
I predicting
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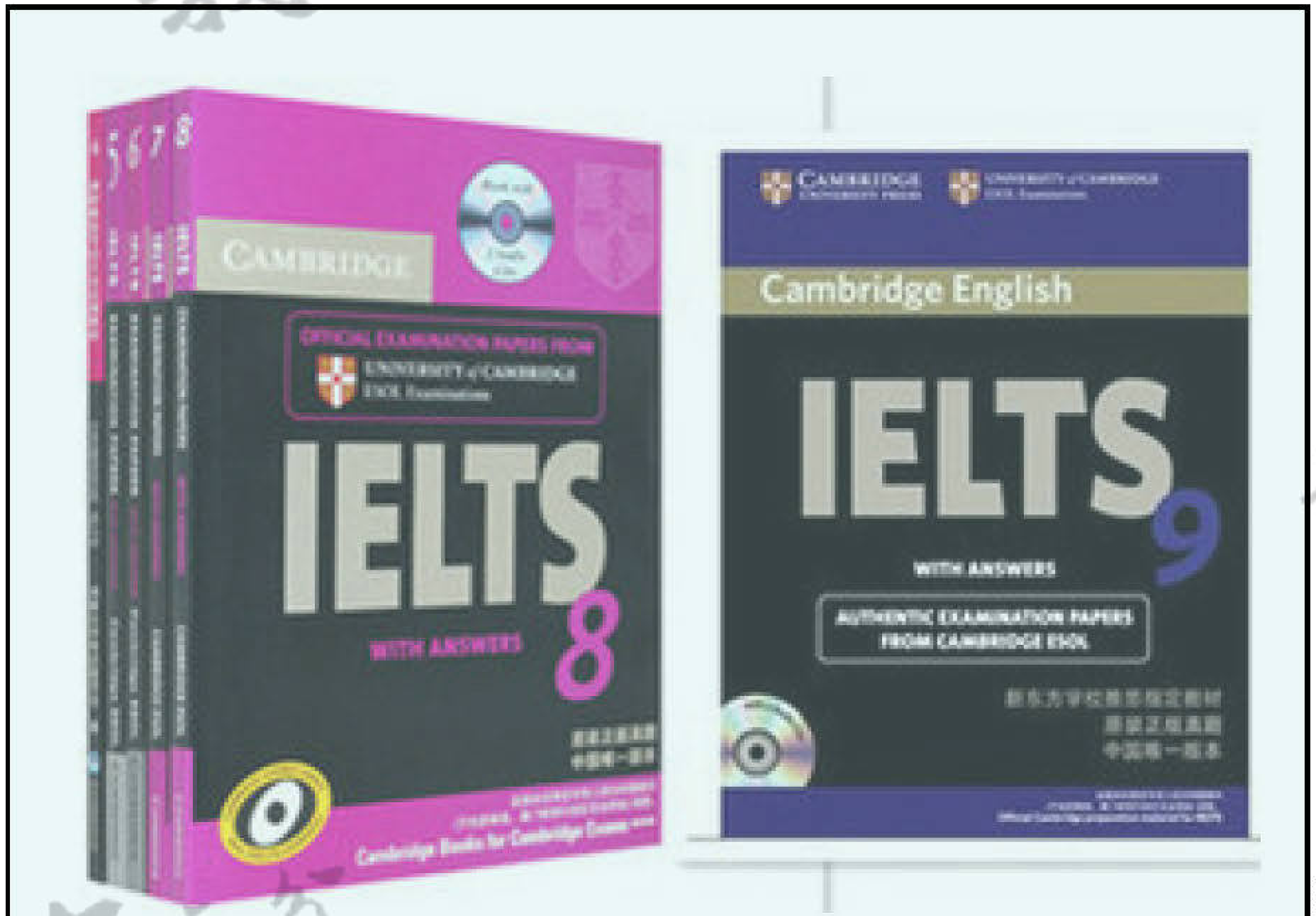

