

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.

F 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.”

G 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.”

H 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 1–7

Reading Passage 1 has eight paragraphs (A–H). State which paragraph discusses each of the points below.

Examples

Understanding Asteroids in order to deflect it

Answer

D

- What Eros surface is made up of
- A Possible final chapter for NEAR
- Evidence of it as an aggregate
- The composition
- Benefits of researching Eros
- Its appearance from just above and why it looks that way
- What NEAR has done and is doing

Workbook**QUESTIONS 8–10**

Using NO MORE THAN THREE WORDS to answer the following questions.

8. The reason that Eros is shaped the way it is probably because of its
9. The specific name of the body that Eros resembles is
10. The area of Eros NEAR will probably visit next is

QUESTIONS 11–14

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

| | |
|------------------|--|
| YES | if the statement agrees with the writer |
| NO | if the statement contradicts the writer |
| NOT GIVEN | if there is no information about this in the passage |

11. An asteroid's composition is similar to that of a meteorite in most cases.
12. NEAR was not the first mission to study an asteroid.
13. NEAR is a small spacecraft.
14. NEAR researchers know that Eros is solid in the inside.

Exercise 3**What is a port city?**

The port city provides a fascinating and rich understanding of the movement of people and goods around the world. We understand a port as a centre of land-sea exchange, and as a major source of livelihood and a major force for cultural mixing. But do ports all produce a range of common urban characteristics which justify classifying port cities together under a single generic label? Do they have enough in common to warrant distinguishing them from other kinds of cities?

A port must be distinguished from a harbour. They are two very different things. Most ports have poor harbours, and many fine harbours see few ships. Harbour is a physical concept, a shelter for ships; port is an economic concept, a centre of land-sea exchange which requires good access to a hinterland even more than a sea-land fore-land. It is landward access, which is productive of goods for export and which demands imports, that is critical. Poor harbours can be improved with breakwaters and dredging if there is a demand for a port. Madras and Colombo are examples of harbours

expensively improved by enlarging, dredging and building breakwaters.

Port cities become industrial, financial and service centres and political capitals because of their water connections and the urban concentration which arises there and later draws to it railways, highways and air routes. Water transport means cheap international access, the chief basis of all port cities. Many of the world's biggest cities, for example, London, New York, Shanghai, Istanbul, Buenos Aires, Tokyo, Jakarta, Calcutta, Philadelphia and San Francisco began as ports—that is, with land-sea exchange as their major function—but they have since grown disproportionately in other respects so that their port functions are no longer dominant. They remain different kinds of places from non-port cities and their port functions account for that difference.

A port functions, more than anything else, to make a city. A port city is open to the world. In it races, cultures, and ideas, as well as goods from a variety of places, jostle, mix and enrich each other and the life of the city. The smell of the sea and the harbour, the sound of boat whistles or the moving tides are symbols of their multiple links with a wide world, samples of which are present in microcosm within their own urban areas.

Sea ports have been transformed by the advent of powered vessels, whose size and draught have increased. Many formerly important ports have become economically and physically less important as a result. By-passed by most of their former enriching flow of exchange, they have become cultural and economic backwaters or have acquired the character of museums of the past. Examples of these are Charleston, Salem, Bristol, Plymouth, Surat, Galle, Melaka, Soochow, and a long list of earlier prominent port cities in Southeast Asia, Africa and Latin America.

Much domestic port trade has not been recorded. What evidence we have suggests that domestic trade was greater than external trade. Shanghai, for example, did most of its trade with other Chinese ports and inland cities. Calcutta traded mainly with other parts of India and so on. Most of any city's population is engaged in providing goods and services for the city itself. Trade outside the city is its basic function. But each basic worker requires food, housing, clothing and other such services. Estimates of the ratio of basic to service workers range from 1:4 to 1:8.

No city can be simply a port but must be involved in a variety of other activities. The port function of the city draws to it raw materials and distributes them in many other forms. Ports take advantage of the need for breaking up the bulk material where water and land transport meet and where loading and unloading costs can be minimized by refining raw materials or turning them into finished goods. The major examples here are oil refining and steel refining, which are commonly located at ports. It is not easy to draw a line around what is and is not a port function. All ports handle, unload, sort, alter, process, repack, and reship most of what they receive. A city may still be regarded as a port city when it becomes involved in a great range of functions not immediately involved with ships or docks.

Cities which began as ports retain the chief commercial and administrative center

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of the city close to the waterfront. The center of New York is in lower Manhattan between two river mouths, the City of London is on the Thames, Shanghai along the Bund. This proximity to water is also true of Boston, Philadelphia, Bombay, Calcutta, Madras, Singapore, Bangkok, Hong Kong and Yokohama, where the commercial, financial, and administrative centers are still grouped around their harbours even though each city has expanded into a metropolis. Even a casual visitor cannot mistake them as anything but port cities.

QUESTIONS 1–4

Look at the following descriptions of some port cities mentioned in the reading passage. Match the pairs of cities (A–H) listed below, with the descriptions.

1. required considerable harbour development
2. began as ports but other facilities later dominated
3. lost their prominence when large ships could not be accommodated
4. maintain their business centres near the port waterfront

- | |
|----------------------------|
| A. Bombay and Buenos Aires |
| B. Hong Kong and Salem |
| C. Istanbul and Jakarta |
| D. Madras and Colombo |
| E. New York and Bristol |
| F. Plymouth and Melaka |
| G. Singapore and Yokohama |
| H. Surat and London |

Unit 19

Exercise 1

Wild Children: Part I

The early history of the city of Rome involves Romulus and Remus, two orphan boys who, legend says, were raised by a she-wolf. The boys' mother had been murdered by an evil king and the two babies tossed into the river Tiber. When the wolf found them they had washed up on the shore. She perhaps took pity on the crying of the babies and, gently picking them up in her teeth, she carried them back to her cave and fed them on her milk. The boys grew bigger and stronger and, eventually, were found by a herdsman who took them home. He and his wife raised the boys like their own children. When they reached manhood they sought revenge on the king who had killed their mother and driven them from their home.

They decided to build a city. Unfortunately, they argued over the appropriate site and Romulus killed his brother Remus. Romulus ruled this city—called Roma—for thirty-seven years.

The city of Rome is one of the most popular tourist attractions in the world. If you travel there you can see a statue of the two baby boys feeding from their mother—the wolf.

—adapted from www.4english.cn

QUESTIONS 1–4

Do the following statements agree with the information given in the essay?

YES

if the statement agrees with the writer

NO

if the statement contradicts the writer

NOT GIVEN

if there is no information about this in the passage

1. Romulus and Remus were tossed into the river by an evil king.
2. A man who looks after animals found these boys.
3. They decided to take an act of revenge against the king who had killed their mother.
4. Romulus and Remus ruled the city for 37 years.

QUESTION 5

What is the main idea of this short essay?

- A. Wolves like to take care of human children.
- B. The city of Rome had many wolves in the old days.
- C. The city of Rome was founded by a wolf.
- D. Romulus established the city of Rome.

Exercise 2**The Wild Life**

Long before the arrival of Europeans on the Canadian prairie (the wide grasslands of what is now called Alberta, Saskatchewan and Manitoba), the First Nations people lived in a harmonious relationship with their natural surroundings. Every item of their culture, from sewing needles to homes was obtained from nature. Their homes were called teepees and were like large tents made from the skins of deer. These people—tribes with names like the Blackfoot, the Peigan and the Blood people—were nomadic, which means that they travelled from place to place following the animals they hunted or the growth of the berries and fruits on the bushes and trees.

They had horses, although horses came to North America after escaping from the Spanish explorers who brought them here to explore the areas around Mexico and Texas. Boys and girls were both expert riders. They did not use saddles or reins or stirrups; they rode “bareback”. Their clothes were made from deer skins and buffalo skins and decorated with the parts of other animals - tails from squirrels and gophers, quills from porcupines and the delicate bones of birds.

These children of nature never had to go to school. They did not have to study to get into a prestigious college, nor did they have to worry about finding a job after graduation. This does not mean their life was easy. The winters were very long and very cold and there were sometimes wars between tribes. There were also the very great dangers involved in the buffalo hunt. Warriors rode at top speed (with no saddle) beside the huge buffalo shooting arrows to bring them down. The chances of a buffalo turning suddenly or of falling off the horse were very great. We must remember that there were also no hospitals in those days.

Even so, the young people of the tribes must have enjoyed a very pleasant lifestyle; fishing and gathering berries in summer, hunting in the forests in the early morning, dancing around the fire at night and listening to the old people tell stories and legends from long ago.

QUESTIONS 1–6

Do the following statements agree with the information given in the essay?

YES

if the statement agrees with the writer

NO

if the statement contradicts the writer

NOT GIVEN

if there is no information about this in the passage

1. Riding “bareback” means riding without any equipment on the horse.
2. First Nations people never killed deer.
3. First Nations people had no enemies.
4. Mathematics was not a priority for the kind of life they led.
5. The First Nations people did not develop a written language.
6. People were rarely killed while hunting buffalo.

Exercise 3**Emily Carr**

Not all children who grow up inside a culture are completely influenced by that culture. Some young people find that they are more interested in nature or the culture of other people at a very young age.

The most famous painter in Victoria's history is Emily Carr. She was born in 1871 and, as a child, she discovered that walking in the woods appealed more to her than playing with other children. She discovered that she was more interested in roaming the streets of old Victoria than playing at home with dolls and spending her time brushing her hair and putting pretty ribbons in it.

