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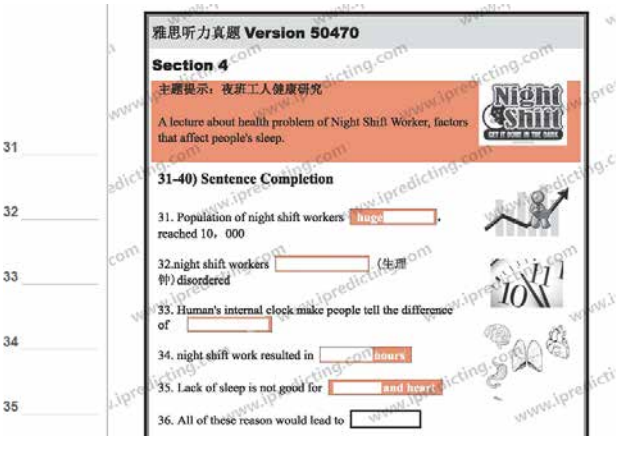

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考前 15-8 天，原文出题点用荧光笔标记，不做题，把重点预测文章的（中文翻译和英文原文出题点）全部仔细浏览一遍，同时画出英文原文中的出题的英文句子仔细阅读。

步骤【5】：考前 8-3 天，不做题，登录考试预测系统 http://ks.ipredicting.com 记忆【电子目录】**中文的阅读机经考题补丁**，回忆对应的出题点和参考答案。

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SECTION 1

READING PASSAGE 1

You should spend about 20 minutes on Questions 1-13, which are based on Reading Passage l on pages 2 and 3.

Bovids

A The family of mammals called bovids belongs to the Artiodactyl class, which also includes giraffes. Bovids are highly diverse group consisting of 137 species, some of which are man's most important domestic animals.

B Bovids are well represented in most parts of Eurasia and Southeast Asian islands, but they are by far the most numerous and diverse in the latter Some species of bovid are solitary, but others live in large groups with complex social structures. Although bovids have adapted to a wide range of habitats, from arctic tundra to deep tropical forest, the majority of species favour open grassland, scrub or desert. This diversity of habitat is also matched by great diversity in size and form: at one extreme is the royal antelope of West Africa, which stands a mere 25 cm at the shoulder; at the other, the massively built bisons of North America and Europe, growing to a shoulder height of 2.2m.

C Despite differences in size and appearance, bovids are united by the possession of certain common features. All species are ruminants， which means that they retain undigested food in their stomachs, and regurgitate it as necessary. Bovids are almost exclusively

herbivorous: plant-eating “incisors: front teeth

D herbivorous. Typically their teeth are highly modified for browsing and grazing: grass or foliage is cropped with the upper lip and lower incisors** (the upper incisors are usually absent), and then ground down by the cheek teeth. As well as having cloven, or split, hooves, the males of ail bovid species and the females of most carry horns. Bovid horns have bony cores covered in a sheath of horny material that is constantly renewed from within; they are unbranched and never shed. They vary in shape and size: the relatively simple horns of a large Indian buffalo may measure around 4 m from tip to tip along the outer curve, while the various gazelles have horns with a variety of elegant curves.

E Five groups, or sub-families, may be distinguished: Bovinae, Antelope, Caprinae, Cephalophinae and Antilocapridae. The sub-family Bovinae comprises most of

the larger bovids, including the African bongo, and nilgae, eland, bison and cattle. Unlike most other bovids they are all non-territorial. The ancestors of the various species of domestic cattle banteng, gaur, yak and water buffalo are generally rare and endangered in the wild, while the auroch (the ancestor of the domestic cattle of Europe) is extin

F The term 'antelope1 is not a very precise zoological name - it is used to loosely describe a number of bovids that have followed different lines of development. Antelopes are typically long-legged, fast-running species, often with long horns that may be laid along the back when the animal is in full flight. There are two main sub-groups of antelope: Hippotraginae, which includes the oryx and the addax, and Antilopinae, which generally contains slighter and more graceful animals such as gazelle and the springbok. Antelopes are mainly grassland species, but many have adapted to flooded grasslands: pukus, waterbucks and lechwes are all good at swimming, usually feeding in deep water, while the sitatunga has long, splayed hooves that enable it to walk freely on swampy ground.

G The sub-family Caprinae includes the sheep and the goat, together with various relatives such as the goral and the tahr. Most are woolly or have long hair. Several species, such as wild goats, chamois and ibex, are agile cliff — and mountain-dwellers. Tolerance of extreme conditions is most marked in this group: Barbary and bighorn sheep have adapted to arid deserts, while Rocky Mountain sheep survive high up in mountains and musk oxen in arctic tundra.

H The duiker of Africa belongs to the Cephalophinae sub-family. It is generally small and solitary, often living in thick forest. Although mainly feeding on grass and leaves, some duikers - unlike most other bovids -are believed to eat insects and feed on dead animal carcasses, and even to kill small animals.