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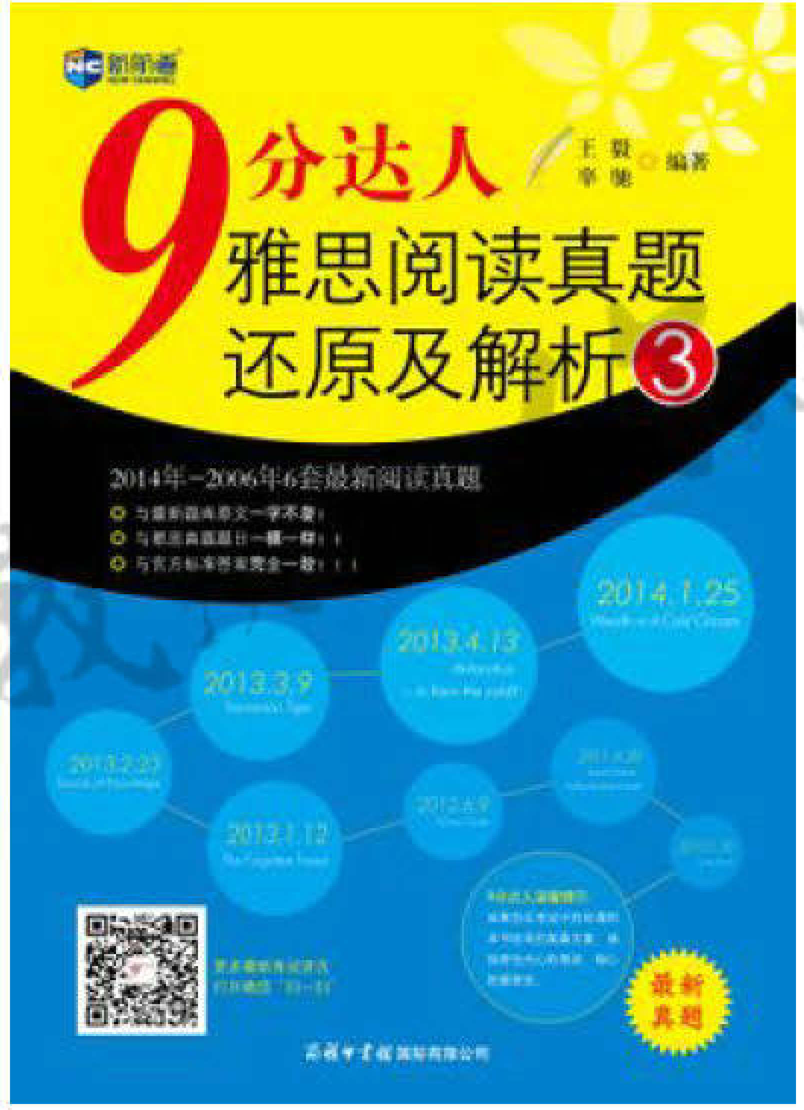

