students opt to live at Stanford's boarding residences, as they are usually more convenient. In fact, twenty-five percent of the college students are residents. Students need to devote less time to issues related to living independently. The fee may seem expensive at first, but not when you add up the expenses involved in living outside. Most students come out ahead financially compared with those who rent accommodation outside the college.

B Those who live at Stanford are not all from one segment of society. In fact, about 40% are overseas students. Even the British students are from various parts of the country. Thus, much emphasis is placed on helping students to adapt to a new environment.

C Students live in four similar houses on campus, each designed to hold between 75 and 85 students. Each house has three storeys. The ground floor consists of public rooms, while the first and second floors are made up of large airy dormitories accommodating either four or eight students.

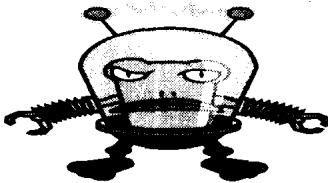
D Senior students (Years 6 and 7) and Juniors (Years 1 and 2) live in mixed accommodation, boys and girls occupying different floors, while the Middle School students (Years 3, 4 and 5) occupy separate houses. Each house is supervised by a team of six members of staff; a resident housemaster, an assistant, three non-resident assistants and a matron.

E There are two types of boarding--Full Boarding and Self Cooking. Boarding fees pay for all amenities; a daily choice of three menus (European, Chinese and Muslim), adequate laundry provision, the services of a group of doctors, sanatorium facilities and all furniture and bed linen. Self-cooking means that you do your own cooking in a communal kitchen.

F During weekdays, the house programmes provide compulsory study periods as well as free activity times. Recreation facilities available to the residents include a swimming pool, tennis courts, a gymnasium and games fields. Individual houses provide their own indoor games.

G Within the boarding house, nurses are there for general medical advice and the treatment of illnesses or injuries. There are also advisors on hand for students who suffer from stress or emotional problems while away from home.

MARS: Are We Close To Finding Life?



A

No planet has teased the imagination as much as Mars. In ancient Greece and Rome, the planet's fiery red hue made skywatchers think of their god of war. In the 19th century, astronomer Percival Lowell thought he saw canals on Mars; his observations triggered a flood of novels and science fiction stories about strange and wonderful beings thought to inhabit the Red Planet. Mars, the fourth planet from the sun, has often been called a sister planet to our own Earth. A "day" on Mars lasts 24-and-a-half hours, just 30 minutes longer than here on Earth. The planet is tilted on its axis by 25 degrees, just two degrees more than the Earth's tilt. Because of its greater distance from the sun, however, Mars takes substantially longer to complete each orbit, a "year" on Mars lasts 668 earth days, nearly twice as long as a year here on Earth. Mars has two small, irregularly shaped moons, Phobos and Deimos, each less than 30 km across. Because of its small size, the pull of gravity on the planet's surface is just 38 per cent as strong as on Earth (a 200 pound man would weigh just 76 lbs. On Mars). And because of its weak gravity, Mars has retained only a thin atmosphere--about 100 times thinner than Earth's. Its main component (95 per cent) is carbon dioxide. It can be windy, though with giant dust storms sometimes engulfing the entire planet. Because of its thin atmosphere and its distance from the sun, Mars is a very cold world. Although midsummer temperatures can reach 26, it can also drop to a numbing -111.

B

Besides its vast, rocky deserts, Mars also has enormous canyons such as the 5000-kilometre Valles Marineris, as well as giant extinct volcanoes like 27-km-high Olympus Mons, the largest volcano in the solar system. The planet also has intriguing channels that look as though they were carved by flowing water--suggesting that Mars may once have been both wetter and warmer than it is today. Two distinct polar ice caps can be seen even through small telescopes. The north cap--the larger of the two--is mainly normal ice (frozen water), while the southern cap seems to be mostly frozen carbon dioxide. Why the two caps are so different is a mystery.

C

The question of life on Mars--either past or present--remains a great motivator in the exploration of the Red Planet. True, no signs of life have been discovered on Mars, but scientists can't rule out the possibility that microbial life did, at one time, evolve there. With its giant volcanoes, gaping canyons, and vast deserts, Mars remains as intriguing as ever, but the lack of water makes many scientists pessimistic including Dr. Jane Renfrew, although she believes that it's still possible that microbial life has survived below the surface. A number of scientists, including Sam Watson from MIT, have also raised the intriguing possibility that life on Earth may have originated on Mars. Material from Mars has reached Earth in the form of meteorites; if there were microbes embedded in those rocks, it's possible that they could have eventually "taken root" on Earth. Of course, one could argue that it evolved on Earth first, and arrived on Mars via a wayward meteorite, as Dr Bill Verten another MIT scientist has proposed.

D

There's evidence suggesting that water once flowed across the Red Planet. An ocean may have once covered the planet's northern hemisphere; as well, images from Surveyor and other spacecraft show channels that may well have been carved by flowing water billions of years ago. Why would the ocean be in the north? Maps of Mars highlight the contrast between the planet's hemispheres: The north is very low and smooth, while the south is rough, mountainous, and heavily cratered. The northern hemisphere, on average, is five kilometres lower than the southern hemisphere. That difference in elevation would have affected the flow of water, thought to have been present on the Martian surface billions of years ago. Any water that was present, Paige says, would have tended to flow northward--perhaps creating a vast ocean in the planet's northern hemisphere. He cautions that there is no direct evidence for this, but says "we can't rule out the possibility of a large amount of water there."

E

So where did all the water go? Scientists have come up with a number of models, but none of them is quite satisfactory. Because of the planet's cold temperature and thin atmosphere, liquid water is not stable on the Martian surface. Any water would either evaporate into the atmosphere, or freeze and be absorbed into the soil. It's possible that most of the water evaporated, and then the water molecules--continuously bombarded by solar radiation--may have broken down into their components, hydrogen and oxygen. These gases may then have been lost into space. But current models suggest that this should have taken many billions of years -- in other words, there hasn't been enough time to lose so much water. The water mystery is one of the most puzzling that scientists hope the current crop of Mars missions will solve those rocks, it's possible that they could have eventually "taken root" on Earth. Of course, one could argue that it evolved on Earth first, and arrived on Mars via a wayward meteorite, as Dr Bill Verten another MIT scientist has proposed.

F

Launched in January 1999, the lander was the latest in a series of low-budget NASA space missions, designed to "do more with less." The price tag for the Mars Polar Lander was about \$330 million US--a tiny fraction of the cost of the billion-dollar Viking probes of the 1970s. Still, an independent inquiry headed by Erich Svenson blamed the trouble on inadequate software systems testing, a result of under funding. On December 3, 1999, the Mars Polar Lander, which failed in its mission, was supposed to have touched down at the edge of the planet's south polar ice cap. Why such a southerly location? Scientists believe the layers of dust and ice close to the poles contain a kind of layered record of the planet's climate history (just as a tree's rings tell the story of the plant's growth history); for the first time, they would be able to study those layers. "We're landing on a completely different part of the planet than we've explored in the past, and we know very little about the terrain," says David Paige of UCLA, one of the project scientists with the Mars Polar Lander. "It has a real exploratory flavour to it."

G

It may be several decades before the first humans set foot on Mars, but some scientists believe they've got the next best thing--and the perfect rehearsal space--here in Canada. A group called *The Mars Society* is planning a US \$1.2-million simulated Mars station on Devon Island, high in the Canadian Arctic. The island is extremely cold and dry; the landscape is covered with rocky ridges, valleys, and meteorite-impact craters. And, scientists believe, it likely witnessed the same kinds of geological processes that shaped the surface of Mars. The Mars Arctic Research Station may be complete by the summer of 2000. The Mars Society is trying to raise money for the station through private and corporate donations; it has also been negotiating with NASA in the hope of sharing resources. The facility will let scientists and engineers test everything from water-recycling methods to land rovers and drilling equipment--the sort of machinery that will be crucial if a manned mission to Mars is given the go-ahead. And, perhaps most importantly, it will simulate the kind of self-contained, isolated environment that anyone living on Mars will have to get used to.

H

Scientists hope to send a sample-return mission to the Red Planet in the early years of the next decade (possibly as early as 2005), and there's speculation that a manned mission--almost certainly an international collaboration--could be underway within about 20 years. Many scientists, including Dr. Zuber at MIT, see a manned mission as inevitable. Now that we've explored the moon, the Red Planet seems to be the next logical step in our species' exploration of the solar system. "It's going to require the political will for it to happen," she says, "but when that occurs, there will be plenty of people lined up willing to help."

SECTION 3 Questions 25 – 40**Questions 25 – 29**

The passage has 8 paragraphs labeled A-H.

Match the paragraphs that contain the following information and write your answer in boxes 25 – 28 on the answer sheet.

| Example | Answer |
|-------------------------|---------------|
| Future Missions to Mars | H |

25. Theories about the disappearance of water on Mars

26. Landscape features on Mars

27. A place to practice a Mars landing

28. An area of Mars which is needed to research to unlock its secrets

29. The reasons that people believe that a large body of water once existed on Mars

Questions 30 – 35

Are the following statements consistent with the information in the passage?

In boxes 30 – 35 on your answer sheet write

YES *if the statement is supported in the passage*

NO *if the statement is contradicted in the passage*

NOT GIVEN *if the statement is neither supported nor contradicted*

Example**Answer**

The southern pole of Mars has secrets that may reveal the planets age. Yes

30. The reason the two polar caps are so different is due to the atmosphere.

31. Mars has channels but no canals.

32. You would weigh less on Mars.

33. The main reason that scientists doubt that life exists on Mars is the extreme weather conditions there.

34. Future astronauts to Mars will probably first practice in the Canadian Arctic.

35. Mars is rich in resources that may prove useful to Earth one day.

Questions 36 – 40

Complete each of the following statements **WITH THE SURNAME** of a person mentioned in the reading passage.

Write your answers in boxes 36–40 on your answer sheet. The first answer has been done for you in bold letters.

Mars has always been fascinating, and once a scientist by the name of ...**Lowell**... believed he had discovered a sophisticated set of canals. Similar to those of (36)... believes that there was a huge ocean in the northern part of Mars. Not all scientists are convinced that there is life, and some, like ...**(37)**... need more proof. Even if microbial life is found, there is always the possibility that it originated on Earth, as ...**(38)**...believes may be possible. To get answers to these questions and more, the government must commit more resources, to exploration. However, currently NASA seems unwilling to commit much money, which scientists like ...**(39)**... believe caused the last failure of the Mars Polar Lander. Still, scientists such as ...**(40)**... believe a manned mission will occur once the political will is there.

Answers

36. _____

37. _____

38. _____

39. _____

40. _____

Answers

- | | |
|--|--|
| 1. False (towels, not clothes) | 20. X |
| 2. True | 21. III |
| 3. Not Given (The rule applies to the changing room) | 22. VI |
| 4. Not Given (£10 is the fine) | 23. VIII |
| 5. Not Given (you may not dive from other places but nothing is said about jumping off the diving board) | 24. V |
| 6. True (only guests need to sign) | 25. E |
| 7. Not Given (It does not say whether the lockers are free or not) | 26. B |
| 8. An/the information desk | 27. G |
| 9. pass passport control | 28. F |
| 10. The High Street | 29. D |
| 11. The Queen's Building | 30. Not Given (it is a mystery) |
| 12. (The) nursing sisters | 31. Yes(canals contain water) |
| 13. Terminal 3 | 32. Yes |
| 14. B | 33. No (it is certainly a contributor but the main reason that scientists are pessimistic is the lack of water.) |
| 15. B | 34. Yes |
| 16. C | 35. Not Given |
| 17. B | 36. Paige |
| 18. D | 37. Renfrew |
| 19. IX | 38. Verten |
| | 39. Svenson |
| | 40. Zuber |

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

GENERAL TRAINING READING TEST 2

TIME ALLOWED: 1 hour
NUMBER OF QUESTIONS: 42

Instructions

WRITE ALL YOUR ANSWERS ON THE ANSWER SHEET

The test is divided as follows:

-- **Reading Passage 1**

Questions 1 – 12

-- **Reading Passage 2**

Questions 13 – 26

-- **Reading Passage 3**

Questions 27– 42

Start at the beginning of the test and work through it. You should answer all questions. If you cannot do a particular question, leave it and go on to the next. You can return to it later.

SECTION 1 Questions 1–12***Questions 1–7***

Look at the notice on the following page about “Rules for the St. James Students Residence” and answer the following questions.

In boxes 1–6 on your answer sheet write

TRUE if the statement is true

FALSE if the statement is false

NOT GIVEN if the information is not given in the passage

| Example | Answer |
|--|---------------|
| The Housing Office will not allow cooking items because it is worried about possible fires | True |

- 1) Cooking cannot be done anywhere in the dormitory.
- 2) If you damage something from the kitchen, you will be liable.
- 3) No visitors are allowed to stay overnight in the dormitory.
- 4) There is more than one shared kitchen in the dormitory.
- 5) If you want to change rooms with another person in the dormitory, the Student Housing Office must approve of the arrangement before you can go ahead with it.
- 6) If you want to bring in illegal substances, you must register it first.
- 7) No microwaves may be operated in the shared kitchen.



Rules for the St. James Students Residence

1. No illegal substances such as drugs or firearms may be brought into the dormitories. Please respect our need for the safety and security of all students.
2. Cooking can only be done in the shared kitchens on each floor. No portable stoves, toasters, or microwaves may be operated in the dormitory rooms. Such items are a potential fire hazard.
3. Single rooms or shared dormitories are for the living enjoyment of registered tenants only. No unregistered arrangements for living in these quarters, without the expressed authorization of the Student Housing Office will be permitted.
4. Students must extend courtesy to their neighbours and ensure that an environment conducive to study is maintained. Thus, no loud noise is permitted during the evenings and weekends.
5. Students who wish to change location with another dormitory student must first register with the Student Housing Office. This is done to ensure that those living in a dwelling are accountable for the dwelling in which they are registered. Any damage done to a dwelling is the liability of the registered occupant, whether he or she was living there at the time or not.

If you have any questions please notify the Student Housing Office at 658-9832 from 9:00 am – 6:00pm from Monday to Friday.

Questions 8 – 12

Look at the instructions for “If you have a flat tyre” on the following page.

Match each of the following sentences with possible objects A–L mentioned in the instructions and in the box below. Write the appropriate letters A–L in boxes 8–12 on your answer sheet.

| Example | Answer |
|--|---------------|
| The object used to take the hubcap off | J |

8. The object that can lower a car after a spare tyre is put on it.
9. The object that should be used to tighten the wheel nuts before the car is lowered.
10. The only object you should use to take the wheel nuts off before the car is raised.
11. The object you immediately turn off before putting on the parking brake.
12. The object where you would normally find the tools you need to change a tyre.

| Possible Endings |
|-------------------------|
| A. Wheel Brace |
| B. Hand |
| C. Engine |
| D. Car jack |
| E. Flat tyre |
| F. Wheel nuts |
| G. Spare tyre |
| H. Hubcap |
| I. Car boot |
| J. Hubcap lever |
| K. Parking brake |
| L. Emergency flashers |

If you have a flat tyre:

First, make sure you are completely off the road, away from the traffic.

Second, stop your engine and turn on the emergency flashers.

Third, put on the parking brake firmly.

Fourth, get everyone out of the car, on the side away from the traffic.

Now follow these instructions:

- Get the tools (car jack, hubcap lever and wheel brace) and the spare tyre out of the car boot.
- Block the wheel opposite the flat tyre, to keep the car from rolling when it is jacked up.
- Remove the hubcap with the hubcap lever.
- Loosen all the wheel nuts with the wheel brace.
- Place the jack under the car in the correct position.
- Raise the car just high enough to put on the spare tyre.
- Remove the wheel nuts and take off the punctured tyre. Put on the new tyre.
- Put the wheel nuts back on and tighten them by hand.
- Lower the car completely and take away the jack. Tighten the wheel nuts with the wheel brace.
- Put the hubcap back on.

SECTION 2 Questions 13 – 26**Questions 13 – 19**

Look at the following notice regarding societies and groups at St James.

In boxes 13–19 on your answer sheet write

TRUE if the statement is true

FALSE if the statement is false

NOT GIVEN if the information is not given in the passage

| Example | Answer |
|---|---------------|
| Union leaders are appointed by the students | False |

13. Full-time students should register to be members of the University Union.

14. The people who run the University Union do not study at the same time as they work.

15. As with the University Union, all students are automatic members of the Graduate Society.

16. The representative of the international students studies as well as works.

17. The wives of Wives International Group are able to receive free language instruction.

18. All students must be members of the Union.

19. "National and Cultural" clubs may be started by students.

University of St James, Societies and Groups



University Union

The job of the University Union is to represent the interests of the students--both to the University and to the outside world--and provide students with cultural, sporting and welfare facilities. When you arrive at the University, you will be given a Student Guide, explaining in detail what the Union has to offer.

All full-time registered students are automatically members of the University Union, which is affiliated to the National Union of Students (although under Section 22(2)(c) of the Education Act 1994, a student has the right not to be a member of the Union if he or she so wishes). The Union is run by students (Sabbatical Officers) elected in cross-campus ballots, who work full-time, taking a year off from their university courses.

International students are represented by an Overseas Students Officer, a part-time Union post.

The Graduate Association

All postgraduate students at the University of St James are automatically members of the Graduate Association. It plays an important role in representing the interests of all postgraduate students, and also acts as a social club. The Graduate Association elects annually international officers, representing the interests of students from Europe and from outside Europe.

Societies and Groups

“National and Cultural” Societies

There are some 18 societies affiliated to the Union with memberships of nationals from those countries and other international and UK students interested in finding out more about their culture and language. The current list of “National and Cultural” societies as of January 2000 can be obtained at the Union office. The presidents of all these societies can be contacted through their pigeonholes in the Union. If there is no society for your nationality, why not start one?

Wives International Group

This group was formed to foster contact amongst the wives of overseas students. Coffee mornings are held every Wednesday morning in the Senior Common Room, Clifton Hill House, where children can play with the many toys provided, and their mothers can enjoy a cup of tea or coffee and chat. Language tuition can also be arranged by qualified teachers at a reduced rate for wives who do not have much knowledge of the English language.

Questions 20 – 26

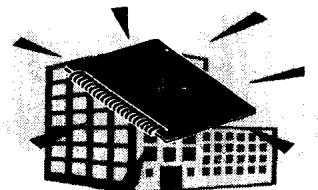
Look at the information below on "Accommodation at Trentford University". Using **NO MORE THAN THREE WORDS** from the passage, answer the following questions on the answer sheet in boxes 20–26.

THE SAME ANSWER MAY BE USED TWICE IF NECESSARY.

| Example | Answer |
|--|---------------|
| A cheaper alternative to guesthouses are _____ | Youth hostel |

20. After a student lives at a University hall of residence for a year he or she often then move to _____
21. Students are required to sign a contract which means they must stay at the accommodation for _____
22. It is important to get your application for accommodation in before _____
23. The unit you should always consult in case you are worried that you don't understand the wording in a contract is _____
24. If you are a self-catering student and you leave before the contract date you will be charged a fifth of the rent as _____
25. The only postgraduate and undergraduate overseas students guaranteed first year accommodation are _____
26. If you are unlucky enough even to miss out on temporary accommodation then you can stay at a _____

Accommodation at Trentford University



Undergraduate students live in University halls of residence during their first year at the University; some live in university student houses. In their second and subsequent years, most live in privately rented accommodation, although it is possible for some second-and third-year students to live in halls of residence or student houses. The application process for places in halls and student houses for the following year takes place during the spring term. The University Accommodation Office does its best to offer university accommodation to all those who apply by the closing date, but it is unfortunately not usually possible to accommodate everyone who applies.

Postgraduate students live in university student houses or in private sector accommodation. University accommodation is guaranteed, subject to certain conditions, to all new undergraduate students and to new postgraduate students paying fees at the overseas rate. It is necessary for the Accommodation Office to have received your application form by the stipulated closing date in order to qualify for the guarantee--read the Accommodation booklets carefully for the conditions. It is essential that you complete and return an accommodation form if the Accommodation Office is to be able to plan for your arrival.

University accommodation is provided for one academic year only, with no guarantee of accommodation for the second and subsequent years. Therefore, financial plans must include the possibility of moving into the privately rented sector at a higher cost.

Before renting any accommodation you will have to sign a contract committing you to that accommodation for the period stated. Read the conditions carefully before signing. If you do not understand any part of the contract, ask the staff at the Accommodation Office: they will be happy to explain it to you. If you leave university accommodation

before the end of your contract a severance fee will be charged, (one-fifth of the year's rent in self-catered accommodation, one-eighth in catered accommodation) unless there are extenuating circumstances.

If it is not possible for you to move into permanent accommodation as soon as you arrive in Trentford, you will need to arrange temporary accommodation for the first few days. The University will have a limited number of rooms available in a Hall of Residence from, approximately, mid-September until the Friday before the start of term. If all University temporary accommodation is taken, you may need to stay in a guesthouse or the Trentford Youth Hostel. Guesthouses cost from about 25 pounds per night for bed and breakfast. The Youth Hostel costs 15 pounds per night.

A list of hotel and guesthouses and details of charges can be obtained from the University Accommodation Office.

Suitcases can safely be left in the International Students Advisory Service's office until your permanent accommodation has been arranged.

SECTION 3 Questions 27 – 42**Questions 27 – 32**

In Edinburgh, each place has something important to see. Where does the following information apply? Note – There are 6 statements, so not all places below can be used, and one cannot be used twice. You are advised to spend 15 minutes on this section.

RB If it is the case at Royal Botanic Gardens

PB If true at Portobello Beach

AS If true at Arthur's Seat

PS If true at Princes Gardens

SH If true at Short-Hole Course in the Meadows

K If true at Kloonz

CH If true at Calton Hill

WL If true at Water of Leith

CP If true at the Commonwealth Pool

Example

A place that opens an hour later on Wednesday.

Answer

CP

27. A volcano that you can climb to get a good view of Edinburgh.

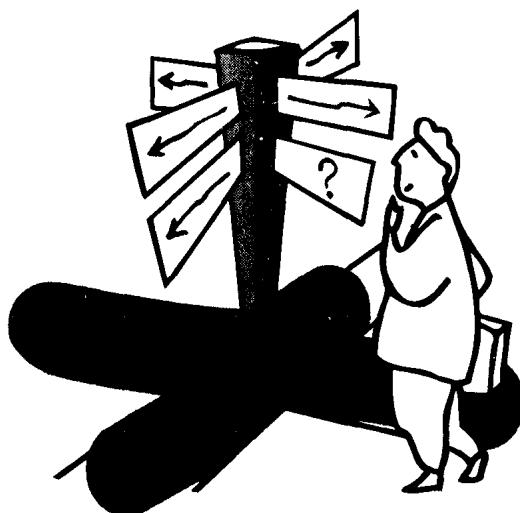
28. If you follow it, you will go past a garden and an art gallery but it is not a garden.

29. A scenic climb that you start from at Princes Street.

30. You might need to take a bus to this place since it is a fairly long distance from the city centre (over 5 km).

31. A place that has a gallery and an academy in the middle of it.

32. A place you can go to if you want to look more beautiful.



Royal Botanic Gardens

"An oasis packed with a range of unusual trees, shrubs and flowers, as well as a great hothouse," says Jamie Byng. These 72 acres of horticultural heaven are home to more than 2,000 species of plants, tropical glasshouses, a bijoux art gallery (Inverleith House), and a well-appointed tearoom with outside tables offering superb views of the city. If the festival has started to make use of the Botanics (last year saw several glitzy film premières, plus Dannii Minogue giving her infamous Lady Macbeth), the gardens remain a haven in the city. "Still the best part of Edinburgh to chill out in," Kevin Williamson says.

Where: Inverleith Row, 3km from Princes Street (0131 -552 7171). When: Daily 10am-4pm, open to 8pm during May-Aug

Princes Street Gardens

Earlier in the 20th century, this area was the infamous Nor Loch, an open sewer replenished each day by slops thrown down from the slum dwellings of the Old Town above it. Now, however, it's the green heart of Edinburgh, positioned where the river would normally be, and divided into East and West by the Mound --home to the National Gallery and the Royal Scottish Academy. "Louts with lager, senior citizens on benches, Italian teens with daft wee backpacks--all our life is here," says Pete Irvine. "It's the place I go to for a bit of peace and quiet," says Mark Cousins. "And I love the old-fashioned merry-go-round in the children's area."

Where: Parallel to Princes Street. The most popular entrance is by Waverley Bridge, near the Scott Memorial. When: Dawn to dusk.

Arthur's Seat

This is a place where the legendary British king is said to have rested his backside, this volcano, extinct for 350 million years, towers over the city. The easiest way up should take an averagely fit person no more than 40 minutes. The summit offers great views south towards the Borders and north towards Fife. "It's an awesome place to watch the sunrise or sunset," says Jamie Byng. On the way down, thirsty walkers should visit the wonderful Sheep Heid pub in Duddingston village, once frequented by both Mary Queen of Scots and Bonnie Prince Charlie (though not at the same time). The name comes from a ram's head given to the publican by King James VI of Scotland--that's James I of England

Where: West of city centre. Best approach is through Holyrood Park, at the foot of the Royal Mile. When: Any time, elements permitting.

Klownz

The Edinburgh Festival can be an endurance test: small, hot, dark rooms, sleep deprivation, and (frequently) lack of food--there's not that much difference, it seems, between a festival goer and a hostage. Which is why Kelly Cooper-Barr recommends a day at Klownz in Stockbridge. "This place is pampering heaven. Basically, there is everything you could want--a multitude of beauty treatments, a great hairdressers, San Tropez tan while you relax, right down to the freshly-squeezed orange juice. They will fulfill any request. Spoiling yourself is certainly the order of the day here."

Where: 1 NW Circus Place, EH3 6ST (0131-226 4565). When: Mon, Tues, Fri 9am-6pm, Wed & Thur 9am-8pm, Sat 9am-4pm. Closed Sundays.

Calton Hill

For those too lazy to climb Arthur's Seat, Calton Hill fills the breach. It's this place that gave Edinburgh its nickname of the Athens of the North, thanks to the temple that is William Playfair's National Monument (dedicated to the dead of the Napoleonic Wars), and his City Observatory (based on the Temple of the Winds in Athens). There's a small visitors' center-- the Edinburgh Experience--but the main attraction is the view. Kevin Williamson says: "Stand tall and proud on top of the hill, looking northwards over Leith, God's own country, with The Proclaimers jangling away on your Walkman. There is no more moving panorama anywhere in the world. And what's more, you can be back on Princes Street within five minutes or sitting in one of the bars on Broughton Street."

Where: Entrance on Princes Street by Waterloo Place.

Portobello Beach

Jokingly referred to as Edinburgh's Riviera, the former artists' colony is now a bit tatty round the edges. But as the only bit of sea and sand within walking distance of the city, it's a welcome haven when the sun comes out. "The romantic in you can't help liking the penny arcades and the miniature fairground," Mark Cousins says. "It's got a Brighton Rock quality, a bit of faded, end-of-the-pier charisma." Leave room for beer, fish and chips, and ice cream. "Luca's ice cream shop in Musselburgh high street is probably the best on Scotland's east coast," says Sarah Smith.

Where: 8km from city centre via London Road. When: Preferably when it's sunny.

Short-Hole Course in the Meadows

It may look like a raggedy throw-and-putt course, but don't say that to the regulars: the 36-hole golf course on Bruntsfield Links is more than 100 years old. The mounds have been there for more than three centuries, ever since Edinburgh needed a mass-burial ground for plague victims. A round of golf is free (scorecards, with rules, are attached to a piece of string on the greenkeeper's hut), but you will need your own clubs. There are no bunkers, but obstacles include sunbathers, dogs, cyclists and small children. If golf's not your game there's a funfair too, and during the festival this is where big circus acts tend to perform. It's generally safe but, as those who have read *Trainspotting* will know, the area's best avoided on your own after dark.

Where: The Meadows. When: Dawn to dusk, when no one is sitting on the holes.

The Commonwealth Pool

This Olympic-sized pool, which was commissioned for the 1970 Commonwealth Games, has kept very busy over the last 30 years, and has undoubtedly seen better days. However, the recent addition of flumes has given it a new lease of life. Central enough for office workers to nip out to in their lunch breaks--or for stressed-out festival-goers to cool their heels. "Standing on the top board, you forget all the stresses and strains of city life. I think it's a life-saver," says Sarah Smith.

Where: Dalkeith Road, EH16 5BB (0131 -667 7211). When: Mon-Fri 9am-9pm, Sat & Sun 10am-4pm. Early bird slots 6am-9pm Mon-Sat. Opens 10am Wed.

Water Of Leith

The river runs 21 miles from its source in the Pentland Hills to discharge into the Forth of Firth at Leith. A walk along here takes you past the Botanical Gardens, the neo -classical St Bernard's Well, through the leafy gorge that contains Dean Village, and westwards towards Belford Road--home of the National Gallery of Modern Art and the recently -opened Dean Gallery. "Walking there from Leith up the Dean River is a great way to spend an hour or so," says Jamie Byng. "Make sure you stop off for pastries in Patisserie Florentine," says Sarah Smith.

Where: The waterway can be entered from various points. Call the Tourist Board on 0131-473 3800 for information.

Questions 33 – 37

Complete the table below by writing ***NO MORE THAN THREE WORDS*** in boxes 33 – 37 on your answer sheet.

| Place | Location | Times | Special Attraction |
|---------------------------------|---------------------|----------------|--|
| <i>Example</i> Klownz | Circus Place | Closed Sundays | Place to make you beautiful |
| ...(33)... | Near Princes Street | Anytime | Wide and beautiful view and not too difficult to climb |
| ...(34)... | Near Princes Street | ...(35)... | Peace and Quiet and an old fashioned merry-ground |
| ...(36)... | ...(37)... | Dawn to Dusk | An old fashioned style of a modern game can be played |

Questions 38 – 42

Do the statements below agree with the information given in the text "Best Getaways at Edinburgh"?

In boxes 38 – 42 on your answer sheet write

TRUE *if the statement is true*

FALSE *if the statement is false*

NOT GIVEN *if the information is not given in the passage*

Example

Portobello beach is close to the city

Answer

True

38. Princes Gardens is on Princes street.

39. The Meadows Golf Course may not be entirely safe at night.

40. Arthur's Seat is 350 million years old.

41. The Commonwealth Pool is not in very good condition.

42. The Commonwealth pool was used for the Olympics.

Answer Key

1. False (in the shared kitchens you can cook)
2. Not given
3. Not given (does not state whether visitors can stay if they register)
4. True (there is one or more on each floor)
5. True
6. False (clearly states you cannot)
7. Not given
8. D
9. B
10. A
11. C
12. I
13. False (they are already registered automatically)
14. True (it is a full-time position)
15. False (only graduate students)
16. Not given
17. False (they must pay)
18. False (you can withdraw)
19. True
20. privately (rented) accommodation
21. (the) period stated
22. the closing date
23. Accommodation office
24. severance fee
25. new students
26. guesthouse
27. AS
28. WL
29. CH
30. PB
31. PS
32. K
33. Calton Hill
34. Princes Street Garden
35. Dawn to dusk
36. Short-Hole Course
37. The Meadows
38. F (parallel to princes street)
39. T
40. F (extinct for that time)
41. T
42. F (Olympic size but not used for Commonwealth Games)

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

GENERAL TRAINING READING TEST 3

TIME ALLOWED: 1 hour
NUMBER OF QUESTIONS: 40

Instructions

WRITE ALL YOUR ANSWERS ON THE ANSWER SHEET

The test is divided as follows:

-- **Reading Passage 1**

Questions 1 – 11

-- **Reading Passage 2**

Questions 12 – 24

-- **Reading Passage 3**

Questions 25 – 40

Start at the beginning of the test and work through it. You should answer all questions. If you cannot do a particular question, leave it and go on to the next. You can return to it later.

SECTION 1 Questions 1 – 11**Questions 1 – 6**

Look at the following instructions on Nature's Gate Sunblock lotion bottle.

In boxes 1 – 6 on your answer sheet write

TRUE *if the statement is true*

FALSE *if the statement is false*

NOT GIVEN *if the information is not given in the passage*

1. The lotion will reduce the chance of premature aging of the skin.
2. It's 30 times more powerful as a protector than your own skin can provide.
3. Apply 30 minutes after going into the sun.
4. Reapply heavily after swimming and perspiring.
5. Use less if you are getting a rash.
6. Cannot reduce aging of the skin but may stop it from happening before it should.