Emily was a chubby little girl who spent much of her childhood in Beacon Hill Park, which was very close to her family home. Drawing fascinated her, and she also liked to play with the animals she kept as pets. She had ducks and chickens, and even domesticated a crow. In later life she had several dogs and a pet monkey too! She often wandered around the streets of Victoria and was particularly interested in the First Nations people and the Chinese people she saw in Victoria's Chinatown. Their culture and way of dressing seemed so distinct from her own.

At the age of sixteen, she began to study drawing seriously. She eventually travelled to San Francisco and Paris to study art, but always returned to her beloved forests

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of the Pacific Northwest in the Victoria area.

As she became a young, strong and independent woman, Emily began to go on longer and longer trips into the uncharted forests to paint and draw what she saw. She loved the free and simple lifestyle she saw the First Nations people living. In the summer of 1895 she went on an expedition with two other women to explore the wilderness along the Cowichan River that runs through Duncan, just north of Victoria.

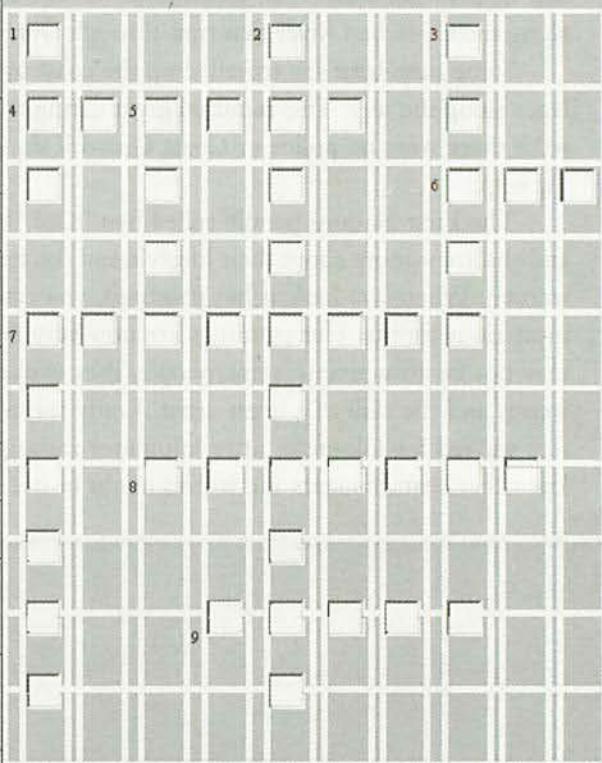
Some time later she travelled up the coast by boat to visit and draw the native villages along the way. This required great daring and strength. This wilderness was truly wild; there were no police or Coast Guard if she got into trouble, and no radio to call for help.

The First Nations people called her "Klee Wyck", which means "Laughing One", and she knew more about their lifestyle and the forests of B.C. than any other European women. When you look at her paintings, you can sense the atmosphere of these dark, mysterious forests. Her paintings are now very famous and, although the dark colours may not be attractive to some people, they evoke the beauty and mystery of the deep woods and the skill of a great artist. Emily was a very brave and independent woman. She walked for kilometer after kilometer through the woods alone, even though she knew that bears, cougars and wolves might be her only companions.

QUESTIONS 1–9

| Clues Across | |
|--------------|--|
| 4. | The idea of travelling in the forest doesn't _____ to me. I'd rather stay at home. |
| 6. | We can understand Emily's feelings by looking at her _____. |
| 7. | Different or separate. |
| 8. | Travelling around with no purpose. |
| 9. | When you enter this room, you can _____ an evil atmosphere. |

| Clues Down | |
|------------|---|
| 1. | One of Emily's tame animals. |
| 2. | The history of Victoria _____ me. I love to read about it. |
| 3. | If you are going to sail in these waters, you'll need a good _____. |
| 5. | Domesticated animals. |



QUESTION 10

Find the word that is in the similar meaning to the word in the passage in bold Italic.

Not included on maps Interest bravery wander A little fat tame
different make you feel interest greatly feel

Unit 20

Exercise 1

Culture Shock

You have read about Romulus and Remus whose culture shock came when they went back to the world of human beings after being raised by a wolf. Tarzan's culture shock came when he discovered that he was not a "white ape" but a human being. Emily Carr preferred the culture of the First Nations people and the life she led on her explorations to the dresses and polite conversations of her own culture. You now know that First Nations culture did not include school or even business activity; people spent most of their time in nature or around the fire of their home talking, telling stories and making the things they needed to survive.

Psychologists tell us that there are four basic stages that human beings pass through when they enter and live in a new culture. This process, which helps us to deal with culture shock, is the way our brain and our personality reacts to the strange new things we encounter when we move from one culture to another. If our culture involves bowing when we greet someone, we may feel very uncomfortable in a culture that does not involve bowing. If the language we use when talking to someone in our own culture is influenced by levels of formality based on the other person's age and status, it may be difficult for us to feel comfortable communicating with people in the new culture.

Culture begins with the "honeymoon stage". This is the period of time when we first arrive in which everything about the new culture is strange and exciting. We may be suffering from "jet lag" but we are thrilled to be in the new environment, seeing new sights, hearing new sounds and language, eating new kinds of food. This honeymoon stage can last for quite a long time because we feel we are involved in some kind of great adventure.

Unfortunately, the second stage of culture shock can be more difficult. After we have settled down into our new life, working or studying, buying groceries, doing laundry, or living with a home-stay family, we can become very tired and begin to miss our homeland and our family, girlfriend or boyfriend, pets. All the little problems that everybody in life has seem to be much bigger and more disturbing when you face them in a foreign culture. This period of cultural adjustment can be very difficult and lead to the new arrival rejecting or pulling away from the new culture. This "rejection stage" can be quite dangerous because the visitor may develop unhealthy habits (smoking and

drinking too much, being too concerned over food or contact with people from the new culture). This can, unfortunately lead to the person getting sick or developing skin infections or rashes which then makes the person feel even more scared and confused and helpless. This stage is considered a crisis in the process of cultural adjustment and many people choose to go back to their homeland or spend all their time with people from their own culture speaking their native language.

The third stage of culture shock is called the “adjustment stage”. This is when you begin to realize that things are not so bad in the host culture. Your sense of humour usually becomes stronger and you realize that you are becoming stronger by learning to take care of yourself in the new place. Things are still difficult, but you are now a survivor!

The fourth stage can be called “at ease at last”. Now you feel quite comfortable in your new surroundings. You can cope with most problems that occur. You may still have problems with the language, but you know you are strong enough to deal with them. If you meet someone from your country who has just arrived, you can be the expert on life in the new culture and help them to deal with their culture shock.

There is a fifth stage of culture shock which many people don't know about. This is called “reverse culture shock”. Surprisingly, this occurs when you go back to your native culture and find that you have changed and that things there have changed while you have been away. Now you feel a little uncomfortable back home. Life is a struggle!

QUESTIONS 1–6

Choose the answer you think is correct.

1. When does culture shock happen?
 - A. When you reach your teens.
 - B. When you move to a big city.
 - C. When you meet foreign people for the first time.
 - D. When you go to live in a foreign culture.

2. How do you feel during the first stage of culture shock?
 - A. Lonely and depressed.
 - B. Bored and homesick.
 - C. Happy and excited.
 - D. Angry and frustrated.

3. How do you feel during the second stage?
 - A. Homesick and afraid.
 - B. Interested and amused.

- C. Stressed, but positive.
D. You have no particular feelings.
4. How could the third stage be described?
A. Adjustment.
B. Rejection.
C. Enthusiasm.
D. Anger.
5. How do you feel during the fourth stage of culture shock?
A. Tense, but positive.
B. Relaxed.
C. Negative and stressed.
D. Afraid.
6. Why might reverse culture shock be a problem?
A. It hardly ever happens.
B. It is extremely stressful.
C. Most people do not expect it.
D. It only happens to young people.

Exercise 2

Doctors Divided Over Heart Pills

A group of drugs now being marketed in the United States under a variety of brand names have been proved to reduce deaths among heart-attack survivors by more than 40% over five years. The drugs are collectively known as statins, and are currently being taken by over 10 million Americans. Doctors are currently wondering if statins will be just as effective in preventing heart attacks in people who do not necessarily fit the profile of a "high-risk" patient.

The people the doctors are targeting for possible prescription of statins are those whose LDL, or "bad" cholesterol, is somewhat high, or their HDL, or "good" cholesterol is a little low. It is possible that these people have diabetes, which commonly leads to cardiovascular disease, but do not yet show symptoms of the latter. A study report in the British Medical Journal concluded that statins could reduce by 30 % the risk of dying from a heart attack, even among people with normal cholesterol levels and no signs

of cardiovascular disease.

Leading pharmaceutical companies have gone so far as to petition the US Food and Drug Administration (FDA) to classify low-dose statins as “over the counter” drugs, that is, to allow consumers to buy them without having to first obtain a physician’s prescription.

Statins work by partly blocking an enzyme, known as HMG, found in the liver that turns some of the food that you eat into cholesterol. The body, in fact, needs some cholesterol to produce hormones and Vitamin D. Excess cholesterol builds up in the arteries, reducing the blood flow and increasing the danger of heart disease. By slowing down the function of the HMG enzyme, statins reduce the amount of cholesterol entering the blood stream, and force the body to draw on the cholesterol already in the arteries to make up the shortfall in its needs. Thus, there is a regular clearing out of cholesterol from the arteries. Doctors emphasize that statins work best when a person adopts a low-fat diet.

There are, however, certain drawbacks to statins. Apart from the fact that they are expensive, about \$3 per pill, and you would presumably have to take them for the rest of your life, they can cause liver damage or a breakdown of muscle tissue. Anyone taking statins needs to undergo periodic blood tests to check for signs of liver trouble. Most people on the pills report no complaints; those who do commonly list fatigue as the major side-effect.