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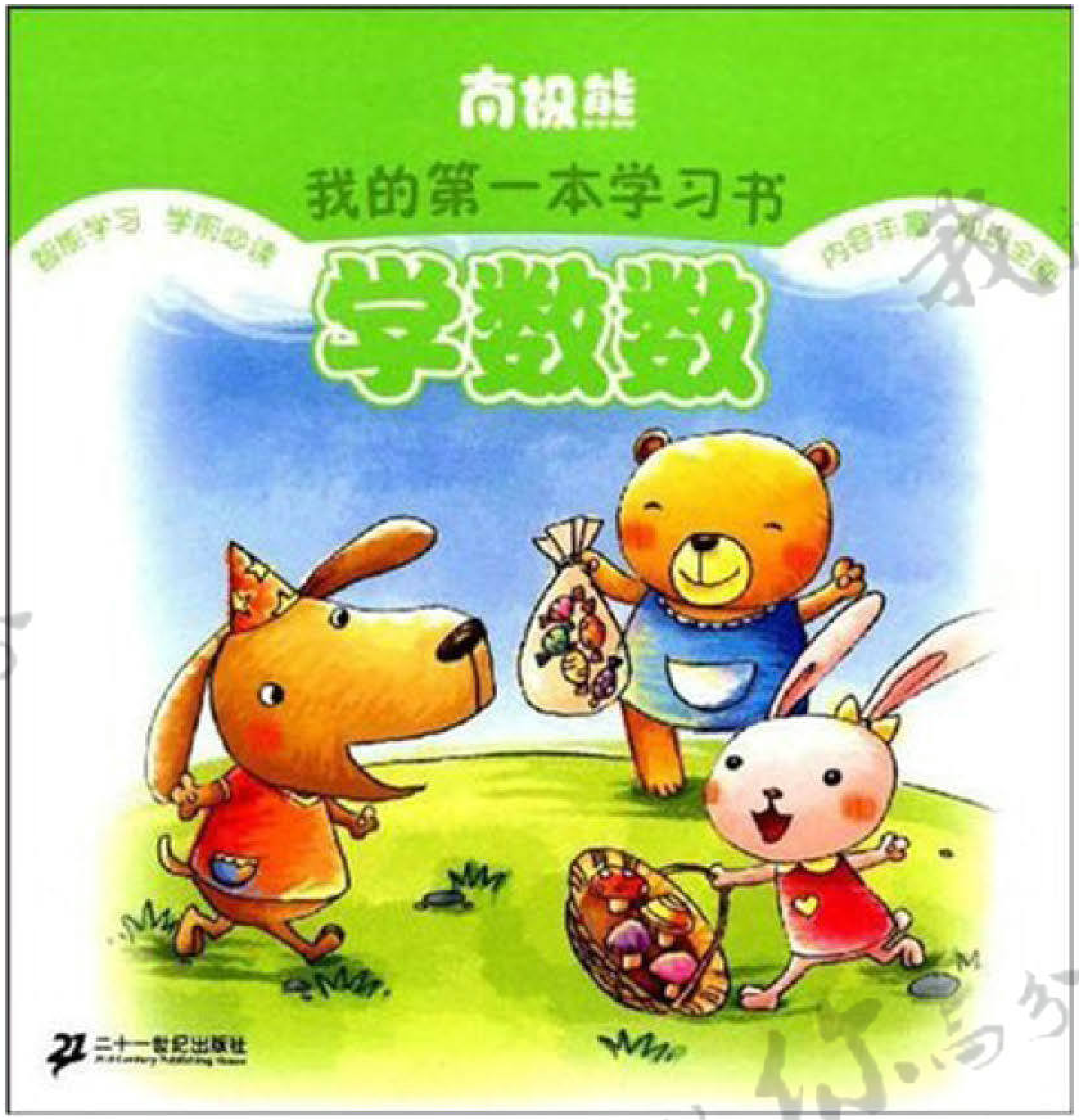
剑桥雅思阅读

剑桥雅思6 P48-P52

Numeration



Matching 题的分类

1 句子-- 配--段落

- *LOH， Which paragraph contains the….*

2 短记号（人名）-- 配--句子

- **A,B差别？**

3 句子（上） -- 配--句子（下）

剑桥雅思4 P44

Questions 5–9

Look at the following statements (Questions 5–9) and the list of people in the box below.

Match each statement with the correct person ***A–E****.*

Write the appropriate letter ***A–E*** *in boxes 5–9 on your answer sheet.*

NB *You may use any letter more than once.*

5 Endangered languages cannot be saved unless people learn to speak more than one language.

6 Saving languages from extinction is not in itself a satisfactory goal.

7 The way we think may be determined by our language.

8 Young people often reject the established way of life in their community.

9 A change of language may mean a loss of traditional culture.

A	Michael Krauss
B	Salikoko Mufwene
C	Nicholas Ostler
D	Mark Pagel
E	Doug Whalen

剑桥雅思5 P91

Questions 14–17

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

Match each person with the correct statement.