Nature's Gate Sunblock Lotion



An ideal family lotion for the great outdoors. A non-greasy moisturizing lotion combining Citronella and Cedar Wood oils. These natural oils have long been recognized as effective in outdoor products.

Nature's Gate Sunblock Lotion SPF 30 provides 30 times your natural sunburn protection. The liberal and regular use of this product may help reduce the chance of premature aging of the skin.

Nature's Gate guarantees that you will enjoy the feeling and effect of this product or you can refund your money.

Directions:

1. Keep in a cool dry place, unexposed.
2. Apply liberally 30 minutes before going into the sun.
3. Re-apply after swimming or perspiring heavily.
4. Apply to exposed skin areas every two to three hours.

Caution!

- For external use only.
- Discontinue use if signs of irritation or rash appear.
- Avoid contact with the eyes.

With extracts of Wild Pansy and Coffee

Cruelty free

Ph Balanced Biodegradable

Waterproof

Questions 7 – 9

Read the information on the next page and circle the correct answer on questions 7 – 9.

Example

When a country name appears on the table

- A One should check the IDD prefix.
- B One can find the NDD prefix.
- C One can find the city code.
- D The name of the country must be confirmed.

7. The IDD Prefix ...

- A follows the Country Code.
- B is the access code used to call a person within that country.
- C may never be used with the NDD.
- D may or may not be used with IDD.

8. The NDD Prefix ...

- A applies to calls from one country to another.
- B is before the country code.
- C is always used from one city to another.
- D cannot be used for international calls.

9. The city code ...

- A may be used only with calls within the country.
- B is used instead of the country code for calls within a country.
- C is followed by the NDD.
- D is always a one-digit number.

Country Codes, IDD (International Direct Dialing) prefixes, and NDD (National Direct Dialing) prefixes.



Country Code

The country code should be used when dialing *to* that particular country from another country. In some cases, you will also need to dial a *city or area code*. When a country name appears in the table, there will be additional information regarding city or area codes.

IDD Prefix (International Direct Dialing)

The IDD prefix is the access code needed to dial a call from the country listed to another country. This is followed by the country code for the country you are calling (see above).

NDD Prefix (National Direct Dialing)

The NDD prefix is the access code used to make a call within that country from one city to another (when calling another city in the same vicinity, this may not be necessary). The NDD is followed by the city/area code for the place you are calling (city/area codes, where applicable, can be viewed by following the link from the country name on the table below). Phone numbers are often written in this format: +44-(0)1224-XXXX-XXXX. This expresses the numbers used for both international and national long-distance calls. In the example, +44 indicates the country code, while (0) indicates the NDD. When dialing from outside the country, the NDD *would not* be used after dialing the country code; when dialing from within that country, the NDD would be used, but the country code would not.

Questions 10 and 11

Read the information on this page, and circle the correct answers to questions 10–11.

10. You can find the members regularly meeting

- A. at JCR Devonshire House.
- B. the SU office.
- C. online.
- D. at Freshers Squash.

11. The above posting is

- A. an advertisement for events and objects related to a club.
- B. information relevant to anyone with some interest in the club.
- C. information for members of the Expedition Club only.
- D. a notice of upcoming events for new members.

- We sincerely hope you had a great holiday and look forward to your stories over the summer
- Signing up meeting - Tues 10th Sept (week 2) in JCR, Devonshire House
- This term's trips are now listed, but full details won't be up for a few days. Check the S.U. Bulletin Board for regular postings
- Come and find us at the Freshers Squash each week (Wed 7pm)....
- Special meeting for club monitors at the S. U Office
- Regular outdoor newsfeeds now online. Includes details about regular meetings.
- We congratulate Mary and Jake Ashton on their marriage over the summer. Jake, as you may know is a long serving member of the Expedition Society and we now hope he still has the energy to join us on those long journeys!
- Dave James is selling a goretex jacket. Email him for more info....

Section 2 Questions 12 – 24**Questions 12 – 18**

Look at the following information on student services and decide whether ISA (International Student Adviser), ALO (Australian Aid Liaison Officer), both ISA and ALO, or neither performs the following functions.

Answer the questions below in boxes 12 – 18 on your answer sheet.

ISA = I

ALO = A

Both = B

Neither = N

Example

Help to show you how to apply for financial assistance if you require it

Answer

A

12. Picks you up at the airport.
13. Helps you to get to know the University and its facilities.
14. Helps you to find a place to live.
15. Gives the kind of financial advise students need regarding shopping.
16. Helps to find you a tutor if you need one.
17. Might help you to get in touch with organizations in the local community that can provide assistance with your child's education.
18. Might arrange parties or get-togethers.

Student Support at Smithwicks University

Australia

International Student Advisers

International Student Advisers are available at Smithwicks International Offices on each campus and they manage all the support services for international students on that campus. The ISAs are part of a team of highly skilled people who are committed to helping all international students achieve the greatest rewards from studying at Smithwicks. When you are on campus at Smithwicks you can speak to one of the ISAs about any matter that you would like. They will assist you directly or refer you to expert help where appropriate.

The ISAs arrange special support programs including:

- Enrolment and Orientation Program
- Follow Up Programs
- Community Links Programs
- Returning Home Programs
- Peer Support Program Training
- Airport Reception
- Pre-Departure Seminar Resources

AusAID Liaison Officer(ATO)

The ALO manages the scholarships of AusAID sponsored students. The ALO works with the International Student Advisers (ISAs) to ensure students are given every opportunity to be successful in their studies. Students are made aware of their entitlements and responsibilities from when they arrive.

The work of the ALO and support services offered include:

- Airport reception
- Assistance with accommodation

Development of macro skills in academic and computing fields
Regular follow up and dialogue with all students to deal with emerging issues
Group meetings with students to discuss scholarship policy and university administration
Liaison on behalf of students with Faculties and Divisions in the University
Arranging academic assistance if required
Managing living allowance payments
Arranging health insurance for students and their families
Advising about assistance from external agencies, schooling for children
Community contact opportunities, etc.
Liaising with AusAID about scholarship issues
Arranging social functions

Smithwicks University is proud of the many AusAID scholarship graduates who have returned home to over 28 countries after having successfully completed their studies.

Questions 19 – 24

*Look at the information on the following page that informs visitors about Coventry University. Using **NO MORE THAN THREE WORDS** from the passage, answer the questions in boxes 19 – 24 on your answer sheet.*

Example

"If I can't get to Coventry by car, how can I get there?"

Answer

Rail or air

- 19.If you can't park at a University car park, where can you park?
- 20.What kind of college did it first start out as?
- 21.After it amalgamated, what was it called?
- 22.In which part of Coventry is the University located?
- 23.How many campuses are there?
- 24.How large is the campus?



Coventry University

How to Find Us

Coventry University covers 33 acres right in the heart of Coventry City centre, with Coventry University Performing Arts just a few miles away. The campus is easily reached by road, rail, or air.

Car Parking

Car parking spaces are very limited at the University itself. Ask the member of staff you are visiting whether it is possible to reserve a visitor's car parking space for you in one of the University car parks. If not, there are a number of public car parks located close to the University.

Emergency

In an emergency you can call the University Reception on 024 76 838774 during office hours. The main University switchboard number is 024 76 631313 (24 hours).

Where is Coventry University?

Coventry University's modern, purpose-built campus covers 33 acres of ground in the centre of Coventry. Improvements are constantly being carried out to ensure that the working environment is as pleasant and as welcoming as possible.

The campus' location at the hub of the City means you can enjoy the benefits of being close to shops, banks, the main bus station and the railway station. Because the University is contained on one campus, you will not have to waste time traveling between lectures, and you will soon start to recognise the same faces every day. It also means cafés, refectories and the Students' Union are all on hand when you want a break,

to meet friends or finish for the day. Before long, you will not only feel part of the University but part of the City, too.

But do not just take our word for it--you are welcome to come and take a look around, either on one of the open days or on an informal visit at any time to get a glimpse of campus life.

History

Coventry University has a long tradition as a provider of education. It can trace its roots as far back as Coventry College of Design in 1843. It was in 1970 that Coventry College of Art amalgamated with Lanchester College of Technology and Rugby College of Engineering Technology. The resulting institution was called Lanchester Polytechnic: 'Lanchester' after the Midlands automotive industry pioneer, Dr Frederick Lanchester, and 'Polytechnic' meaning 'skilled in many sciences and arts'.

In 1987, the name was changed to Coventry Polytechnic. In 1992, we adopted the title Coventry University. However, the Lanchester name has been preserved in the title of our art gallery, the Lanchester Gallery, as well as in the Lanchester Library and our Lanchester Restaurant.

Section 3 Questions 25 – 39

Questions 25 – 39 apply to the reading passage “Studying in the UK”

Studying in the UK - Why is Britain now home to over a quarter of a million international students?



a)

Students come to study in the UK from all over the world, from over 180 countries—the European Union, Australia and New Zealand, the USA, Asia, Africa, the Middle East, Far East, South America... Some British universities have students from 100 countries. There are currently more than 270,000 international students in the UK. Of that number, about 75 per cent are education courses, with 130,500 (almost equal numbers of men and women) studying full-time undergraduate courses.

b)

Why do they come to UK universities? First, because they gain a high-quality qualification that is recognised worldwide. Thousands of international students have used their UK qualifications to get a good job. Second, if English is not their mother tongue, they will probably be completely fluent by the time they graduate! One other reason for studying in Britain is the ease of the UK

application system. Instead of applying to several different universities or colleges, taking their admissions tests and paying their application fees, students can do it all on one form. They may choose up to six courses by sending the form to the Universities and Colleges Admissions Service (UCAS) whose staff deals with the applications for them. If the students' schools, college or nearest British Council offices have access to the system, they can even complete the form electronically through the Internet.

c)

It's a big decision to study a long way from home. But students can be sure of plenty of support in the UK. Universities and colleges look after their students. There are personal tutors, counsellors, study skills counsellors and financial advisers to help with any problems. There are also chaplains or representatives of major religions. In addition, there are medical services, and if a course lasts for more than six months, students are entitled to free medical care under the National Health Service. All students may use these services. However, many institutions also have international student advisers. Students can contact them with any questions before you come; they will probably arrange a transport service from major airports for arriving students and will organise welcoming events. International students can also go to see them at any time during their courses. For students with families, child-care facilities are often provided at reasonable cost. It's not compulsory to use any of these services. If a student is independent and has no problems, they won't come knocking on his or her door! But it can be comforting to know that they are there.

d)

Campuses are safe places to live, as in general are most UK towns. As with anywhere else, there are areas in some cities best avoided after dark but you

will be advised on this. Universities and colleges make sure student residences are secure, and at most places transport is provided at night for women students.

e)

Students will be able to take part in a range of social and sporting activities. There are team and individual sports at all levels; and clubs and societies to cover any interest from drama to politics, water sports to backgammon, debating to voluntary social work. The students unions arrange discos and gigs, and run pubs, bars and eating places. Clubs are run by students for students and are always well advertised at the beginning of the academic year. Joining one or two societies is a great way to meet other students from Britain and other countries.

f)

There are thousands of courses to choose from. Some students choose a vocational one. Agriculture and related subjects, engineering, law and business studies are popular with international students. Others choose an academic subject such as history or politics. The choice is virtually unlimited. And what do international students do at the end of their courses? Some stay on to do postgraduate work. (20 per cent of students on UK postgraduate courses are from overseas.) The majority return home, armed with their UK qualifications. If a student's English is not yet quite good enough to enroll in a degree course, he or she might like to spend some time first on an English language course. There are plenty to choose from--some held in universities and colleges, some in private language schools. The British Council can offer advice on choosing the right one. Some students may need some additional academic qualifications. In such cases a student can consider taking a foundation or

access course, run by many of Britain's higher education institutions.

g)

Fees may look high at first, but when one takes the following points into account, costs at UK universities and colleges compare well with costs in other English-speaking countries. Most UK courses are at least one year shorter than those in other countries. Included in the course fee are: All tuition (except books and equipment); normally, free use of computing facilities, e-mail and Internet; language tuition if one wants to learn another language (and English-language support if needed); use of free or cheap sports facilities; and a student would not be paying simply to attend lectures. Much teaching will be done in small groups. In addition, teaching staff is willing to provide extra help if a student needs it and the student can go to see them outside timetabled course hours.

h)

In conclusion, there are several key benefits to studying in the UK. Firstly, standards in UK higher institutions are generally higher than others, and a student will gain an internationally recognised qualification. Secondly, a student will meet students from all over the world, and get a head start in building international connections. Thirdly, most universities and colleges provide accommodation for first-year international students and a variety of other services that are not provided to international students in many other English-speaking countries. Finally, the application system is simple, saving the cumbersome processes required by many other countries.

Questions 25 – 33

The following statements are made by a student in the UK.

Find the paragraph in which the following statements would be supported. You are advised to spend 10 minutes. The first one is done for you as an example. MORE THAN ONE PARAGRAPH MAY BE USED as an answer.

Example

"I'll tell you once again why you would be wise to study in the UK"

Answer

I

25. "Expensive? Well maybe it seems that way, but you have to consider the full range of benefits when comparing the costs of UK institutions to those of other universities."
26. "No, it is not complicated at all. In fact, UK universities save you a lot of unnecessary work when applying."
27. "You shouldn't be surprised that there are so many overseas students in the UK! There are good reasons why that many go there."
28. "Worried about not having an international environment? That is no concern in Britain."
29. "Can you do anything there besides study? Don't worry there are plenty of opportunities to do other things."
30. "Don't worry! Finding a suitable course for yourself will be the least of your worries!"
31. "At a British university you can always get help and advice when you need it, unlike a lot of places that just leave you alone."
32. "Well that's the good thing about the UK. They can help you get yourself prepared if you think your English is not yet good enough or you still think you're not academically ready."
33. "Oh don't worry about that! You just need to be careful about a few places. UK colleges and universities do a good job of protecting you."

Questions 34 – 39

Look at the following statements.

In boxes 34 – 39 on your answer sheet write

T if the answer is True

F if the answer is False

NG if the answer is Not Given in the passage

Example

One benefit of studying in the UK is that most courses are shorter.

Answer

T

34. Students must choose 6 courses at a British university.
35. There are 270,000 international students studying at universities in Britain.
36. Most international students return home after they're finished.
37. Child-care facilities are provided free, unlike in many other countries.
38. The crime rate in Britain is lower than in other countries.
39. Students can go to see teachers during course hours.
40. Students unions arrange social events.

Answer Key

- | | |
|---|---|
| 1. False (it only states it may) | 20. College of design |
| 2. True | 21. Lanchester Polytechnic |
| 3. False (before) | 22. City hub (centre) |
| 4. False ("heavily" applies to perspiring) | 23. one campus |
| 5. F (discontinue using it) | 24. 33 acres |
| 6. True | 25. g |
| 7. C | 26. b |
| 8. D (it is not always used if in the same vicinity) | 27. b |
| 9. B | 28. a |
| 10. D (JCR is not regular) | 29. e |
| 11. B (it is not just an ad, nor is it just a notice) | 30. f |
| 12. Both | 31. c |
| 13. I | 32. g |
| 14. A | 33. d |
| 15. Neither | 34. NG |
| 16. A (arranging academic assistance) | 35. F (not all are university students) |
| 17. A | 36. T |
| 18. A (social functions) | 37. F |
| 19. Public car park | 38. NG |
| | 39. F (after class) |
| | 40. T |

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

GENERAL TRAINING READING TEST 4

TIME ALLOWED: 1 hour
NUMBER OF QUESTIONS: 40

Instructions

WRITE ALL YOUR ANSWERS ON THE ANSWER SHEET

The test is divided as follows:

-- Reading Passage 1
Questions 1 – 13

-- Reading Passage 2
Questions 14 – 25

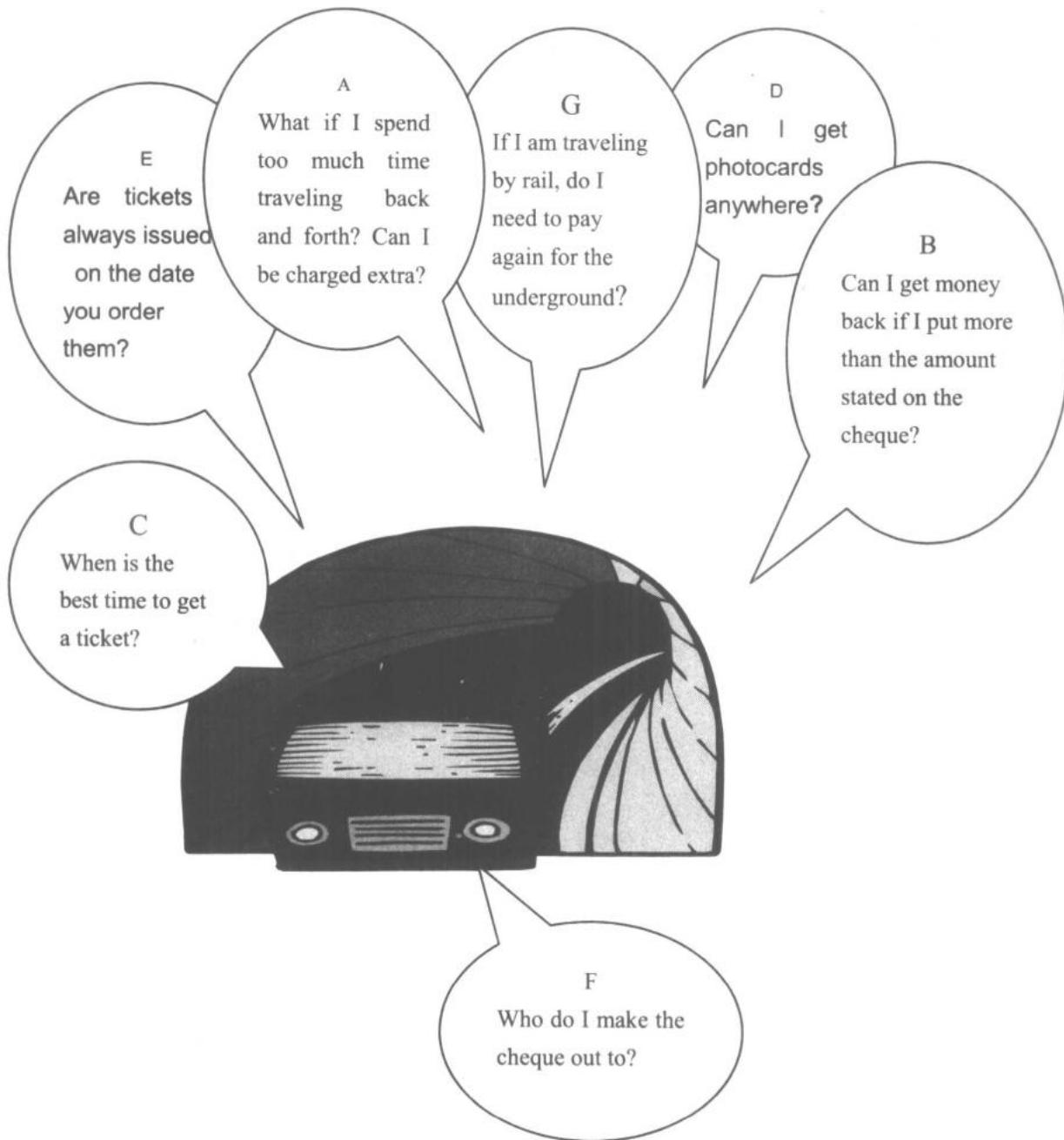
-- Reading Passage 3
Questions 26 – 40

Start at the beginning of the test and work through it. You should answer all questions. If you cannot do a particular question, leave it and go on to the next. You can return to it later.

Section 1**Questions 1–13****Questions 1–6**

Look at the information about transportation. Match the information given with the questions given from A – F.

In boxes 1 – 6 on your answer sheet write



Example**Answer**

Photocards (except New Deal and Student Photocards) are issued free at London Underground stations.

D

1. London's transport network is divided into fare zones. The cost of your ticket depends upon the number of zones you wish to travel through. Your ticket must be valid for your entire journey. If not, you may be liable for a Penalty Fare.
2. Ticket offices at busier Underground stations are generally open throughout the day. At less busy stations, supervisors undertake a range of duties and may not always be available in the ticket office. Please try and order and collect your ticket outside of morning or evening rush hours.
3. One day and longer period tickets, whether new issues or renewals, may be bought up to 4 days in advance of the date of validity or commencement date.
4. Underground stations and London Travel Information Centres welcome personal cheques, supported by a cheque guarantee card, and company cheques. If your cheque is in excess of your card limit, you will need to provide proof of your identity and your home address.
5. When paying at other London Transport outlets, please ask for cheque payment details. If you are presenting a company cheque, please provide two proofs of your identity and your home address. At Underground stations, please make your cheque payable to "London Underground Ltd".
6. At London Travel Information Centres, cheques must be made payable to 'Transport for London'. Customers traveling from anywhere within the UK by rail can add extensions to their tickets to include Underground travel.

Questions 7 – 13

Read the advertisement. Some people have things to sell, and others have things they want to buy. Match the buyers with the sellers. Note if you have something **TO SELL**, you should look in the **WANTED ads**. If you **WANT TO BUY** something, you should look in the **FOR SALE ads**.

In boxes 7 – 13 on your answer sheet write

| Example | Answer |
|---------------------------------|---------------|
| You want TO BUY 2 single beds. | 68455 |
| You want TO SELL a brand new TV | 35633 |

7. You have an old bicycle in poor condition to sell.
8. You want to sell a bedside lamp.
9. You have an almost new sofa you wish to sell.
10. You want to buy a bicycle in good condition.
11. You want to buy some inexpensive furniture for your living room.
12. You have a small TV set to sell.
13. You are a photographer and you need to buy a camera.

Advertisements

For Sale – 2 single beds with mattresses and a large chest of drawers. Excellent Condition £85. Tel 68455.

Wanted – Man's Bicycle in any condition. Phone Phil 24522.

For Sale – Film developing unit and photo enlarging unit; plus 25 rolls of colour film.

Wanted – TV set (cabinet model). New condition. Tel. 35633.

For Sale – Almost new 12-speed bicycle; new tyres, plus headlight and strong combination lock. Tel 43566.

For Sale – Sofa and 3 chairs, coffee table, dining-table and chairs (well used). All for only £150. Call Peter 456733.

Wanted – Needed urgently inexpensive furniture for apartment (including lamps) Tel. 84355.

For Sale – Minolta 35mm camera. 3 years old + wide-angle lens and leather case. New condition £200. Tel: 45733.

For Sale – 10-speed bicycle. 5 years old. Needs some repairs. Only £35. Tel: 78466.

Wanted – 35mm Japanese camera in good condition. £250. Tel. Rosie 547222.

For Sale – 19 colour TV. Very easy to carry. Tel: 43655.

Wanted – Living-room furniture. Must be in good condition. Phone James 42619.

Wanted – Photographic supplies. All makes of used cameras and photographic equipment. Tel: 64421.

For Sale – Large 26 colour TV. Still under guarantee. £350. Tel: 42377.

For Sale – Standard lamp for living-room. Almost new. £100. Tel: 553642.

Wanted – Small portable TV set. Phone 42677.

For Sale – Rolex Watch in brand-new condition. Phone 543987.

Wanted – VCD in any condition. Tel: 334987.

For Sale – Queen-size bed. Only been used for 5 months. Will negotiate at £400. Phone 48394.

Section 2 Questions 14 – 25**Questions 14 – 19**

Look at the information on the following page about Bathworth University's refund policy.

In boxes 14 – 19 on your answer sheet write

TRUE if the statement is true

FALSE if the statement is false

NOT GIVEN if the information is not given in the passage

Example**Answer**

A verbal notice of withdrawal will not be sufficient for a refund

True

14. University transfer of refund fees can be done if handled by both universities.
15. A student may get a full refund if withdrawing for personal reasons, but it is at the university's discretion.
16. Each day you wait the refund becomes less and less.
17. You are entitled to a full refund if you are ill and cannot complete the course.
18. If you enroll in a course and then later find out you do not have the right qualifications to take the program, you may get a refund.
19. If you make a mistake and enroll in the wrong courses and later are advised not to take the course by a school adviser, you may get a refund.

Refund policy

You should be aware of Bathworth's refund policy for all fee-paying international students enrolled at Bathworth University.

General refund for new students

A general refund may be given if written notice of withdrawal from unit/s or intermission from a course of study is received by the University.

Semester 1 and 2

- up to and on the official starting date of the semester--90% refund of the course fee, or:
- after the official starting date of a semester and up to and including the HECS census date--fifty per cent (50%) refund of the course fee.
- when a student withdraws or discontinues from a unit or course of study after the HECS census date for the semester--no refund shall be given.

Semester – Summer

- Withdrawal from units up to and including 13 December--90% refund
- After 13 December--no refund shall be given.

Full refund

A full refund may be given in special circumstances. Such circumstances should be beyond the control of the student . The following reasons are grounds to apply for a full refund:

- a student is refused a student visa

- an offer is withdrawn or an enrolment terminated because the University is unable to provide the course of study, or
- a student withdraws from a unit on the advice of a Faculty Course Adviser and does not enroll in a replacement unit (the signature of the Faculty is needed)
- the University changes or is unable to offer unit/s such that a student is prevented from completing the unit/s
- a student is unable to fulfill the requirements of an offer
- a student withdraws from a unit and enrolls in a replacement unit in the same semester.

Executive discretion may be exercised for applications which do not comply with the above provisions but for which extraordinary circumstances may exist. Application for a refund in special circumstances must be made in writing and sent to the Executive Director. Proof of payment and validation of the reasons for applying for a refund will be required.

Methods of refund

The following apply to refunds:

- Refunds will be made in Australian dollars only, by cheque.
- Refunds in the form of the transfer of fees to another institution will not be made directly to a student. The student must provide evidence of acceptance into that institution before the approved refund will be transferred.

Questions 20 – 25

Look at the letter to a student regarding information about the credit policy of the school.

The text has 7 sections (1 – 7). Choose the most suitable heading for each section from the list of headings below. Write the appropriate numbers (i-xii) in boxes 20 – 25 on your answer sheet.

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

| Example | Answer |
|----------------|---------------|
| Section 1 | ix |

- 20. Section 2
- 21. Section 3
- 22. Section 4
- 23. Section 5
- 24. Section 6
- 25. Section 7

List of Headings

- i. Academic Dean Discretion
- ii. Undergraduate credit load policy
- iii. Minimum load for full-time status
- iv. Requirements for credit overload
- v. Maximum number any student can take
- vi. Maximum credits for full time status
- vii. Maximum credits allowed without requiring permission
- viii. International Student Credit Overload policies
- ix. Definition of the Credit system
- x. Requirements for exceeding overload limit
- xi. Restrictions on credit policy for International Students
- xii. Limitations on Permission to exceed overload limit

Bathworth University

Dear Student,

Thank you for your inquiry regarding the maximum and minimum number of courses you are allowed to enroll in at Bathworth. Without knowing your academic record in detail, I can, at least, inform you of our credit load policies.

- 1 Our system of course minimums and maximums is based on the credit system. The credit system is a measure of the number of hours both within a class and outside of a class that a student would need to devote to a particular course. At Bathworth, one semester credit is equal to 32 class hours and 60 hours of study outside the class.
- 2 Recognizing that many of Bathworth's students are also employed, the university recognizes 9 credits for undergraduates (normally 3 classes), and 6 credits for graduates as a standard full-time, course load per semester.
- 3 The maximum credit load is 12 semester credits for undergraduate and 9 semester credits for graduate students.
- 4 Requests by students to exceed those limits may be approved by the Academic Dean, or may be allowed on a case by case basis. Undergraduate students may qualify for a credit overload if they have maintained a cumulative grade point average of at least 2.5 for 20 credits and a graduate student has at least a 3.25 grade point average for 12 credits while enrolled at Bathworth.
- 5 In some cases, at the discretion of the Academic Dean, you may be allowed to take up to 20 credits if your grade point average is at least 3.0, and graduate students who maintain a 3.4 GPA may be given approval to take up to 12 credits.
- 6 This permission to exceed the load, however, is extended to a student for only one term, and is subject to review as the student's circumstances change.

7 International students must attend on a full-time maximum-load basis (9 credits for undergraduates and 6 credits for graduates) as defined by the Immigration Authorities to maintain “active” status with the immigration authorities. All other credit load policies remain the same for international students.

I hope this is helpful for you in making a decision

With regards,

Amy Fisher
Assistant to the Academic Dean

Section 3**Questions 26 – 40**

Questions 26 – 40 are based on the passage “Red List of Threatened Species Reveals Global Extinction”. The passage has 17 paragraphs labeled A-Q.

Questions 26 – 30

*Which paragraphs contain the following information? Write the appropriate letter A – Q in boxes 26 – 30 on your answer sheet. You only need **ONE** letter for each answer.*

| Example | Answer |
|--|---------------|
| The organizations involved in the IUCN project | C |

26. The causes of species reduction in freshwater habitats.
27. What the report shows us that we must do to correct the destruction.
28. Usefulness of the report.
29. Statistical data to provide evidence that humans are primarily the cause.
30. What one contributing organisation did in response to the threats of certain species.

Question 31 – 35

*Write the answers to the following questions using **NO MORE THAN THREE WORDS** in boxes 31 – 35 on your answer sheet*

Example

| | |
|--|---------------|
| The only group of plants that were assessed in a comprehensive way | Answer |
| | The Conifers |

31. The starting date of the report.
32. Besides the problem of habitat changes, what was a big reason for problems in rivers, as mentioned in the report?
33. At what annual event will participants be immediately discussing the findings?
34. The geographical areas or terrain that seem to be the worse for endangering birds and mammals be it at high elevations or low elevations.
35. For what purpose are hunters especially interested in killing primates?

Questions 36 – 40

Do the statements below agree with the information given in the test ? in boxes 36 – 40 on your answer sheet write

TRUE *if the statement is true*

FALSE *if the statement is false*

NOT GIVEN *if the information is not given in the passage*

36. The report lists most of the plants of the world.
37. BirdLife has successfully helped reduce the number of deaths related to fishing.
38. A higher percentage of mammals are threatened with extinction than are birds.
39. The Red List shows that a third of all plant species are threatened.
40. Hunting is not the main threat to birds, plants, or animals.

Red List of Threatened Species Reveals Global Extinction Crisis

A The Earth's most critically endangered animals and plants have been disappearing very rapidly since 1996, the world's largest international conservation organisation reported today. One in four mammal species and one in eight species of birds are facing a high risk of extinction in the near future, in almost all cases because of human activities. The total number of threatened animal species has increased from 5,205 to 5,435. The 2000 IUCN Red List of Threatened Species is released once every four years by the IUCN--The World Conservation Union. The Red List is considered the most authoritative and comprehensive status assessment of global biodiversity. Founded in 1948, the IUCN brings together 77 states, 112 government agencies, 735 non-governmental organizations, 35 affiliates, and some 10,000 scientists and experts from 181 countries in a worldwide partnership. Drawing on all these sources of information, the Red List report uses scientific criteria to classify species into one of eight categories: Extinct, Extinct in the Wild, Critically Endangered, Endangered, Vulnerable, Lower Risk, Data Deficient and Not Evaluated. A species is classed as threatened if it falls in the Critically Endangered, Endangered or Vulnerable categories.

B "The fact that the number of critically endangered species has increased--mammals from 169 to 180; birds from 168 to 182--was a jolting surprise, even to those already familiar with today's increasing threats to biodiversity. These findings should be taken very seriously by the global community," says Maritta von Bieberstein Koch-Weser, the IUCN's director general. The magnitude of risk, shown by movements to the higher risk categories, has increased, although the overall percentage of threatened mammals and birds has not greatly changed in four years, the IUCN found. Primates such as apes and monkeys showed the greatest increase in the number of threatened mammals--from 96 to 116 species. Many changes were found to be caused by increased habitat loss and hunting, particularly the bushmeat trade. The number of Critically Endangered primates increased from 13 to 19. Endangered primates number 46 today, up from 29 four years ago.

C Russell Mittermeier, president of Conservation International and chair of the IUCN's Primate Specialist Group says, "The Red List is solid documentation of the global extinction crisis, and it reveals just the tip of the iceberg." "Many wonderful creatures will be lost in the first few decades of the 21st century unless we greatly increase levels of support, involvement and commitment to conservation," he warns. Human and financial resources must be mobilised at between 10 and 100 times the current level to address this crisis, the Red List analysis urges.