Companies manufacturing dietary supplements became interested in statins when it was discovered that Chinese red yeast fermented on rice contains small amount of the same active ingredient found in statins. They then made a dietary supplement containing this ingredient and publicized it as a wonder drug for preventing heart attacks. The FDA banned its sale over the counter, and the two sides are still locked in a lengthy court case.

In the meantime, another intriguing possibility has convinced doctors that making statins more freely available may be a good thing. Research has shown that taking an aspirin a day can reduce a heart patient’s risk of suffering a heart attack. Would combining aspirin with a statin have a powerful effect in preventing heart disease? Similarly, many cardiologists are impressed by the ability of a group of drugs called ACE inhibitors to normalize high blood pressure and reduce the strain on the heart. Do they work better alone, or would a combination of ACE inhibitors and statins enhance their efficacy?

QUESTIONS 1–7

The sentences below outline how statins work, as described in Reading Passage 2. Complete the sentences. Choose your answers from the box at the bottom of the page.

How Statins Work

Example

An enzyme in the liver turns some of the food you eat into cholesterol

Answer

The body uses cholesterol to produce 1 and 2.

Excess cholesterol builds up in the 3, posing a risk of 4 disease.

Statins slow the action of 5.

The body 6 cholesterol from the blood to make up for the 7.

List of Words

FDA hormones high-risk cardiovascular LDL diet dying Vitamin D arteries fatigue heart HMG pills draw on doctors physicians shortfall HDL

QUESTIONS 8–11

Choose one phrase (A–H) from the list of phrases to complete each key point below. Write the appropriate letters (A–H) in boxes 8–11 on your answer sheet. The information in the completed sentences should be an accurate summary of points made by the writer.

NB there are more phrases A–H than sentences, so you will not use them all. You may use any phrase more than once.

8. Doctors are unsure whether statins can benefit ...
9. Big pharmaceuticals companies want the US government to ...
10. Chinese red yeast fermented on rice contains ...
11. It is important for people using statins to ...

List of Phrases

- A. a variety of brand names
- B. people with low levels of cholesterol
- C. breakdown of muscle tissue
- D. reduce the amount of cholesterol entering the blood stream
- E. a statin ingredient
- F. allow statins to be sold over the counter
- G. normalize high blood pressure
- H. receive regular blood tests to check for signs of liver trouble.

QUESTIONS 12–15

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

YES

if the statement agrees with the writer

NO

if the statement contradicts the writer

NOT GIVEN

if there is no information about this in the passage

- 12. Statins have no side effects.
- 13. A low-fat diet optimizes the function of statins.
- 14. Statins work better in combination with other drugs.
- 15. Statins are available in the US without a doctor's prescription.

Unit 21

Exercise 1

Media Representation of Women

A. Since the 1960s the women's movement has been engaged in a systematic and constant critique of media institutions and their output. In a world in which the media increasingly provide the "common ground" of information, symbols and ideas for most social groups, women's representation in the media helps to keep them in a place of relative powerlessness. This media-induced invisibility is achieved not simply through the non-representation of women's points of view or perspectives on the world. When women are "visible" in media content, the manner of their representation reflects the biases and assumptions of those who define the public—and therefore the media agenda. More than twenty-five years after the international community began formally to recognize the scale of gender inequality in every aspect of life, and despite the adoption of many measures to redress gender imbalances, the power to define public and media agendas is still mainly a male privilege.

B. At a global level, the United Nations International Decade for Women (1975-1985) was an early catalyst for both activism and research. Since the late 1970s this work has revolved round two central axes: a critique of the ways in which media content projects women as passive objects rather than as active subjects, and an analysis of the institutional and social structures of power through which women are systematically marginalized within media organizations. The link between media content and the individuals who produce it is of course greatly attenuated by countless factors including institutional policies, professional values and advertisers' demands. So although in most countries more women are entering the media professions than ever before, it would be unreasonable to imagine that this will result in a radical transformation of media content.

C. It is difficult to assess accurately the extent to which these factors are universal and the extent to which they might be changing. Studies spanning more than one country are rare. In 1995 the first extensive cross-national quantitative study of women's portrayal in the media ever carried out—spanning newspapers, radio and television, and covering seventy-one countries—found that only 17 percent of the world's news subjects (i.e. news-makers or interviewees in news stories) were women. The proportion of female news subjects was lowest in Asia (14 percent) and highest in North America (27

percent). Women were least likely to be news subjects in the fields of politics and government (7 percent of all news subjects in this field) and economy/business (9 percent). They were most likely to make the news in terms of health and social issues (33 percent) and were relatively well represented in arts and entertainment news (31 percent).

D. Global Media Monitoring Project, as it became known, also looked at the extent to which the news stories covered ten broad issues which have been traditionally of "particular concern to women" (for example, violence against women, women's work or health). Overall, just 11 percent of stories dealt with such issues, and only 6 percent in Latin America.

E. Another review of research since 1990 covering all media in nineteen European countries concluded that the overall picture of gender portrayal is no longer monolithic stereotyping of the kind described in content studies of the 1970s and 1980s (European Commission 1999). In Latin America, too, some positive changes can be detected.

F. Media representations in general, and of women in particular, are deeply embedded in political and economic contexts. For instance, in Asia the media in many countries have recently seen a spectacular transformation with the arrival of new commercial cable and satellite channels, and the privatization of old state-run media has led to new market-oriented content. Current studies from this region highlight the tensions and conflicts that such changes introduce into representations of women. The findings are in line with much of the European data, indicating a greater diversity in women's roles and a move away from the subordinate housewife-mother image. Studies from India and Singapore point to the often contradictory ways in which the media and advertising are accommodating to women's multiple identities in contemporary society. Images of the "new woman" as an independent consumer whose femininity remains intact, or as a hard-headed individualist whose feminine side must be sacrificed, illustrate new stereotypes of women whose "femaleness" is always the core issue.

G. Studies by the Media Monitoring Project in South Africa have shown that while coverage of women's issues increases dramatically in the run-up to National Women's Day (9 August), most of it failed to represent women as active participants in society.

H. These findings, and those of countless other studies, illustrate clearly that despite the small shifts noted in retrospective analyses, by and large media content still reflects a masculine vision of the world and of what is important. What it actually requires is a wide-scale social and political transformation, in which women's rights—and women's right to communicate—are truly understood, respected and implemented both in society at large and by the media.

I. This is the starting point for media monitoring and advocacy. Whether or not a critical mass of women working in the media can make an imprint on media content is a secondary question to the need for wider and deeper social change.

—Adapted from: WIN News, Autumn, 2001

QUESTIONS 1–6

Please choose the most suitable headings for paragraphs listed below.

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

List of Headings

- i. The Impact of Politics and National Economy on Media Content
- ii. (the) First Multi-national Media Projection (survey) of Women
- iii. Increased Media Coverage of Women ≠ the Attainment of Presenting Women as Active Subjects
- iv. Increased Media Coverage of Women—Successfully Presenting Women as Active Subjects
- v. The Improvement of Media Representation of Women in the 1990s
- vi. Extensive Social and Political Change—Ultimate Resort
- vii. Ten Issues Covered by the Global Media Monitoring Project
- viii. Ten Years of Ineffective Conversion of Media Content Regarding Women
- ix. Female Powerlessness vs. Male Privilege in Daily Social Life

1. Paragraph B:
2. Paragraph C:
3. Paragraph D:
4. Paragraph E:
5. Paragraph F:

Exercise 2**Volunteer Vacationers**

A) A growing number of Americans are using their holiday time not to laze on the beach or to frequent casinos but to restore old railways, snorkel for science and band rare birds. They are a group of individuals known as “volunteer vacationers,” and many of them are professional people. “We’ve seen a huge increase in interest from professionals as well as others who want short-term meaningful vacations,” said Christine Victorino of the International Volunteer Programs Association. Her group was formed to

organize the non-profit bodies which arrange working vacations.

B) And these organizations want money as well as time; volunteers' contributions typically top US \$1,500 for one week, and the air fare is extra. Altruism doesn't come cheap, but these vacations are partially tax-deductible, provided the volunteers put in at least five eight-hour days.

C) "If someone had told me a few years ago that I'd pay to pick weeds on a tropical island, I would have told them they were crazy," said Leonard Stone, a retired dentist from Chicago. Yet Stone and his wife each paid to go on a week-long Oceanic Society expedition to Midway Island in the Pacific Ocean. They worked on a tiny island helping ornithologists look after albatross nesting areas and counting chicks. Like most sites where volunteers work, the conditions were Spartan; the volunteers lived in an army barracks dating from World War II. But Stone, who is an enthusiastic bird watcher, found it a worthwhile experience. He thoroughly enjoyed his daily access to the rare birds and the lectures and films about wildlife arranged by the Society.

D) Some volunteers are motivated by a desire to lend a helping hand to the developing world. In the 16 years it's been in business, Global Volunteers has sent thousands of people all over the world on projects ranging from constructing a children's home in India to looking after orphans in Romania. Like other such organizations, Global Volunteers has trimmed the longer trips to accommodate professionals' busy schedules, and added less-strenuous options for retirees, who now make up one-third of its clients. Steve Rosenthal of Cross-cultural Solutions places vacationers on 21-day projects. Volunteers help women in India start small businesses or teach English to children in Ghana.