*Write the correct letter **A–H** in boxes 14–17 on your answer sheet.*

14 Brian Waldron

15 Trevor Ford

16 Graham Dodd

17 John Barry

List of Statements

A	suggests that publicity about nickel sulphide failure has been suppressed
B	regularly sees cases of nickel sulphide failure
C	closely examined all the glass in one building
D	was involved with the construction of Bishops Walk
E	recommended the rebuilding of Waterfront Place
F	thinks the benefits of toughened glass are exaggerated
G	claims that nickel sulphide failure is very unusual
H	refers to the most extreme case of delayed failure

Questions 27–31

*Complete each sentence with the correct ending, **A–G**, below.*

*Write the correct letter, **A–G**, in boxes 27–31 on your answer sheet.*

27 A developed system of numbering

28 An additional hand signal

29 In seventh-century Europe, the ability to count to a certain number

30 Thinking about numbers as concepts separate from physical objects

31 Expressing number differently according to class of item

A	was necessary in order to fulfil a civic role.
B	was necessary when people began farming.
C	was necessary for the development of arithmetic.
D	persists in all societies.
E	was used when the range of number words was restricted.
F	can be traced back to early European languages.
G	was a characteristic of early numeration systems.

定位技巧：无法切水果？

27 A developed system of numbering

28 An additional hand signal

29 In seventh-century Europe, the ability to count to a certain number

30 Thinking about numbers as concepts separate from physical objects

31 Expressing number differently according to class of item

32 For the earliest tribes, the concept of sufficiency was more important than the concept of quantity.

33 Indigenous Tasmanians used only four terms to indicate numbers of objects.

34 Some peoples with simple number systems use body language to prevent misunderstanding of expressions of number.

35 All cultures have been able to express large numbers clearly.

36 The word 'thousand' has Anglo-Saxon origins.

37 In general, people in seventh-century Europe had poor counting ability.

38 In the Tsimshian language, the number for long objects and canoes is expressed with the same word.

39 The Tsimshian language contains both older and newer systems of counting.

40 Early peoples found it easier to count by using their fingers rather than a group of pebbles.

判断题 一次性结果

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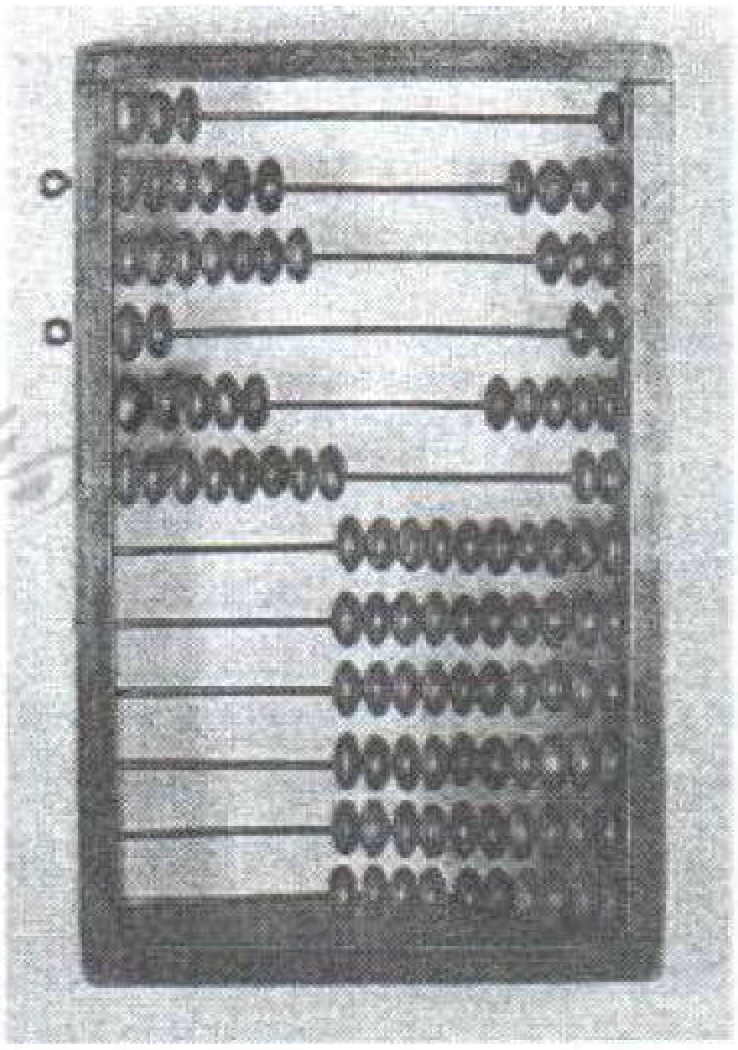
完成的顺序是：➔

Numeration



A One of the first great intellectual feats of a young child is learning how to talk, closely followed by learning how to count. From earliest childhood we are so bound up with our system of numeration that it is a feat of imagination to consider the problems faced by early humans who had not yet developed this facility. Careful consideration of our system of numeration leads to the conviction that, rather than being a facility that comes naturally to a person, it is one of the great and remarkable achievements of the human race.