D Indonesia, India, Brazil and China are among the countries with the most threatened mammals and birds, while plant species are declining rapidly in South and Central America, Central and West Africa, and Southeast Asia. Habitat loss and habitat degradation affect 89 percent of all threatened birds, 83 percent of mammals, and 91 percent of threatened plants assessed. Habitats with the highest number of threatened mammals and birds are lowland and mountain tropical rainforest.

E Freshwater habitats are "extremely vulnerable" with many threatened fish, reptile, amphibian and invertebrate species. Freshwater turtles, heavily exploited for food and medicinal use in Asia, went from 10 to 24 Critically Endangered species in the past four years. "Hunting of these species is unregulated and unmanaged, and the harvest levels are far too high for the species to sustain," the IUCN warns. As populations disappear in Southeast Asia, there are signs that this trade is increasingly shifting to India, and further afield to the Americas and Africa. The report points to "extremely serious deterioration" in the status of river-dwelling species largely due to water development projects and other habitat changes. One of the major threats to lake-dwelling species is introduced species. A systematic analysis of the status of these species will be undertaken in three years.

F BirdLife International produced the global status analysis that forms a major component of the Red List. The most significant changes have been in the albatrosses and petrels, with an increase from 32 to 55 threatened species. Sixteen albatross species are now threatened compared to only three in 1996, as a result of longline fishing. Of the remaining five albatross species, four are now near-threatened. Threatened penguin species have doubled from five to 10. These increases reflect the growing threats to the

marine environment," the IUCN reports. BirdLife International has started an international campaign titled, "Save the albatross: keeping the world's seabirds off the hook" to reduce the accidental-by catch of seabirds through longline fisheries, adopting appropriate mitigation measures. The Philippines, another biodiversity hotspot, has lost 97 percent of its original vegetation and has more Critically Endangered birds than any other country.

G The IUCN Red List includes 5,611 species of threatened plants, many of which are trees. The total number of globally threatened plant species is still small in relation to the total number of plant species, but this is because most plant species have still not been assessed for their level of threat, the IUCN says. The only major plant group to have been comprehensively assessed is the conifers, of which 140 species, 16 percent of the total, are threatened. Assessments undertaken by Nature Conservancy, not yet incorporated in the Red List, indicate that one-third of the plant species in North America are threatened. In the last 500 years, human activity has forced 816 species to extinction or extinction in the wild. One hundred and three extinctions have occurred since 1800, indicating an extinction rate 50 times greater than the natural rate. Many species are lost before they are discovered. A total of 18,276 species and subspecies are included in the 2000 Red List. Approximately 25 percent of reptiles, 20 percent of amphibians and 30 percent of fishes, mainly freshwater, so far assessed are listed as threatened.

H Since only a small proportion of these groups has been assessed, the percentage of threatened species could be much higher, the IUCN says. As well as classifying species according to their extinction risk; the Red List provides information on species range, population trends, main habitats, major threats and conservation measures, both already in place and those needed. It allows insight into the processes driving extinction. The release of the 2000 Red List comes a week before the second World Conservation Congress in Amman, Jordan, where members of the IUCN will meet to define *global* conservation policy for the next four years, including ways of addressing the growing extinction crisis.

Answer Key

- | | |
|---|---|
| 1. A | 22. iv |
| 2. C | 23. x |
| 3. E | 24. xii |
| 4. B | 25. xi |
| 5. F | 26. E |
| 6. G | 27. G |
| 7. 24522 | 28. H |
| 8. 84355 | 29. A |
| 9. 42619 | 30. F |
| 10. 43566 | 31. 1996 |
| 11. 456733 | 32. Water development projects |
| 12. 42677 | 33. Word conservation congress |
| 13. 45733 | 34. Mountain tropical forest |
| 14. True (only if done this way) | 35. Bushmeat trade |
| 15. True | 36. T |
| 16. False (there are specific days) | 37. NG |
| 17. False (not entitled, it is still up to the executive director) | 38. NG |
| 18. True | 39. F (shown by nature conservation and only the plant species in North America.) |
| 19. True | 40. NG |
| 20. iii | |
| 21. vii | |

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

GENERAL TRAINING READING TEST 5

TIME ALLOWED: 1 hour
NUMBER OF QUESTIONS: 40

Instructions

WRITE ALL YOUR ANSWERS ON THE ANSWER SHEET

The test is divided as follows:

-- **Reading Passage 1**

Questions 1 – 13

-- **Reading Passage 2**

Questions 14 – 26

-- **Reading Passage 3**

Questions 27 – 40

Start at the beginning of the test and work through it. You should answer all questions. If you cannot do a particular question, leave it and go on to the next. You can return to it later.

Section 1 Question 1 – 13**Question 1 – 5**

Look at the following notice regarding the Interlibrary Loan Service.

In boxes 1 – 5 on your answer sheet write

TRUE *if the statement is true*

FALSE *if the statement is false*

NOT GIVEN *if the information is not given in the passage*

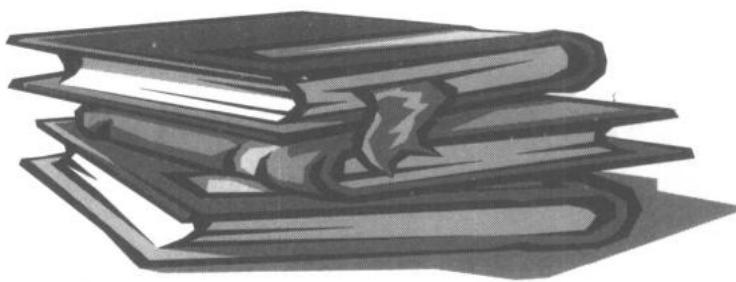
Example

The library will write the request on your behalf

Answer

False

1. The library will inform you once the book comes in.
2. The library will allow more than one request at a time.
3. Books or journals will come in within 10 days.
4. You must write all the requests down clearly on a single request form.
5. The time that it takes does not include holidays.



The Interlibrary Loan Service allows you to find books and journals that the library may not have, at present but other libraries do have. The library can borrow books or journals from other libraries on your behalf. We strive to make your requests successful, so to help us to do so please play attention to the following directions.

Please make sure the following procedures are followed.

- Clearly write the name of the book or journal, date and/or volume, and author on the pink sheet of paper titled Interlibrary Request Form.
- Do not use any quotes or abbreviations for repeated information.
- Please write each request on a separate pink sheet.
- Make sure you include your full name, student number, and telephone number on each of the slips.

Allow for at least 10 working days for the material to come. The library will hold located resources for up to one week. There are no repeat requests if you happen to arrive at the library later than one week for your requests. It is your responsibility to check whether the materials have come in.

While many items may be listed that go back many years, the library can only track items that are no more than 10 years old. Also, please remember that fines for overdue requested material are the same as for any material borrowed from the library.

If you have any questions please do not hesitate to ask Ms Friedman or Betty Shipley at the information desk.

Questions 6 – 13

Look at the patient information on the following page. Match each of the following sentences with TWO possible endings A–M from the box below.

Write the appropriate letters A – M in boxes 6 – 13 on your answer sheet.

| Example | Answer |
|--------------------------------|---------------|
| Migranal should be used if you | B and K |

Questions 6 and 7

You must consult a doctor at once if you

Question 8 and 9

You do not need to receive medical attention if you

Question 10 and 11

An incorrect way of using Migranal is to

Question 12 and 13

You should tell your doctor **before** using it if you

Possible Endings

- A inhale it through the nose
- B get migraine headaches
- C are sleepy
- D are taking other drugs
- E use it with water
- F increase the dose if you forget to use it
- G use twice in an 8 hour period
- H receive some discomfort in the nose
- I use it every 15 minutes
- J feel like scratching yourself constantly
- K get headaches that normal pills cannot seem to help
- L get headaches that actually get worse after taking Migranal
- M are pregnant

Patient Information about Migranal

What does Migranal nasal spray do?

Migranal is used to treat an active migraine headache. It is used by patients who do not get headache relief from other pain relievers. It is not intended to prevent a headache before it occurs. Do not use it to treat common tension headaches.

What should my health care professional know before I use Migranal?

The health care professional needs to know if you have any of these conditions: chest pain or difficulty in breathing, heart or blood vessel disease, high blood pressure, risk factors for heart disease such as smoking and high cholesterol, pregnancy or attempted to get pregnancy, breast-feeding.

How should I use this medicine?

People need specific instructions on the nasal spray's use. You must prepare your nasal sprayer only when you are ready to use it (at the first sign of a migraine headache). It cannot be prepared ahead of time because it becomes unstable in 8 hours and must be discarded. The dose is one spray in each nostril, with the dose repeated in 15 minutes if needed. Each ampule contains one complete dose (4 sprays). Do not use more than 4 total sprays to treat a migraine headache, and use it only when you need it. Do not use extra doses.

What other medicines can interact with dihydroergotamine?

Migranal can interact with any other drug that also causes drowsiness and several other drugs related to treating other diseases. Tell your prescriber about all other medicines you are taking and if you are a frequent user of drinks with caffeine or alcohol, if you smoke, or if you use illegal drugs. These may affect the way your medicine works.

What side effects may I notice from receiving Migranal?

Side effects that you should report to your prescriber as soon as possible are blisters on

the hands or feet, muscle pain or cramps, pain, tightness or discomfort in the chest, palpitations or changes in heart rate, swelling or itching; weakness in the legs. Check with your prescriber if you get more frequent or severe headaches after you start using Migranal. Do not use more than prescribed. Side effects that usually do not require medical attention are cold hands or feet, mild dizziness or drowsiness, or nasal congestion.

What do I need to watch for while I receive Migranal?

Migranal works best when you take it at the first sign of a headache. Lie down in a quiet, dark room after a dose until you feel better. Alcohol can make headaches worse or bring on a new headache. Smoking can increase the side--effects of Migranal.

Section 2 Questions 14 – 20**Questions 14 – 20**

Look at the introduction to the Grounds of Keele University on the following page and at the statements below.

In boxes 14 – 20 on your answer sheet write

TRUE *if the statement is true*

FALSE *if the statement is false*

NOT GIVEN *if the information is not given in the passage*

14. The originator of the property took over the property from his father after he died.
15. There are many plants and wildlife species not found anywhere else.
16. One of the nice things about the grounds of Keele is the naturalness of the landscape and its wealth of rare wildlife.
17. The grounds had barely any trees when Sneyd took them over.
18. It is so peaceful and quiet in the grounds because they are located far from the disturbances of human activity.
19. The grounds are maintained by students of the university.
20. If you want to see the plant life and insects it is not difficult to move around the grounds.

Introduction to the Grounds of Keele University

Keele University is situated in 600 acres of landscaped grounds to the west of the Potteries conurbation in North Staffordshire. These well-wooded grounds with their lakes, streams and formal flower beds support a wealth of wildlife. The surrounding countryside of the Staffordshire/Shropshire/Cheshire borders is also a rich area for the naturalist and rambler, while the majestic gritstone moorland of North Staffordshire and the limestone dales of Derbyshire and northeast Staffordshire are not far away. Of the 600 acres some 300 are leased out as Home Farm. Of the remainder, about half is woodland while the rest comprises the campus buildings and sports fields. The landscape we see today owes much to the work of Ralph Sneyd (1793 to 1870) who began planting on a grand scale in 1830, after inheriting the estate from his father.



Throughout the period of its construction, the university has been careful to preserve as many mature trees as possible and to restrict the height of buildings to maintain the feeling of living and working in a landscape. The university has a continuing programme of landscaping, and many ornamental trees have been planted. Keele campus is, then, one of the most picturesque and tranquil in the country, yet is only a short distance from the Potteries and the M6 motorway.

Although the landscape is an artificial one, it nonetheless has rich flora and fauna with more than 110 species of birds, 120 species of flowering plants, more than species of 60 trees, 24 species of butterflies, 380 species of moths, 100 species of beetles and 100 species of flies having been recorded so far. Although there is little of great rarity here, a wide variety of common species and a good network of paths from which to see them make Keele an ideal place to visit for the casual observer, as well as for both the novice and the more experienced naturalist.

Questions 21 – 26

Look at **Keele University Services For Students** on the following page. Each paragraph A – G describes a different service provided by the college. From the list below (I – xi) choose the most suitable summaries for B – H.

Write the appropriate numbers (I – xi) in boxes 21 – 26 on your answer sheet.
(There are more summaries than paragraphs, so you will not use them all)

- i The administration and financial management centre of the University.
- ii A place where people can receive financial suggestions and services.
- iii A place where one can receive student loans access funds and hardship funds.
- iv A place where you can go if you are having problems in your dormitory.
- v The place you go that will help you find a place to live.
- vi If you need non-student to discuss your problems with...
- vii A place where you can get help with your English.
- viii The place you would visit if you are interested in a study-overseas plan.
- ix A place that will find you a job.
- x A place that offers a variety of sources to help you plan your job search.
- xi A place where you can get counseling that is not affiliated with the faculty.

Example

Paragraph A

Answer

vii

- 21. Paragraph B
- 22. Paragraph C
- 23. Paragraph D
- 24. Paragraph E
- 25. Paragraph F
- 26. Paragraph G

Keele University Services For Students

A. This service provides English--language tuition and support for international students at Keele University. It is a small unit, which provides a supportive and friendly study environment. With its own well-equipped space in the university, many overseas students make the ELU their base for studying and making friends.

B. This person is available to provide students with information, advice and assistance on a wide variety of residential problems, security concerns and welfare issues for undergraduate and postgraduate students.

C. These members of staff provide information on, and help with applications for, money advice; student loans; access funds; hardship funds. Information and advice relating to student finance is also offered by the Independent Advice Unit in the Students' Union.

D. This professional yet friendly service offers help to all categories of students and staff with a very wide range of personal, emotional and academic issues. Counselling is on a "one-to-one" basis with just the person seeking help and the counsellor present. You can talk to either a female or a male counsellor. Everything said in the sessions is confidential, and information is only passed on if you want it to be.

E. This office is responsible for the administration and financial management of all exchange and visiting student programmes in the university. It is the first place of contact for students from partner universities, and it acts as a reference and coordinating centre for Keele students wishing to spend a period abroad as part of their degree. It is also responsible for all students wishing to study at Keele University on the Study Abroad Scheme from non-partner universities.

F. This service offers free, confidential and impartial advice to all students and staff at the university. It is part of the Students' union and is funded by Students' Union resources. The centre has comprehensive information, including electronic information systems. There are many leaflets published by the centre as well as an extensive stock of externally produced leaflets and publications.

G. Our information room stocks a wide range of information covering occupations, postgraduate study, funding, employment in the UK, employment overseas and career planning. Our Information Officer will be happy to help you find the information you need. Our "occupations" files contain information about hundreds of different occupations with information from professional bodies, training details, etc.

We have various handouts on a range of issues such as CV writing and vacation work. All the handouts are available, on request, in alternative formats, including large print, Braille and disk. We also have reports of careers staff visits to various employers.

Zeus' Temple Holds Secrets of Ancient Game

Athens already is preparing for the summer games of 2004. But today's games offer a far different spectacle from the contests of ancient Greece, where naked young men with oiled bodies raced and wrestled and boxed to honor their gods. Those great Panhellenic events began more than 2,700 years ago, first in Olympia and later at Delphi, Isthmia and Nemea. And at Nemea, where the games began in 573 B.C., a Berkeley archaeologist has been patiently reconstructing a site whose legends helped inspire the modern Olympics. For Stephen G. Miller, exploring the site at Nemea, 70 miles from Athens, involves more than analyzing artifacts and ruins, dating ancient rock strata or patiently assembling broken pottery shards. It also means reliving the events he's studying. For the last two summers, large crowds have flocked to an ancient Nemean stadium (capacity 40,000) to watch a modern re-enactment of the ancient Nemean games. Seven hundred runners from 45 nations--barefoot and clad in white tunics--raced around the reborn stadium in groups of 12. Winners of the races were crowned--just as they were in antiquity--with wreaths of wild celery. Miller is a professor of classics at the University of California at Berkeley, but he also has been a barefoot runner, a slave carrying water for the athletes and a priest presiding over the re-enacted rituals of the legendary Nemean games.

"Playing those roles gives you a deeper sense of antiquity and a feel for the spirit of the people who lived and worked and played there so long ago," he said recently after returning from this year's field work. Excavating the site every summer since 1973, Miller and his crew have found and re-assembled limestone columns that once stood proudly around the Temple of Zeus. Exactly a decade after they began the excavation and just east of the temple, they found the remains of a great altar to Zeus where athletes and their trainers performed sacrifices and swore oaths just before competing. And from ancient Greek records, two years later, Miller's team also learned that his Nemea site had once seen major horse races in a hippodrome that must have existed

next to the great stadium. In an earthen mound his team could trace the patterns of faint wheel marks indicating that chariots must have raced there too.

In 1997 Miller and his crew, seeking more evidence of the hippodrome, dug down into a spot where four low rock walls indicate there might be a structure underneath. There they found a wine jug, drinking mugs, coins and a crude little figure of a centaur. The next summer, after digging down 20 feet, they still hadn't reached bottom. Miller wondered what purpose this deep rock-walled pit might have served, and finally concluded it must have been a reservoir holding copious quantities of water from a river near the site that now irrigates vineyards.

"The reservoir is a phenomenal find," Miller said. "We believe it provided water for as many as 150 horses who raced in the hippodrome during the games. But how were the horses fed? And what did they do with that much manure every day? Trying to answer questions like that is one of the joys of the whole project."

Eight months after finding the reservoir Miller and his team uncovered an ancient chamber that served the Nemean athletes as a locker room -- the apodyterion -- where they anointed themselves with olive oil. They then would have walked 120 feet through a vaulted entrance tunnel -- the krypte esodos -- whose walls are still marked by graffiti scratched by the athletes on their way into the stadium.

The wine jug and cups unearthed in one layer of the buried reservoir may have been left by victors in one of the ancient Nemean races, but just what kind of wine they drank remains unknown. Today, the local red wine served in Nemean taverns is called the Blood of Hercules, honoring the hero who strangled the ferocious Nemean lion there more than 5,000 years ago. As in so much of archaeology, the discoveries that Miller has made at Nemea all seem to recall ancient legends and link them to reality. The Berkeley team, for example, has unearthed a tiny bronze figurine identified as the image of an infant named Opheltes, whose fate inspired the first of the Nemean games.

As Miller recounts the tale, Opheltes was the son of Lykourgos and Eurydike, who had tried for many years to produce an heir. When the Oracle at Delphi warned them that their child must not touch the ground until he had learned to walk, they ordered a Nemean slave woman to care for the infant day and night. One day, when seven warrior heroes passed through Nemea on their way to march against the citadel of Thebes -- they were the legendary "Seven Against Thebes" whose bloody war was immortalized by Aeschylus -- the nurse placed the child on a bed of wild celery while she offered drink to the heroes. Instantly, a serpent lurking in the vegetation killed the infant and the warriors re-named the boy Archemoros, the "Beginner-of- Doom," and held the first Nemean games in his honor as a funerary festival. Wreaths of wild celery crowned winners of those games, as they did the modern winners at Nemea last summer.

As with all classical archaeologists, whose excavations shed so much surprising light on antiquity, Miller and his students are now ready to organize and classify their treasured finds from the summer season, and to plan for next season's dig.

"In the earthen mound where we saw the imprints of wheel cuts, we also have a bronze vessel of the kind that was always used for pouring libations," Miller said. "That mound goes back to 600 B.C., so now we wonder what happened there in that complex of religion and athletics even before the Nemean games."

Archaeology doesn't come cheap, and each season at Nemea costs at least \$150,000 for the team, the equipment, and the 35 local workers from the nearby town of modern Nemea, whom Miller calls "the core of the project." The money all comes from private sources -- and not the least of Miller's jobs is lecturing to the public and combing the territory for contributions.

SECTION 3 Questions 27 – 40**Question 27 – 31**

Complete the table below. Write a date for each answer.

Write your answers in boxes 27 – 31 on your answer sheet

| <i>Example</i> | <i>Answer</i> |
|--|---------------|
| The time the Nemean games began | 573 BC |
| The beginning date of the Nemea excavation | ...(27)... |
| The date that Miller found the altar to Zeus | ...(28)... |
| When Miller first learned there was a hippodrome at the Temple of Zeus | ...(29)... |
| When Miller finally concluded he had found an old reservoir | ...(30)... |
| When Miller found the ancient locker room | ...(31)... |

Questions 32 – 36

Do the following statements reflect the claims of the writer of the reading passage? In boxes 32 – 36 on your answer sheet write

YES *if the statement reflects the claims of the writer*

NO *if the statement contradicts the writer*

NOT GIVEN *if it is impossible to say what the writer thinks about this*

Example

The excavations are inexpensive

Answer

No

32. The author believes it must be also difficult for Miller to find funds for the excavation.
33. Miller goes far beyond what an archaeologist traditionally normally does.
34. Religion played a key role in the games.
35. The games were far more interesting in the past than now.
36. The Nemean games influenced the modern Olympic Games.

Questions 37 – 40

Complete each of the following statements with a name from the reading passage.

Write your answers in lines 37 – 40 on your answer sheet.

Miller's excavations at 37 led him to look for a 38 where horse races were held. He found a 39, and eight months later he found an 40, which athletes used as a locker room.

Answer key

1. False (your responsibility) 21. iv
2. True 22. ii
3. False (at least 10 days) 23. vi
4. False (each request on a separate sink
sheet) 24. viii
5. True (10 working days) 25. xi
6. J or L 26. x
7. J or L 27. 1973
8. H or C 28. 1983 (exactly a decade after...)
9. H or C 29. 1985 (two years after)
10. I or F 30. 1998 (the next summer, after 1997)
11. I or F 31. 1999 (8 months after finding the
reservoir)
12. D and M 32. True
13. D and M 33. True
14. True 34. True
15. False (not unique) 35. NG
16. False (artificial landscape and little
wildlife of great rarity) 36. True
17. NG 37. Nemea
18. False (located close to a motorway) 38. Hippodrome
19. NG 39. Reservoir
20. True (many paths) 40. Apodyterion

IELTS 学术类 (Academic)

阅读应试指导

张亚哲

一、雅思 IELTS 学术类阅读概况

从雅思 (IELTS) 考试发展的基本轨迹可以看出，学术类考试的权威地位是自始至终的。然而国内引入雅思考试的迟滞和改革开放以来（亦可追溯到 1949 年以前）中国英语教育的盲目崇美使得 TOEFL、GRE 考试名声大噪，而雅思考试虽然具有相当优雅的名字，却无法与留美考试比肩。更令人忧虑的是，很多学子已然将 TOEFL 等考试作为测试自己英语水平高低的唯一标尺。美风东渐，国人了解雅思考试的热望，也伴随留学英联邦国家的热潮而逐渐强烈。当英国、澳大利亚、加拿大、新西兰等大学都一致要求申请者提供陌生的雅思成绩时，人们才逐渐认识到世界上还存在着这样一种同样权威、全面的留学考试。

雅思学术类考试的听力部分及口语与移民类一致，阅读部分与写作部分则完全不同。尤其是阅读部分，密集的文章和变幻莫测的题型常常令许多自恃横行 TOEFL 的考生不知所措，铩羽而归。本人根据在新东方学校教授雅思学术类阅读所积累的心得，现就以下问题做简明阐述。

1. 雅思学术类阅读与 TOEFL、GRE 等考试的区别

(1) 文章长度及试题：雅思学术类阅读由 3 篇独立的文章组成，据统计文章长度最短 700~800 字，最长达 1500 字，相当于 3 篇以上的 TOEFL 文章。雅思学术类阅读的 3 篇文章包括有 8 种左右的题型（近期的考试主要包括 5 种题型），共有 38~42 道题目。今年国内的所有考试都是 40 道题，TOEFL 阅读则是由 5 篇文章、50 道试题组成（全是客观命题，即多项选择题）。

(2) 考试时间：时间 (timing) 的概念对于雅思和 TOEFL 两种考试同等重要，但两者相比雅思为甚。雅思学术类考试中阅读部分的每篇文章前都提示考生须用

20分钟完成试题，3篇文章共需1小时。因此提高阅读速度或掌握技巧以在规定时间内完成试题已成为考生成功与否的关键，新东方学校的课程设置也将此作为重点强调，并在课堂上模拟限时练习。正式考试时，考官每隔20分钟便会报时以提醒考生注意合理分配时间。TOEFL考试规定55分钟完成试题但不建议每篇文章的耗时，由考生自己自由掌握时间。

(3) 命题思路：由于英式教育与美式教育的不同，在英国传统教育中，通过有效且大量地阅读经典作品并结合自身观点及学科背景写作论文是所有检验教育成效最重要的手段。因此雅思文章虽长度惊人，但题目所涉及信息量的排列是有规律的，读任何文章都必须掌握其中的必然因素，如人文社科类文章中的时间、地点、学者观点，自然科学文章中的现象、发生的原因、学科发展的趋势等等，这些文章无不在为考生将来的教育埋下伏笔。由此可以知道掌握雅思考试的文章类型与基本结构对考生而言是何等重要。TOEFL考试重点考查学生阅读文章时不论对主旨及细节的掌握深度，并将一些基本的技能也列为考查范围，如词汇、根据上下文推断等等。文章也大多限于北美的人文、地理、历史及自然科学等方面。

(4) 三种考试的用途：在英联邦国家，无论预科、本科还是研究生都要求以雅思成绩作为衡量标准，一些知名院校的MBA也需要不超过630分的GMAT成绩。而在美国就读商学院必须经过GMAT考试，同时大多数研究生院还要求申请者通过GRE考试，且无论TOEFL、GRE或GMAT都与考生的入学奖学金有非常直接的关联，考取高分就等于创造了赢取奖学金的高机遇，因此才会出现如此之多的满分或接近满分。而雅思考试不可能有满分，分数高也不会使申请者有机会赢取奖学金，只不过是证明其英语水平已达到某一程度。奖学金在英联邦国家是稀缺资源，颁发的标准首先是申请者的学科及申请者已经或将来可能获得的成就。

2. 雅思学术类阅读的基本文章类型及出处

(1) 关于欧洲及世界社会发展、经济状况、学科动向以及文化交流的文章

自1995年雅思学术类考试的题型做出重大改革以后，有两条原则就被命题的剑桥大学考试委员会(UCLES)反复强调——非专业原则和国际化原则。为了使不同地域、不同政治经济体制、不同肤色、不同文化及教育背景的人都能平等且毫无理解困难地参与雅思学术类阅读的考试，法律及专业性较强的医学、生物学、哲学、文学、艺术类的文章已不再作为学术类阅读的考查范围。就可能涉猎的文章类型而言，以下几个方面的内容经常作为考点出现(有一点提请考生注意，雅思学术类阅读只有类型的重复而不大可能在内容上重复，但今年国内的阅读考试出现了文章及题型都完全重复的现象)。

- 世界范围内的就业状况
- 世界范围内的教育状况，经济发展的问题、机遇及挑战(粮食、能源等)
- 语言学、考古学、生物学、简单医学(词汇量不会影响对文章的理解)

- 女权主义及女性歧视问题
- 环境保护（海洋、生物、陆地、森林等）及环境污染（化学、石油泄漏等）
- 种族，民族问题
- 人口爆炸及居住问题，城市化及相关问题（交通拥挤、设施缺乏、噪声等）

(2) 关于地球、自然界的科学现象及地理现象的文章

这种文章类型在雅思学术类阅读中最为普遍，其涵盖面之广无从细分，但就最近一年以来的考试文章分析，主要还是以下几种类型：

- 太空、宇宙概况，以及外星生物探讨等
- 全球气候变暖、厄尔尼诺、洋流异常、臭氧层破坏
- 热带雨林生态环境遭破坏、土地沙漠化、滥用农药及过度垦荒
- 地球灾难、火山爆发、地震、彗星撞地球、森林大火、生物灭绝
- 基本的科学原则

(3) 人类历史发展中重要事件、重要人物及重要标志性产品

这也是雅思学术类阅读中常出现的一种重要的文章类型，但自 1998 年始对重要人物的考查总是和重要事件交织在一起，不再单独罗列。人类历史上的重大发明和表明人类文明辉煌成就的重大事件也是重点考查内容（发明电视、电影、计算机及登月成功等）。

(4) 文章选取的方式及文章主要出处

雅思学术类阅读由声誉卓著的剑桥大学考试委员会命题。此机构雇用了大量学者对全世界所有重要文字媒体的重要文章进行遴选，然后根据考试委员会制定的严格标准请原作者或由新作者进行改写，一般是在一篇长达数万字的文章中选取一部分或进行重写，形成 5000~6000 字的文章，这些文章又可分割为互相联系、主题一致但内容绝不相同的文章（长度为 1000~1500 字），以亚洲国家的城市化发展为例，1997 年在美国国家地理杂志（National Geographic）上登载了一篇 25000 字的长文，经改造加工成为五篇雅思阅读考试所使用的文章（a. 印度人口爆炸 b. 孟加拉国农村人口涌入城市引起农业产量下降 c. 泰国农民涌入城市引起城市犯罪率上升 d. 菲律宾政府处理农村人口政策问题 e. 香港楼价上涨与居住紧张），然后出题人再根据每篇文章的特点将其与各种题型相结合，最后输入电脑，一套令许多人牵挂与恐惧的雅思学术类阅读文章就这么完成了。

雅思学术类考试是英国传统经典学府剑桥大学的杰作，英国奉行高等教育的精英主义，所选的文章也出自一些著名的媒体，其中最多的社会发展类的文章全都出自以下媒体：

- 经济学家杂志（Economist, www.economist.com）、金融时报（Financial Times）、卫报（Guardian）等英国精英知识分子媒体的非社论性文章
- 政府各部门（UK 及世界各国）的社会发展报告，联合国各组织的年度报告
- 某些著名的协会杂志（带有半官方色彩），如 Info Journal（驻英法国商会的

季刊)

- 英国及欧洲的专业杂志（人文类），如 Arts Management, Arts Education 等
- 70% 的自然科学文章选自 National Geographic、New Scientist、Science、Popular Science 和 Nature 杂志
- 80%的重大事件（非政治经济）、重大发明都选自美国国家地理杂志（National Geographic）

了解并掌握文章的类型是完成雅思学术类阅读的第一步，但请大家注意，所有雅思学术类阅读考试中使用的文章都不涉及当下的所谓社会发展热点问题，而是选取典型及带有普遍性的文章，也就是说 1999 至 2000 年的阅读试题文章大多数出自 90 年代中期。

雅思学术类文章经千挑万选而来，风格相当严谨，用词正式精确，条理异常清晰。有许多文章都是极好的写作范文。

3. 雅思学术类阅读与词汇

雅思学术类阅读是所有国外考试中惟一给出词汇注释（glossary）的考试，但不就任何专有名词做解释。雅思学术类阅读的文章信息量巨大，对阅读具有极大挑战性。雅思词汇是以大学四六级词汇为基本（我国大学英语考试四六级词汇的标准是借鉴剑桥大学标准制定的），加上一些常见的考试词汇，7000 个左右词汇量才能保障考生完成快速阅读。但针对任何一种阅读考试，词汇都不是万能的，只能是一种重要的基础积累。

4. 雅思学术类阅读的评分标准

雅思学术类阅读一般是 38~42 题，但最近的几次考试都是 40 道题。以 5 分最低起评线为例，须做对 16~22 题，6 分须答对 23~28 题，7 分须答对 29~35 题，8 分须答对 36~39 题，满分 9 分即为全对。另外雅思学术类阅读实行 0.5 分评分制，即 5 分是 16~22 题，那 19 题以上到 22 题做对即为 5.5 分，以此类推。但由于每次雅思学术类阅读考试的难度会有 10~15% 左右的差异，评分标准会有相应变动。了解评分标准对每一位考生都是非常重要的，只有明确自己的目标，才能现实有效地与老师配合，重点突破简易题型。根据剑桥大学最新的报告，学术类文章排列的方式有两种，一种是 passage 1、2、3 呈阶梯状上升，每一篇文章字数 700~800，难度依次递增；另一种是 passage 1、2、3 同等难度，长度基本一致。这两种排列方式在正式考试中都会出现，但评分标准一致。