E) Rosenthal said that the number of students, professionals and retirees signing up for his trips has consistently doubled over the past five years. Many people agree that this seems to indicate a rising tide of disillusionment among Americans with their materialistic way of life. Once he explains that most of program fee funds community-based organizations in the host countries, the volunteers are quite happy to pay for a working holiday. "I'd rather be paying my vacation money to a non-profit company which is helping poor people than to a hotel corporation," said Ron Cooke, who is a veteran volunteer vacationer. He and his wife have counted birds in Costa Rica and trapped ocelots in Mexico. Cooke's last trip was an eight-day vacation helping the environmental group Earthwatch in the Caribbean. "We spent part of each day snorkeling and counting shellfish". They also interviewed fishermen and made a survey of seashells, while camping on a Dominican Republic beach.

F) Not all the vacationers consider the vacations work; some of the programs are designed for hobbyists, or for people who want to learn a new skill. For example, each summer railway enthusiasts join in the ongoing restoration of a historic narrow-gauge railway in the southwest US. A special group of volunteer vacationers work on organic farms. In return, they learn about organic farming and get to eat a lot of healthy food.

Workbook**QUESTIONS 1–5**

Reading Passage has six paragraphs (A–F). Choose the most suitable heading for each paragraph from the list of headings below.

Paragraph D has been done for you as an example.

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

List of Headings

- I. The Psychology of Volunteer Vacationers
- II. Paying to Work
- III. Benefits for Volunteers
- IV. Helping Poor Countries
- V. Environmental Tourism
- VI. Vacations to Learn
- VII. The Cost of Volunteering
- VIII. The Attraction of Non-profit Bodies
- IX. Holidays with a Difference

Example

Many professional people are attracted to volunteer vacations. **YES**

Answer

1. Paragraph A
2. Paragraph B
3. Paragraph C
4. Paragraph E
5. Paragraph F

QUESTIONS 6–10

Do the following statements agree with the views of the writer in passage?

YES

if the statement agrees with the writer

NO

if the statement contradicts the writer

NOT GIVEN

if there is no information about this in the passage

Example
Paragraph D

Answer
IV

6. All volunteers enjoy their vacations.
7. There is a trend to keep volunteer vacations short.
8. People do not save money by volunteering.
9. The only attraction of volunteering is the chance to help others.
10. Non-profit associations are undermining regular tourism companies.

QUESTIONS 11–14

Choose one phrase (A–H) from the list of phrases to complete each key point below. Write the appropriate letters (A–H) in boxes 38 – 41 on your answer sheet. The information in the completed sentences should be an accurate summary of points made by the writer.

NB *There are more phrases A – H than sentences so you will not use them all.
You may use any phrase more than once.*

11. Spending one's vacation helping others ...
12. Volunteers do not expect ...
13. Volunteers are looking for ...
14. Volunteer vacations are a sign of ...

List of Phrases

- A. doesn't come cheap
- B. to eat a lot of healthy food
- C. growing awareness of the importance of the environment
- D. to learn new skills
- E. growing disillusion with America's material culture
- F. to restore old railways
- H. short but meaningful vacations

Workbook**Exercise 3****Ancient Money**

Money as a medium of exchange in barter and trade has from necessity, always existed in one form or another. In the remotest periods, it took the form of animals, oxen, sheep, lambs, shells, etc. Thus people used cattle in Germany, leather in Rome, sugar in the West Indies, shells in Siam, lead in Burma, platinum in Russia, tin in Great Britain, iron and nails in Scotland, brass in China, and finally copper, silver and gold the world over.

Gold and silver originally in lumps, nuggets and bars, were weighed out in the making of payments for commercial transactions. However, since there was no certainty of the purity of the metal, no standardization in size, the lumps being too large, necessity arose for smaller amounts and divisions, which were gradually made, vouched for, and a die stamp invented which was punched by hand on one side of the smaller lumps of gold and silver, thereby attesting to its purity and value. And so originated the first acts of coinage, which is generally attributed far back in ancient history to Lydia, a country in Asia Minor, celebrated for its mineral wealth and gold, where probably the first gold was thus stamped with the symbol of a lion pressed on one side of the coin. Silver was first coined in these crude lumps on the island of Aegean, where the ancient Greeks stamped a turtle on their first silver coins over 700 years before the Christian era.

The actual coinage of money now being an accomplished and accepted fact, it was furthered along by the Greek nations, who, after stamping thereon turtles, owls, images and other objects of their divinity, finally with Alexander the Great, began to impress upon their coins crude portraits or heads of living persons and rulers. This method was kept up and improved upon by the Romans, who became proficient in the art. Consequently, today there is an immense number of Roman coins and silver Denarii's that have been preserved for centuries.

After the decline and fall of the Roman empire, the coinage of money from an artistic standpoint began to deteriorate, and from the Byzantine period, money became crude in form and expression, unequal in shape or value, lacking design and execution. The early English Kings coined pennies, but they were crude and non-standardized. William the Conqueror, in 1066, issued fair specimens of pennies, and Edward I, in 1280, issued a new coinage of pennies, half pence and farthings, but it remained for Queen Elizabeth of England to take a step forward when she introduced the first experiment of milling money, instead of hammering, and also the establishment in 1600

of a Colonial silver currency for use of the East Indian Company. After this period, coins began to get more of an even roundness and shape, and all the large pieces, such as silver dollars or crowns, show again a gradual improvement and symmetry in artistic workmanship.

The Chinese assert a coinage for forty centuries, and seem to have an organization all of their own, yet created through the same necessity of having some metal of a certain value to use as a medium of exchange in trade. This metal, mostly bronze, finally developed into the familiar round brass coin, with a square hole in the center, which has been in use for centuries. The peculiar hieroglyphics on these coins were generally the emperor's name, authority, and the value, which no doubt enables a Chinese scholar to trace back their rulers by this method as one can on the Roman and other coins. They also made use of porcelain and small seashells. Japan and Korea issued coins of copper and alloy. The holes in these Chinese coins and in almost all coins of Asiatic countries, came from the need of stringing them like beads for safe-keeping, as the Chinese and Hindu had no pockets in the clothes they wore at that time.

The first money used in America was furnished chiefly by Great Britain and Spain, but the limited amount, scarcity, and need of it, tempted the colony of Massachusetts to create a small mint in this country, which they did in 1652, where they struck some silver pieces which are known as Oak or Pine Tree money, and are quite rare, being the first coins of American origin.

During and after the American war for independence, various coins were struck by private individuals and by orders of Congress. The state coinage of copper cents began with New Hampshire, 1776; Vermont and Connecticut, 1785; New Jersey, 1786; New York, 1787; followed by others until April 2nd, 1792, when President Washington signed a law to establish a United States mint, which went into effect at once. On September 1st the first six pounds of copper were bought for coinage. On September 21st, three coinage presses arrived from Europe and early in October, 1792, the first half dimes and a few copper cents patterns were struck by the new United States mint. In 1793 the regular issue of copper cents began, which first appeared in a number of different styles, such as wreath, link, liberty cap, etc. In 1794 the first dollar, half dollar and half dime were struck; in 1796 the first quarter and dime, and in 1873 the first trade dollar. Gold coins were also issued by private parties as early as 1834.

The study of ancient coins is one of the most interesting historic as well as artistic subjects. Some coins are today the only record extant of important events in the world's history and the existence of cities and nations long since gone forever.

—Adapted from: crystal world. co. uk/amazinginfo

QUESTIONS 1–8

Complete the summary below. Choose no more than three words from the passage for each age-war:

In the beginning of money usage, people _____ 1 _____ crude lumps of gold and silver to make payments in trade transactions. Later, _____ 2 _____ amounts and portions were made and a die stamp was used to _____ 3 _____ the purity and value. That is how coinage originated. It is generally believed that gold was first coined in _____ 4 _____, and silver on the islands of the Aegean. The techniques of coinage were promoted by _____ 5 _____, and then the Romans. But as the Roman Empire fell, coins lost their _____ 6 _____ value and became crude again. Until Queen Elizabeth of England introduced the first experimentally milled money, the _____ 7 _____ and _____ 8 _____ of coinage work revived.

Unit 22

Exercise 1

Barristers and Solicitors

Law firms from many different jurisdictions have long come to appreciate the expert and cost effective service offered by the Bar of England and Wales. In many jurisdictions there is one generic category of “lawyer”, although some may specialise in advocacy and specialist legal advice whereas others do deals and rarely go to Court. In England, the legal profession is divided into solicitors and barristers.

There are nearly 11,000 employed barristers in England and Wales. The role of barristers is to appear in court and give specialist advice. By far the greatest part of higher-level advocacy in English courts and arbitration tribunals is undertaken by barristers. Leading advocates are designated “Queen’s Counsel” or QC, a quality mark which allows one to identify those who are the most experienced in their particular field. There are about 1300 QCs. Cases are typically referred to barristers by solicitors, much in the way that a general practitioner in the medical field might refer someone to a consultant. However, foreign lawyers can also use the bar directly, as explained below. Barristers usually work in co-operatives with other barristers called “Barristers Chambers”. Recruitment to specialist barristers’ chambers is highly competitive, and the largest chambers take on as trainees only three or four law school graduates out of many hundreds of applicants. They often accept as “tenants” at the chambers only one or two of those. The hallmark of a successful trainee and a successful barrister is academic excellence and flair as an advocate.

Barristers specialise in legal argument and cross-examination, both in Court and in arbitration in England/Wales and abroad; advise on the strengths and weaknesses of cases and on the evidence required to support them; and give opinions on points of law even in a non-contentious context. Senior barristers are also frequently appointed as arbitrators, mediators and adjudicators, and appear as expert witnesses abroad. In several important foreign jurisdictions barristers can obtain temporary admission to argue cases in court. These include Australia, Malaysia, Singapore, Hong Kong, Brunei, Bermuda, the Cayman Islands and parts of the Caribbean. All barristers have rights of audience in the European Court of Justice and the European Court of Human Rights. Specialist chambers are networked to legal research tools and are web-linked, so that points can be raised and answered by email, and a barrister can readily be incorporated into a team.