B It is impossible to learn the sequence of events that led to our developing the concept of number. Even the earliest of tribes had a system of numeration that, if not advanced, was sufficient for the tasks that they had to perform. Our ancestors had little use for actual numbers; instead their considerations would have been more of the kind *Is this enough?* rather than *How many?* when they were engaged in food gathering, for example. However, when early humans first began to reflect on the nature of things around them, they discovered that they needed an idea of number simply to keep their thoughts in order. As they began to settle, grow plants and herd animals, the need for a sophisticated number system became paramount. It will never be known how and when this numeration ability developed, but it is certain that numeration was well developed by the time humans had formed even semi-permanent settlements.

C Evidence of early stages of arithmetic and numeration can be readily found. The indigenous peoples of Tasmania were only able to count *one, two, many*; those of South Africa counted *one, two, two and one, two twos, two twos and one*, and so on. But in real situations the number and words are often accompanied by gestures to help resolve any confusion. For example, when using the *one, two, many* type of system, the word *many* would mean, *Look at my hands and see how many fingers I am showing you*. This basic approach is limited in the range of numbers that it can express, but this range will generally suffice when dealing with the simpler aspects of human existence.

D The lack of ability of some cultures to deal with large numbers is not really surprising. European languages, when traced back to their earlier version, are very poor in number words and expressions. The ancient Gothic word for ten, *tachund*, is used to express the number 100 as *tachund tachund*. By the seventh century, the word *teon* had become interchangeable with the *tachund* or *hund* of the Anglo-Saxon language, and so 100 was denoted as *hund teontig*, or ten times ten. The average person in the seventh century in Europe was not as familiar with numbers as we are today. In fact, to qualify as a witness in a court of law a man had to be able to count to nine!

E Perhaps the most fundamental step in developing a sense of number is not the ability to count, but rather to see that a number is really an abstract idea instead of a simple attachment to a group of particular objects. It must have been within the grasp of the earliest humans to conceive that four birds are distinct from two birds; however, it is not an elementary step to associate the number 4, as connected with four birds, to the number 4, as connected with four rocks. Associating a number as one of the qualities of a specific object is a great hindrance to the development of a true number sense. When the number 4 can be registered in the mind as a specific word, independent of the object being referenced, the individual is ready to take the first step toward the development of a notational system for numbers and, from there, to arithmetic.

F Traces of the very first stages in the development of numeration can be seen in several living languages today. The numeration system of the Tsimshian language in British Columbia contains seven distinct sets of words for numbers according to the class of the item being counted: for counting flat objects and animals, for round objects and time, for people, for long objects and trees, for canoes, for measures, and for counting when no particular object is being numerated. It seems that the last is a later development while the first six groups show the relics of an older system. This diversity of number names can also be found in some widely used languages such as Japanese.

G Intermixed with the development of a number sense is the development of an ability to count. Counting is not directly related to the formation of a number concept because it is possible to count by matching the items being counted against a group of pebbles, grains of corn, or the counter's fingers. These aids would have been indispensable to very early people who would have found the process impossible without some form of mechanical aid. Such aids, while different, are still used even by the most educated in today's society due to their convenience. All counting ultimately involves reference to something other than the things being counted. At first it may have been grains or pebbles but now it is a memorised sequence of words that happen to be the names of the numbers.

练习：剑桥5-P91

List of Statements

A	suggests that publicity about nickel sulphide failure has been suppressed
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Flawed Beauty: the problem with toughened glass

On 2nd August 1999, a particularly hot day in the town of Cirencester in the UK, a large pane of toughened glass in the roof of a shopping centre at Bishops Walk shattered without warning and fell from its frame. When fragments were analysed by experts at the giant glass manufacturer Pilkington, which had made the pane, they found that minute crystals of nickel sulphide trapped inside the glass had almost certainly caused the failure.