二、雅思学术类阅读的基本阅读思路

雅思学术类阅读与其他传统的阅读考试有很大不同。雅思学术类阅读考试成败

关键在于考生能不能在短时间里适应阅读考试的题型；能不能完全、彻底、干净地抛弃任何一种已成习惯的阅读方式；能不能挑战巨大而陌生的词汇；能不能挑战自己，在如此短的时间内完成艰巨的答题任务。答案当然是肯定的，规律存在于万事万物之中，也必然存在于雅思之内。每一本英国出版的权威阅读教程，无论是 Holmston, B 著名的 STUDY READING (剑桥大学出版社, 1992) 或 Jordan, R 指引雅思阅读的 LOOKING FOR INFORMATION (朗曼书屋 1980) 都提出阅读能力的大小高低与以下因素有很大关联：age and motivation (年龄及动力)；education and cultural background (教育及文化背景)；language learning history (语言学习的历史)。一篇 1500 字左右的雅思学术类阅读文章有 1800 个左右的信息点，即可能会出现同等数量的考点。无论是爱因斯坦还是任何天才的大脑都无法保证在规定时间内阅读一篇文章后记住所有的信息点。任何学者也都不敢保证以英语为母语的人 (native speaker) 阅读雅思学术类文章没有任何一个语言难点或理解难点。雅思学术类阅读测试的目的在于考生学会使用正确的、现实主义 (非完美主义) 的思路来完成阅读，以下就针对几点已获共识的阅读步骤来做逐一说明。

1. 理解文章大意，确立文章结构概念

这里强调的是理解大意，命题者可能问及的问题无非是以下几种：这篇文章究竟想告诉我们什么？文章类型是怎样的？文章的题目又是关于什么信息点的？

(1) 扫描全文 (survey the text)

这虽然是每本雅思教科书都要提到的陈词滥调，但毫无经验的应试考生仍旧常常进入以下几个误区：

①扫描标题仅仅是知道文章在说什么。

这是一个错误的说法，雅思现有的学术类阅读考试出现过三种标题方式：

- 正规标题：能从标题判断大概意思，但更应从标题推断原文文章类型，进而知道文章结构以确立文章信息点的大致方位（描述性标题不能作为确立文章类型的依据）。正规标题还包括每个 section 的标题（有些雅思学术类文章没有 section 标题）。

- 主标题与副标题：出现副标题时，副标题都要承担一定的责任，而且有时承担着标示文章结构的重任。比如 1997 年考题，主标题为 New-age transportation；副标题用斜体字印刷，*computerised design, advanced materials and new technologies are being used to produce machines of a type never seen before*。斜体字部分即为全文结构中心点，文章会围绕这三种范围来叙述，同时副标题中的 never seen before 与主标题中 new-age 呼应以对应时间，文章的脉络非常清晰。

- 无标题：这也是自 1999 年开始在国内雅思考试中出现的一种形式。无标题即代表出题者根本不希望考生依照标题来判断文章的类型及结构。从已出现过的考题来看，此类文章一般都较长且很难，但考生依然很容易从文章的第一段发现主旨

句。这种文章并不代表不可能出现 section 标题，通过每个 section 标题也能清晰了解文章大意。

- 考查标题——多项选择题（借鉴 TOEFL 考试的 best title 选择题）。

由上可知，标题是了解文章结构的手段，但不是唯一的手段。

- ②仅仅扫描标题，不用注意分段或其他信息。

雅思学术类阅读文章要求考生对以下几种信息要有本能的反应。

- 文章里哪一段有大量 figure, number, time 或 percentage;
- 文章哪一段里有引号（且出现过两次或两次以上）、全大写的专有名词及括号里的补充概念和说明信息；
- 文章哪一段里有斜体字、黑体字。

雅思学术类阅读考试中，考生应对于以上信息有直接反应，即用笔以自己创造的符号迅速而有效地在试卷上划写。与 TOEFL 及其他考试不同的是，雅思考试允许考生在试卷上做标记，以帮助快速找寻信息。对于每一个考生来说，清洁的卷面不代表任何成就而往往导致失败。

- ③首句或末句是万能的吗？

权威的雅思教科书里都把首末句原则作为一个重要原则，一些重要的题型如 list of headings（标题对应）也几乎全仰仗于它。但利用首末句帮助我们了解文章结构的同时，也要注意以下几点：

- 首末句如果是描述性语句应予以忽略；
- 分析首末句的语法结构是最重要的：即主谓宾、时态、语态、肯定或否定；
- 段落中例子前后的句子也承担与首末句同样重要的功能；
- 以上任何一点都取决于不同的文章类型。

找到首末句并不是找到了一切，请大家特别注意，考生如果不能完成首末句的语法分析而被大量的定语或状语从句所干扰迷惑，依然不能解决阅读与答题。这里有必要强调雅思学术类阅读的一个重要概念，即中心词概念，也称 key word，英国称之为 deadly word 或 fatal word（致命词汇），以此来说明中心词定位对于学术类阅读的重要作用。

- 中心词是主要概念的名词（主语或宾语）
- 中心词是说明状态的动词（谓语）
- 中心词是时间、地点、数字
- 中心词是那些表明程度高低、范围大小、肯定或否定的副词
- 中心词在题目与原文中大多会以同义词或近义词方式出现

将中心词概念放置在首末句里是想强调指出，考生一旦接触到原文，一旦联系到试题，一旦找寻的过程开始，就必须面对从词汇复杂结构庞大的雅思学术类文章中找到那些关键的、借以完成理解的重要词汇的过程。

- ④如何看待举例、统计数字、图表及时间

在前面几点里我们已经谈到，以几个要素是学术类阅读文章的重点，如果一篇文章的段落里有举例，以下信息点常会被当作考查重点。

- 请分析那些多个排列的名词（地点或人的类型）、动词（状态）、形容词；
- 请注意例子属性的中心句。

如果一篇文章有统计数字

- 要特别注意百分比及其对应的类别或人群；
- 请注意其他数字与惯用法也代表百分比，如：a quarter or one third；
- 以文章后题目来确定数字有用或无用。

如果一篇文章有图表

- 请先看图表，分析图表以外文字，精读图表内文字及属性，研透数字大小及总体关系；
- 图表一般都将文章分成两个部分，图表后的部分与前一部分是叙述的两个侧重方面；
- 图表包括扇形图表（不常考）、柱形坐标图表（常考）及纯数字与图表。

(2) 分析文章后的问题

雅思学术类阅读的文章很长，考生只能依据文后的题目来确定哪些信息点是需要仔细找寻的，哪些是要忽略的，很多同学的阅读习惯是每时每刻惟恐漏掉什么重要的信息，一遇见生词就胆战心惊停滞不前，这些都是必须首先克服的。

① 文章的问题要求是什么 (instructions)

每一种题型的问题要求都是需要仔细阅读的。如

- short-answer questions 题型主要是是否要求从文章中取词，词的数量是多少，或是要求考生根据自己的理解回答；
- 多项选择题，究竟是只有一个答案正确还是不止一个答案正确；
- 摘要 (summary) 题，究竟是文中哪个部分的 summary。其余题型在下文具体分析时再做详述。

② 确定哪些是关于文章大意及结构的题型

一般地说一部分多项选择题 (multiple choice) 及标题选择 (list of headings) 及回答短问题 (short-answer questions) 是考查文章大意的题型。

③ 确定哪些是关于特殊信息的题型

任何关于数字、时间、年代、人物、行为及行为方式的文章即为特殊信息。

2. 以问题为中心，在原文中对应中心词的阅读过程

这是一个基本的原则，即每一次回到原文都必须是有效的、直接的，不能有丝毫的浪费，还需要有瞬间的感悟及本能以及逐渐积累的美好的语感，中心词的定位 (location) 与找寻 (seeking) → 分析 (analysis) → 确认 (confirmation) 是雅思学术类阅读的基本过程。这是个繁杂、充满挑战与机遇的过程，也是一个技巧与基础完

美结合的过程。在下一个主题中本人将就每一种题型，以 1997 年 British Council 出版的真题为样本逐个分析，并结合最近考试将题型的一些基本趋势做详尽的分析，以求给大家一个直观的印象。

三、雅思学术类阅读主要题型及解题技巧

1. 雅思学术类阅读的主要题型

雅思学术类阅读理论上具有 8 种题型，但自 1999 年的考试以来，大多数中国境内的考试都仅限于 6 种题型，且出题思路有很大改变——即题目的难度有所降低，题型向清晰化、简单化发展。

①多项选择题 (multiple choice)

- (四选一) 多项选择题在正式考试里无论题目要求如何，都是只有一个答案是正确的。
 - 如有 5 个以上选项并明确告知有多于一个的选项，则会有多种选项。

②简答题 (short-answer questions)

这是近一年来雅思学术类阅读考试中较少涉及的题型，在移民类阅读中有所增加。

③完成句子 (sentence completion)

- 直接从原文中找寻对应答案，将答案抄在句子的空格中；
- 给出多项选择，从选项里选取。现多采取此种考试方式，一则可以节约时间，二则可以减少找寻文中对应信息点的难度。

④图表填空 (diagram, flow charts, table completion)

目前考得最多的是 flow charts，即自上而下的顺序表格（以箭头连接）填空。一般不给选项，要求考生根据 example 直接从原文中找寻对应答案。

⑤标题对应 (list of headings 或 choosing from “heading bank”)

这是雅思学术类阅读考试中最重要也是考查最频繁的题型之一。可以是选取整篇文章段落的 headings，也可以是选择 section 标题。

- 给出 list of headings，一般都是 10 个选项，然后要求以题目中的段落来选择。其中含有一到两个段落的 example，尽管题目说明中会提示一个选项可能会同时用于两个或更多的段落，但在正式考试里一个选项一般只能用于一个段落或 section 的标题选择。

- 给出已被确定的几个标题（一般是 5~6 个），说明是哪几个段落范围之中的标题，然后请考生将段落序号字母填在对应的标题后。相比较而言，此种考查方法要容易一些，但技巧性也更强。

2000 年中国境内的所有 headings 题型大多是以第一种形式出现。第二种形式

只出现了两三次。

⑥对错及无关判断题 (True/False/Not given)

这是雅思学术类阅读中的特色题型，在每次考试中均有 6~12 道题，但最多不超过 12 道题。1999 年以来此种题型大量增加，并被考生视为“恐怖”题型。移民类考试此种题型屡次突破 20~22 道。

⑦摘要 (summary)

现在大多采取的考试方式是给出 10~12 个选项，要求考生填 4~5 个空。且 summary 一定只是文章某几个段落（不超过三个段落）的总结。1999 年开始不再考查对整篇文章的总结 (summary) 填空，这使一项传统经典难题变得非常易于掌握。而且 2000 年以来的考试也绝少出现要求考生自己去原文寻找答案的题目，都提供了供选择的选项。

⑧配对题 (matching)

此种题型也是雅思学术类阅读考试中最普遍的一种题型，matching 的范围多种多样，目前已经考到的最新题型中包括以下几种范围：

- conception 文章中的重要概念与 definition 或核心解释之间的配对；
- 学者及其主要观点及论述的配对题（这是人文类阅读文章中最常考的类型）；
- 错误观点或误解 misconceptions 与 counterarguments 之间的配对；
- 某些标志性事物与所处时代（过去、现在或将来）的配对；
- 事物或事件发展的 process 与相关段落之间的配对；
- Effects 与 causes 之间的配对；
- 新技术新产品与开发机构、发明者或时间的配对。

以上对八种题型的主要考试方式已做了说明，自 1999 年以来题型的灵活性更加突出，但依然严格限定在上述几种重点题型之内。雅思学术类阅读的题型偏重于测试考生能否准确快速地掌握文中的有效信息。对于从未接触或刚刚开始接触雅思学术类阅读的考生来说，如何尽快适应此类独特题型是否能在短时间内获取理想分数的关键所在。只有在适应的过程中不断强化自身对此类题型的认识才能有实质上的飞跃。这也是我们研究题型并为大家提供最近考试趋势的本意。无疑，雅思学术类阅读从很多意义上来说是一个痛苦的过程，然而痛苦的磨砺要求我们找寻事物内在的规律，以下对于每种题型的一个基本技巧的探讨也是尝试这个过程。我们将以 British Council 1997 年版 Speciman 作为样本，提供一些见解；并另以新东方自编教材为辅助样文，以求全面。

2. 雅思学术类阅读的主要解题技巧

①多项选择题

在近期的正式考试里，多项选择题应注意以下几个要点

• 题目出现的顺序大致与文章叙述的顺序一致。即如果文章前几个题目是多项选择题，其一定是文章第一部分的总体或细节信息题；如果文章后两个问题是多项选择题，可能是主旨题（有可能在文章首部分也可能在最末部分），其余题也应该 是文章最后一部分的信息。

• 雅思学术类阅读多项选择题大多数是信息对应题，绝没有推断题。

以 British Council 样题第一篇文章 *The Spectacular Eruption of Mount St. Helens* 为例：

A The eruption in May 1980 of Mount St. Helens, Washington State, astounded the world with its violence. A gigantic explosion tore much of the volcano's summit to fragments; the energy released was equal to that of 500 of the nuclear bombs that destroyed Hiroshima in 1945.

B The event occurred along the boundary of two of the moving plates that make up the Earth's crust. They meet at the junction of the North American continent and the Pacific Ocean. One edge of the continental North American plate over-rides the oceanic Juan de Fuca micro-plate, producing the volcanic Cascade range that includes Mounts Baker, Rainier and Hood, and Lassen Peak as well as Mount St. Helens.

C Until Mount St. Helens began to stir, only Mount Baker and Lassen Peak had shown signs of life during the 20th century. According to geological evidence found by the United States Geological Survey, there had been two major eruptions of Mount St. Helens in the recent (geologically speaking) past: around 1900B. C. , and about A. D. 1500. Since the arrival of Europeans in the region, it had experienced a single period of spasmodic activity, between 1831 and 1857. Then, for more than a century, Mount St. Helens lay dormant.

D By 1979, the Geological Survey, alerted by signs of renewed activity, had been monitoring the volcano for 18 months. It warned the local population against being deceived by the mountain's outward calm, and forecast that an eruption would take place before the end of the century. The inhabitants of the area did not have to wait that long. On March 27, 1980, a few clouds of smoke formed above the summit, and slight tremors were felt. On the 28th, larger and darker clouds, consisting of gas and ashes, emerged and climbed as high as 20, 000 feet. In April a slight lull ensued, but the volcanologists remained pessimistic. Then, in early May, the northern flank of the mountain bulged, and the summit rose by 500 feet.

E Steps were taken to evacuate the population. Most--campers, hikers, timber-cutters--left the slopes of the mountain. Eighty-four-year-old Harry Truman, a boliady lodge owner who had lived there for more than 50 years, refused to be evacuated, in

spite of official and private urging. Many members of the public, including an entire class of school children, wrote to him, begging him to leave. He never did.

F On May 18, at 8.32 in the morning, Mount St. Helens blew its top, literally. Suddenly, it was 1300 feet shorter than it had been before its growth had begun. Over half a cubic mile of rock had disintegrated. At the same moment, an earthquake with an intensity of 5 on the Richter scale was recorded. It triggered an avalanche of snow and ice, mixed with hot rock--the entire north face of the mountain had fallen away. A wave of scorching volcanic gas and rock fragments shot horizontally from the volcano's riven flank, at an inescapable 200 miles per hour. As the sliding ice and snow melted, it touched off devastating torrents of mud and debris, which destroyed all life in their path. Pulverised rock climbed as a dust cloud into the atmosphere. Finally, viscous lava, accompanied by burning clouds of ash and gas, welled out of the volcano's new crater, and from lesser vents and cracks in its flanks.

G Afterwards, scientists were able to analyse the sequence of events. First, magma-molten rock--at temperatures above 2000° F. had surged into the volcano from the Earth's mantle. The build-up was accompanied by an accumulation of gas, which increased as the mass of magma grew. It was the pressure inside the mountain that made it swell. Next, the rise in gas pressure caused a violent decompression, which ejected the shattered summit like a cork from a shaken soda bottle. With the summit gone, the molten rock within was released in a jet of gas and fragmented magma, and lava welled from the crater.

H The effects of the Mount St. Helens eruption were catastrophic. Almost all the trees of the surrounding forest, mainly Douglas firs, were flattened, and their branches and bark ripped off by the shock wave of the explosion. Ash and mud spread over nearly 200 square miles of country. All the towns and settlements in the area were smothered in an even coating of ash. Volcanic ash silted up the Columbia River 35 miles away, reducing the depth of its navigable channel from 40 feet to 14 feet, and trapping sea-going ships. The debris that accumulated at the foot of the volcano reached a depth, in places, of 200 feet.

I The eruption of Mount St. Helens was one of the most closely observed and analysed in history. Because geologists had been expecting the event, they were able to amass vast amounts of technical data when it happened. Study of atmospheric particles formed as a result of the explosion showed that droplets of sulphuric acid, acting as a screen between the Sun and the Earth's surface, caused a distinct drop in temperature. There is no doubt that the activity of Mount St. Helens and other volcanoes since 1980 has influenced our climate. Even so, it has been calculated that the quantity of dust e-

jected by Mount St. Helens—a quarter of a cubic mile—was negligible in comparison with that thrown out by earlier eruptions, such as that of Mount Katmai in Alaska in 1912 (three cubic miles). The volcano is still active. Lava domes have formed inside the new crater, and have periodically burst. The threat of Mount St. Helens lives on.

Question 1

Choose the appropriate letter A – D and write it in box 1 on your answer sheet.

1. According to the text the eruption of Mount St. Helens and other volcanoes has influenced our climate by . . .

- A increasing the amount of rainfall.
 - B heating the atmosphere.
 - C cooling the air temperature.
 - D causing atmospheric storms.
-

Question 1 即为多项选择题（也是非常典型的细节题）。首先要注意，任何雅思学术类阅读都不能凭直觉即所谓常识来解题，我们先分析题干，题干意为“根据文中所述，圣海伦斯火山及其他火山的爆发通过……影响地球气候”，四个选项为：A. 增加降雨量 B. 使大气增热 C. 降低空气温度 D. 引起大气层中的暴风雨。

这种选择题的对应信息一定在文中最后部分，自 1 段第三行 Study of . . . , 通过分析此复杂句我们可以得出以下结论 study showed that droplets caused distinct drop in temperature (气温显著下降)，因此 C 选项是正确的。这里需要强调一点即找到文中信息点后，要将主要结构分析出来，这里 distinct drop 前的 cause 是最关键的在雅思学术类的阅读文中须重点掌握的动词，后面的宾语一定是某种重要的结果。

多项选择题是雅思学术类阅读中比较容易的题型，在其他考试中多项选择的一些基本技巧如排除法等也可以采用，另外也可以根据四个选项的属性来判断，如四个选项里有的是细节信息，一个是总体概括，则总体概括就很有可能涵盖其他选项，但所有这些都必须依照这样一个原则，即必须回到原文找寻相关信息点以求确认。

②简答题 (short-answer questions)

2000 年以来简答题考得较少，但都是 1997 年以来的雅思阅读经典题型，甚至移民类阅读中除了 Yes/No/Not Given 题型外，另半壁江山都为简答题所占。在做简答题时主要注意以下几点：

- 根据题干中心词判断原文信息点；一般地来说，简答题的出题顺序与原文叙述的顺序相一致，最显著的是 1997 年前后，雅思学术类阅读文章的第一道简答题

都是中心主旨题，答案都在文章第一段或最后一段；最后一个题目的细节简答题都在文章最后部分或最后段落甚至于最后一句话。

• 简答题的关键是严格按照题目要求的词数及词的来源回答（是从文中选还是用自己的话答题）。

- 注意定冠词和不定冠词的准确用法。
- 注意大小写、缩写符号、介词及副词的正确运用。

我们仍以 British Council Specimen 圣海伦斯火山大爆发一文第三题为例：

Question 3

3. What are the dates of the TWO major eruptions of Mount St. Helens before 1980?

Write TWO dates in box 3 on your answer sheet.

第三题要求写出两个日期——“在 1980 以前的两次重要喷发”，首先确立中心词 dates of two major eruptions，原文 C 段第八行非常明显 in the recent (geologically speaking) past: around 1900 B.C. and about A.D. 1500 即是答案。找到这个信息点对所有考生都不会是一件困难的事，但在实际考试中大多数考生都做错了此题，因为大多数人都忽略了around 及 about 两个限定词，如果没有这两个限定词，意义将会完全地不同。另外有些考生还漏写了 B.C. (Before Christ)，及 A.D. (Anno Domini) 的两个缩写点，标准答案要求相当精确。

又如第四题：

Question 4

4. How do scientists know that the volcano exploded around the two dates above?

Using NO MORE THAN THREE WORDS, write your answer in box 4 on your answer sheet.

“科学家如何知道火山在上述两个日期前后爆发？”题干中出现 how，在回答此类问题时，要特别关注文中表因果状态的连接词，像 due to, according to, in terms of, provided that 等等后都有可能就是考点。考生从 C 段第二行 According 一句开始找到 geological evidence，即可知答案为 from geological evidence。

综上所述，简答题的规律是很明显的，也属于较为容易的题型。只要把握中心词对应的技巧，就能解决题目要求，但注意不可忽视任何细微的枝节。

③完成句子 (sentence completion)

最近的考试中，完成句子的题型都会提供备选项，如以四个选项方式出现，必须先分析所给的句子的中心词，其大多数是这些句子的主语，也就是在这篇文章里，应当是某一个 section 或某几个段落中重要概念的 definition 或状态说明。这个概念最有可能是某种生物、某一种人、特定的某一政策或法规以及已经给出概念的

某一方面的状态。所有给出的 sentence completion 的概念都基本按文章叙述的顺序来判断，以便于快速定位及找寻。由于原文中的某些句子或词汇与题目中的意义相似或相近，因此对原文句子进行结构分析就格外重要。

British Council 出版的 Re de Witt 所撰 HOW TO PREPARE FOR IELTS 书中 Job Satisfaction and Personnel Mobility 一文第 3~8 题即为有选项支持的完成句子题型，且相当契合正式考试的思路。

JOB SATISFACTION AND PERSONNEL MOBILITY

- A Europe, and indeed all the major industrialized nations, is currently going through a recession. This obviously has serious implications for companies and personnel who find themselves victims of the downturn. As Britain apparently eases out of recession, there are also potentially equally serious implications for the companies who survive, associated with the employment and recruitment market in general.
- B During a recession, voluntary staff turnover is bound to fall sharply. Staff who have been with a company for some years will clearly not want to risk losing their accumulated redundancy rights. Furthermore, they will be unwilling to go to a new organization where they may well be joining on a ‘last in, first out’ basis. Consequently, even if there is little or no job satisfaction in their current post, they are most likely to remain where they are, quietly sitting it out and waiting for things to improve. In Britain, this situation has been aggravated by the length and nature of the recession--as may also prove to be the case in the rest of Europe and beyond.
- C In the past, companies used to take on staff at the lower levels and reward loyal employees with internal promotions. This opportunity for a lifetime career with one company is no longer available, owing to ‘downsizing’ of companies, structural reorganizations and redundancy programmes, all of which have affected middle management as much as the lower levels. This reduction in the layers of management has led to flatter hierarchies, which, in turn, has reduced promotion prospects within most companies. Whereas ambitious personnel had become used to regular promotion, they now find their progress is blocked.
- D This situation is compounded by yet another factor. When staff at any level are taken on, it is usually from outside and promotion is increasingly through career moves between companies. Recession has created a new breed of bright young

graduates, much more self-interested and cynical than in the past. They tend to be more wary, sceptical of what is on offer and consequently much tougher negotiators. Those who joined companies directly from education feel the effects most strongly and now feel uncertain and insecure in mid-life.

- E In many cases, this has resulted in staff dissatisfaction. Moreover, management itself has contributed to this general ill-feeling and frustration. The caring image of the recent past has gone and the fear of redundancy is often used as the prime motivator.
- F As a result of all these factors, when the recession eases and people find more confidence, there will be an explosion of employees seeking new opportunities to escape their current jobs. This will be led by younger, less-experienced employees and the hard-headed young graduates. ‘Headhunters’ confirm that older staff are still cautious, having seen so many good companies ‘go to the wall’, and are reluctant to jeopardize their redundancy entitlements. Past experience, however, suggests that, once triggered, the expansion in recruitment will be very rapid.

Questions 3 – 8

In questions 3 – 8, complete each sentence by choosing one of the possible endings from the list below, which best reflects the information in the reading passage. Write the corresponding letter (A – K) for each question in boxes 1 – 6 on your answer sheet. Note there are more choices than spaces, so you will not need to use all of them.

The first one has been done for you as an example.

Example

A lifetime career with one company...

Answer

E

3. The ‘downsizing’ of companies...
4. Ambitious personnel...
5. Today, new graduates...
6. Long-serving personnel...
7. Management policy...
8. Companies often care less about staff and...

List of possible endings

- A has often contributed to staff dissatisfaction
- B are more sceptical and less trusting
- C has affected all levels of personnel

- D use fear as a means of motivation
- E was usual in the past
- F career moves between companies
- G reduce the layers of management
- H feel uncertain and insecure
- I increasingly have to look elsewhere for promotion
- J is a result of flatter hierarchies
- K reward loyal employees with internal promotions

首先我们从第 3~8 题题干中心词判断原文信息点的范围应当是 C、D、E 三段（从 C 段第三行 ‘downsizing’ 引号一直到 E 段最后一句话）；起始信息点的另一种分析方法是从 example 分析得知 life time career 是从 C 段第二行开始。确立范围就可以逐行在圈定范围内找寻，这时才需要从选项中提取相应参考信息。

更为重要的是，找到中心词对应的句子后即要将这个句子进行信息点分析，快速与所有选项对应分析、排除。

第三题 “downsizing” 这一概念在 C 段第三行，但这一句子一直延续到第五行，其中 all of which 所引导的从句的谓语及宾语 have effected middle management as much as lower levels 与 C 选项相对应。

第四题 “Ambitious personnel” 中心词在 C 段第六行重要连词 whereas 后出现，后面 had become used to regular promotion, they now find their progress is blocked 与所给 I 选项（越来越只能另谋升迁 increasingly have to...）相对应，关键是必须把 Ambitious 一句完全看懂，需要整句精读的句子一般是不太难的。这里有一点点细微的推断痕迹。题目出得非常精彩。

第五题的 new graduates 是 D 段第三行 Recession 句中 new breed of bright young graduates 概念的简缩，much more 后面的判断很容易与 B 选项 sceptical (怀疑的) and less trusting 相对应。

第六题是 sentence completion 中最难的题目类型，需要阅读相当范围中的某一句话才能判断，中心词 long-serving 表明一个时间阶段的人群状态，仔细阅读 D 段最后一句话 Those who in mid-life... 可以得知那些直接毕业就进入公司的年轻人到中年时就有不安全感。从大学毕业到中年即为 long-serving，与 H 选项相对应。这里有一个技巧：如果直接在原文找 long-serving 颇费时间，就应停止而从选项中找相关范围中的契合处，原文与 H 选项的词及语法结构是一致的，由此来分析这个句子的时间状态也能找到答案。这里是此种题型的一个重要原则：题干与选项中必有一项与原文几乎一致 (vocabulary and grammar)，另一个稍加改动为同义或近义。

第七题是 E 段第一句话，与 A 选项对应，第八题是 E 段最后一句话，与 D 选项对应。

④图表填空 (diagram, flow charts 或 table completion)

图表填空的关键在于分析图表中已存在的文字信息点所在，然后根据已给出的信息点寻找对应的信息。在最近的考试中比较常考的是 flow charts 及 table completion。

就 flow charts 而言有以下几个特点：

- 自上而下箭头引导的信息点填空，箭头顺序对应文章叙述顺序
- process 流程图也用箭头引导，箭头顺序对应文章叙述顺序

table completion 都是某一形式的配对题，比如相应的时间和与之对应人名配对等等，这一题型在雅思学术类阅读中最为普遍，难度也相对适中。

以 British Council Speciman 第三篇文章 The Rollfilm Revolution 为例：

“THE ROLLFILM REVOLUTION”

The introduction of the dry plate process brought with it many advantages. Not only was it much more convenient, so that the photographer no longer needed to prepare his material in advance, but its much greater sensitivity made possible a new generation of cameras. Instantaneous exposures had been possible before, but only with some difficulty and with special equipment and conditions. Now, exposures short enough to permit the camera to be held in the hand were easily achieved. As well as fitting shutters and viewfinders to their conventional stand cameras, manufacturers began to construct smaller cameras intended specifically for hand use.

One of the first designs to be published was Thomas Bolas's 'Detective' camera of 1881. Externally a plain box, quite unlike the folding bellows camera typical of the period, it could be used unobtrusively. The name caught on, and for the next decade or so almost all hand cameras were called 'Detectives'. Many of the new designs in the 1880s were for magazine cameras, in which a number of dry plates could be pre-loaded and changed one after another following exposure. Although much more convenient than stand cameras, still used by most serious workers, magazine plate cameras were heavy, and required access to a darkroom for loading and processing the plates. This was all changed by a young American band clerk turned photographic manufacturer, George Eastman, from Rochester, New York.

Eastman had begun to manufacture gelatine dry plates in 1880, being one of the first to do so in America. He soon looked for ways of simplifying photography, believing that many people were put off by the complication and messiness. His first step was to develop, with the camera manufacturer William H. Walker, a holder for a long roll of

paper negative ‘film’. This could be fitted to a standard plate camera and up to forty-eight exposures made before reloading. The combined weight of the paper roll and the holder was far less than the same number of glass plates in their light-tight wooden holders. Although roll-holders had been made as early as the 1850s, none had been very successful because of the limitations of the photographic materials then available. Eastman’s rollable paper film was sensitive and gave negatives of good quality; the Eastman-Walker roll-holder was a great success.

The next step was to combine the roll-holder with a small hand camera; Eastman’s first design was patented with an employee, F. M. Cossitt, in 1886. It was not a success. Only fifty Eastman detective cameras were made, and they were sold as a lot to a dealer in 1887; the cost was too high and the design too complicated. Eastman set about developing a new model, which was launched in June 1888. It was a small box, containing a roll of paper-based stripping film sufficient for 100 circular exposures 6 cm in diameter. Its operation was simple: set the shutter by pulling a wire string; aim the camera using the V line impression in the camera top; press the release button to activate the exposure; and turn a special key to wind on the film. A hundred exposures had to be made, so it was important to record each picture in the memorandum book provided, since there was no exposure counter. Eastman gave his camera the invented name ‘Kodak’ --which was easily pronounceable in most languages, and had two Ks which Eastman felt was a firm, uncompromising kind of letter.

The importance of Eastman’s new roll-film camera was not that it was the first. There had been several earlier cameras, notably the Stirn ‘America’, first demonstrated in the spring of 1887 and on sale from early 1888. This also used a roll of negative paper, and had such refinements as a reflecting viewfinder and an ingenious exposure marker. The real significance of the first Kodak camera was that it was backed up by a developing and printing service. Hitherto, virtually all photographers developed and printed their own pictures. This required the facilities of a darkroom and the time and inclination to handle the necessary chemicals, make the prints and so on. Eastman recognized that not everyone had the resources or the desire to do this. When a customer had made a hundred exposures in the Kodak camera, he sent it to Eastman’s factory in Rochester (or later in Harrow in England) where the film was unloaded, processed and printed, the camera reloaded and returned to the owner. “You Press the Button, We Do the Rest” ran Eastman’s classic marketing slogan; photography had been brought to everyone. Everyone, that is, who could afford \$ 25 or five guineas for camera and \$ 10 or two guineas for the developing and printing. A guinea (\$ 5) was a week’s wages for many at the time, so this simple camera cost the equivalent of hundreds of dollars today.

In 1889 an improved model with a new shutter design was introduced, and it was called the No. 2 Kodak camera. The paper-based stripping film was complicated to manipulate, since the processed negative image had to be stripped from the paper base for printing. At the end of 1889 Eastman launched a new roll film on a celluloid base. Clear, tough, transparent and flexible, the new film not only made the roll-film camera fully practical, but provided the raw material for the introduction of cinematography a few years later. Other, larger models were introduced, including several folding versions, one of which took pictures 21.6cm × 16.5 cm in size. Other manufacturers in America and Europe introduced cameras to take the Kodak roll-films, and other firms began to offer developing and printing services for the benefit of the new breed of photographers.