Barristers can be approached directly by foreign lawyers including in-house counsel. The advantages are multifarious: The nature of barristers' work means that they develop current knowledge and courtroom instinct in their fields, so that their advice is particularly reliable. The bar remains primarily a referral profession, so that there is no danger of barristers or their chambers taking away clients from solicitors. On the contrary, the bar can work closely with foreign lawyers to improve efficiency and deliver an enhanced service. Often the overseas firm can do much of the preparation for litigation and collect the evidence identified as necessary by the barrister. If a solicitor's firm is needed to handle correspondence, filings and provide trial infrastructure, a barrister can usefully advise which firm to engage, which helps to keep costs under control. The firms of solicitors who do most litigation in the United Kingdom use the bar, rather than in-house advocates, for heavy cases. Accordingly, a specialist barrister in a particular field will know which solicitors are best for the job. Barristers often charge lower fees than solicitors for equivalent time. The reason is that barristers need to sustain a smaller office. They work for themselves with no need to keep associates employed, and, as specialists in their field, they often need to do less research to get the right answer. The self-employed status of barristers also contributes to real objectivity and independence.

A solicitor's role is to give specialist legal advice and help on all matters of the law to their clients, who may be members of the public, businesses or voluntary bodies etc. This can include representing them in court, but often in complex cases this role is given to a barrister and the role of the solicitor becomes one of research and advice to the client on their case.

There are over 60,000 solicitors practising in England and Wales and their work varies enormously. Most solicitors are employed by a private practice, which is a firm of solicitors run by the "partners" of the firm who regulate the flow of work to the solicitors. The size of the firm can vary from a huge international firm with many offices and hundreds of partners to a small practice with one or two partners. It is also possible for solicitors to work for Central and Local Government, the Crown Prosecution Service or the Magistrate's Courts Service, as well as "in-house" with a commercial or industrial organisation.

Firms can also vary in the type of work they offer to their clients. Private practice firms are usually general practice where work will involve matters such as conveyancing (the buying and selling of houses and land), personal injury claims, representing clients in court in divorce cases or making wills, as well as offering services to businesses such as advice on contracts and partnerships. Firms can also become specialists in a particular niche field such as shipping or aviation and tailor all their services to businesses in that industry. Alternatively they can concentrate on legal-aid clients, where they will advise their clients who are unable to afford solicitor's fees but are assisted by the state with legal fees.

A career as a solicitor offers the chance to combine intellectual challenges and

diverse interesting work with the opportunity to work closely with and for many different types of people. However, training is very competitive, and anyone intending to become a solicitor should be aware of the commitment which is required. Currently there are many more students with the Legal-Practice-Course qualification than there are training contracts and the big firms can take their pick from the very best candidates.

—Adapted from: barcouncil.org.uk, swarb.co.uk, & legaltrainee.co.uk

QUESTIONS 1–7

Categorize the following specialties as applying to

A: barrister

B: solicitor

1. appearing in court on behalf of a client, especially in rather complicated cases
2. assuming a majority of higher-level legal counseling in English courts
3. a general practitioner in the legal community
4. working for either a private practice or the central or local government, among many others
5. The most experienced could become QC.
6. wider rights of audience in courts
7. charging more money for the same amount of time

Exercise 2

Uniformity of Maritime Law

I. According to Constitution: “The Comité Maritime International (CMI) is a non-governmental international organization, the object of which is to contribute by all appropriate means and activities to the unification of maritime law in all its aspects. To this end it shall promote the establishment of national associations of maritime law and shall co-operate with other international organizations.” The CMI has been doing just that since 1897.

II. In an address to the University of Turin in 1860, the Jurist Mancini said: “The

sea with its winds, its storms and its dangers never changes and this demands a necessary uniformity of juridical regime." In other words, those involved in the world of maritime trade need to know that wherever they trade the applicable law will, by and large, be the same. Traditionally, uniformity is achieved by means of international conventions or other forms of agreement negotiated between governments and enforced domestically by those same governments.

III. It is tempting to measure the success of a convention on a strictly numerical basis. If that is the proper criterion of success, one could say that one of the most successful conventions ever produced was the very first CMI convention—the Collision Convention of 1910. The terms of this convention were agreed on September 23, 1910 and the convention entered into force less than three years later, on March 1, 1913.

IV. Almost as successful, in numerical terms, is a convention of similar vintage, namely the Salvage Convention of 1910. Less than three years elapsed between agreement of the text at the Brussels Diplomatic Conference and its entry into force on March 1, 1913. We are, quite properly, starting to see a number of denunciations of this convention, as countries adopt the new Salvage Convention of 1989. It is worth recording that the Salvage Convention of 1989, designed to replace the 1910 Convention, did not enter into force until July 1996, more than seven years after agreement. The latest information available is that forty States have now ratified or acceded to the 1989 convention.

V. The text of the first Limitation Convention was agreed at the Brussels Diplomatic Conference in August 1924, but did not enter into force until 1931—seven years after the text had been agreed. This convention was not widely supported, and eventually attracted only fifteen ratifications or accessions. The CMI had a second go at limitation with its 1957 Convention, the text of which was agreed in October of that year. It entered into force in May, 1968 and has been ratified or acceded to by fifty-one states, though of course a number have subsequently denounced this convention in order to embrace the third CMI Limitation Convention, that of 1976. At the latest count the '76 Convention has been ratified or acceded to by thirty-seven states. The fourth instrument on limitation, namely the 1996 Protocol, has not yet come into force, despite the passage of six years since the Diplomatic Conference at which the text was agreed.

VI. By almost any standard of measurement, the most successful maritime law convention of all time has been the Civil Liability Convention of 1969. The text of that convention (to which the CMI contributed both in background research and drafting) was agreed at a Diplomatic Conference in 1969 and it entered into force six years later, in June 1975. The convention has, at various stages, been acceded to or ratified by 103 states (with two additional "provisional" ratifications). If we add to this the various states and dependencies that come in under the UK umbrella, we realize that we are looking at a hugely successful convention.

VII. Conventions and other unifying instruments are born in adversity. An area

of law may come under review because one or two states have been confronted by a maritime legal problem that has affected them directly. Those sponsoring states may well spend some time reviewing the problem and producing the first draft of an instrument. Eventually, this draft may be offered to the International Maritime Organisation's (IMO) Legal Committee for inclusion in its work program. Over ensuing years (the Legal Committee meeting every six months or so), issues presented by draft will be debated, new issues will be raised, and the instrument will be endlessly re-drafted. At some stage, the view will be taken that the instrument is sufficiently mature to warrant a Diplomatic Conference at which the text will be finalized. If the instrument is approved at the Diplomatic Conference, it will sit for twelve months awaiting signature, and then be open to ratification and accession. The instrument will contain an entry into force requirement, which will need to be satisfied. This requirement may involve accession by fifteen or more states. Once the instrument has entered into force, it will not be a truly harmonizing instrument until ratified or acceded to and implemented by a respectable number of states. Implementation may well require parliamentary time and attention for primary legislation. This delay has two major consequences. Firstly, states with a real problem may get fed up with waiting and decide instead on national legislation to deal with the problem. Secondly, if the instrument contains limits of financial liability, these limits may be outdated before the instrument ever comes into force. No state will implement a convention that requires it to apply limitation figures that do not meet current domestic needs.

VIII. Drafting a wreck removal convention is currently part of the work program of the IMO Legal Committee. The project was initially sponsored by the governments of the UK, the Netherlands, and Germany. When the matter was first presented at the seventy third session of the IMO Legal Committee in April 1996, the submission consisted of an introductory memorandum and a draft convention. Whilst it may have drawn some inspiration from the laws of the three sponsoring states relevant to the subject of wreck removal, it was not preceded by a careful review of the wreck removal laws of a large number of states.

—Adapted from: the publications of Comité Maritime International

QUESTION 1

1. The best title for the article in question is
 - A. Unification of Maritime Law.
 - B. Unilateral Maritime Law.
 - C. Obstacles to Unification of Maritime Law.
 - D. Barriers to Unilateral Maritime Law.

QUESTION 2–8

Please choose the most suitable headings for paragraphs listed below.