'The glass industry is aware of the issue,' says Brian Waldron, chairman of the standards committee at the Glass and Glazing Federation, a British trade association, and standards development officer at Pilkington. But he insists that cases are few and far between. 'It's a very rare phenomenon,' he says.

Others disagree. 'On average I see about one or two buildings a month suffering from nickel sulphide related failures,' says Barrie Josie, a consultant engineer involved in the Bishops Walk investigation. Other experts tell of similar experiences. Tony Wilmott of London-based consulting engineers Sandberg, and Simon Armstrong at CladTech Associates in Hampshire both say they know of hundreds of cases. 'What you hear is only the tip of the iceberg,' says Trevor Ford, a glass expert at Resolve Engineering in Brisbane, Queensland. He believes the reason is simple: 'No-one wants bad press.'

Toughened glass is found everywhere, from cars and bus shelters to the windows, walls and roofs of thousands of buildings around the world. It's easy to see why. This glass has five times the strength of standard glass, and when it does break it shatters into tiny cubes rather than large, razor-sharp shards. Architects love it because large panels can be bolted together to make transparent walls, and turning it into ceilings and floors is almost as easy.

It is made by heating a sheet of ordinary glass to about 620°C to soften it slightly, allowing its structure to expand, and then cooling it rapidly with jets of cold air. This causes the outer layer of the pane to contract and solidify before the interior. When the interior finally solidifies and shrinks, it exerts a pull on the outer layer that leaves it in permanent compression and produces a tensile force inside the glass. As cracks propagate best in materials under tension, the compressive force on the surface must be overcome before the pane will break, making it more resistant to cracking.

The problem starts when glass contains nickel sulphide impurities. Trace amounts of nickel and sulphur are usually present in the raw materials used to make glass, and nickel can also be introduced by fragments of nickel alloys falling into the molten glass. As the glass is heated, these atoms react to form tiny crystals of nickel sulphide. Just a tenth of a gram of nickel in the furnace can create up to 50,000 crystals.

These crystals can exist in two forms: a dense form called the alpha phase, which is stable at high temperatures, and a less dense form called the beta phase, which is stable at room temperatures. The high temperatures used in the toughening process convert all the crystals to the dense, compact alpha form. But the subsequent cooling is so rapid that the crystals don't have time to change back to the beta phase. This leaves unstable alpha crystals in the glass, primed like a coiled spring, ready to revert to the beta phase without warning.

When this happens, the crystals expand by up to 4%. And if they are within the central, tensile region of the pane, the stresses this unleashes can shatter the whole sheet. The time that elapses before failure occurs is unpredictable. It could happen just months after manufacture, or decades later, although if the glass is heated – by sunlight, for example – the process is speeded up. Ironically, says Graham Dodd, of consulting engineers Arup in London, the oldest pane of toughened glass known to have failed due to nickel sulphide inclusions was in Pilkington's glass research building in Lathom, Lancashire. The pane was 27 years old.

Data showing the scale of the nickel sulphide problem is almost impossible to find. The picture is made more complicated by the fact that these crystals occur in batches. So even if, on average, there is only one inclusion in 7 tonnes of glass, if you experience one nickel sulphide failure in your building, that probably means you've got a problem in more than one pane. Josie says that in the last decade he has worked on over 15 buildings with the number of failures into double figures.

One of the worst examples of this is Waterfront Place, which was completed in 1990. Over the following decade the 40-storey Brisbane block suffered a rash of failures. Eighty panes of its toughened glass shattered due to inclusions before experts were finally called in. John Barry, an expert in nickel sulphide contamination at the University of Queensland, analysed every glass pane in the building. Using a studio camera, a photographer went up in a cradle to take photos of every pane. These were scanned under a modified microfiche reader for signs of nickel sulphide crystals. 'We discovered at least another 120 panes with potentially dangerous inclusions which were then replaced,' says Barry. 'It was a very expensive and time-consuming process that took around six months to complete.' Though the project cost A$1.6 million (nearly £700,000), the alternative – re-cladding the entire building – would have cost ten times as much.