By September 1889, over 5,000 Kodak cameras had been sold in the USA, and the company was daily printing 6-7,000 negatives. Holidays and special events created enormous surges in demand for processing: 900 Kodak users returned their cameras for processing and reloading in the week after the New York centennial celebration.

Questions 1 – 4

Complete the table below. Choose NO MORE THAN THREE WORDS from the passage for each answer.

Write your answer in boxes 1 – 4 on your answer sheet.

| <i>Year</i> | <i>Developments</i> | <i>Name of person/people</i> |
|-------------|---|----------------------------------|
| 1880 | <i>Manufacture of gelatine dry plates</i> | ... (1)... |
| 1881 | <i>Release of ‘Detective’ camera</i> | <i>Thomas Bolas</i> |
| ... (2)... | <i>The roll-holder combined with ... (3)...</i> | <i>Eastman and F. M. Cossitt</i> |
| 1889 | <i>Introduction of model with ... (4)...</i> | <i>Eastman</i> |

这是一个标准难度的完成图表题。已给出的信息点是关于 *Year/Developments/Name of Person* 的填空，实际上是考查原文中此三种邻近信息点，只要对应其中一个就能顺利突破其他。另外在雅思学术类阅读中，时间、人名已是每个考生拿到试卷就会注意到的信息。如在此 *table* 中我们发现已给出三个年代，应按照时间第一原则先做第一和第四题，再根据人名第二原则完成第二和第三题。这样就能

较为顺利地完成这种试题。

第一题，根据 1880 所给年代对应在第三段首句，再看同一句子里 *gelatine dry plates* 得出答案为 *Eastman*。

第四题根据 1890 年所给年代找到文章倒数第二段首句，再根据人名 *Eastman* 提示，即能很快在此段首句中发现 *model with* 后的 *a shutter design*。

第二至三题首先要根据所给信息人名（或一到两个人名组合，这是重要线索）找到文章第四段的首句，这一句子中的年代 1886 即为答案。第三题也很容易从此句中找出几乎一致的信息用词。

⑤标题对应 (list of headings)

在题型基本介绍中我已经介绍了 headings 的两种基本考试方式。在 2000 年的考试中这两种方式多次共同出现，在同一次考试中第一种基本题型有 5~6 个，第二种已给出肯定 headings 对应段落的题型会出现在另一篇文章，一般不多于四个。这就是说 list of headings 题型一般可在一次考试中出现六题，但绝不会多于 10 题。

要想以最简单的方法完成 list of headings 需要严格遵循以下原则：

- A. 先精读所有给出的 headings，并划出 headings 的中心词。
 - 哪些选项是关于 figure 的，以下这些词都是明显的线索：demography, statistics, census, percentage;
 - 哪些选项是关于时间概念的：过去、将来或现在，具体的时间坐标；
 - 哪些选项是具有比较意味的 (comparison)，比如说 positive 与 negative, adequate 与 inadequate, past 与 future;
 - 哪些选项是 definition 选项，或 explanation 选项或 implication 选项，或 inference 选项；
 - 哪些选项是说明结果及影响，比如 result, effect 等等；
 - 每一个中心词概念的地域特征；
 - 注意 process, phenomenon 及 situation 或 condition 等表状态及总结性质的词。

- B. 将每个段落的首末句做重点阅读
 - 分析首末句的语法结构，找出中心词及状态；
 - 如首末句是描述性语句、一般或特殊疑问句、反意疑问句、一般性的状态从句，都要忽略；
 - 应注意段落中例子 (example) 之前的统领句，之后的总结句。

C. 做好阅读整段的准备

并不是每个 headings 题都能以首末句原则来完成，在 2000 年的新题中，这只占到 80%，而另外一些 headings 的判断是必须快速阅读整段才能做出的，但仍有以下几点值得注意。整段阅读有较多困难（因各人英语水平而定），但仍有线索规律可以掌握。

- 段落中的斜体字及特殊印刷体；

- 段落中括号里的概念和表明 definition 的概念通常是以一个定语从句或宾语从句来引导;
- 注意表原因、结果、比较、顺序等连接词;
- 引号概念: 如果一个重要名词、形容词或副词以引号形式出现两次以上, 此概念即为中心意义;
- 表肯定与否定的副词或比较级概念等。

以 British Council Specimen 第二篇 People and Organizations: the selection issue 中的 12~16 题 list of headings 作为分析。

This Passage has seven paragraphs A – G.

Choose the most suitable headings for paragraphs B – E and G from the list of headings below. Write the appropriate numbers (i – x) in boxes 1 – 5 on your answer sheet.

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

List of Headings

- (i) The effect of changing demographics on organizations
- (ii) Future changes in the European workforce
- (iii) The unstructured interview and its validity
- (iv) The person-skills match approach to selection
- (v) The implications of a poor person-environment fit
- (vi) Some poor selection decisions
- (vii) The validity of selection procedures
- (viii) The person-environment fit
- (ix) Past and future demographic changes in Europe
- (x) Adequate and inadequate explanations of organizational failure

Example

Paragraph A

Answer (x)

12. Paragraph B
13. Paragraph C
14. Paragraph D
15. Paragraph F

Example

Paragraph F

Answer (ix)

16. Paragraph G

PEOPLE AND ORGANIZATIONS: THE SELECTION ISSUE

- A In 1991, according to Department of Trade and Industry, a record 48, 000 British companies went out of business. When businesses fail, the post-mortem analysis is traditionally undertaken by accountants and market strategists. Unarguably organizations do fail because of undercapitalization, poor financial management, adverse market conditions etc. Yet, conversely, organisations with sound financial backing, good product ideas and market acumen often underperform and fail to meet shareholders' expectations. The complexity, degree and sustainment of organizational performance requires an explanation which goes beyond the balance sheet and the "paper conversion" of financial inputs into profit making outputs. A more complete explanation of "what went wrong" necessarily must consider the essence of what an organization actually is and that one of financial inputs, the most important and often the most expensive, is *people*.
- B An organization is only as good as the people it employs. Selecting the right person for the job involves more than identifying the essential or desirable range of skills, educational and professional qualifications necessary to perform the job and then recruiting the candidate who is most likely to possess these skills or at least is perceived to have the ability and predisposition to acquire them. This is a purely person/skills match approach to selection.
- C Work invariably takes place in the presence and/or under the direction of others, in a particular organizational setting. The individual has to "fit" in with the work environment, with other employees, with the organizational climate, style of work, organization and culture of the organization. Different organisations have different cultures (Cartwright & Cooper, 1991, 1992). Working as an engineer at British Aerospace will not necessarily be a similar experience to working in the same capacity at GEC or Plessey.
- D Poor selection decisions are expensive. For example, the costs of training a policeman are about £ 20,000 (approx. US \$ 30,000). The costs of employing an unsuitable technician on an oil rig or in a nuclear plant could, in an emergency, result in millions of pounds of damage or loss of life. The disharmony of a poor person-environment fit (PE-fit) is likely to result in low job satisfaction, lack of organizational commitment and employee stress, which affect organizational outcomes i.e. productivity, high labour turnover and absenteeism, and

individual outcomes i.e. physical, psychological and mental well-being.

- E However, despite the importance of the recruitment decision and the range of sophisticated and more objective selection techniques available, including the use of psychometric tests, assessment centres etc., many organizations are still prepared to make this decision on the basis of a single 30 to 45 minute unstructured interview. Indeed, research has demonstrated that a selection decision is often made within the first four minutes of the interview. In the remaining time, the interviewer then attends exclusively to information that reinforces the initial "accept" or "reject" decision. Research into the validity of selection methods has consistently demonstrated that the unstructured interview, where the interviewer asks any questions he or she likes, is a poor predictor of future job performance and fares little better than more controversial methods like graphology and astrology. In times of high unemployment, recruitment becomes a "buyer's market" and this was the case in Britain during the 1980s.
- F The future, we are told, is likely to be different. Detailed surveys of social and economic trends in the European Community show that Europe's population is falling and getting older. The birth rate in the Community is now only three-quarters of the level needed to ensure replacement of the existing population. By the year 2020, it is predicted that more than one in four Europeans will be aged 60 or more and barely one in five will be under 20. In a five-year period between 1983 and 1988 the Community's female workforce grew by almost six million. As a result, 51% of all women aged 14 to 64 are now economically active in the labour market compared with 78% of men.
- G The changing demographics will not only affect selection ratios. They will also make it increasingly important for organisations wishing to maintain their competitive edge to be more responsive and accommodating to the changing needs of their workforce if they are to retain and develop their human resources. More flexible working hours, the opportunity to work from home or job share, the provision of childcare facilities etc., will play a major role in attracting and retaining staff in the future.

首先确定选项中

- I 是关于影响 (effect) 的 (另外还包含有 demographic 数字概念);
II 关于时间 (future changes);
III 说明概念中心词 (unstructured interviews);
IV 说明中心词 person-skill 与 selection 的状态关系;
V 是说明概念implication 的重要选项, 在选项中发现此类中心词要特别注意,

并要区分 implication (暗示) 与其他概念单词的区别。

VI 是一种一般判断 (general judgement)，一般由 some, any, some of, ordinary, common 等限定词修饰，大多都不会是要素选项，只能设为干扰选项。

VII 是中心词 validity 的概念。

VIII 是概念 person-environment fit。这要与第五个选项 implication 严格区分，但有一点是肯定的，即 V, VIII 选项肯定是两个相邻段落的标题选项。一般来说是先讲大概概念，再强调展开 implication (也就是这一概念所导致的结果或引起的反应或激起的影响等)，所以可以判断选项 VIII 对应的段落一定在 V 之前。

IX 选项有三种情况

- 一般来说比较 past and future 都放在文章最后部分
- demographic changes (数字)
- Europe (地域)

X 有两种情况：

- 比较 adequate 及 inadequate
- organization failure 中心概念，只要判断 organization failure 是哪一个段落的中心叙述即可得知分析完选项，查阅主题句 (首末句)。

A 段较难，充满经济学概念，一般只会作为 example 出现，因为雅思学术类阅读不涉及专业化知识。在其首句找到一个中心概念 “went out of business” 等于 X 选项中的 organization failure。另外末句是一个以 “more explanation” 开头的句子，其逻辑性说明前面几句话也是一些其他形式的 explanation，答案为 X。

B 段末句与 IV 选项一致。

C 段首末句是叙述事实或举例，第二行 “The individual” 开始即为此段中心句，注意 has to “fit” in (with) 后面的六个概念 (平等的概念) 说明与 VIII 选项契合。

D 段是就括号概念 (PE-fit) is likely to result in 提问，此处一定会考一个图表填空题，请注意 result in 后的概念是指示此概念的影响及结构，与 V 选项 implication 对应，而 implication 一般还会作为其他考点。

E 段选项将是全文中最困难的，首先是句子的长度令人生畏，再者有干扰性的 select decision 在里面。解题的关键是分析首句，把让步状语从句 despite 后一长串抛开，直接抓住此句主语 (organizations) 和谓语 (are still prepared to make this decision on the basis of a single 30 to 45 minute unstructured interview)。分析这样的句子结构并找出相应的结论 (找到中心词及状态) 实际上才是 list of headings 的真正难点所在。而这一段首句蕴含信息点有 this decision (指代 selection decision) 及 unstructured interview，它们之间关系究竟孰轻孰重呢？考生不应轻易错过诸如 on the basis of 等倚重后一概念的重要介词短语。因此尽管此段提到 selection decision 但 unstructured interview 才是答案，因此选 III。

F 段又是一个 example。F 段有很多数字相比较，还有时间概念 future，有年代

相比较，很容易与选项 IX 匹配。所以关键还是要透彻分析选项。

G 段首句与选项 I 很容易契合。

综上分析，虽然首末句原则被简单化，但如果不能透彻分析首末句所蕴含的丰富信息及有效地进行语法分析，还是于事无补。分析此经典例题可以发现，除却 C 段外，其余都是首末句的信息变化，由此可见，首末句原则应准确解释为首末句系统分析归类原则。

List of headings 是学术类考生非常惧怕的题型，这里做了详尽的讲解，大家可以看出一些规律。

⑥对错与无关判断题（True/False/Not Given 题）

由于雅思学术类考试并没有把此种题型作为最难的题型，在 1995~1997 年左右的考试中，summary（文章的摘要）是最让人望而生畏的。然而作为一种特色题型，对错与无关判断题在学术类阅读考试中每次必有，数量也相对稳定。在移民类阅读中，此题型已做详尽的考查，这里就不重复，只强调几点：

- 以往 T/F/NG 的难点在于根本无法判断题目的细节描述或总体概括是在文章中哪一部分，其出题跳跃性较强，但自 1999 年末开始，六道题一般都按照文章叙述的顺序来排列，以便于考生快速查询。
- 一定不要根据自己的感觉而要确实找出文章信息点作为判断根据。
- 一定不要自己推断，或做任何判断，严格将文章限定的范围作为思考依据。
- 在学术类阅读考试中，原文或题目中的复杂时态（完成时与一般时态之间）语态（虚拟语态与现在或过去事实相反等）在 1999 年后都不作为考查点。
- 对原文题目中出现的对应副词要认真比较其肯定或否定的意义；注意形容词、副词比较级与最高级，局部或整体，经常或偶尔等基本语法要求，注意人称指代，句子指代等。

详细例题及说明请参阅何钢老师的移民类原则，两类考试基本相似，不过学术类更强调找到原文信息点并做判断，且题目不会有太多灵活性，大多数都为简单判断。移民类就比较灵活，每年都会有很多新题型，新式样来证明单单找到信息点是不够的，还需要有情景及场景判断力。

⑦摘要（summary）

摘要（summary）是除却美式考试之外各种考试的标准题型，雅思也不例外。但 1995 年题型做重大改变以后，summary 的难度却有所下降。以往 summary 文章的覆盖面涉及整篇文章，一个句子可以涵盖几个段落的信息，考生必须具有较强的英语分析能力才能顺利完成。自 1999 年以来雅思学术类阅读考试中 summary 的趋势已趋于简单化，大都以选项形式出现，即 4~5 个空的 summary 给出 12 个左右的选项，且大多选项都是名词。

摘要的规律及解题技巧有以下几点请考生特别注意：

- 首先必须精读题目要求，看题目要求中是否涉及此 summary 文章的出处及

原文中的范围。

- 一般正式考试都给出 example, example 可能是第一个空, 也可能是中间某一个空。仔细阅读文章以分析 example 的原文出处。
- 如有选项, 请将所有选项标上词性分类; 如没有, 请根据空格的语法特征先分析判断空格中应填入何种词性的词, 何种语法现象, 是时间或是数字。
- 精读 summary 首末句, 分析语法结构或时间、地点、人物等要素抓住中心词来进一步判断 summary 在原文中的精确信息对应。
- 根据一个空格上下文的中心词分析在原文中限定或缩小范围, 筛选信息的确定答案。
- 完成后请检查并通读 summary。

我们仍以 British Council Specimen 第一篇文章《圣海伦斯火山的爆发》为例。
(参见 126 页)

Questions 5 ~ 8

Complete the summary of events below leading up to the eruption of Mount St. Helens. Choose NO MORE THAN THREE WORDS from the passage for each answer.

In 1979 the Geological Survey warned (5) to expect a violent eruption before the end of the century. The forecast was soon proved accurate. At the end of March there were tremors and clouds formed above the mountain. This was followed by a lull, but in early May the top of the mountain rose by (6). People were (7) from around the mountain. Finally, on May 18th at (8), Mount St. Helens exploded.

Questions 5~8 就是标准 summary 题型, 是关于 events leading up to the eruption of Mount St. Helens; 另外每个空不多于三个词且要从课文中选词, 可以判断这篇 summary 是关于火山爆发前的一些文件的总结。

步骤 1: 分析首句 1979 时间线索及末句 Finally, on May 18th... 时间点线索可以将 summary 所考文章范围限定在原文 D. E. F 段落;

步骤 2: 分析每个空格的语法及所填词性; 另行很明显, 第五题要求填写宾语, 一定是某一名词概念。

第六题在 rose by 后面, 肯定加名词, 同时根据此句判断, 它极有可能是一个数字概念。

第七题是一个明显的动词被动态, 根据常识这一个动词一定是这某一自然段的重要动词, 要在原文相应首末句去找。

第八题非常明显要填一个时间 (at 后跟一个时间点)。

步骤 3: 回到原文, 在 D 段发现 warned 后的 the local population。

D 段最后一行发现 summit 后 500 feet。

E 段第一行发现 taken to 后 evacuate 一词, 加 d 变成过去分词。

F 段第一行找到与 summary 文章一模一样的时间点 at 8:32 in the morning。

由此可见，总结性文章摘要的关键是在于确立原文范围及分析空格语法结构。对 2000 年以来的选择项摘要来讲难度更为降低，但请注意填入选项时的拼写及语法结构变化。

⑧配对题 (matching)

配对题 matching 是雅思学术类阅读考试的一个重要题型，关于配对题可能的形式或考点在介绍题型时已经做了详述。这里只将一些基本的解题方式介绍给大家。

- matching 题一般都是选项题，把 definition、effects or cause、人名及理论、论点及论据等作为考查点。首先应该看清题目要求。

- 分析选择，并将选项分类，弄清哪些选项是同义选项，哪些选项是反义选项，哪些选项是关于数字概念，percentage 对应 percentage，ratio 对应 ratio 等，哪些选项是肯定或否定的。

- 根据题目所给的中心词在原文中找寻信息点，一般来说，概念在原文中都是以大写、斜体、引号或括号的方式出现，比较容易找寻，关键是要分析概念后的解释性从句（定语从句或宾语从句）。

- 作为人名及理论对应来讲，最关键的是找出主句后最接近的宾语从句，以及关键接续词所提供的信息。

以 How to prepare for IELTS 书中 (British Council 1997 年版) 第 15 页的 Exercise 4 Social and Cultural Impacts of Tourism in Cyprus 中的 Question 19~21 题为例。

SOCIAL AND CULTURAL IMPACTS OF TOURISM IN CYPRUS

A In Cyprus, hospitality forms an integral part of the culture, and the people have a welcoming attitude towards foreigners. Furthermore, the society's culture emphasizes ideologies and value systems which attach great importance to individual achievement. As the tourist policy followed by the Cyprus Government and the Cyprus Tourism Organization has been to aim at the middle and high income groups, and the tourists come mainly from Europe, tourism has not had as marked an adverse effect on the values and attitudes of Cypriot society as may otherwise have been the case. In certain areas, such as Ayia Napa, however, the influx of large numbers of tourists has influenced social behaviour and social values, and caused a certain amount of antagonism. Bryden suggests that:

there may be a relationship between tourism density, expressed in the annual numbers of tourists as a proportion of the population... and the growth of resentment

towards tourists. . . . The inference here is that tourism density is an indicator of the degree of confrontation between tourists and indigenes and that this confrontation gives rise to the resentment of tourists.

Table 1 Contact ratio values, 1985

| Area | Contact ratio | |
|---------------------|-----------------------|-----------------------|
| | <i>Annual average</i> | <i>Peak day value</i> |
| Limassol | 19.5 | 7.3 |
| Larnaca | 24.4 | 13.9 |
| Ayia Napa/Paralimni | 3.0 | 1.5 |
| Paphos | 17.7 | 10.8 |
| Hill resorts | 43.0 | 16.6 |
| Total | 18.0 | 9.5 |

- B The concept of ‘tourism density’ is thus used as a measure of ‘social carrying capacity’ which Mathieson and Wall define as ‘host peoples’ levels of tolerance for the presence and behaviour of tourists. An alternative measure used by Andronikou is the ‘contact ratio’, which is the inverse of tourism density, that is the ratio of the local population to tourist population. Now, whereas Andronikou suggests that the minimum value that the contact ratio can fall to before the social impact resulting from tourist development becomes detrimental is about eight, most authors now do not believe that a single specific value can be given for social carrying capacity. Mathieson and Wall point out that:
- C Carrying capacity remains an elusive concept, but the time when researchers and managers sought one mythical magic number, which could be approached with safety but exceeded at peril, has passed.
- D Nevertheless, inspection of table 1 does suggest that it is highly likely that the social carrying capacity in Ayia Napa has been overreached. The extreme concentration of tourists here has resulted in a modification of social attitudes among young people, especially towards sexual behaviour. This is part of the ‘demonstration effect’ which introduces foreign ideologies and ways of life into societies that have not been exposed to tourist lifestyles. The close and continued contact of Cypriot youth with young foreign tourists has resulted in them adopting different sets of values on morality, style of dressing, and so on, in comparison with prevailing traditional attitudes, and as a result the bonds of closely knit families are in some cases being loosened.

Questions 19 ~ 21

In the two lists below, a definition in the list on the right (A – G) matches one item in the list on the left (19 – 21). Show which items match by writing one appropriate letter (A – G) in boxes 19 – 21 on your answer sheet.

Example

'social carrying capacity'

Answer

C

19 'contact ratio'

A ratio of locals to tourists

20 'tourism density'

B introduction of foreign values to tourists

21 the 'demonstration effect'

C host's tolerance towards tourists

D proportion of tourists to locals

E approximately eight

F introduction of new lifestyles into societies

G different sets of values

首先 19 题概念 contact ratio 及 20 题 tourism density 都属于 B 段引号中的内容，重要的是找出两者之间的关系。B 段中的 “An alternative measure used by Andronikou is the ‘contact ratio’, which is the inverse of tourism density, that is the ratio of the local population to tourist population” 这句话中说明 “contact ratio” 是 inverse (重要词汇：相反的，倒转的，反面的) of tourism density，那就确定 tourism density 与 contact ratio 是相反概念。做一下简短的语法分析可以得知逗号后 “that is the ratio of the local population to tourist population” 是一个非限定性定语从句用来修饰 contact ratio。因此 A 选项即为 contact ratio 的概念，而 tourism density 与其相反，很明显是 D，即 tourist to local，在这里引申出一个重要特征：雅思学术类阅读中表肯定、否定或程度、范围频率等的副词是解开句子的关键所在。

21 题 “the demonstration effect” 是 C 段第四行中的概念，从其后的宾语及定语从句中可以非常容易地找到 F 选项中的对应语句 (new life style into societies)。

至此我们已经将雅思学术类阅读中的八大题型及其基本解题技巧都做了简要的阐述。在新东方教学过程中我们发现尽快适应雅思学术类题型及培养适应于雅思的有效阅读方法是取得满意成绩的一个重要因素，但更需要指出的是应试不是一切，技巧绝非万能，在取得合格分数的路上基本的词汇及语法结构能力才是决定性因素。这里要向每一位希望圆满完成雅思学术类阅读的考生进一言，为了将来在国外的学习（尤其英国重视写作及阅读），应当做到“千里之行，始于足下”，必须树立艰苦学习的决心，雅思才能像它那优雅的富有欧陆气息的名字那样为你的未来奠定基础，这也是新东方学术类阅读老师的期望。

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

ACADEMIC READING TEST 1

TIME ALLOWED: 1 hour
NUMBER OF QUESTIONS: 40

Instructions

WRITE ALL YOUR ANSWERS ON THE ANSWER SHEET

The test is in 3 sections:

| | |
|--------------------------|--------------------------|
| Reading Passage 1 | Questions 1 – 14 |
| Reading Passage 2 | Questions 15 – 29 |
| Reading Passage 3 | Questions 30 – 40 |

Remember to answer all the questions. If you are having trouble with a question, skip it and return to it later.

READING PASSAGE 1

You should spend about 20 minutes on **Questions 1 – 14**, which are based on Reading Passage 1.

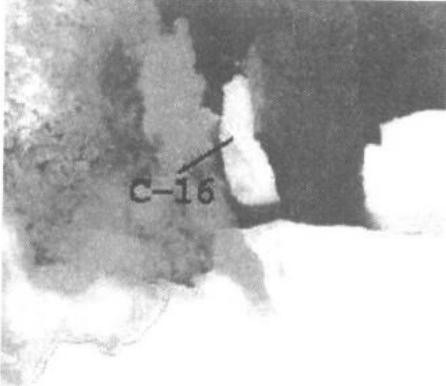
Birth of An Antarctic Super-Berg

B-15 Iceberg

If an iceberg breaks loose from Antarctica and nobody's there to hear it, does it make any sound? That koan is more than just a meditative exercise for Doug MacAyeal, a glaciologist at the University of Chicago who has spent decades pondering the vast Antarctic ice sheets. Neither he nor anyone else has ever witnessed firsthand the calving of an Antarctic berg, and the process still mystifies polar experts. The most enormous Antarctic bergs are rare and elusive, embarking only once every few decades in untraveled seas and rarely straying far from the frozen continent. So there was much rejoicing among MacAyeal and his associates in March when satellites spotted the largest berg in recorded history separating from the northern edge of the Ross Ice Shelf. The new arrival, dubbed B-15, is the size of Connecticut above water and 10 times bigger below. Melted, it would fill about half of Lake Michigan's basin with 250 trillion gallons of water. In satellite images, MacAyeal could detect cracks in the ice sheet parallel to the front and spaced about 20 miles apart. Icebergs seemed to be breaking off at the cracks, like sections of a chocolate bar, as the ice sheet moved slowly but surely toward the Ross Sea. Only one or two major bergs had calved from the Ross ice front during its latest 50-year advance. So MacAyeal suspected that the shelf was due for another big break. "It could have been the whole length of the ice front," which stretches more than 300 miles from Victoria Land to Cape Colbeck, MacAyeal says. "We could have had a 300-mile-long iceberg that was 20 miles wide. Unfortunately, only about half of the ice front came off. The other side may come off any day."

When or how the second half of the Ross ice front will break off is also an open question. There are plenty of cracks on the shelf that never amount to anything, says Jacobs. So the science of iceberg tracking is still as much description as prediction. The icebergs are monitored by polar-orbiting satellites using microwaves, infrared light, and radar, and they're named according to the place and order in which they originate. B-15, for example, is the fifteenth big berg to break off the B quadrant of Antarctica since the center started counting in the 1970s. The monitoring isn't systematic: It's a by-product of weekly reviews of images from meteorological satellites. Thus the station manager at McMurdo, concerned about his own

weather, spied the satellite image of B-15 a couple of days before the ice center did. He e-mailed the snapshot of the 183-by-23-mile-long berg to Julie Palais in the office of polar programs at the National Science Foundation, who in turn forwarded it to MacAyeal. Now MacAyeal and his colleagues at the science foundation are tracking the progress of B-15 with some trepidation. Unlike their antipodean cousins, Antarctic icebergs usually get trapped in a circumpolar current that keeps them "swirling like a whirligig around the continent," says MacAyeal. That prevents them from wandering into major shipping lanes farther north. But B-15 might cause trouble closer to home.



"These giant icebergs last for decades without melting, and during those decades they travel thousands of miles," says MacAyeal. "The only problem is that their travel is undirected. In the back of my head there's an inkling of a possibility that we might learn enough about icebergs to someday direct one up to Los Angeles. An iceberg the size of B-15 would supply the city's water needs for 500 years."

So far, MacAyeal doesn't see any evidence that global

warming is affecting the Ross Ice Shelf and its calving, but other researchers report that the ice sheet appears to be thinning in peripheral parts of Antarctica. More definitive information may be available in a few years, after MacAyeal posts automated weather stations and seismic sensors on the shelf.

C-16

In September 2000, for the second time in less than a year, a massive iceberg splintered away from the Ross Ice Shelf in Antarctica. The new iceberg, which scientists dubbed C-16, measures 30 miles long by 11.5 miles wide, some 345 square miles in area. It was detected by satellite on September 27, though the exact date of cleavage is unknown due to the extensive cloud cover that has persisted over the southern Ross Sea. Iceberg C-16 is being tracked by the National Ice Center, a Maryland-based agency staffed by members of the U.S. Navy, the U.S. Coast Guard and the National Oceanic and Atmospheric Administration. The new iceberg poses some cause for concern for resupply ships serving the U.S. Antarctic research station on Ross Island. "This one is of particular interest because of its proximity to Ross Island, which is where McMurdo Station is located," Butcher said. "It's possible that this iceberg may drift enough to impact the area where the ships will be operating, so we're going to be monitoring this one very closely through the season." The station, which can host between 200 and 1,100

people depending on the time of year, is typically resupplied via cargo ship in middle to late February, said Peter West, a spokesman at the National Science Foundation. West echoed Butcher's point that iceberg C-16 could become grounded and block the shipping channel. But it is equally possible that the iceberg could simply drift off to sea, West emphasized. "It's difficult to say what is going to happen with it," West said. "At the moment, we just don't know."

West noted that in March, an iceberg much larger than C-16 also broke away from the Ross Ice Shelf near Roosevelt Island. That berg, dubbed B-15, measured about 170 miles long by 25 miles wide. At 4,250 square miles (11,007 square kilometers), the berg was almost as large as the state of Connecticut. According to West, icebergs the size of B-15 and C-16 have never been observed in the vicinity of the McMurdo Station before this year. Still, West was reluctant to attribute the breakaway icebergs to global warming. "Certainly at the moment you cannot say that it's a result of global warming, because we don't understand the history of the ice shelves enough to know", West said. Cracks in the Antarctic ice shelf have been closely observed since the advent of remote sensing satellite equipment in the early 1970s.



Questions 1 – 6

Classify the following statements as applying to

- A B-15 Iceberg
- B C-16 Iceberg
- C Both Icebergs
- D Neither Iceberg

Write the appropriate letters A – D in boxes 1 – 7 on your answer sheet.

| Example | Answer |
|---|--------|
| The Iceberg that is almost as large as the state of Connecticut | A |

1. The scientists are worried about this (these) iceberg(s) drifting too close to Ross Island
2. The iceberg(s) originated from the Ross Ice shelf
3. The iceberg(s) will probably drift to Los Angeles
4. The iceberg(s) is (are) dangerous because it is (they are) drifting towards the Ross Is land shelf
5. This (These) iceberg(s) will probably not melt for several decades
6. This (These) iceberg (s) was (were) directly seen firsthand separating at the exact location it occurred

Questions 7 – 10

Using NO MORE THAN THREE WORDS from the passage, answer the following questions

Write the answers in boxes 7 – 10 on your answer sheet.

7. What is the name of the ice landmass from which both icebergs separated?
8. What is the phenomenon that many people are blaming the creation of these icebergs on, but yet the scientists in the passage are reluctant to acknowledge?
9. An ice shelf break is compared to the breaking of what common food item?
10. While B-15 was 170 miles long, how long might it have been if it had cracked all the way up the ice front?

Questions 11–14

Complete the summary below:

Choose your answers from the box below the summary and write them in boxes 11–14 on your answer sheet.

NB: There are more words than spaces, so you will not use them all.

| Example | Answer |
|--|----------------|
| The fear that many scientists have is that the C-15 and B-15 will drift into ... (example) ... | Shipping lanes |

One of the problems with the monitoring of these icebergs is the fact that information does not come in ... (11) ... nor can it be seen precisely where an iceberg ... (12) When an iceberg cracks and separates, it usually drifts in a ... (13) ... , thus we can say that the movement poses little threat to ... (14) ... in the north.

| | | |
|----------------|------------|----------------|
| predictive | shelves | pattern |
| descriptive | cracks | global warming |
| timely | drifts | water supplies |
| fast | swirl | Shipping lanes |
| systematically | undirected | shelves |

READING PASSAGE 2

You are advised to spend about 20 minutes on **Questions 15 – 29** which are based on Reading Passage 2.

Lack Of Sleep Alters Hormones, Metabolism

A

Chronic sleep loss can reduce the capacity of even young adults to perform basic metabolic functions such as processing and storing carbohydrates or regulating hormone secretion, report researchers from the University of Chicago Medical Center in the October 23 issue of *The Lancet*. Cutting back from the standard eight down to four hours of sleep each night produced striking changes in glucose tolerance and endocrine function--changes that resembled the effects of advanced age or the early stages of diabetes--after less than one week.

B

The study was conducted by a team of researchers who extended previous research into cognitive effects and focused on physiological effects. Funding for this study was supplied by the Research Network on Mind-Body Interactions of the MacArthur Foundation (Chicago), the U.S. Air Force Office of Scientific Research and the National Institutes of Health. Although many studies have examined the short-term effects of acute, total sleep deprivation on the brain, this is the first to investigate the impact of chronic, partial sleep loss on the body by evaluating the metabolism and hormone secretion of subjects subjected to sleep restriction and after sleep recovery.