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

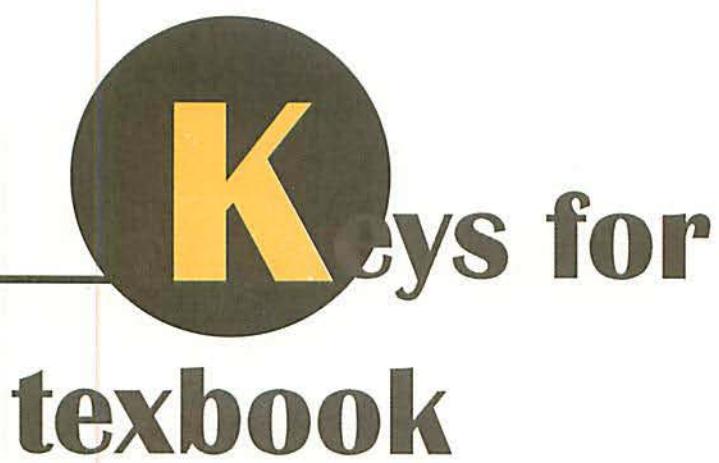
List of Headings

- i. First Convention of Comité Maritime International
- ii. Ineffective Drafting
- iii. The Convention Having Been Revised Three Times
- iv. Why is Unification of Maritime Law Necessary?
- v. The Convention with the Most Signature States
- vi. What Does CMI do?
- vii. Incompatible Time Scale
- viii. The Salvage Convention
- ix. Uniformity of Maritime Law
- x. Carriage of Goods Convention

- 2. Paragraph I:
- 3. Paragraph II:
- 4. Paragraph III:
- 5. Paragraph V:
- 6. Paragraph VI:
- 7. Paragraph VII:
- 8. Paragraph VIII:









Lesson 1

1.3

Student Union Building, Pentagon Canteen, Boothby's Wellington Library, Melrose Sports Center

1.4

Sparkhill University, Application, Admission, 25 pounds, Admissions Officer, 1st August, 1st October, Applications, Admissions Officer, Mrs. Jean Edwards, 20 years, Assistant Admissions Officer, Mr. Richard Cox, Monday, Friday, 9-12, 1-5, Keeling Building, (0363) 63 85 93 67, Computerised Admissions System, French Literature, Foreign Language Faculty, 10 days

Lesson 2

2.1 Activity

1. as a result 2. then, in addition to 3. Since 4. However 5. Nonetheless

2.2 Activity

Although, since, in addition, however, since, alternatively, although, in addition to, however, as, however

2.3 Activity

In addition to, whilst, however, Nonetheless, so, Moreover, whereas, and, Even though, despite, As, so

Lesson 3

3.1

| Verb phrases | Nominal phrases | Prepositional phrases |
|----------------|-----------------|-----------------------|
| walked through | carrying drugs | into the garden |
| clean up | His bag | after the party |
| suspected of | exchange rates | on Saturday |
| went through | go off | be dependent on |

3.2

Verb phrases: opening up, apply for, prefer to, drop into, stop by, make sure, sign up, drop by
 Nominal phrases: overseas student, local branch, the first time, your passport, educational estab-

lishment, cash machines, automated bill payments, monthly statements, Internet banking, debit card, cheque book

Prepositional phrases: in Britain, chat with, within five working days

Lesson 4

4.2

| Verb phrases | Nominal phrases | Prepositional phrases |
|---------------|-----------------|--------------------------|
| going out | cooked meals | of eating out |
| drew out of | dramatic change | at fast-food restaurants |
| keep them out | | in the workforce |
| dine out | | in number |
| open up | | in stores |
| invested in | | on the streets |

Lesson 9

9.1

Company, talk, power, middle, sort, view

9.2

1. Cheap, produced, strong, beautiful
2. main, selecting, location, sizable
3. reduce, expenses, employees, redundant
4. should, match, as, practicing, intensively, throughout

9.3

b), c), a)

9.4

occasionally hobbies like recollect wisdom
 anticipations seemed narrowing method posture
 effect dialogue strange commonplace include
 Information specialists downswing university alteration

Lesson 10

10.1

agreement, prior to, remarks, given, frustrating, since, follow, movie, hunted, worthy, person, fortune, believe, succeed, surely, attempt

10.2

d), e), a)

10.3

Assembled by, presiding over, asked for, the growing number of, in large part, in addition to

Lesson 11

11.2

1. The cartoon depicted a young girl worrying excessively about her weight and feeling guilty about eating a hamburger.
2. In the light of a report submitted by the American Medical Association, eating disorders rank third in the illness among teenage girls in the U. S.
3. Then what can parents do to help their children develop a healthy attitude towards the bodies they have?
4. “Encourage them to get involved in things that make them happy,” she says. “They should be aware that exercise is more about movement that can make you happy than the thought that ‘I should lose weight’”
5. As Weinstein wrote in response to the sad cries she got from her teenage readers, “Just think about the thing we can do if we just do what we loved!”

Lesson 13

The Supervisor also gives us a heads up on what compounds are coming in during the next few weeks. Therefore, this gives us an idea of the workload in the group.

Sometimes, I feel limited by having only a BS degree since so many people have PhDs. They have more in their heads to work with. That has created a great desire to earn an advanced degree, in order to be able to make a bigger contribution.

I also classify samples from the previous afternoon to integrate the data collected the previous day, and classify new samples that have come in that day.

The Company runs presentations during lunch, where we learn what else is going on both within the company and with the big pharmaceutical companies who supply us with compounds.

Lesson 14

While most people think of the prototypical geek when describing computer programmers, the field is becoming more diverse as more people enter the field, attracted by high salaries.

You have to be able to pay attention to details. A misplaced comma will stop the application from functioning.

Contrary to the geek stereotype, communication skills both written and verbal are very important.

Nevertheless, many employees prefer to work at lower-paying dot-coms and software development houses because they prefer more relaxed, egalitarian company cultures.

Lesson 15

I might feel like a duck out of water.

MBAs tend to want the power seat. If you are an MBA in the entertainment industry, the creative types of people are driving the bus.

Hollywood is not a bastion of intellectual environment, like a research laboratory.

Lesson 16

As advisors, lawyers counsel their clients concerning their legal rights and obligations, and suggest particular courses of action in business and personal matters.

A lawyer must also be familiar with courtroom rules and strategies.

After graduation, lawyers need to stay informed about legal and non-legal developments affecting their practices.

Lesson 17

Kindergarten, elementary, and secondary school teaching requires a variety of skills and aptitudes, including a talent for working with children and the ability to create an effective classroom learning environment. Teachers must also possess excellent organizational, administrative, problem-solving, conflict-resolving, and record-keeping abilities.

Lesson 18

Some people will disagree, but I think that if you decide to come to China to work as an English teacher, the question of salary is important.

However, if you can live without Pizza Hut, then you can live for a lot less.
 Many people have found that they pick up Chinese quicker if they are in the countryside for their first year or two.

Lesson 19

19.1

Unfortunately, firstly, once, secondly, such as, but

19.2

First of all, since, such as, Afterwards, that, While, However, and so

Lesson 20

As, before, and once, as far as

20.2

1. (1) In addition to (2) The first (3) The second
2. Halloween's origins date back to the ancient Celtic festival of Samhain (pronounced sow-in).

Lesson 21

21.1

this was drastically changed when, instead of the cash, they found gold bullion worth £26 million. but the robbers had hoped to find money, not ten tonnes of gold bullion, ready to be transported to the Far East.

that didn't deter the robbers.

the robbers poured petrol over them and threatened them with lighted matches until they gave in.

What should have been a five minute "smash 'n' grab" robbery, turned out to be a lengthy operation that made several members of the gang leave the airport to get some different transport because the booty was so big and heavy that their getaway vehicle couldn't handle the situation.

The Brinks Mat robbery was a bold and very skilful operation, so shortly afterwards the police were able to trace the core figures of the gang from the usual suspects.

This kind of operation requires a large degree of care—and an element of subtlety—both of which Robinson and McAvoy lacked.

Before the robbery, they were both living in modest council houses in South London, but only a few weeks after the heist they were living in a very large house in Kent, paid for in cash.

Some bigger fish from the London end of the criminal pond had to be called in.

The Brinks Mat gang called upon the services of a criminal figure known only as the Fox.

They involved the services of a jeweller named Solly Nahome, who was willing to sell on the smelted down goods.

21.2

It offers many advantages to your classmates.

Keep this event simple. Don't put a lot of stress on yourselves.

Saturday evening is typically reserved for the big event.

You can add some formality to the evening.

Lesson 24

24.1

“Doers” are outgoing, straight talking types. They are also enthusiastic and excitable, because “doers” are people who live in the world of action. They are blunt, straight forward risk-takers. As a result, they are willing to plunge right into things and get their hands dirty. They live in the practical world, so they place little importance on theory. Consequently, they look at the facts of a situation, then quickly decide what should be done before taking action, and finally moving on to the next thing. “Doers” have an uncanny ability to perceive people’s attitudes and motivations. Therefore, they see things which go completely unnoticed by most other personality types, such as facial expressions and stance. The result is that they are typically a couple of steps ahead of the person they’re interacting with.

“Scientists” live in the world of ideas and planning. As a consequence, they value intelligence, knowledge, and competence. Usually, they have high standards in these regards, which they continuously strive to fulfil. To a somewhat lesser extent, they have similar expectations of others. With an introverted and intuitive personality, “scientists” focus their energy on observing the world, thereby generating ideas and possibilities. Their mind constantly gathers information and makes associations about it. As a result, they are tremendously insightful and usually are very quick to understand new ideas. However, their primary interest is not understanding a concept, but rather applying that concept in a useful way. Unlike some other personality types, they do not follow an idea as far as they possibly could, because they seek only to understand it fully.

“Idealists”, are focused on making the world a better place for people. Consequently, their primary goal is to find meaning in life. They also want to discover how they can best serve humanity in their lives. They are also perfectionists, who drive themselves hard in their quest to achieve the goals they have set themselves. “Idealists” are highly intuitive about people. They rely heavily on their intuitions to guide them, and use their discoveries to constantly search for value in life. They are on a mission to find the truth. Every meeting and every piece of knowledge they gain is evaluated to see if it has any potential to help them. The goal at the end of the path is always the same: to help people and so make the world a better place. Because they are generally thoughtful and considerate, “idealists” are good listeners.

24.2

1. Political disputes in her party forced her to resign in 1990.
2. He was arrested. He was found in a car with a Hollywood prostitute named Divine Brown.
3. He is renowned for his speed and killer instinct around the goal.
4. Her marriage to Charles was troubled almost from the start.

Lesson 25

WARM UP

| DOWN | ACROSS |
|--|--|
| 1. Please don't touch that. It is dangerous. | 2. Got home at 6:00 yesterday. |
| 3. An octopus has eight legs. | 7. I cannot go swimming with you tomorrow. |
| 4. She walked into the bank. | 8. Don't count your money now. |
| 5. A mechanical man is sometimes called a robot. | 9. My father is not a woman. |
| 6. If you have a question, ask your teacher. | 11. He went out of the house. |
| 10. The opposite of long is short. | 14. Don't point your finger at people. |
| 12. You shouldn't throw rocks at people. | 16. My mother is a housewife. |
| 13. Let's listen to some music. | 17. What is your favorite song? |
| 15. My brother will go, too. | |

25.1

Questions 1 - 5

| Name | Place of Birth | Age |
|----------------|----------------|--------------|
| Zahara | Ethiopia | |
| Maddox | Cambodia | 4 years old |
| Angelina Jolie | USA | 30 years old |

Question 6

Brag squeeze chubby

Lesson 26

26.1

1. complete a family
2. make parents happy

3. maintain conjugal relations
4. reproduce

26.2

1. reasons
2. lack of communication
3. views
4. attitudes
5. mutual understanding

Lesson 27

| Method | Focus | Materials | Mother Tongue |
|---------------------------------|---|------------------------------------|---------------|
| Direct | pronunciation | tapes | no |
| Grammar-Translation | grammar and vocabulary | grammar books and vocabulary lists | yes |
| Total Physical Response | listening | tapes | no |
| Audio-Lingual | dialogues | tapes and books | no |
| Communicative Language Teaching | dialogues | tapes and books | no |
| Structural | grammar | books | yes |
| Lexical Syllabus | vocabulary | books and tapes | yes |
| Community Language Learning | mental blocks | conversation | yes |
| Suggestopedia | mental blocks | objects and pictures | yes |
| Silent Way | the learner | conversation | no |
| Natural Approach | similarities between the first and second languages | books | yes |
| Immersion | none | books and the Internet | no |
| Task-Based | task completion | books, tapes, the Internet | no |

Lesson 28

| | |
|---|---|
| The brain takes a break when it digests your effort | C |
| Avoid the Frustration Energy | J |
| Set Reasonable Goals | A |

Keys

| | |
|---------------------------------------|---|
| Create a Study Routine | I |
| Respect Brain Fade | K |
| Prepare Your Study Environment | F |
| Use Exaggeration | H |
| Review the Same Day | G |
| Honor Your Emotional State | B |
| Take Guilt-Free Days of Rest | E |
| Study in Short, Frequent Sessions | C |
| Observe the Natural Learning Sequence | D |

Lesson 29

29.1

1. C 2. C 3. C 4. D 5. D

29.2

- have been decided
- wouldn't rely on ... too much
- long before
- have back-up plans
- provided

Lesson 30

30.1

1. D 2. C 3. B 4. A

30.2

1. D 2. C 3. B 4. C 5. B

Lesson 31

- | | | | | |
|--------------|---------|----------|--------------|--------------|
| 1. Not Given | 2. True | 3. True | 4. Not Given | 5. Not Given |
| 6. True | 7. True | 8. False | 9. False | 10. True |

Lesson 32

32.1

1. True 2. True 3. False 4. Not Given 5. False

32.2

- | | | | | |
|--------------|--------------|--------------|----------|-----------|
| 1. True | 2. Not Given | 3. Not Given | 4. True | 5. False |
| 6. Not Given | 7. True | 8. Not Given | 9. False | 10. False |

Lesson 33

- | | | | | |
|------|------|------|------|-------|
| 1. A | 2. D | 3. B | 4. C | 5. C |
| 6. B | 7. D | 8. C | 9. A | 10. B |

Lesson 34

34.1

- | | | | | |
|---------|----------|---------|--------------|----------|
| 1. True | 2. False | 3. True | 4. Not Given | 5. False |
|---------|----------|---------|--------------|----------|

34.2

- | | | | | |
|--------------|----------|---------|----------|--------------|
| 1. True | 2. False | 3. True | 4. False | 5. Not Given |
| 6. Not Given | 7. True | 8. True | 9. False | 10. Fals |

Lesson 35

1. cautions

2. has documented (Paragraph C) / cautions (Paragraph D) / says, points out (Paragraph H)

3. The surprise is how rapidly global warming is happening and how sensitive ecological resources are to climate change, says ecologist Hector Galbraith, who expects that over the next two decades, the Earth will see an acceleration of ecosystem changes already under way.

He points out that there are also changes in species distribution, because things like trees can't react too quickly to climate change.

4. (Paragraph C)

Harte has documented dramatic changes in the meadow's plant community. Sagebrush, a plant at the local altitude limit of its natural range, is replacing alpine flowers.

(Paragraph D)

This is just one ecosystem, and you can't make global claims from one alpine meadow, Harte cautions, but bogs, prairie, and tundra ecosystem studies are beginning to show similar results.

(Paragraph H)

The surprise is how rapidly global warming is happening and how sensitive ecological resources are to climate change, says ecologist Hector Galbraith, who expects that over the next two decades, the Earth will see an acceleration of ecosystem changes already under way.

He points out that there are also changes in species distribution, because things like trees can't react too quickly to climate change.

Lesson 36

1. Several studies have shown that ...
2. Several studies have shown that ... (paragraph A) / For example (paragraph B) / like (paragraph E)
3. Seeds spread by small birds are small in size, covered with fruit (to give the birds a reward for eating it), without a shell (since most birds cannot remove one), and brightly colored (since birds have good color vision). Lemurs, a group of primates on the African island of Madagascar, go after a wide range of seeds, including big seeds in a shell. However, owing to the lemurs' poor color vision, the fruits are dull in color.

4. Paragraph A:

Several studies have shown that seeds that stick too close to home have to put up with their parent's diseases and fight with them for access to life's essentials: light, water, and nutrients. Seeds that stay close to home are also easier targets for predators. Some plants—like those that specialize in colonizing gaps in forests or regenerating areas destroyed by fire, can only find fertile ground away from home. Life, at least for a seed, is better out in the world.

Paragraph D:

Seeds spread by small birds are small in size, covered with fruit (to give the birds a reward for eating it), without a shell (since most birds cannot remove one), and brightly colored (since birds have good color vision). Lemurs, a group of primates on the African island of Madagascar, go after a wide range of seeds, including big seeds in a shell. However, owing to the lemurs' poor color vision, the fruits are dull in color.

Lesson 37

1. A. Growing trees on farms can enrich the lives of the world's rural poor.
- B. Agroforestry can integrate trees and shrubs into ongoing agricultural operations, and bring conservation benefits and economic diversification to the land owner.
- C. Agroforestry can reduce poverty in the tropics, take carbon out of the atmosphere and put

it back into soil and vegetation.

- D. Agroforestry is hardly new.
- E. Acquiring a better understanding of how trees interact with soil and crops helps scientists develop agroforestry methods that minimize competition between various plant species.
- F. The potential benefits of agroforestry are evident in the re-greening of the Shinyanga region of Tanzania, which has been deforested and overgrazed.
- G. Today the project is considered a success in part because agroforestry practices were widely adopted without force.
- H. The expanding and future of agroforestry.

2. The origin, aim, process and future of agroforestry.

Lesson 40

40.2

1. D 2. C 3. B 4. A

Lesson 41

41.1

- | | | | | |
|-----|-----|-----|------|-----|
| 1-D | 2-E | 3-A | 4-H | 6-I |
| 7-B | 8-G | 9-F | 10-C | |

41.2

- A modern society with a high standard of living needs to move away from a diet based on meat and转向以植物为主食的饮食。A modern society with a high standard of living needs to move away from a diet based on meat and转向以植物为主食的饮食。

Lesson 42

1. C 2. B 3. D 4. F 5. E

Lesson 43

43.1

- C

43.2

- C

Lesson 44

44.1

1. B 2. C 3. AE 4. A 5. D

44.2

- C

Lesson 45

B

Lesson 46

Warm up:

| | |
|--|-----------|
| Whisky | Scotland |
| Peking Roast Duck | Hong Kong |
| Kimono | Japan |
| Kim-Chi | Koreans |
| Tortilla Espanola – mad of potatoes and eggs | Spain |

Lesson 47

47.2.1

A sleek, almost silent, non-polluting fuel cell-powered motorcycle is set to begin gliding down U.S. streets by the end of 2006.

The company believes the ENV will appeal to both urban commuters and recreational riders. At the heart of the hydrogen-fuelled motorbike is a compact, proton exchange membrane (PEM) fuel cell.

Electricity produced by the fuel cell is routed to a stack of batteries and an electric motor, which provides the bike's propulsive power.

NASA embraced fuel cell technology in the 1960s to power spacecraft, but fuel cells have largely eluded the general marketplace.

But the element is usually found as part of other compounds, such as fossil fuels, plant material, and water.