C

"We found that the metabolic and endocrine changes resulting from a significant sleep debt mimic many of the hallmarks of aging," said Dr. Eve Van Cauter, professor of medicine at the University of Chicago and director of the study. "We suspect that chronic sleep loss may not only hasten the onset but could also increase the severity of age-related ailments such as diabetes, hypertension, obesity and memory loss."

D

Cutting back on sleep is an extremely common response to the time pressures of modern industrial societies. The average night's sleep decreased from about nine hours in 1910 to about 7.5 hours in 1975, a trend that continues. Millions of shift workers average less than five hours per workday. Previous studies, however, have measured only the cognitive consequences of sleep loss.

E

Van Cauter and colleagues Karine Spiegel and Rachel Leproult chose to focus instead on the physiologic effects of sleep loss, how sleep deprivation altered basic bodily functions such as regulating blood sugar levels, storing away energy from food and the production of various hormones. They followed 11 healthy young men for 16 consecutive nights. The first three nights the subjects were allowed to sleep for eight hours, from 11 p.m. to 7 a.m. The next six nights they slept four hours, from 1 a.m. to 5 a.m. The following seven nights they spent 12 hours in bed, from 9 a.m. to 9 p.m. All subjects received identical diets. The researchers constantly assessed each volunteer's wakefulness and heart rate. They performed sleep studies on the last two eight-hour nights, the last two four-hour nights, and the first and last two 12-hour nights. They performed glucose tolerance tests on the fifth day of sleep deprivation and the fifth day of sleep recovery, and monitored glucose and hormone levels every 30 minutes on the sixth day of deprivation and of recovery.

F

They found profound alterations of glucose metabolism, in some situations resembling patients with type-2 diabetes, during sleep deprivation. When tested during the height of their sleep debt, subjects took 40 percent longer than normal to regulate their blood sugar levels following a high-carbohydrate meal. Their ability to secrete insulin and to respond to insulin both decreased by about 30 percent. A similar decrease in acute insulin response is an early marker of diabetes. The differences were particularly marked when tested in the mornings. "Under sleep debt conditions, our young lean subjects would have responded to a morning glucose tolerance test in a manner consistent with current diagnostic criteria for impaired glucose tolerance," note the authors. Impaired glucose tolerance is an early symptom of diabetes. Sleep deprivation also altered the production and action of other hormones, dampening the secretion of thyroid-stimulating hormones and increasing blood levels of cortisol, especially during the afternoon and evening. Elevated evening cortisol levels are typical of much older subjects and are thought to be related to age-related health problems such as insulin resistance and memory impairment.

G

All of these abnormalities quickly returned to baseline during the recovery period, when subjects spent 12 hours in bed. In fact, as the subjects spent more than eight hours a night in bed, their laboratory values moved beyond the "normal" or baseline standards, suggesting that even eight hours of sleep does not produce the fully rested state.

Young adults may function best after more than eight hours of rest each night.

"While the primary function of sleep may very well be cerebral restoration," note the authors, "our findings indicate that sleep loss also has consequences for peripheral function that, if maintained chronically, could have long term adverse health effects."

Questions 15 – 20

Reading passage 2 has 7 paragraphs A – G. From the list of headings below write the appropriate numbers (i–xi) in your answer section 15 – 20.

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

List of Headings

- (i) Details of Findings
- (ii) Recovery Process
- (iii) Problem of Sleep Deprivation in Today's Society
- (iv) Relationship to Aging
- (v) Researchers and Their Unique Focus
- (vi) Main Finding
- (vii) Health Effects
- (viii) Methodology
- (ix) The Primary Function of Sleep
- (x) The Hallmarks of Aging
- (xi) Cerebral Restoration

Example

Paragraph A

Answer

vi

15. Paragraph B

16. Paragraph C

17. Paragraph D

18. Paragraph E

19. Paragraph F

20. Paragraph G

Questions 21 & 22

*Name the two GENERAL areas that this study looked at that affect the human health in passage 2. Using **NO MORE THAN TWO WORDS** for each answer, write these two areas separately in answer section 21 & 22.*

Questions 23 – 29

Are the following statements supported by the research in Reading Passage 2? Write your answers in boxes 23 – 29 on your answer sheet.

YES*if the statement is supported by the research***NO***if the statement contradicts the research***NOT GIVEN***if there is nothing that either supports or contradicts the statement*

23. People who get less sleep often have the same symptoms as those people who get old.
24. The study looks at not only the effect on the brain but also metabolism and hormone ecretion.
25. If a person gets 8 hours of sleep, the body's energy will be restored.
26. The main function of sleep is to restore the body's metabolism and hormone levels.
27. People are sleeping fewer hours than they used to.
28. The study does not conclude that sleep loss will definitely increase the severity of age-related ailments such as diabetes, hypertension, obesity, and memory loss.
29. Beyond 12 hours some of the same symptoms found in sleep-loss will return.

READING PASSAGE 3

You are advised to spend about 20 minutes on **Questions 30 – 40** which are based on Reading Passage 3.

Hunting for Aliens With a PC

What would you think was the biggest computing project in the world? Something to do with simulating nuclear blasts, perhaps, or forecasting climate change, using some vast system that occupies acres of floor space? Not at all. It's the search for aliens - more precisely, any radio signals they might be beaming out. And it's being carried out not on some monstrous system, but by about 2.3 million personal computers scattered around the world, as part of a project begun by the Search for Extraterrestrial Intelligence (Seti) group. It's called Seti@home, and consists of a small computer program which runs as a screensaver -- that is, when you aren't using your computer -- and chugs through the complex data analysis of radio signals received from outer space, looking for a steady signal that doesn't come from Earth and which lies in a particular range of frequencies that aliens would be likely to use -- at least, according to our best guesses about what they might do. Now, PCs -- even 2.3 million of them -- might not sound as though they could possibly stack up against the huge machines such as Asci White, the computer unveiled by IBM in July which covers an area equal to three tennis courts and can carry out 12 trillion calculations per second -- more than three times faster than the recorded speed of any other computer, and 1,000 times more powerful than Deep Blue, the supercomputer that defeated chess champion Garry Kasparov in 1997.

But Asci White is only one machine (which will be used to simulate nuclear blasts mathematically). The statistics for the Seti@home project show that earlier this month its members' computers carried out 14.26 trillion operations per second -- and that since the project launched in May 1999, its users have done a grand total of 3.7 hundred million trillion (3.7 20) operations. To reach that, Asci White would have to run non-stop for about nine months -- but by that time, the Seti@home project would have outrun it even further. The statistics show that as more people join, they are also bringing more powerful computers to bear, so that in the course of the project's life the average time taken to process a chunk of data has fallen from 18hr 35min to 14hr 46min

The Seti project was probably the fastest-growing Net phenomenon (at least, until the music file-sharing program Napster came along). Released last year on May 16, within 10 days

Seti@home had 350,000 users in 203 countries; in just one day it added another 20,000. It passed the one million mark in September 1999, and two million this summer. What also makes the Seti@home project remarkable -- besides its size -- is the fact that all the processing is being done completely voluntarily. Certainly, Seti itself could never pay for something comparable with Asci White. The Seti package is a small download which installs itself. It then begins analyzing a small packet of data, recorded originally by the Arecibo radio telescope, and once it has checked it for any constant signal suggesting alien intelligence, it passes the results back online to Berkeley. Various precautions are taken to make sure that users cannot fiddle the results; any data analysis which suggests alien contact would be redone independently. But if your machine finds extraterrestrial life then you will get the credit, Seti insists. Now, other organisations are hoping to tap into this powerful market for "distributed computing" to solve other complex problems which work better when broken into small pieces -- such as unravelling the structure of proteins, finding potential drug candidates, and even predicting climate change. What might be even nicer, if your computer is usually just turned off at night, is that you could have the option of being the first person on the planet to spot a signal coming from an alien civilisation -- or you might earn a few pounds letting those spare processor cycles solve problems for commercial companies. David Anderson, formerly a computer science professor at the University of California at Berkeley who organised the mailto:Seti@home, now works as chief technology officer for United Devices, a commercial spin-off. Based in Austin, Texas, it is now recruiting commercial companies interested in using idle computer time available over the Internet.

Seti@home was not the first project to use distributed computing over the Internet: that was almost certainly distributed.net (www.distributed.net), formed in 1997 to crack encryption keys to coded messages. Such messages are encoded by multiplying together two very large prime numbers. With the message authors' agreement, distributed.net would issue volunteers around the Net with a version of the message and a computer program for their PC telling it to find record prime numbers, and using the Internet to communicate their results, but that has not been a centrally coordinated project with distributed effort. Other distributed projects now underway are seeking out Fermat numbers (of the form $1+2^{2n}$). And certainly if you can find the right project, Internet users will happily lend a hand. In autumn last year, Myles Allen of the Rutherford Appleton Laboratory in Oxfordshire had the idea of using distributed computing to try to solve climate simulation. He posted a message on the Net noting that the work would try to introduce "fuzzy prediction" to reflect the variation of risks and probabilities in the forecast, rather than just one "best guess". The "Casino-21" project site got 15,000 replies in two weeks. But it is the commercial side which is booming now. Paragon

Computation, a 45-person company in Fairfax, Virginia, aims soon to start farming out screensaver work in biotechnology, financial and pharmacology research; people who sign up will get a payment for their machines' time per unit of work done. You won't be a millionaire, but Parabon says it might be worth a few pounds a month. Another company, Applied MetaComputing, has government customers such as NASA and the US Defense Department. And another company, TurboLinux, sells a product which can distribute work within a company for its idle computers. So the demand is certainly out there. The problem would-be distributed processing companies face though is that they have first to persuade their potential clients that their data will be safe out on the Net: "People with serious computations are not likely to trust results coming from unreliable machines owned by total strangers," said Bob Metcalfe, formerly of Xerox Parc, and the man credited with inventing the Ethernet networking system.

At the same time distributed.net is working with the UK's Sanger Centre near Cambridge on mapping the human genome: its community of 60,000 participants, with 200,000 computers, are equivalent to more than 180,000 Pentium II 266-MHz computers working flat out around the clock. But for now, the project to beat them all is Seti@home. "It's the world's largest supercomputer," said Dan Werthimer, chief scientist at <mailto:Seti@home> and director of the Berkeley Seti program. "It's made our search 10 times more sensitive, so we can find weak signals and pulse signals, things we couldn't look for because we didn't have enough computing power."

Questions 30 – 34

Complete the table below. **NO MORE THAN THREE WORDS** from the passage for each answer. Write your answer in boxes 30 – 34 on your answers sheet.

| Name of company, project or technology | Function | Statistics |
|--|-------------------------------------|--------------------------------------|
| ...(30) ... | Searches for signals in outer space | 14.26 trillion operations per second |
| ... (32) ... | Simulate ...(31) | 12 trillion calculations per second |
| Casino project | Helps solve ... (33) ... | 15,000 replies in 2 weeks |
| Distributed.net | Mapping the human genome | ... (34) ... computers |

Questions 35 – 40

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

Write your answers in boxes 35 – 40 on your answer sheet.

YES if the statement agrees with the information

NO if the statement contradicts the information

NOT GIVEN if there is no information on this in the passage

35. The reason that people are reluctant to use a mass computing service has more to do with security than with the cost of it.
36. David Anderson still contributes to seti@home.
37. The commercial side of mass computing is booming because people who sign up pay a small fee for the service.
38. Napster is growing faster than seti@home.
39. The purpose of the original mass computing project was to find large prime numbers.
40. seti@home is based in Austin Texas.

Answer Key

1. C (McCardy is located at Ross Island)
2. C
3. D
4. C
5. C
6. D (no-one has witnessed either iceberg at the exact location)
7. Ross Ice Shelf
8. global warming
9. chocolate bar
10. 300 miles
11. systematically
12. cracks
13. swirl
14. shipping lanes
15. v
16. iv
17. iii
18. viii
19. i
20. ii
21. glucose tolerance
22. endocrine (function) change
23. T
24. F (only metabolism and hormone secretion)
25. F
26. NG
27. T
28. T
29. NG
30. seti@home
31. nuclear blasts
32. Asci White
33. climate simulation
34. 200,000
35. T
36. NG
37. F (no fee)
38. T
39. T
40. NG

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

ACADEMIC READING TEST 2

TIME ALLOWED: 1 hour
NUMBER OF QUESTIONS: 42

Instructions

WRITE ALL YOUR ANSWERS ON THE ANSWER SHEET

The test is in 3 sections:

| | |
|--------------------------|--------------------------|
| Reading Passage 1 | Questions 1 – 15 |
| Reading Passage 2 | Questions 16 – 29 |
| Reading Passage 3 | Questions 30 – 42 |

Remember to answer all the questions. If you are having trouble with a question, skip it and return to it later.

READING PASSAGE 1

You are advised to spend about 20 minutes on *Questions 1 – 15* which are based on reading passage 1.

Conflict: Good Or Bad For An Organization?

A We've made considerable progress in the last 25 years toward overcoming the negative stereotype given to conflict. Most behavioural scientists and an increasing number of practicing managers now accept that the goal of effective management is not to eliminate conflict. Rather, it's to create the right intensity of conflict so as to realize its functional benefits. Since conflict can be good for an organization, it is only logical to acknowledge that there may be times when managers will purposely want to increase its intensity. Let's briefly review how stimulating conflict can provide benefits for an organization.

B *Conflict is a means by which to bring about radical change.* It's an effective device by which management can drastically change the existing power structure, current interaction patterns, and entrenched attitudes. *Conflict facilitates group cohesiveness.* While conflict increases hostility between groups, external threats tend to cause a group to pull together as a unit. Intergroup conflicts raise the extent to which members identify with their group and increase feelings of solidarity, while, at the same time, internal differences and irritations dissolve. *Conflict improves group and organizational effectiveness.* The stimulation of conflict initiates the search for new means and goals, and clears the way for innovation. The successful solution of a conflict leads to greater effectiveness, to more trust and openness, to greater attraction of members for each other, and to depersonalization for each other. In fact, it has been found that as the number of minor disagreement increases, the number of major clashes decreases. *Conflicts brings about a slightly higher, more constructive level of tension.* This enhances the chances of solving the conflicts in a way satisfactory to all parties concerned. When the level of tension is very low, the parties are not sufficiently motivated to do something about a conflict.

C Conflict provides a number of benefits to an organization. Groups or organizations devoid of conflict are likely to suffer from apathy, stagnation, group think, and other debilitating diseases. In fact, more organizations probably fail because they have too little conflict, not because they have too much. Take a look at a list of large organizations that have failed or suffered serious financial setbacks over the past decade or two. You see names like E.F. Hutton, General Motors, Western Union, Gimbel's, K-mart, Morrison Knudsen, Eastern

Airlines, Greyhound, and Digital Computer. The common thread running through these companies is that they stagnated. Their management became complacent and unable or unwilling to facilitate change. These organizations could have benefited by having had more conflict--the functional kind.

D It may be true that conflict is an inherent part of any group or organization. It may not be possible to eliminate it completely. However, just because conflicts exist is no reason to deify them. Some conflict is dysfunctional, and it is one of management's major responsibilities to keep some kind of conflict intensity as low as humanly possible. *The negative consequences of conflict can be devastating.* The list of negatives associated with conflict is awesome. The most obvious are increased turnover, decreased employee satisfaction, inefficiencies between work units, sabotage, labour grievances and strikes, and physical aggression.

E *Effective managers build teamwork.* A good manager builds a coordinated team. Conflict works against such an objective. A successful work group is like a successful sports team; each member knows his or her role and supports his or her teammates. When a team works well, the whole becomes greater than the sum of the parts. Management sometimes creates teamwork by minimizing internal conflicts and facilitating internal coordination. *Competition is not the same as conflict.* Competition and conflict should not be confused with each other. Conflict is behavior directed against another party, whereas competition is behavior aimed at obtaining a goal without interference from another party. Competition is healthy; it's the source of organizational vitality. Conflict, on the other hand, can be destructive.

F *Managers who accept and stimulate conflicts sometimes don't survive in the organizations.* The whole argument about the value of conflict may be moot as long as the majority of senior executives in organizations view conflict traditionally. In the traditional view, any conflict will be seen as bad. Since the evaluation of a manager's performance is made by higher-level executives, those managers who do not succeed in eliminating conflicts are likely to be appraised negatively. This, in turn, will reduce opportunities for advancement. Any manager who aspires to move up in such an environment will be wise to follow the traditional view and eliminate any outward signs of conflict. Failure to follow this advice might result in the premature departure of the manager.

Questions 1 – 5

Reading Passage 1 has six paragraphs.

Choose the most suitable headings for paragraph B – F from the list of headings below. Write the appropriate numbers (i – x) in boxes 1-5.

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

List of Headings

- i. Motivating Effect
- ii. Change in Thinking towards Conflict
- iii. Examples of Conflict and Survival
- iv. The Danger to Teamwork
- v. Political Danger of Conflict
- vi. When Conflict May Not Be So Good
- vii. Conflict Destroys Teamwork
- viii. Searching for Solution through Tension
- ix. Conflict and Change
- x. Benefits of Conflict

Example

Paragraph A

Answer

ii

1. Paragraph B

2. Paragraph C

3. Paragraph D

4. Paragraph E

5. Paragraph F

Questions 6 – 8

USE NO MORE THAN THREE WORDS to answer the following questions. Write your answers in boxes 6 – 8 on your answer sheet.

6. A lack of this can cause some organization to suffer from apathy _____

7. The author believes that the right view of conflict is to try and create the right _____

8. The political danger of not managing conflict is great for managers because their performance is judged by _____

Questions 9 – 15

Do the following statements agree with the information given in Reading Passage 1? Write your answers in boxes 9 – 15 on your answer sheet.

YES if the statement agrees with the information

NO if the statement contradicts the information

NOT GIVEN if there is no information on this in the passage

9. Conflict increases efficiency.

10. There was not enough conflict at K-mart so it stagnated.

11. More conflict is always better.

12. The author feels that modern academics are still viewing conflict in the wrong way.

13. Small disagreements can help prevent bigger ones.

14. Teamwork on the whole is one area that benefits the least from conflict.

15. Low tension and low motivation may be related at times.

READING PASSAGE 2

You are advised to spend about 20 minutes on **Questions 16 – 29** which are based on reading passage 2.

THE HISTORY OF ASPIRIN

In the late 1890s, Felix Hoffman, a chemist with Germany's Friedrich Bayer (pronounced ‘Byer’) & Company, started looking for a new treatment to help relieve his father's painful rheumatism.

Drugs to treat the pain and inflammation of rheumatism had been around for 2,000 years. In 200 B.C., Hippocrates, the “father of medicine”, observed that chewing on the bark of the white willow tree soothed aches and pains. In 1823, chemists finally succeeded in isolating the bark's active ingredient. It was salicylic acid.

The problem was, salicylic acid wasn't safe. In its pure form, it was so powerful that it did damage at the same time it was doing good. Unless you mixed it with water, it would burn your mouth and throat. And even with water, it was so hard on the stomach lining that people who took it became violently ill, complaining that their stomachs felt like they were “crawling with ants.”

Salicylic acid had given Hoffman's father multiple ulcers. He had literally burned holes in his stomach trying to relieve his rheumatic pain, and was desperate for something milder. So Hoffman read through all the scientific literature he could find. He discovered that every scientist who had tried to neutralize the acidic properties of salicylic acid had failed ... except one. In 1853, a French chemist named Charles Frederic Gerhart had improved the acid by adding sodium and acetyl chloride--creating a new compound called acetylsalicylic acid. However, the substance was so unstable and difficult to make that Gerhart had abandoned it.

Hoffman decided to make his own batch of Gerhart's acetylsalicylic acid. Working on it in his spare time, he managed to produce a purer, more stable form than anyone had been able to

make. He tested the powder on himself successfully. Then he gave some to his father. It eased the elder Hoffman's pain, with virtually no side-effects.

Hoffman reported his findings to his superiors at Bayer. His immediate supervisor was Heinrich Dreser, the inventor of heroin. (At that time, it was thought to be a non-addictive substitute for morphine. Heroin was a brand name, selected to describe the drug's heroic painkilling properties.) Dreser studied Hoffman's acid, found that it worked, and in 1899 Bayer began selling their patented acetylsalicylic acid powder to physicians under the brand name aspirin. The name was derived from the Latin term for the "queen of the meadow" plant, *Spiraea ulmaria*, which was an important source of salicylic acid. A year later, they introduced aspirin pills.

Within ten years of its introduction, aspirin became the most commonly prescribed patent medicine in the world for two reasons: (1) it actually worked, and (2) unlike heroin, morphine, and other powerful drugs at that time, it had few side-effects. There was nothing on the market like it, and when it proved effective at reducing fever during the influenza epidemics at the start of the twentieth century, its reputation as a miracle drug spread around the world.

"This was a period of time when a person only had a life expectancy of 44 years because there was no medicine available," says Bayer representative Dr. Steven Weisman. "Aspirin very quickly became the most important drug available." It seemed to be able to solve any problem, large or small--gargling aspirin dissolved in water eased sore throats, and rubbing aspirin against a baby's gums even helped soothe teething pain.

Aspirin was initially a prescription-only medicine, but it became available over the counter in 1915. Sales exploded, and demand for the new drug grew at a faster rate than ever. Since Bayer owned the patent on aspirin--and there was no other drug like it--the company didn't have to worry about competition; it had the worldwide market to itself.

But the focus of history would soon get in the way.

In 1916, Bayer used its aspirin profits to build a massive new factory in upstate New York. They immediately started manufacturing the drug for the American market, and sold \$6 million-worth in the first year.

Then they ran into problems. World War I made Germany America's enemy, and in 1918 the U.S. Government seized Bayer's American assets under the Trading With the Enemy Act. They auctioned the factory off to the Sterling Products Company of West Virginia. (The two Bayers would not reunite again until 1995, when the German Bayer bought Sterling's over-the-counter drug business for \$1 billion.) Sterling continued marketing aspirin under the Bayer brand name, which by now had been Americanized to "Bay-er."

The original American patent for aspirin expired in 1917, and the "Aspirin" trademark was lost in 1921. Anyone who wanted to make and sell aspirin was now legally free to do so. By the 1930s there were more than a thousand brands of pure aspirin on the market; there were also hundreds of products (Anacin, for example) that combined aspirin with caffeine or other drugs. A bottle of aspirin in the medicine cabinet was as common in American households as salt and pepper were on the kitchen table.

Questions 16 – 20

Complete the table below. USE NO MORE THAN THREE WORDS from the passage for each answer. Write your answers in boxes 16 – 20 on your answer sheet.

NB: An answer may be used more than once.

| Year | Event | Person/company |
|--------------|--|-----------------|
| 1823 | Creation of ... (16) ... | Chemists |
| 1853 | Mixed acetyl chloride and ... (17) ... | Gerhart |
| ... (18) ... | Introduction of Aspirin | Bayer |
| 1995 | Sold its business to Bayer | ... (19) ... |
| 1918 | Bayer's assets were ... (20) ... | U.S. Government |

Questions 21 – 25

Look at the following lists of inventors and inventions. Match each inventor to an invention. Choose E if there is no information in the reading passage. Write the appropriate letters A – E in boxes 21 – 25 on your answer sheet.

NB: You may use a letter more than once.

| Inventors | Inventions |
|------------------------------|-------------------------|
| * Example Dr. Steven Weisman | * Example answer: E |
| (21) Hippocrates | A Anacin |
| (22) Chemists in 1823 | B. Salicylic Acid |
| (23) Hoffman | C. Acetylsalicylic Acid |
| (24) Dreser | D. Heroin |
| (25) Gerhart | E. None mentioned |

Questions 26 – 29

USE NO MORE THAN THREE WORDS to answer the following questions. Write your answers in boxes 26 – 29 on your answer sheet.

26. Name the main reason that acetylsalicylic acid was better than salicylic acid.
27. What event made Bayer unpopular with Americans.
28. Why were so many companies able to copy Aspirin after 1921.
29. Besides going to a doctor, what other way could you buy Asprin after 1915?

READING PASSAGE 3

You are advised to spend about 20 minutes on **Questions 30 – 42** which are based on reading passage 3.

The Light of the Twenty-first Century

A A scientific discovery is often made long before someone is able to put it to use. For example, scientists discovered how to split atoms decades before the invention of the atomic bomb and the use of atomic power to produce electricity . But sometimes discovery and invention happen at the same time, as occurred more than thirty years ago with the discovery of coherent light and the invention of the laser.

B The word laser stands for “light amplification by stimulated emission of radiation.” To many people lasers are very mysterious, but a laser is simply a device that produces a strong light. The light from the laser is called coherent light because it is light that only moves in one direction. In contrast, incoherent light, like the light from the sun or light from a bulb, moves away from its source in all directions, so its strength is very spread out. The light from a laser, moving in only one direction and concentrated in a narrow beam, is much stronger. Laser light is created by a process called stimulated emission. In this process, the atoms of a certain substance, such as a crystal or a gas, are excited in such a way that they produced coherent light. A person working with a laser can aim this coherent light, called a laser beam, in any direction.

C As soon as the laser was developed, scientists began thinking of practical applications for it. One of the earliest uses was to make extremely precise measurements of distance and speed. For example, the distance to the moon was measured to within a foot, and the speed of light was measured to within a thousandth of a mile per second. As time passed, many more applications for the laser were developed.

D Some of the most important uses of lasers are in medicine. Lasers can be used in surgery to open and close incisions with no danger of infection. In eye operations, a laser can be used to reattach a retina and to prevent excessive bleeding of tiny blood vessels in the eye. Lasers are also important in the treatment of cancer. A laser beam can completely destroy a cancerous growth without leaving behind any dangerous cancer cells that could start a tumor. More recently, lasers have been used to remove skin discolourations like freckles, age spots,

and birthmarks. Some dentists have even started using lasers for painless treatment of teeth and gums. A laser beam can be made narrow enough to focus on a single cell, on part of a cell, or even on individual atoms and molecules. In fact, lasers are now being used to “trap” atoms and molecules moving during chemical reactions. This technique is being used in a variety of research projects--for example, to study how plants convert sunlight into energy through the process of photosynthesis, and to take a “snapshot” of the chemical reaction that is the first step in vision when light hits the retina of the eye.

E Over the past twenty years, personal computers have brought tremendous changes to homes and workplaces, and many of the most important developments in computer technology are based on lasers. From laser printers (including the newest colour printers), to technology by which whole encyclopedias of information can be stored on a laser disk (called a CD-ROM) and read by a computer, to optical disks that have hundreds of times as much memory as regular floppy disks, lasers are revolutionizing computers. Lasers have also made a big difference in the way telephones work. Instead of changing sound waves to electricity that travels through copper wire, the most modern telephone technology works by changing sound waves into pulses of laser light that travel through hair-thin glass fiber. One such fiber can carry more than a million conversation at the same time! An added benefit is that this technology lessens the need for copper, a scarce and valuable natural resource.

F Lasers also have many uses in business and industry, as well as in everyday life. In factories, lasers are used to cut cloth and harden metals. In supermarkets, a laser at the checkout counter reads the price codes on the packages. Lasers are used in our homes in music CD players and videodisc players, which offer much better audio and video reproduction than we get from audiotapes or VCRs. These are just a few of the thousands of uses for lasers. The laser is truly becoming the light of the twenty-first century.

Questions 30 – 34

Reading Passage 3 has six paragraphs.

Choose the most suitable headings for paragraphs B – F from the list of headings below. Write the appropriate numbers (i – xi) in boxes 30 – 34.

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

List of Headings

- i. Medical Applications
- ii. Marriage with Computers
- iii. Laser Computers and Telephone
- iv. Better Business
- v. Laser and Technological Innovators
- vi. Laser Application in Business and Industry
- vii. What It Is and How It Is Created
- viii. Lasers and Communication
- ix. Early Uses
- x. Discovery and Invention
- xi. Development of Laser's Application

Example

Paragraph A

Answer

x

30. Paragraph B

31. Paragraph C

32. Paragraph D

33. Paragraph E

34. Paragraph F

Questions 35 and 36

Name the TWO TYPES of light in terms of their direction from their source. USING NO MORE THAN THREE WORDS for each answer. Write the answers in boxes 35 – 36 on your answer sheet.

Questions 37 – 42

Do the following statements reflect the claims of the writer in Reading Passage 3? In boxes 37 – 42 write:

Yes if the statement reflects the writer's claims

NO if the statement contradicts the writer

NOT GIVEN if there is no information about this in the passage

37. Lasers have had an overall positive effect.

38. Light normally travels in all directions.

39. Laser light is stronger because it is concentrated.

40. Coherent light and laser are the same thing.

41. In the beginning scientists had a lot of trouble thinking of applications for the laser.

42. There is radiation involved in creating laser light.

Answer Key

- | | |
|---|--------------------------|
| 1. x | 22. B |
| 2. iii | 23. E |
| 3. vi | 24. D |
| 4. iv | 25. C |
| 5. v | 26. no acidic properties |
| 6. constructive conflict | 27. World War I |
| 7. intensity | 28. Trademark was lost |
| 8. higher level executives | 29. over the counter |
| 9. NG | 30. vii |
| 10. NG (It only mentions it didn't have enough of the right kind of conflid) | 31. ix |
| 11. N | 32. i |
| 12. N | 33. ii |
| 13. Y | 34. vi |
| 14. NG | 35. coherent/incoherent |
| 15. Y | 36. incoherent/coherent |
| 16. salicylic acid | 37. NG |
| 17. sodium | 38. Y |
| 18. 1899 | 39. Y |
| 19. Sterling | 40. N |
| 20. seized | 41. NG |
| 21. E | 42. Y |

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

ACADEMIC READING TEST 3

TIME ALLOWED: 1 hour
NUMBER OF QUESTIONS: 42

Instructions

WRITE ALL YOUR ANSWERS ON THE ANSWER SHEET

The test is in 3 sections:

| | |
|--------------------------|--------------------------|
| Reading Passage 1 | Questions 1 – 15 |
| Reading Passage 2 | Questions 16 – 30 |
| Reading Passage 3 | Questions 31 – 42 |

Remember to answer all the questions. If you are having trouble with a question, skip it and return to it later.

READING PASSAGE 1

You are advised to spend about 20 minutes on *Questions 1 – 15* which are based on reading passage 1.

The Birth Of The Microwave

A Chances are, you'll use a microwave oven at least once this week--probably (according to research) for heating up leftovers or defrosting something. Microwave ovens are so common today that it's easy to forget how rare they once were. As late as 1977, only 10% of U.S. homes had one. By 1995, 85% of households had at least one. Today, more people own microwaves than own dishwashers.

B Magnetrons, the tubes that produce microwaves, were invented by British scientists in 1940. They were used in radar systems during World War II, and were instrumental in detecting German planes during the Battle of Britain. These tubes--which are sort of like TV picture tubes--might still be strictly military hardware if Percy Spencer, an engineer at Raytheon (a U.S. defense contractor), hadn't stepped in front of one in 1946. He had a chocolate bar in his pocket; when he went to eat it a few minutes later, he found that the chocolate had almost completely melted. That didn't make sense. Spencer wasn't hot--how could the chocolate bar be? He suspected the magnetron was responsible, so he tried an experiment. He put a bag of popcorn kernels in the tube. Seconds later, they popped. The next day, Spencer brought eggs and an old tea-kettle to work. He cut a hole in the side of the kettle, put an egg in it, and placed it next to the magnetron. Just as a colleague went to see what was happening, the egg exploded.

C Spencer shared his discovery with his employers at Raytheon, and suggested manufacturing magnetron-powered ovens to sell to the public. Raytheon was interested. They had the capacity to produce 10,000 magnetron tubes per week, but with World War II over, military purchases had been cut down to almost nothing. What better way to recover lost sales than to put a radar set disguised as a microwave oven in every American home? Raytheon agreed to back the project. The company patented the first "high frequency dielectric heating

apparatus" in 1953. Then they held a contest to find a name for their product. Some came up with "Radar Range," which was later combined into the single word--*Radarange*.

D Raytheon had a great product idea and a great name, but they didn't have an oven anyone could afford. The 1953 model was 5½ feet tall, weighed more than 750 pounds, and cost \$3000. Over the next 20 years, railroads, ocean liners and high-end restaurants were virtually the only Radarange customers. In 1955, a company called Tappan introduced the first microwave oven for average consumers; it was smaller than the Radarange, but still cost \$1,295--more than some small homes. Then in 1964, a Japanese company perfected a miniaturized magnetron, and Raytheon soon after introduced a Radarange that used the new magnetron. It sold for \$495. But that was still too expensive for the average American family. Finally, in the 1980s, technical improvements lowered the price and improve the quality enough to make microwave ovens both affordable and practical. By 1988, 10% of all new food products in the U.S were microwaveable.

E Here is the first thing you should know about "microwaves": Like visible light, radio waves and X-rays, they are waves of electromagnetic energy. What makes the four waves different from each other? Each has a different length (wavelength) and vibrates at a different speed (frequency). Microwaves get their name because their wavelength is much shorter than electromagnetic waves that carry TV and radio signals. The microwaves in a microwave oven have a wavelength of about four inches, and they vibrate 2.5 billion times per second--about the same natural frequency as water molecules. That's what makes them so effective at heating food. A conventional oven heats the air in the oven, which then cooks the food. But microwaves cause water molecules in the food to vibrate at high speeds, creating heat. The heated water molecules are what cooks the food. Glass, ceramics and plastics contain virtually no water molecules, which is why they don't heat up in the microwave. When the microwave oven is turned on, electricity passes through the magnetron, the tube which produces microwaves. The microwaves are then channeled down a metal tube (waveguide) and through a slow rotating metal fan (stirrer), which scatters them into the part of the oven where the food is placed. The walls of the oven are made of metal, which reflects microwaves the same way

that a mirror reflects visible light. So when the microwaves hit the stirrer and are scattered into the food chamber, they bounce off the metal walls and penetrate the food from every direction. Some ovens have a rotating turntable that helps food cook more evenly. Do microwaves cook food from the inside out? Some people think so, but the answer seems to be no. Microwaves cook food from the outside in, like conventional ovens. But the microwave energy only penetrates about an inch into the food. The heat that's created by the water molecules then penetrates deeper into the food, cooking it all the way through. This secondary cooking process is known as "conduction."

F When sales of microwave ovens took off in the late 1980s, millions of cooks discovered the same thing: Microwaves just don't cook some foods as well as regular ovens do. The reason: Because microwaves cook by exciting the water molecules in food, the food inside the microwave oven rarely cooks at temperature higher than 212°F, the temperature at which water turns to steam. Conventional ovens, on the other hand, cook to temperatures as high as 550°F. High temperatures are needed to caramelize sugars and break down proteins, carbohydrates and other substances, and combine them into more complex flavors. So, microwave oven can't do any of this, and it can't bake, either.

Some people feel this is the microwave's Achilles heel. "The name 'microwave oven' is a misnomer," says Cindy Ayers, an executive with Campbell Soup. "It doesn't do what an oven does." "It's a glorified popcorn popper," says Tom Vierhile, a researcher with Marketing Intelligence, a newsletter that tracks microwave sales. "When the microwave first came out, people thought they had stumbled on nirvana. It's not the appliance the food industry thought it would be. It's a major disappointment." Adds one cooking critic: "Microwave sales are still strong, but time will tell whether they have a future in the American kitchen."

Questions 1 – 5

Reading Passage 1 has six paragraphs.

Choose the most suitable headings for paragraphs B – F from the list of headings below. Write the appropriate numbers (i – x) in boxes 1-5.

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

List of Headings

- i. Spencer's Discovery
- ii. The Introduction of the Radarange
- iii. Spencer's Invention
- iv. The Birth of the Microwave
- v. Essential Details about Microwaves
- vi. Conduction Cooking
- vii. The Future of the Microwaves
- viii. How Food Is Cooked
- ix. The Commercial Development of the Microwave
- x. You and Your Microwave
- xi. Limitations of the microwave

| Example | Answer |
|----------------|---------------|
| Paragraph A | x |

1. Paragraph B
2. Paragraph C
3. Paragraph D
4. Paragraph E
5. Paragraph F

Questions 6 – 9

USE NO MORE THAN THREE WORDS to answer the following questions. Write your answers in boxes 6 – 9 on your answer sheet.

6. What is the name given to the heat process that starts from the outside and moves to the inside?
7. The reason that regular ovens are slower is because they don't heat these as well.
8. We can think of a microwave as different from other types of light in terms of what two characteristics?
9. What does light immediately do once it hits the metal walls in a microwave.

Questions 10 – 15

Do the following statements agree with the information given in Reading Passage 1? Write your answers in boxes 10 – 15 on your answer sheet.

YES if the statement agrees with the information

NO if the statement contradicts the information

NOT GIVEN if there is no information on this in the passage

10. The microwave technology was invented by Spencer.
11. Regular ovens do not heat water molecules.
12. Raytheon couldn't make money out of microwave ovens at first.
13. The reason water molecules heat faster is not due to the fact that microwave light is stronger.
14. Microwaves can't heat food higher than an oven can.
15. Microwave sales are declining.

READING PASSAGE 2

You are advised to spend about 20 minutes on **Questions 16-30** which are based on reading passage 2.

Play with mother is key to children's success



Mothers who did badly at school can still boost their young children's academic performance with stimulating activities at home. Mothers' (rather than fathers') own educational achievements have long been thought to be the key to children's progress at school. But government-funded research suggests that mothers can compensate for their lack of exam success if they offer their under-fives activities linked to literacy and numeracy.

Researchers from Oxford, Cardiff and London universities, who measured the attainments of more than 2,000 children at the ages of three and five, found that their mothers' education is important in accounting for differences between children. But what the mother did with the child was even more important. Those who talked frequently to their children, who played games with numbers and letters, read to them, took them to the library and taught them songs and nursery rhymes had a significant effect on their attainment both at the ages of three and five. Professor Pam Sammons, of London University's Institute of Education, said: "Children's progress is not all determined by social disadvantage. What parents do with children is critically important. Parents who have no educational qualifications can still do many things to help their children. We need to encourage parents, particularly younger ones, to play with children and to talk to them." She said the findings emphasized the importance of policies for supporting families of under-threes, for example the government's Sure Start programme. MPs on the Select Committee for Education are investigating early years education. Ministers have provided a nursery, playgroup or school place for every four-year-old, but critics say that too many children are now in school reception classes, which are not equipped for them. There are more staff for each child in nurseries than in reception classes. The researchers, comparing

children's achievements in maths and literacy, found that playgroups and private day nurseries tended to do much less well than nursery schools, which combined education, day care and reception classes.

This research is consistent with previous studies that show the benefit of mother play in other areas such as in a child's creativity and social development using other devices such as music and toys. Music helps children connect the outer world of movement and sound with the inner world of feelings and observations. Children learn music the same way they learn language -- by listening and imitating. Finger play promotes language development, motor skills and coordination, as well as self-esteem. Young children are proud when they sing a song and can do the accompanying finger movements. Listening to music also teaches important pre-reading skills. As youngsters use small drums or other percussion instruments (homemade or store-bought), they can play the rhythmic pattern of words.

Babies become social beings through watching their parents, and through interacting with them and the rest of the family and later with others. It is a crucial time to begin teaching by example how people should behave toward one another. Toys that help babies with social development are stuffed animals, animal mobiles and dolls. Even very small babies can socialize with them. The infant will often converse with animals prancing on the crib bumpers or revolving on a mobile. Later, books and opportunities for make-believe and dress-up play also help children to develop social skills

In the beginning, babies' hand movements are totally random. But within a few months those tiny hands will move with more purpose and control. A mother has a particularly important role in the development of purposeful movement by giving her baby's hands plenty of freedom; rather than keeping them swaddled or tucked under a blanket (except outdoor in cold weather). Researchers suggest providing a variety of objects that are easy for small hands to pick up and manipulate, and that don't require fine dexterity. And since

young babies usually won't grasp objects that are directly in front of them, a mother should offer these objects from the side.

Researchers suggest that mothers give babies ample of opportunity for "hands-on" experience with the following:

- ◆ Rattles that fit small hands comfortably. Those with two handles or grasping surfaces allow a baby to pass them from hand to hand, an important skill, and those that baby can put their mouth on will help bring relief when teething begins.
- ◆ They also suggest mothers use cradle gyms (they fit across a carriage, playpen or crib) that have a variety of parts for baby to grab hold of, spin, pull and poke. Beware of those, however, with strings more than 6 inches long, and take any gym down once your baby is able to sit up.
- ◆ Another useful play device is an activity board that requires a wide range of hand movements to operate, many of which your baby won't be able to intentionally maneuver for a while, but some of which even a young infant can set in motion accidentally with a swipe of a hand or foot. Besides the spinning, dialing, pushing, and pressing skills these toys encourage, they also teach the concept of cause and effect.

Questions 16 – 19

Complete the table below. **USE NO MORE THAN THREE WORDS** from the passage for each answers. Write your answers in boxes 16 – 19 on your answer sheet.

NB: An answer may be used more than once.

| Activity | Usefulness |
|---|------------|
| ... (16) ... Helps children to understand the cause and effect of movement. | |
| ... (17) ... Babies learn how to behave with one another. | |
| Stuffed animals help babies with ... (18) ... | |
| Make believe ... (19) ... | |

16 _____

17 _____

18 _____

19 _____

Questions 20 – 26

Choose one phrase (A – J) from the list of phrases to complete each key point below. Write the appropriate letters (A – J) in boxes 20-26 on your answer sheet.

NB: There are more phrases A – J than sentences, so you will not use them all.
You may use any phrase more than once.

List of phrases**A**

Encourage movement to music

F

Offer it from the side of the baby

B

Improves a child's imagination

G

Have strings more than six inches long

C

Improve a child's dexterity

H

Play and talk with your child

D

Distinguish facial features

I

Have variety of parts for the baby to play with

E

Build social skills

J

Buy many toys

20. Placing small objects in the crib is a good way to...
21. One way to build motor skills in a child is to ...
22. Cradle gyms should ...
23. It is important that cradle gyms do not ...
24. Stuffed animals can be used to ...
25. Even if you have no educational qualifications, you should ...
26. If you give an object to a baby you should ...

Questions 27 – 30

Do the following statements reflect the claims in Reading Passage 2 In boxes 27 – 30 write:

YES

if the statement reflects the writer's claims

NO

if the statement contradicts the writer

NOT GIVEN

if there is no information about this in the passage

27. Stuffed animals help babies develop language as they converse with them.
28. There is no shortage of nurserings, playgroup or school places.
29. Young babies at all ages benefit from mothers who talk and play games with them.
30. The text suggests one key problem with reception classes is lack of staff per child.

READING PASSAGE 3

You are advised to spend about 20 minutes on Questions 30 – 42 which are based on reading passage 3.

World Health Organization Report: MALARIA

Malaria is by far the world's most important tropical parasitic disease, and kills more people than any other communicable disease except tuberculosis. In many developing countries, and in Africa especially, malaria exacts an enormous toll in lives, despite the fact that malaria is a curable disease if promptly diagnosed and adequately treated. The geographical area affected by malaria has shrunk considerably over the past 50 years, but control is becoming more difficult and gains are being eroded. Increased risk of the disease is linked with changes in land use linked to activities like road building, mining, logging and agricultural and irrigation projects, particularly in "frontier" areas like the Amazon and in S.E Asia. Other causes of its spread include global climatic change, disintegration of health services, armed conflicts and mass movements of refugees.

The emergence of multi-drug resistant strains of parasites is also exacerbating the situation. Malaria is re-emerging in areas where it was previously under control or eradicated. Malaria is a public health problem today in more than 90 countries, inhabited by a total of some 2, 400 million people -- 40% of the world's population. Worldwide prevalence of the disease is estimated to be in the order of 300-500 million clinical cases each year. More than 90% of all malaria cases are in sub-Saharan Africa. Mortality due to malaria is estimated to be over 1 million deaths each year. The vast majority of deaths occur among young children in Africa, especially in remote rural areas with poor access to health services. Other high-risk groups are women during pregnancy, and non-immune travellers, refugees, displaced persons and labourers entering endemic areas.

Malaria epidemics relate to political upheavals, economic difficulties, and environmental problems . Transmission of malaria is affected by climate and geography, and often coincides with the rainy season. More than any other disease, malaria hits the poor. Costs to countries include

costs for control and lost workdays -- estimated to be 1-5% of GPD in Africa. For the individual, costs include the price of treatment and prevention, and lost income. Rural communities are particularly affected. The rainy season is often a time of intense agricultural activity, when poor families earn most of their annual income. Malaria can make these families even poorer. In absolute numbers, malaria kills 3,000 children per day under five years of age. It is a death toll that far exceeds the mortality rate from AIDS. African children under five years of age are chronic victims of malaria, and fatally afflicted children often die less than 72 hours after developing symptoms. In those children who survive, malaria also drains vital nutrients from children, impairing their physical and intellectual development. Yet protection of children can often be easy. Randomised control trials show that about 30 per cent of child deaths could be avoided if children slept under bed nets regularly treated with recommended insecticides such as pyrethroids. Unlike early insecticides such as DDT, pyrethroids are derived from a naturally occurring substance, PYRETHRUM, found in chrysanthemums and will remain effective for 6 to 12 months.

The estimated costs of malaria, in terms of strains on the health systems and economic activity lost, are enormous. In affected countries, as many as 3 in 10 hospital beds are occupied by victims of malaria. In Africa, where malaria reaches a peak at harvest time and hits young adults especially hard, a single bout of the disease costs an estimated equivalent of 10 working days. Research indicates that affected families clear only 40 per cent of land for crops compared with healthy families. The direct and indirect costs of malaria in sub-Saharan Africa exceed \$2 billion, according to 1997 estimates. According to UNICEF, the average cost for each nation in Africa to implement malaria control programmes is estimated to be at least \$300,000 a year. This amounts to about six US cents (\$0.06) per person for a country of 5 million people.

In malaria-endemic parts of the world, a change in the risk of malaria can be the unintended result of economic activity or agricultural policy that changes the use of land (e.g. creation of dams, irrigation schemes, commercial tree cropping and deforestation).

"Global warming" and other climatic phenomena such as "El Niño" also play their role in increasing the risk of the disease. The disease has now spread to highland areas of Africa, for

example, while El Niño has an impact on malaria because the associated weather disturbances influence vector breeding sites, and hence transmission of the disease. Many areas have experienced dramatic increases in the incidence of malaria during extreme weather events correlated to El Niño. Moreover, outbreaks may not only be larger, but more severe, as the populations affected may not have high levels of immunity. Quantitative leaps in malaria incidence coincident with ENSO (El Niño/Southern Oscillation) events have been recorded around the world.

Prevention of malaria encompasses a variety of measures that may protect against infection or against the development of the disease in infected individuals. Measures that protect against infection are directed against the mosquito vector. These can be personal (individual or household) protection measures e.g., protective clothing, repellents, bed nets, or community/population protection measures e.g., use of insecticides or environmental management to control transmission. Measures which protect against the disease but not against infection include chemoprophylaxis.

In spite of drug resistance, malaria is a curable disease, not an inevitable burden. Although there is only a limited number of drugs, if these are used properly and targeted to those at greatest risk, malaria disease and deaths can be reduced, as has been shown in many countries. Disease management through early diagnosis and prompt treatment is fundamental to malaria control. It is a basic right of affected populations and needs to be available wherever malaria occurs. Children and pregnant women, on whom malaria has its greatest impact in most parts of the world, are especially important.

Malaria control is everybody's business and everybody should contribute to it, including community members and people working in education, environment, water supply, sanitation and community development. It must be an integral part of national health development and community action, for control must be sustained and supported by intersectoral collaboration at all levels and by monitoring, training and evaluation, as well as by operational and basic research.

Questions 31 – 35

Classify the following descriptions as referring to

| | |
|---------------------------|-----------|
| <i>Sub-Saharan Africa</i> | SA |
| <i>Malaria epidemics</i> | ME |
| <i>Malaria fatalities</i> | MF |
| <i>Rural communities</i> | RC |
| <i>Cost of malaria</i> | CM |
| <i>Disease management</i> | DM |
| <i>El Nino</i> | EL |

Write the appropriate letters in boxes 31-35 on your answer sheet.

NB: you may use any answer more than once.

31. A large area which is the worst for malaria.
32. These are often greater in areas suffering from climate change.
33. High after it takes effect but not so high if any measures are taken.
34. Because these rely so much on labour they are especially hard hit.
35. These are particularly high for very young children.

Questions 36 & 37

Name the TWO CLEAR SOLUTIONS that the author believes can cure Malaria. Using NO MORE THAN TWO WORDS for each answer, write these two areas separately in answer section 36 & 37.

36 _____

37 _____

Questions 38 – 42

Do the following statements agree with the information given in Reading Passage 3?
Write your answers in boxes 38 – 42 on your answer sheet.

YES if the statement agrees with the information

NO if the statement contradicts the information

NOT GIVEN if there is no information on this in the passage

38. Malaria will take a great deal of resources to combat, although it will save money in the long run.

39. Some strains of malaria cannot be treated with standard drugs.

40. Global warming and El Niño are causes of malaria.

41. The biggest reason rural places are hardest hit is lack of medicine.

42. Chemoprophylaxis is not a protection against the disease

Answer key

- | | |
|---|--|
| 1. i | 22. I |
| 2. ii | 23. G |
| 3. ix | 24. E |
| 4. v | 25. H |
| 5. xi | 26. F |
| 6. conduction | 27. Y |
| 7. water molecules | 28. Y (one for every 4-year-old child) |
| 8. wavelength frequency | 29. NG (the study only mentions 3 and 5-year-olds) |
| 9. (it) bounces/reflects | |
| 10. N | 30. Y |
| 11. F (not as efficiently) | 31. SA |
| 12. NG (although not many customers, we do not know for sure) | 32. ME or MF |
| 13. Y (right temperature) | 33. CM |
| 14. Y | 34. RC |
| 15. NG | 35. MF |
| 16. activity board | 36. Early diagnosis/prompt treatment |
| 17. stuffed animal toys | 37. Prompt treatment early diagnosis |
| 18. social development | 38. N (does not cost much relatively) |
| 19. develop social skill | 39. Y |
| 20. C | 40. N (but they facilitate them) |
| 21. A | 41. NG |
| | 42. N (it does not prevent infection) |

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

ACADEMIC READING TEST 4

TIME ALLOWED: 1 hour
NUMBER OF QUESTIONS: 42

Instructions

WRITE ALL YOUR ANSWERS ON THE ANSWER SHEET

The test is in 3 sections:

| | |
|--------------------------|--------------------------|
| Reading Passage 1 | Questions 1 – 14 |
| Reading Passage 2 | Questions 15 – 26 |
| Reading Passage 3 | Questions 27 – 42 |

Remember to answer all the questions. If you are having trouble with a question, skip it and return to it later.

READING PASSAGE 1

You are advised to spend about 20 minutes on **Questions 1 – 14** which are based on reading passage 1.

Scientists Delighted With Up-Close View of Eros

A The first detailed images of a battered, potato-shaped asteroid 160 million miles (258 kilometers) away suggest not only how near-Earth rocks and meteorites are put together, but may also help explain the processes that formed the solar system over four billion years ago. The data about 433 Eros is being collected by the NEAR-Shoemaker spacecraft, an automobile-sized package of instruments that is midway through its year-long orbit of the asteroid. NEAR is an acronym for Near Earth Asteroid Rendezvous. The NEAR probe was launched in 1996 and reached Eros in February 2000. It was renamed NEAR-Shoemaker to honor astronomer Eugene Shoemaker, who died in 1997. Four articles describing scientific results from the mission will appear in Friday's issue of the journal Science.

B "It's a fantastic, first up-close and personal look at an asteroid," said Richard Binzel of the Massachusetts Institute of Technology in Cambridge, Mass. While earlier missions had flown past asteroids, NEAR was the first to achieve a steady orbit and study an asteroid in detail. "It's like every time before we'd driven past the Grand Canyon and just looked out the window," Binzel said, "and this is the first time we've stopped and taken a long view." Images from NEAR show that Eros is an irregularly-shaped, rocky world--various astronomers compare its shape to a potato, peanut, boat or banana--extending some 21 miles (39 kilometers) in length but with a width of just eight miles (13 kilometers). The irregular shape suggests a violent history, astronomers say. Eros was likely created as a result of a cosmic collision--or perhaps many collisions--beginning more than four billion years ago. "It's a very elongated, very battered object," said Joseph Veverka of Cornell University in Ithaca, N.Y. Eros has "clearly been through a very violent history of collisions with other objects in the asteroid belt."

C Data from NEAR show that Eros is made up of rocky material similar to that found in the Earth's crust; its average density is 2.7 grams per cubic centimeter, also similar to the Earth and other bodies within the inner solar system.

The asteroid's surface is strewn with rocks and loose soil, probably kicked up by more recent impacts. It's surprising this material has remained on Eros, Veverka says, because the asteroid's gravity is so weak; its gravitational pull is a thousand times less than Earth's. "You or I could stand on the surface of Eros, take a rock, and just throw it off the surface," Veverka said. And yet, "the surface is just littered with these blocks of rock produced by these impacts. For some reason, they never left the asteroid, even though there's so little gravity." Scientists also acknowledge the hazard that asteroids and comets represent. "These near-Earth objects have a nasty habit of running into us from time to time," said Donald Yeomans of the Jet Propulsion Laboratory in Pasadena, Calif. "So you'd like to find out what they're made of. Are they slabs of rock? A slab of iron? A rubble pile? It makes a big difference if you've got one with your name on it and you want to deflect it." He adds, "We're trying to find out what these things are made of, and how they're put together."

D One of the most important results of the Eros probe, astronomers say, is data that show a similarity between the asteroid's composition and that of a smaller cousin, a certain kind of meteoroid. Astronomers used X-ray, gamma-ray, and infrared spectrometers on board NEAR to study the asteroid's composition, and found that it is "undifferentiated"--that is, never underwent the melting and solidification that the inner planets and some of the larger asteroids went through. As a result, it does not have a metal core. Instead, Eros is thought to have a nearly uniform, rocky structure through-and-through. That parallels a type of meteoroid known as a chondrite. The NEAR data suggests that these common meteoroids, which can fall to Earth and earn the designation meteorite, originated in asteroids like Eros. "That's a big step forward," said Veverka. "We've tied a certain kind of meteorite to a certain kind of asteroid." Although Eros never comes within 12 million miles of Earth, many other small asteroids and meteoroids have Earth-crossing orbits and could, in principle, collide with our planet. By understanding their composition, scientists would be better prepared to deal with such a threat, either by destroying the asteroid or by deflecting it away from a collision-course. Another

puzzle involved the solidity of asteroids. Some evidence suggested that many small asteroids were actually "aggregates"--essentially rubble piles in space, composed of smaller chunks of rock held together only loosely by gravity. However, NEAR has revealed patterns of ridges and grooves on the asteroid's surface that suggest it is actually a single, solid body. "There are faults and cracks that run a large distance across it, that indicate that it is a consolidated body and not just rubble," said Maria Zuber of M.I.T. "We think that it's solid in the interior."

E For astronomers, studying asteroids like Eros can also help explain the forces that shaped the solar system. While weathering and erosion have erased much of the geological history on the surface of our own planet, Eros carries a well-preserved record of the inner solar system's geological upheavals. Asteroids "give us a record of the chemical origin of the solar system, and also the physical processes that happened early in its history," said Zuber. Thus, studying asteroids "gives you a handle on what sort of processes allowed the planets to form."

F The NEAR-Shoemaker mission will continue until next year, when controllers may guide the spacecraft down to the asteroid's surface. Such a maneuver would be final, however, as the probe has no landing gear. The Applied Physics Laboratory of Johns Hopkins University built the NEAR probe in 26 months at its Laurel, Md. facility. The mission itself is being conducted by NASA, Hopkins and Cornell University.

Questions 1 – 5

Reading Passage 1 has six paragraphs.

Choose the most suitable headings for paragraphs B – F from the list of headings below. Write the appropriate numbers (i – x) in boxes 1 – 5.

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

List of Headings

- i. Danger of Collision
- ii. Next Year's Mission
- iii. What It Is Made of
- iv. Possible Final Chapter for NEAT
- v. Evidence of It as an Aggregate
- vi. Eros' Composition
- vii. History of the Probe
- viii. Benefits of Researching Eros
- ix. What It Looks like and Why
- x. What NEAR Has Done and Is Doing

| Example | Paragraph A |
|----------------|--------------------|
| Answer | x |

1. Paragraph B

2. Paragraph C

3. Paragraph D

4. Paragraph E

5. Paragraph F

Questions 6 – 9

USING NO MORE THAN THREE WORDS to answer the following questions. Write your answers in boxes 6 – 9 on your answer sheet.

6. What is the SPECIFIC name of the body that Eros resembles?
7. What area of Eros will NEAR probably visit next?
8. Eros may tell us how planets were _____
9. The reason that Eros is shaped the way is probably because of its _____

Questions 10 – 14

Do the following statements agree with the information given in Reading Passage 1? Write your answers in boxes 9 – 14 on your answer sheet.

YES if the statement agrees with the information

NO if the statement contradicts the information

NOT GIVEN if there is no information on this in the passage

10. An asteroid's composition is similar to that of a meteorite in most cases.
11. NEAR was not the first mission to study an asteroid.
12. NEAR is a small spacecraft.
13. NEAR probably won't return.
14. NEAR researchers know that Eros is solid in the inside.

READING PASSAGE 2

You are advised to spend about 20 minutes on **Questions 15 – 26** which are based on reading passage 2.

The Importance of Colour in Advertising

- A** An ad or commercial is a stimulus. It must break through consumers' psychological screens to create the kind of attention that leads to perception. Attention, therefore, is the first objective of any ad and the functional building block in the creative pyramid. The artist may spend as much time and energy figuring out how to express the big idea in an interesting, attention-grabbing way as searching for the big idea.
- B** The attention step is critically important for triggering the ad's boom factor. Print ads often use the headline as the major attention-getting device. The copywriter's goal is to use the largest and boldest type in the ad, and the headline is often the strongest focus point conceptually as well as visually. Many other devices also help gain attention. In print media, they may include dynamic visual and unusual layouts, vibrant colours, or dominant ad size. In electronic media, they may include special sound effects, music, animation, or unusual visual techniques. If people know what they are looking for, they have a better chance of finding it. Think about the colour blue. Now look around you. Note how blue suddenly jumps out at you. If you hadn't been looking for it, you probably wouldn't have noticed it.
- C** Philosopher John Dewey said, "A problem well-stated is a problem half-solved." That is why a creative brief is so important. It helps to define what the creative people are looking for. The creative people typically start working on the message strategy during the exploration stage because helps them define what they are looking for. Creativity also helps position a product on the top rung of consumers' mental ladders. The Taylor Guitar ads, for example, suggest metaphorically that the personal touch of Taylor's artisans can caress trees into making beautiful music. The higher form of expression creates a grander impression. And when such an impression spreads through the market, the product's perceived value also rises.
- D** To be persuasive, an ad's verbal message must be reinforced by the creative use of the non-verbal message elements. Artists must keep (colour, layout and illustration, for example) to increase vividness. Research suggests that, in print media, information graphics (colour explanatory charts, tables, and the like) can raise the perception of quality for some readers.

Artwork can also stimulate emotions. Colour, for example, can often motivate consumers, depending on their cultural background and personal experience.

E National or cultural origin can play a role in colour preference. For example--red, yellow and orange--tend to stimulate, excite, and create an active response. People from warmer climates, apparently, are most responsive to these colours. Certain colour connotations stimulate ethnic connotations. Metallic gold and red, for example are associated with China. Turquoise and beige are associated with the Indian tribes of the American Southwest.

H Colours can impart lifestyle preference. Vivid primary colours (red, blue, yellow) juxtaposed with white stripes exude decisiveness and are often used in sporting events as team colours. Thus, they are associated with a sporting lifestyle.

I The colours we experience during the four seasons often serve as guides for combining colours and for guessing the temperaments of individuals who dress themselves or decorate their houses in specific seasonal colours. Spring colours such as yellow, greens, and light blue, for example, suggest a fresh, exuberant character. Winter colours such as dark blues, deep violets and black are associated with cool, chilly attitudes.

J Because we usually feel refreshed after sleeping, we associate the colours of the morning--emerald green, raspberry and pale yellow--with energy. And because the mellow colours of sunset predominate when we're usually at home relaxing after work, we may associate sunset colours--perch, turquoise, and red-orange--with relaxation and reflective moods.

K Some colours are ambiguous. Violet and leaf-green fall on the line between warm and cool. They can be either, depending on the shade. Here are some more observations:

Red—symbol of blood and fire. Second to blue as people's favourite colour but more versatile, the hottest colour with the highest “action quotient.” Appropriate for soups, frozen food, and meat. Conveys strong masculine appeal, so it is often used for shaving cream containers.

Brown—Another masculine colour, associated with earth, wood, mellow, age, warmth, comfort. Used to sell anything, even cosmetics (Revlon's Braggi).

Yellow—High impact to catch consumer's eye, particularly when used with black. Good for corn, lemon or suntan products.

Green—Symbol of health and freshness; popular for mint products and soft drinks (Seven-UP).

Blue—Coldest colour with most appeal; effective for frozen foods (ice impression); if used with lighter tints becomes “sweet” (Yoplait yogurt, Lowenbrau beer, Wondra flour).

Black—Conveys sophistication and high-end merchandise, and is used to stimulate purchase of expensive products. Good as background and foil for other colours.

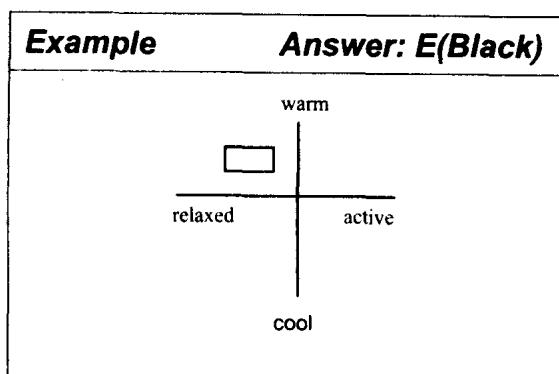
Orange—Most “edible” colour, especially in brown-tinged shades; evokes autumn and good things to eat.

Questions 15 – 18

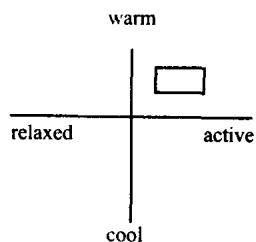
The diagrams illustrate the graph relationship between warm/cool and relaxed/active.

Look at each diagram and determine whether it illustrates:

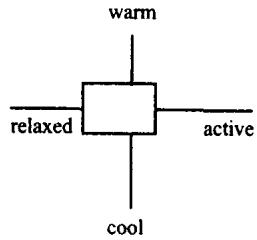
- A. red
- B. dark blue
- C. brown
- D. violet
- E. Black



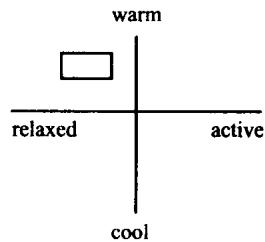
15.



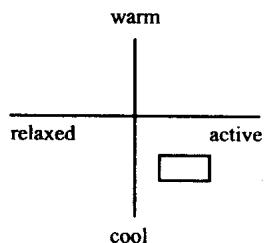
16.



17.



18.

**Questions 19 – 22**

Choose the most suitable letters of the list of headings below. Write the appropriate letters (A – G) in boxes 19 – 22 on your answer sheet.

List of Headings

- A. Deep Violet
- B. Metallic Gold and Red
- C. Red and White Stripes
- D. Emerald Green
- E. Turquoise
- F. Green
- G. Red
- H. Black

| Example | Answer |
|-------------------------------------|--------|
| I hope to sell my products in China | B |

19. I hope to sell luxurious product to cool youngsters.
20. I want to sell to people who buy in impulse.
21. I am selling something that will make the breath fresh.
22. I am selling a product related to running.

Questions 23 – 26

Complete the sentences below with words taken from Reading passage 2. Use **NO MORE THAN TWO WORDS** for each answer. Write your answers in boxes 23 – 26 on your answer sheet.

23. Higher forms of expression are used in ads because when people see them they tend to think the product has higher _____
24. The people who seem to prefer warm colours generally come from _____
25. As important as searching for an advertising idea is to find a way to _____
26. Whether violet is a warm or cool colour is often determined by its _____

READING PASSAGE 3

You are advised to spend about 20 minutes on Questions 27 – 42 which are based on reading passage 3.