47.2.2

- b. 5 c. 7 d. 5 e. 3 f. 2

47.3

B

Lesson 48**48.2****Exercise 1**

- | | | | |
|--------------------|----------------|------------|---------------------------|
| 1. individualism | 2. freedom | 3. society | 4. continuous alterations |
| 5. less successful | 6. descendants | | |

Exercise 2

- | | | | | | |
|---------|---------|----------|--------------|--------------|----------|
| 1. True | 2. True | 3. False | 4. Not Given | 5. Not Given | 6. False |
|---------|---------|----------|--------------|--------------|----------|

Lesson 49**49.1**

- | | | | | |
|------|------|------|------|------|
| 1. B | 2. C | 3. A | 4. C | 5. D |
|------|------|------|------|------|

49.2

- | | | | | |
|------|------|------|------|------|
| 1. A | 2. B | 3. D | 4. A | 5. C |
|------|------|------|------|------|

Lesson 50

| Icon | James Bond | Batman | Yoda | Superman |
|--------------------------|--------------|----------------------------------|---|------------------------------|
| a. k. a. (also known as) | 007 | The Caped Crusader / Bruce Wayne | ... | Clark Kent |
| First appearance (year) | 1953 | 1939 | 1980 | 1938 |
| Job | Secret Agent | Crime fighter | Jedi master | Reporter |
| Created by | Ian Fleming | Bob Kane | George Lucas | Joe Shuster and Jerry Siegal |
| Played by | Sean Connery | Micheal Keaton, Christian Bale | Frank Oz | Christopher Reeve |
| Enemy(-ies) | Blofeld | The Joker, Catwoman, The Penguin | Darth Vader (a. k. a. Anakin Skywalker) | Lex Luthor |

| | | | | |
|-------------------------|-------------|------------------|-----------------------------------|-----------|
| Works with (characters) | 'M' and 'Q' | Robin and Alfred | Obi-wan Kenobi and Luke Skywalker | Lois Lane |
|-------------------------|-------------|------------------|-----------------------------------|-----------|

Lesson 51

51.1

- | | | | | |
|------|------|------|------|-------|
| 1. C | 2. B | 3. D | 4. C | 5. A |
| 6. C | 7. A | 8. D | 9. B | 10. B |

51.2

Lesson 52

52.1

- (1) serious offence
- (2) wider range of offences
- (3) majority of adults
- (4) public support
- (5) oppose its use
- (6) ignore this policy
- (7) reduces crime rates
- (8) is largely irrelevant

52.2

- (1) limit the freedom
- (2) who oppose
- (3) permissible
- (4) these rights
- (5) (terrorism springing from) an extreme version of Islam
- (6) that of the extremists
- (7) be imposed
- (8) opposition is necessary



Lesson 24

| | | | | |
|------|-----|-----|-----|-----|
| 6.2 | 3.1 | 0.3 | 8.1 | 1.1 |
| 8.01 | 9.9 | 0.6 | 7.7 | 0.8 |

Lesson 25

completely (adv)
completely (adv)

completely (adv)
completely (adv)
completely (adv)
completely (adv)
completely (adv)
completely (adv)
completely (adv)
completely (adv)
completely (adv)



Keys for
workbook



Unit 7

Exercise 1

1. G
6. C

2. A
7. F

3. E
8. D

4. B
5. H

6. I
7. J

Exercise 2

1. C
6. B

2. B
7. A

3. A
8. A

4. D
9. C

5. C
10. B

Unit 8

Exercise 3

1. A
6. A

2. C
7. C

3. B
8. D

4. D
9. A

5. B
10. C

Exercise 4

1. C
6. D

2. C
7. C

3. A
8. B

4. C
9. D

5. A
10. B

Exercise 5

1. C
6. D

2. B
7. C

3. D
8. A

4. A
9. B

5. C
10. D

Exercise 6

1. D
6. A

2. A
7. C

3. C
8. B

4. C
9. D

5. C
10. B

Unit 10

Exercise 1

2. T

3. T

4. T

5. T

6. F

7. F

Exercise 2

1. B

2. B

3. B

4. A

5. C

Exercise 3

1. Al Capone went on vacation to Florida.

2. Seven members of Bugs Moran's gang, and an ophthalmologist, arrived at the warehouse.
3. Moran approached the warehouse.
4. Five men of the Burke team arrived at the warehouse in a stolen police car.
5. The gang members were told to line up against the back wall.
6. Frank "Tight Lips" Gusenberg was asked who shot him and replied, "Nobody shot me."
7. The gang members were shot.
8. The garage was demolished.
9. George Patey rebuilt the wall in the men's restroom of a bar with a Roaring 20's theme.
10. Patey began trying to sell the bricks as souvenirs.

Unit 11

Exercise 1

- | | | | | |
|------|------|------|------|------|
| 1. B | 2. A | 3. B | 4. B | 5. A |
| 6. A | 7. C | 8. B | | |

Exercise 3

- | | | | | |
|------|------|------|------|-------|
| 1. B | 2. A | 3. C | 4. A | 5. E |
| 6. D | 7. A | 8. C | 9. D | 10. A |

Unit 12

Exercise

- | | | | | |
|----------------|--------------|--------------|-------------|------------|
| 1. protestant | 2. Mary | 3. Jane | 4. beheaded | 5. fifteen |
| 6. reformation | 7. Elizabeth | 8. Arthur | 9. six | 10. two |
| 11. Howard | 12. died | 13. mistress | 14. Henry | |

Unit 13

Exercise

- | | | | | |
|---------|---------------------|--------|--------|---------|
| 1. 1880 | 2. a married couple | 3. 54% | 4. 30% | 5. 2000 |
|---------|---------------------|--------|--------|---------|

Unit 14

Exercise

- | | | | |
|-------|--------------|-----------|--------------|
| 1. NO | 2. YES | 3. NO | 4. NOT GIVEN |
| 5. NO | 6. privilege | 7. staple | 8. volume |

Unit 15**Exercise 1**

- | | | | | |
|-------|-------|-------|------|-------|
| 1. F | 2. T | 3. F | 4. T | 5. F |
| 6. F | 7. T | 8. T | 9. T | 10. F |
| 11. T | 12. T | 13. F | | |

Exercise 2

- | | | | | |
|-------|-------|------|------|-------|
| 1. T | 2. T | 3. F | 4. F | 5. T |
| 6. T | 7. F | 8. T | 9. F | 10. T |
| 11. T | 12. F | | | |

Unit 16**Exercise 1**

- | | | | | |
|--------------|------|--------------|-------|--------|
| 1. B | 2. B | 3. NO | 4. NO | 5. YES |
| 6. NOT GIVEN | | 7. NOT GIVEN | | 8. YES |

Exercise 2

1. regulated amount
2. taking a tablet
3. doesn't want to talk about
4. humbling
5. encouraged
6. soaked in
7. a yellow powdered spice
8. appeared as if by accident
9. a well-known and popular make

Exercise 3

- | | | | | |
|------|------|------|------|-------|
| 1. F | 2. G | 3. D | 4. C | 5. A |
| 6. B | 7. T | 8. M | 9. G | 10. T |

Unit 17**Exercise 1**

- | | | | | | |
|------|--------|---------|-------|--------|-------|
| 1. x | 2. iii | 3. viii | 4. iv | 5. vii | 6. ii |
|------|--------|---------|-------|--------|-------|

Unit 18

Exercise 1

- | | | | | |
|--------|--------|----------|--------------|------------|
| 1. B | 2. C | 3. A | 4. C | 5. B |
| 6. 142 | 7. 49% | 8. Ropes | 9. marijuana | 10. Canada |

Exercise 2

- | | | | | |
|------|------|------|------|------|
| 1. C | 2. H | 3. F | 4. E | 5. G |
|------|------|------|------|------|
6. B 7. A
 8. violent history/cosmic collision
 9. chondrites
 10. (it's) surface
 11. NOT GIVEN
 12. YES
 13. YES
 14. NO (probably, but not definitely sure)

Exercise 3

- | | | | |
|------|------|------|------|
| 1. D | 2. C | 3. F | 4. G |
|------|------|------|------|

Unit 19

Exercise 1

- | | | | | |
|--------------|--------|--------|-------|------|
| 1. NOT GIVEN | 2. YES | 3. YES | 4. NO | 5. D |
|--------------|--------|--------|-------|------|

Exercise 2

- | | | | |
|--------------|-------|-------|--------------|
| 1. YES | 2. NO | 3. NO | 4. NOT GIVEN |
| 5. NOT GIVEN | 6. NO | | |

Exercise 3

- | | | | | |
|--------|---------------|------------|-----------|---------|
| 1. cat | 2. fascinates | 3. chart | 4. appeal | 5. pets |
| 6. art | 7. distinct | 8. roaming | 9. sense | |

Unit 20

Exercise 1

- | | | | | | |
|------|------|------|------|------|------|
| 1. D | 2. C | 3. A | 4. A | 5. B | 6. C |
|------|------|------|------|------|------|

Exercise 2

- | | | | | |
|-------------|--------------|-------------|---------------|--------|
| 1. hormones | 2. vitamin D | 3. arteries | 4. heart | 5. HGM |
| 6. draw on | 7. shortfall | 8. B | 9. F | 10. E |
| 11. H | 12. NO | 13. YES | 14. NOT GIVEN | |
| 15. NO | | | | |

Unit 21**Exercise 1**

- | | | | | |
|---------|-------|--------|------|--------|
| 1. viii | 2. ii | 3. vii | 4. v | 5. iii |
|---------|-------|--------|------|--------|

Exercise 2

- | | | | |
|-------|---------------|--------|---------|
| 1. ix | 2. vii | 3. i | 4. viii |
| 5. vi | 6. NOT GIVEN | 7. YES | 8. YES |
| 9. NO | 10. NOT GIVEN | 11. A | 12. C |
| 13. H | 14. F | | |

Exercise 3

- | | | | |
|----------------------|-------------|------------------------|-------------|
| 1. weight out | 2. smaller | 3. attest to | 4. Lydia |
| 5. the Greek nations | 6. artistic | 7. gradual improvement | 8. symmetry |

Unit 22**Exercise 1**

- | | | | |
|------|------|------|------|
| 1. A | 2. A | 3. B | 4. B |
| 5. A | 6. A | 7. B | |

Exercise 2

- | | | | |
|--------|-------|--------|-------|
| 1. A | 2. vi | 3. ix | 4. i |
| 5. iii | 6. v | 7. vii | 8. ii |

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