REDUCING GLOBAL WARMING

Four years ago, the Intergovernmental Panel on Climate Change (IPCC) concluded that humans are at least partly responsible for global warming: "The balance of evidence suggests a discernible human influence on the global climate," IPCC said. IPCC is an international group of 2,500 meteorologists gathered under the auspices of the United Nations, trying to figure out why the Earth is warming up and what it might mean for human civilization. Since 1995, much new evidence has come to light indicating that the Earth is indeed warming and that human activities are at least partly responsible. A recent summary article by Bette Hileman in CHEMICAL & ENGINEERING NEWS, voice of the American Chemical Society, describes some of the new evidence indicating that the planet is warming at an accelerating pace: The Earth's average temperature has been rising for at least 100 years, but in recent decades the rate of increase has speeded up. Eleven of the past 16 years have been the hottest of the century. The average global temperature in 1998 was higher than it had been at any other time in 1,000 years. The polar regions of the planet are heating up much more rapidly than the average. Alaska is now as much as 10 degrees Fahrenheit (F.) (6 degrees Celsius [C.]) warmer than it was 35 years ago. As the frozen north warms and thaws, peat buried in the tundra decays, releasing carbon dioxide. This is a positive feedback mechanism that could speed up the rate of increase of greenhouse gases in the atmosphere -- the warmer the tundra becomes, the more carbon dioxide it releases, in turn warming the tundra further. Some far-northern (boreal) forests also seem to be shifting their role from that of a carbon sink to a carbon source for the atmosphere

Bette Hileman does not say so, but the warming Arctic tundra will likely also release methane gas which, pound for pound, is about 20 times as powerful as carbon dioxide at creating a greenhouse effect.^[3] The quantity of carbon locked in arctic soils is huge and the positive feedback loop that has begun to release it to the atmosphere is ominous. Average summertime temperatures in Antarctica have risen 4.5 degrees F. (2.5 degrees C.) since the 1940s. According to members of the British Antarctic Survey, ice shelves along the coast of the Antarctic Peninsula have been breaking up for 50 years. The Greenland Ice Sheet, the world's second -largest glacier, is growing thinner at the rate of a meter (39 inches) per year. An expedition to the Arctic says it has found new evidence to show that climate change appears to be affecting the region's wildlife. The expedition, which ended on 31 July, says

young walruses seem to be especially hard hit. The researchers say the Arctic is warming three to five times more quickly than the rest of the earth. They saw one polar bear attack an adult male walrus on the ice--an event they say is very rare. This is because bears are usually about half the size and weight of a mature walrus, and seldom prey on them. Creatures that live in the Arctic have adapted to life there, and even if they can adapt over time to new conditions, a rapid change in the amount of ice could be critical. When the ice retreats, its edge is over much deeper water, and walruses may find it very hard to dive to the bottom to feed. This is the second year that scientists have voiced concerns about Arctic walruses. They are not alone in believing that global warming is at least partly responsible. There are fears that the melting of the ice could actually accelerate warming. This is because open water warms the atmosphere more than the icepack does - so the less ice there is, the more the atmosphere warms.

The bleaching and loss of corals in the world's warm oceans (Indo-Pacific, western Atlantic and Caribbean) provide further evidence of accelerated global warming. Corals are showing signs of stress in areas of human habitation and in uninhabited regions. In the latter, the main causes are likely to be increased ultraviolet light penetrating the Earth's damaged ozone shield , and global warming. Coral bleaching occurs when water temperatures rise, and coral bleaching has been increasing worldwide since the 1970s as Earth's temperature has risen most steeply .The future for coral reefs looks grim. Coral reefs are economically important -- they provide food, coastal protection, and new medications for drug-resistant diseases. And they attract tourists by the millions: Caribbean countries derive half their income from coral reefs. The coral reefs of S.E. Asia provide homes for one-quarter of the world's fish species.

Annual precipitation over the continental U.S. has increased about 10% during this century, much of it during the winter, and much of it in heavy events. For example, the number of days with rainfall exceeding 2 inches has increased about 10% during the past century. Similar trends are observable in Canada, Japan, Russia, China and Australia.

Moisture in the lower atmosphere has increased about 10% during the past 20 years. The annual number of intense storms over the North Atlantic and the North Pacific has doubled since 1900. There have been more, and longer-lasting El Niño events since the 1970s. El Niño is a huge but localized warming in the eastern Pacific Ocean that gives rise to violent storms along the U.S. Pacific coast, devastating droughts in Africa and Australia, and often a failure of the monsoon rains in Asia. New computer models have been able to mimic past climate changes, and they predict future warming of the

atmosphere. Skeptics used to say that computer models had done such a poor job of mimicking past events that their predictive ability must also be flawed. That argument has been put to rest by better models that track past events properly and which now predict an average global temperature rise somewhere between 1.2 degrees C. (2.2 degrees F.) and 4 degrees C. (7.2 degrees F.) in the next century. Even a 1 degree C. (1.8 deg. F.) average temperature rise could have important consequences.

Rather than diminish production of carbon dioxide, the U.S. government favors a technical fix: U.S. global warming policy relies on the ability of forests and agricultural soils to sop up excess carbon dioxide from the atmosphere. A 1998 paper by U.S. government scientists seemed to show that North American forests and soils were absorbing all of the carbon dioxide being emitted by the burning of fossil fuels in North America. Based on that study, the U.S. demanded that forests -as-carbon-sinks be written into the Kyoto Treaty, an international agreement intended to slow the production of greenhouse gases. At the meeting in Kyoto (Japan), the European Union remained skeptical of the U.S. approach, but the U.S. threatened to walk out if its approach was rejected. Now, according to Bette Hileman, two additional studies -- one from France and the other from Australia -- have challenged the findings of the original U.S. study, but these new studies remain unpublished and therefore outside the debate. This issue of forests as "sinks" for excess carbon has paralyzed Kyoto Treaty negotiations since the Kyoto meeting. Independent U.S. scientists who have examined the ability of forests to absorb carbon dioxide are not optimistic that the U.S. "sinks" plan has much merit. Under ideal conditions, forests may be able to absorb as much as 50% of excess carbon dioxide from the atmosphere, but to achieve that level of absorption would require all trees to be young and all trees to be as responsive to carbon dioxide as the most responsive, the loblolly pine. And of course when the trees die, they will release the excess carbon back into the ecosystem. To prevent global warming, trees would have to keep excess carbon out of the atmosphere forever.

Questions 27 – 32

Classify the following descriptions as referring to

| | |
|--------------------------|----|
| Arctic walrus depletion | AW |
| Coral damage | CD |
| Greenland Ice depletion | GI |
| Greenhouse gas increases | GH |
| Sink plan | SP |

Write the appropriate letters in boxes 27 – 32 on your answer sheet.

NB: you may use any answer more than once.

| Example | Answer |
|---------------------------------|--------|
| _____ is politically motivated. | SP |

27. _____ could result in less medicine for us to use.
28. _____ is based on the hope that the forests can absorb the carbon dioxide emitted.
29. _____ will warm the atmosphere because there is more open waters.
30. _____ is primarily the result of rising ocean temperatures.
31. _____ is a sign that adapting to global warming may be too difficult for some living creatures.
32. _____ is still disputed as to whether it is a problem confined to the region or the planet.

Questions 33 – 37

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

Write your answers in boxes 33 – 37 on your answer sheet.

YES *if the statement agrees with the information*

NO *if the statement contradicts the information*

NOT GIVEN *if there is no information on this in the passage*

33. The Sink Plan is opposed by the U.S. government scientists who are not optimistic that it has much merit.

34. El Niño is not a direct result of global warming.

35. Coral bleaching is a more serious problem than other forms of coral destruction.

36. Some scientists think that the Sink Plan is flawed because the absorption can only take place under ideal circumstances.

37. Polar bears are the primary cause of walrus depletion.

Questions 38 – 42

Complete the summary below.

Choose your answers from the box below the summary and write them in boxes 38 – 41 on your answer sheet.

NB: There may be more words than spaces, so you will not use them all. One answer may be used twice.

While some argue that ... (38) ... may effectively be a solution to ... (39) ... since it helps to retain ... (40) Many point out that ... (41) ... will only add it back since the ... (42) ... will be released once the trees are dead.

| | | |
|-----------|-----------------------|-------------|
| Depletion | The Greenhouse effect | Sinks |
| Boreal | Carbon dioxide | Kyoto |
| Tundra | Deforestation | Moisture |
| Glacier | Fossil fuel | Researchers |

Answer Key

- | | |
|---|---|
| 1. ix | 22. C |
| 2. iii | 23. quality |
| 3. vi | 24. warmer climates |
| 4. viii | 25. express the idea |
| 5. iv | 26. shade |
| 6. chlondrites | 27. CD |
| 7. surface | 28. SP |
| 8. formed | 29. GI |
| 9. violent history | 30. CD |
| 10. NG | 31. AW |
| 11. Y | 32. GI |
| 12. Y (about the size of an automobile) | 33. N (opposed by independent scientists) |
| 13. Y (if it lands on the surface of ...) | 34. Y (may be an indirect result) |
| 14. N (think so, but not definitely sure) | 35. NG |
| 15. A (red) | 36. Y |
| 16. C (brown) | 37. NG |
| 17. D (violet) | 38. Sinks |
| 18. B (dark blue) | 39. The greenhouse effect |
| 19. H | 40. Carbon dioxide |
| 20. G | 41. Deforestation |
| 21. F | 42. Carbon dioxide |

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

ACADEMIC READING TEST 5

TIME ALLOWED: 1 hour
NUMBER OF QUESTIONS: 40

Instructions

WRITE ALL YOUR ANSWERS ON THE ANSWER SHEET

The test is in 3 sections:

| | |
|--------------------------|--------------------------|
| Reading Passage 1 | Questions 1 – 14 |
| Reading Passage 2 | Questions 15 – 24 |
| Reading Passage 3 | Questions 25 – 40 |

Remember to answer all the questions. If you are having trouble with a question, skip it and return to it later.

READING PASSAGE 1

You are advised to spend about 20 minutes on Questions 1 – 14 which are based on reading passage 1.

Scientists Discover Appetite - Controlling Gene

A Australian scientists have identified a new gene responsible for controlling appetite in humans--a discovery experts said could lead to the first gene-based drug to treat obesity and diabetes. Greg Collins, a professor of microbiology at Deakin University in Melbourne, discovered the gene while researching diabetes in Israeli desert rats. The gene, which he called Beacon, cranks up the appetite, and the rat version is identical to the human one. Obesity sufferers could have weight reduction drugs available in little more than three years, with a European drug company investing up to \$100 million to take the discovery from laboratory to clinical trials and to market. The discovery of the gene, follows more than three years of research by a team of twenty scientists at Deakin University.

B The find, presented September 19, 2000, at a conference of the European Society for the Study of Diabetes, is the third gene linked to obesity, after leptin and NPy. However, Sir George Alberti, president-elect of the International Diabetes Federation, said a drug based on Beacon could be available sooner than one targeting the other two genes because rat Beacon genes and human Beacon genes are a 100% match. “While scientists acknowledge that lifestyle and dietary changes are the best treatment for obesity, taking the Australian data, which is similar to data all around the world, rates of obesity have gone from 8% to 13% to 19% to 13% to 19% over the last five years. If a pharmaceutical that then would just have a small effect, maybe 5% or 10% on energy intake, it would be a good supplement, a good adjunct, a good addition to a dietary lifestyle change, and, hopefully, when someone tries to change his or her lifestyle, this would give that extra benefit, show effects early on and consolidate the process and hopefully lead to lifestyle changes in the long term”.

C Collins and his team took sand rats from the Negev desert in Israel to a laboratory in Melbourne for diabetes research. On their cactus diet in the desert, the rats were lean and healthy. But placed in a Western environment, where rat food was abundant, some ate a lot, got fat, and developed diabetes; others ate reasonable amounts and remained lean. This prompted the researchers to look for genetic differences. They removed the rats' brains, examined every gene to find whether any were more active in the fat rats, and came up with the Beacon gene. Using an Israeli sand rat gave them the opportunity to find the genes, and the unique feature of the Israeli sand rat. One litter from a sand rat might have three or four different young ones. They sit in the same cage so they have exactly the same environment, the same food and the same space to exercise in, but one animal will overeat and develop obesity while one animal will overeat and develop obesity and also diabetes. Because scientists were able to control the environment, it provided an excellent opportunity to look at the genes, because the differences in these animals have to be generated by their genetic differences.

D Genes direct the formation, or expression, of proteins that a cell uses to function, repair, or defend itself, and to divide. In the obese rats, the Beacon gene was working in overdrive, forming too much appetite-stimulating protein. Once they had deciphered the sequence, or unique code, of the rat gene, the scientists searched for a match on an Internet gene databank. They found an 81% match with the earthworm, said Dr. Paul Zimmet, professor of diabetes at Monash University in Caulfield, Australia, who participated in the research. About 800 million years of evolution separate the earthworm from the Israeli sand rat, said Zimmet, adding that a gene which is preserved 81% over 800 million years of evolution must play an important role. Collins then searched the libraries of human genetic information for anything that matched the rat gene sequence. He found the identical gene sequence in human DNA. The Beacon gene produces a protein that stimulates the appetite. NPy does the same thing, whereas leptin switches off the appetite. In some obese people, the body does not respond to leptin.

E Collins then produced the protein from the human Beacon gene and injected it into the brains of lean rats with normal behavior of the gene. They gained about 5% of their own body weight in seven days. When he injected protein from both the Beacon and NPy human genes,

the rats ate even more and ballooned by 10% in a week. Preliminary studies show that the human gene is the same across various regions and ethnicities, Collins said.

F “The important part of this discovery was that we found a gene localised in the hypothalamus, that is the part of the brain that controls food intake. And this gene was isolated originally in our animal model of obesity, and we found that this gene was over-expressed in the obese animals compared to the lean animals. When we looked at the product of this gene, which was the Beacon protein, and we gave it back to the animals, we could control food intake and energy balance. So this provides a brand new target for modelling drugs that control food intake, both increased and decreased food intake. And the exciting thing about this discovery was that the gene in the animal is 100% identical to the gene found in humans. “The next step, he said, is to subject the protein to hundreds of chemicals, to see if any can block its action. The hope is that a drug can fix the problem if the gene is pumping out too much of the protein. The proposed drugs would then be tested on rats before being given to humans.”

Questions 1 – 5

Reading Passage 1 has six paragraphs.

Choose the most suitable headings for paragraphs B – F from the list of headings below. Write the appropriate numbers (i – xi) in boxes 1 – 5.

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

List of Headings

- i. The discovery
- ii. Dietary changes in Australia
- iii. Importance of the findings
- iv. The important part of the discovery
- v. A worm to confirm
- vi. The next step
- vii. A new discovery and possible new drug
- viii. The gene effect on rats
- ix. Method of research
- x. The sand rat link
- xi. Setting up the model

Example

Paragraph A

Answer

vii

1. Paragraph B
2. Paragraph C
3. Paragraph D
4. Paragraph E
5. Paragraph F

Questions 6 – 10

Classify the following descriptions as referring to

| | |
|---------------------|-----------|
| <i>Not given</i> | <i>NG</i> |
| <i>Hypothalamus</i> | <i>HP</i> |
| <i>Sand rat</i> | <i>SR</i> |
| <i>Earth worm</i> | <i>EW</i> |
| <i>Beacon</i> | <i>B</i> |

Write the appropriate letters in boxes 6 – 10 on your answer sheet.

NB: *you may use any answer more or less than once.*

6. The name of the new drug.
7. The part of your brain that controls food intake.
8. An animal that has 100% of the same gene as humans.
9. The area that contains Beacon.
10. Something that will stimulate your appetite.

Questions 11 – 14

Complete the summary below.

Choose your answers from the box below the summary and write them in boxes 38 – 41 on your answer sheet.

NB: *There may be more words than spaces, so you will not use them all.*

Scientists have now isolated a ... (11) ... that can help crack the ... (12) ... that explains why the ... (13) ... of some people is not controlled and invariably leads to ... (14) ...

| | | |
|------------|----------|----------|
| gene | litter | Code |
| supplement | cell | Diet |
| intake | match | Obesity |
| protein | diabetes | Appetite |

READING PASSAGE 2

You are advised to spend about 20 minutes on Question 15 – 24 which are based on reading passage 2.

Why Do We Cry Tears?

A Your dog dies. You win a beauty pageant. You break up with someone you love. Your daughter gets married. You lose your job. Your best friend has a serious accident.

How do you handle such stressful episodes? Chances are you cry. Shedding tears seems to bring about a terrific emotional release. Why? No one can say for sure. Humans apparently shed a variety of tears. These are the tears we secrete all the time, those to help keep our eyes properly moistened. Then there are irritant tears, the kind we spill when peeling an onion or coping with smog. Finally there are emotional tears, the stuff we trickle in response to grief, joy, frustration, or other stresses. Curiously, of all the earthly creatures, only humans seem to shed emotional tears. That makes such tearing a late evolutionary development. Unhappy newborns often cry tearlessly until they are several days old or even weeks after they are born. But challenge them with an eye irritant, and they can spill tears at birth.

B Charles Darwin proposed what appears to be the first scientific theory to explain emotional tearing. In his book *The Expression of the Emotion in Man and Animals*, [he claims] it was the total act of crying that relieved suffering and made people feel better--not the secretion of tears, which, he contended, was an incidental and in itself purposeless accompaniment to the catharsis. About three decades ago another theory surfaced, promulgated by anthropologist Ashley Montagu. According to Montagu, tears went with sobbing to protect us against disease. He argued that sobbing--gasping and convulsive catching of breath--dried out nose and throat membranes, thereby increasing vulnerability to bacterial invasion. Tears, which also drain into the nasal passages, serve to offset this tendency towards dryness. Dissatisfied with both theories, William H. Frey II, a biochemist and director of the psychiatry research laboratories at the St. Paul-Ramsey Medical Center in Minnesota, suggested another hypothesis. He proposed that tears may help rid the body of chemicals produced by emotional stress. According to Frey, when we need relief, we may literally "cry it out." He argued that all other excretory functions--urinating, sweating, exhaling and defecating--are involved in removing excess or toxic products from the body. Why shouldn't the same hold for emotional tears? On the face of it, Frey's theory seems most plausible. But for now it remains purely speculative. No theory has been verified or refuted in the lab. Frey's hypothesis, however,

seems most amenable to experiment. The Minnesota investigator began a series of trials aimed at testing its validity. One thing he's doing is having volunteers watch tearjerkers; his favourite is *The Champ*, a movie about a down-and-out boxer and a little boy. He compares these emotion-provoked tears with irritant tears collected from the same subject when they peeled onions. If Frey's theory has merit, then there should be a significant difference in the chemistry of these two varieties of tears. Results from a group of over 80 subjects suggest there are. Emotional tears contain a greater concentration of protein than do irritant tears.

C But there's no telling what, if anything, this protein difference means. Are these differences in kind as well as in quantity? Are there specific proteins associated with emotion? If so, how do they relate to the hormones or other agents that mediate our emotions? Is there a specific substance associated with each emotion? Is there one agent, for instance, that makes us feel anger, another, elation, and yet a third, grief? Only time and research will tell. Almost everyone has some questions and confusion about crying. How much crying is enough? If I start crying, will I be able to stop? Do I have to cry at all? I've cried and cried but I still don't feel better; is there something wrong with me? Are men and women different when it comes to crying?

D Crying, in and of itself, does not necessarily lead to the end of the pain caused by death, divorce or any other loss. At best, crying acts as a short-term energy relieving action, and relieves, temporarily, some of the emotional energy generated by the loss. We know of people who have been crying over the same loss, daily, for years and years. We know that the crying has not helped them complete what is emotionally incomplete in their relationship with their loved one who died, or the person from whom they are divorced. As our society has evolved, we have seen a quantum shift in the public display of emotion. In today's world, it is not at all unlikely to see a retiring professional athlete, often the paragon of "masculinity," weeping openly at a televised press conference. It is hard to imagine that same scenario occurring thirty or forty years ago. If your male parent is 60 years old or older, he is more likely to be affected by different beliefs about the open display of emotions than you are. Even your female parent is liable to be less willing to communicate sad, painful or negative emotions than you. You must fight the trap of applying your emotional value system to others. It may seem odd, since your parents taught you, that you have different emotional views than they do.

E Research indicates that tears of sadness differ in chemical makeup from tears of joy. We are also aware that tears perform the valuable function of washing the eyes. From time to time, we have even alluded to the published studies that indicate that women cry, on average, five times more than men. In attempting to discover if there is any physiological basis for that five to one ratio, we ran into a stone wall. Failing to find any valid studies on crying that would support a physical distinction by gender, we did a little of our own research. While anecdotal, we believe that it represents the truth. We called some nurse friends whose life experience is working with infants. Without exception, they indicated to us, that the circumstances and frequency with which very young infants cry, is NOT dictated by gender. Little baby boys and little baby girls cry co-equally. There are clear personality differences between individual babies. Some cry more than others, not by gender, rather by individual uniqueness. We did not limit our search to those who worked only with newborns. We got the same responses from experts who work with children up to the age of five. From age five onwards, distinction by gender, and the resultant attitudes and beliefs begin to magnify. The logical extension of our informal study led to the inescapable conclusion that socialization, not gender, was the key to later differences of attitude and expression regarding crying.

F On the other hand, do not be fooled by those who cry frequently. In the strangest of all paradoxes, people can actually use crying as a way to stop feeling rather than to experience great depths of emotion. The tears become a distraction from the real pain caused by the loss. The key to recovery from the incredible pain caused by death, divorce and all other losses, is contained in a simple statement: Each of us is unique and each of our relationships is unique. Therefore, we must discover and complete what is emotionally unfinished for us in all of our relationships. Our personal belief systems about the display of emotions are also unique and individual. We may not even have a conscious awareness of what our own beliefs are. An alert to everyone, young or old: "Don't let anyone else dictate what is emotionally correct for you--not even your children--or your parents. Only you get to determine what is correct for you."

Questions 15 – 19

Reading Passage 2 has 6 paragraphs (A – F). State which paragraphs discuss which of the points below. Write appropriate letters (A – F) in boxes 15–19 on your answer sheet.

| Example | Answer |
|---|---------------|
| Questions about crying that puzzle the author | C |

15. Crying as an emotional choice.
16. The mystery of crying.
17. The progression of theories.
18. The influence of socialization on crying.
19. Crying as an attempt at emotional relief.

Questions 20 & 21

Using **NO MORE THAN TWO WORDS** for each answer, name **TWO PURPOSES** for crying according to theorists before Frey. Write these two areas separately in answer section 20 & 21.

Questions 22 & 24

Using **NO MORE THAN THREE WORDS** answer the following questions. Write your answer in boxes 22 – 24 on your answer sheet.

22. What does the author feel accounts for the way we cry and how we feel about it?
23. What kind of function does the author think crying perform?
24. Why does crying due to emotion emit more tears than crying when *feeling an onion*?

READING PASSAGE 3

You are advised to spend about 20 minutes on Questions 25 – 40 which are based on reading passage 3.

Fire from the Sea

A The bottom of the Mediterranean is dotted with volcanoes--and one may re-emerge as an island. Beneath the sparkling waters of the Mediterranean--far from the eyes of visitors marveling at the majesty, or trembling at the destructive potential, of Mount Vesuvius and Mount Etna--Italian scientists are studying two less-visible volcanoes that, while presenting no immediate danger, have generated considerable interest. The Marsili seamount--submerged in a few thousand meters of water north of Sicily--has the theoretical potential to wreak havoc some day by generating seismic waves known as tsunamis. South of Sicily, Graham Island, or Ferdinandea, last emerged from the sea 169 years ago, before vanishing again. Theoretically, at least, it could be reborn as an island.

B Less theoretical waves have been created by journalists who have stirred public anxiety with dire warnings of imminent eruptions and underwater landslides that could set off tsunamis. Not likely, say the scientists, who downplay the risk. "Geologically speaking, it's a possibility," acknowledges Boris Behncke, a German researcher at the University of Catania's department of geological sciences in Sicily. "But geology has a very long time scale ... We really should not be too worried."

C Still, the geologically active Mediterranean seabed--where the earth's Eurasian and African tectonic plates come together--maintains a powerful grip on the imagination. One of the more fascinating scenarios surrounding seamounts--dozens of which dot the floor of the Mediterranean--involves the possible re-emergence of Graham Island, which made its first recorded appearance in 10 B.C., and last rose from the sea between Sicily and Tunisia in July 1831. The volcano bubbled and spat for several months, then submerged again--peacefully ending an ownership dispute involving Britain, France and what was then known as the

Kingdom of the Two Sicilies. Its peak is now roughly 8 m below the water's surface. Europe's biggest seamount, Marsili, discovered in the early 1960s, rises about 3,000 m from the sea floor and has a summit that is some 500 m below the surface. Measuring roughly 70 km by 30 km, Marsili is the main seamount among three that rise more than a kilometer in the Marsili Basin of the Tyrrhenian Sea the portion of the Mediterranean north of Sicily and west of the Italian mainland. Pierluigi Maria Rossi, a professor of volcanology at the University of Bologna, says the sunken island is just, in a sense, letting off steam. "It's a very young volcano," he notes, "and with all young volcanoes there's going to be gas released." Enzo Boschi, director of the National Institute of Geophysics and Volcanology in Rome, agrees. "There are bubbles and waves," he reports, "but that doesn't mean the island is about to be reborn. It just means the zone is active." If Ferdinandea were to come back, adds Boschi, its appearance would be preceded by strong tremors, and the emission of gas would be visible from quite a distance. "This would last for some 20 to 30 days before the island emerged.

D When Graham Island, as Britain calls the fickle seamount that emerged from the water about 50 km south of the Sicilian seaport of Sciacca in 1831, its appearance was as much a political event as a geological one. Observers at the time wondered if a chain of mountains would spring up, linking Sicily to Tunisia and thus upsetting the geopolitics of the region. On July 13, 1831, fountains of lava gushed along a fissure, exploding on contact with the water and spitting out billowing clouds of black ash. Three nations rushed to claim the island. The English fleet landed, named it Graham--for Sir James Graham, the first lord of the admiralty--and planted a flag. But the government of the Kingdom of the Two Sicilies dispatched the corvette Etna to claim the new land and dub it Ferdinandea in honor of King Ferdinand II. Diplomatic wrangling broke out, but was soon resolved by the island itself. Said to have stood at 70 m above sea level and measuring 700 m in diameter, it crumbled in on itself and all but disappeared by the end of the year. By January 1832 it had sunk completely.

E According to Michael Marani of the Italian National Research Council's Marine Geology Institute in Bologna, excitement over Marsili began last December when data from the Marsili Basin showed evidence of landslides on the mountain's flanks. Some of the Italian

press, misinterpreting the findings, buzzed with claims that the seamount was about to erupt. If Marsili blew up, the stories said, the resulting landslides could set off a series of long, high waves that could devastate a vast area of Italy from the Campania region around Naples to Sicily. In fact, says Roberto Carniel of the University of Udine's department of georesources and territories, Marsili has shown signs of collapse from several thousand years ago. Sooner or later, he says, it could happen again, unleashing landslides that could produce a major tsunami. Volcanologists are keeping watch just the same. Marsili and all volcanoes deeper than 300 m below the sea's surface present no explosive threat because water pressure prevents them from blowing their tops, explains Marani. "The real danger is when a flank or a large volume of the volcano collapses. If that happens under water and the volume is great enough, it could produce a tidal wave ... Marsili is an active volcano and should be monitored. If it were on land, we would be doing that." (On land, Italy's--and Europe's--greatest danger remains the 1,281-m Mount Vesuvius, near Naples, because about 1.5 million people live around the mountain and on its lower slopes. Vesuvius is quiet now, but Mount Etna--Europe's most active and, at 3,350 m, its tallest volcano--began shooting out ash and rock on Feb. 1.)

F Should Ferdinandea reappear, Federico Eichberg, an international relations expert based in Rome, believes it would do so within Italian territorial waters--and in all probability would be formally claimed by Italy. Eichberg does not expect that any international dispute would arise, noting, "If it's just a little island, we're not going to have a big fight over it . A diplomatic dispute would be highly improbable, the official suggested, and the island would likely belong to Italy.

G In making waves over Marsili and Graham Island, Italian journalists may have missed a bigger story. Because of its precarious location at the intersection of two geological plates, says Boschi, the Mediterranean itself could well be destined to disappear hundreds of millions of years from now.

Questions 25 – 30

Reading Passage 3 has seven paragraphs.

Choose the most suitable headings for paragraphs B – G from the list of headings below. Write the appropriate numbers (i – x) in boxes 25–30.

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

List of Headings

- i. Monitoring an Island
- ii. Interest in a Volcano and an Island
- iii. Sensationalist Journalism
- iv. Dangers Involved
- v. Why Scientists Keep a Close Watch
- vi. Possible Political Dispute
- vii. The Bigger Issue
- viii. Location and Some Facts
- ix. History of Volcanic Activity
- x. The Last Eruption

Example

Paragraph A

Answer

ii

- 25. Paragraph B
- 26. Paragraph C
- 27. Paragraph D
- 28. Paragraph E
- 29. Paragraph F
- 30. Paragraph G

Questions 31 – 34

Complete the table below. USE **NO MORE THAN THREE WORDS** from the passage for each answer. Write your answer in boxes 31 – 34 on your answer sheet.

| Date | Activity |
|--------------|---------------------------|
| 1831 | Graham Island ...(31) ... |
| 1832 | Graham Island ...(32) ... |
| ...(33) ... | Marsili first discovered |
| 2000 (Feb 1) | ...(34) ... became active |

Questions 35 – 40

Do the following statements reflect the claims of the writer in Reading Passage 3? In boxes 35 – 40 on your answer sheet write:

YES if the statement reflects the writer's claims

NO if the statement contradicts the writer

NOT GIVEN if there is no information about this in the passage

35. The author suggests that Graham Island was important when it first emerged.
36. Graham Island will probably return soon.
37. The danger from Marsili is not the lava itself.
38. Graham Island has 2 names.
39. Gas from Marsili is a good sign that it will emerge soon.
40. The political dispute over Graham island will probably be repeated.

Answer key

- | | |
|--|-------------------------------------|
| 1. iii | 21. Relieve dryness |
| 2. x | 22. socialization |
| 3. v | 23. emotional relief |
| 4. viii | 24. protein |
| 5. vi | 25. iii |
| 6. NG | 26. iv |
| 7. HP | 27. viii |
| 8. NG (the rat has one identical gene) | 28. v |
| 9. HP | 29. vi |
| 10. Beacon | 30. vii |
| 11. gene | 31. erupted |
| 12. code | 32. retreated |
| 13. appetite | 33. 1960s |
| 14. obesity | 34. Mt. Etna |
| 15. F | 35. Y |
| 16. A | 36. N (could take a long time) |
| 17. B | 37. Y |
| 18. E | 38. Y (Italian and English) |
| 19. D | 39. N (it means the zone is active) |
| 20. Relieve suffering | 40. N (it will belong to Italy) |

IELTS 正确题数与分数段换算表

| 听力 | | 正确题数 | 分数段 | 10 ~ 15 | 4 |
|--------------|--|----------------|------------|----------------|------------|
| | | | | 16 ~ 22 | 5 |
| | | | | 23 ~ 38 | 6 |
| | | | | 29 ~ 35 | 7 |
| | | | | 36 ~ 39 | 8 |
| | | | | 40 | 9 |
| | | 1 | 1 | | |
| | | 2 ~ 3 | 2 | | |
| | | 4 ~ 9 | 3 | | |
| | | 10 ~ 16 | 4 | | |
| | | 17 ~ 24 | 5 | 普通培训类阅读 | |
| | | 25 ~ 32 | 6 | | |
| | | 33 ~ 37 | 7 | 正确题数 | 分数段 |
| | | 38 ~ 39 | 8 | 1 ~ 2 | 1 |
| | | 40 | 9 | 3 ~ 5 | 2 |
| 学术类阅读 | | | | 6 ~ 11 | 3 |
| | | | | 12 ~ 17 | 4 |
| | | | | 18 ~ 25 | 5 |
| | | | | 26 ~ 34 | 6 |
| | | | | 35 ~ 37 | 7 |
| | | | | 38 ~ 39 | 8 |
| | | | | 40 | 9 |
| | | 1 | 1 | | |
| | | 2 ~ 3 | 2 | | |
| | | 4 ~ 9 | 3 | | |

IELTS Reading Answer Sheet - SAMPLE

Module taken:

Academic General Training

Version number:

Please enter the number
in the boxes and shade
the number in the grid.

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| Band Score | | Reading Total |
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