I The pronghorn is the sole survivor of a New World sub-family of herbivorous ruminants, the Antilocapridae in North America. It is similar in appearance and habits to the Old World antelope. Although greatly reduced in numbers since the

A	B	C	D	E	F	G	H	I	J

arrival of Europeans, and the subsequent enclosure of grasslands, the pronghorn is still found in considerable numbers throughout North America, from Washington State to Mexico. When alarmed by the approach of wolves or other predators, hairs on the pronghorn's rump stand erect, so showing and emphasising the white patch there. At this signal, the whole herd gallops off at speed of over 60 km per hour.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

A	B	C	D	E	F	G	H	I	J

Questions 1-3

Choose the correct letter, A. B. C or D.
Write the correct letter in boxes 1 -3 on your answer sheet.
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1 In which region is the biggest range of bovids to be found?
- A Africa
- B Eurasia
- C North America
- D South-east Asia

2 Most bovids have a preference for living in
- A isolation
- B small groups
- C tropical forest
- D wide open spaces

3 Which of the following features do all bovids have in common?
- A Their horns are shot
- B They have upper incisors
- C They store food in the body
- D Their hooves are undivided

Questions 4-8

Look at the following characteristics (Question 4-8) and the list of sub-families below.
Match each characteristic with the correct sub-family, A, B , C or D.
Write the correct letter, A, B, C or D, in boxes 4-8 on your answer sheet.

NB You may use any letter more than once

4 can endure very harsh environments

5 includes the ox and the cow

6 may supplement its diet with meat

7 can usually move at speed

8 does not defend a particular area of land

List of sub-families

A Antelope

B Bovinae

C Caprinae

D Cephalophinae

Question 9-13

Answer the questions below.

Choose NO MORE THAN THREE WORDS from the passage for each answer. Write your answers in boxes 9-13 on your answer sheet.

9 What is the smallest species of Bovid called?

10 Which species of Bovinae has now died out?

11 What facilitates the movement of the sitatunga over wetland?

12 What sort of terrain do barbary sheep live in?

13 What is the only living member of the Antilocapridae sub-family?

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SECTION 1

You should spend about 20 minutes on Questions 1-13, which are based on Reading Passage 1 on the following pages.

The Impact of the Potato

Jeff Chapman relates the story of history the most important vegetable

A The potato was first cultivated in South America between three and seven thousand years ago, though scientists believe they may have grown wild in the region as long as 13,000 years ago. The genetic patterns of potato distribution indicate that the potato probably originated in the mountainous west-central region of the continent.

B Early Spanish chroniclers who misused the Indian word batata (sweet potato) as the name for the potato noted the importance of the tuber to the Incan Empire. The Incas had learned to preserve the potato for storage by dehydrating and mashing potatoes into a substance called Chuchu could be stored in a room for up to 10 years, providing excellent insurance against possible crop failures. As well as using the food as a staple crop, the Incas thought potatoes made childbirth easier and used it to treat injuries.

C The Spanish conquistadors first encountered the potato when they arrived in Peru in 1532 in search of gold, and noted Inca miners eating chuchu. At the time the Spaniards failed to realize that the potato represented a far more important treasure than either silver or gold, but they did gradually begin to use potatoes as basic rations aboard their ships. After the arrival of the potato in Spain in 1570, a few Spanish farmers began to cultivate them on a small scale, mostly as food for livestock.

D Throughout Europe, potatoes were regarded with suspicion, distaste and fear. Generally considered to be unfit for human consumption, they were used only as animal fodder and sustenance for the starving. In northern Europe, potatoes were primarily grown in botanical gardens as an exotic novelty. Even peasants refused to eat from a plant that produced ugly, misshapen tubers and that had come from a heathen civilization. Some felt that the potato plant's resemblance to plants in the nightshade family hinted that it was the creation of witches or devils.

E In meat-loving England, farmers and urban workers regarded potatoes with extreme distaste. In 1662, the Royal Society recommended the cultivation of the tuber to the English government and the nation, but this recommendation had little impact. Potatoes did not become a staple until, during the food shortages associated with the

A	B	C	D	E	F	G	H	I	J

Revolutionary Wars, the English government began to officially encourage potato cultivation. In 1795, the Board of Agriculture issued a pamphlet entitled "Hints Respecting the Culture and Use of Potatoes"; this was followed shortly by pro-potato editorials and potato recipes in The Times. Gradually, the lower classes began to follow the lead of the upper classes.

F A similar pattern emerged across the English Channel in the Netherlands, Belgium and France. While the potato slowly gained ground in eastern France (where it was often the only crop remaining after marauding soldiers plundered wheat fields and vineyards), it did not achieve widespread acceptance until the late 1700s. The peasants remained suspicious, in spite of a 1771 paper from the Facult de Paris testifying that the potato was not harmful but beneficial. The people began to overcome their distaste when the plant received the royal seal of approval: Louis XVI began to sport a potato flower in his buttonhole, and Marie-Antoinette wore the purple potato blossom in her hair.

G Frederick the Great of Prussia saw the potato's potential to help feed his nation and lower the price of bread, but faced the challenge of overcoming the people's prejudice against the plant. When he issued a 1774 order for his subjects to grow potatoes as protection against famine, the town of Kolberg replied: "The things have neither smell nor taste, not even the dogs will eat them, so what use are they to us?" Trying a less direct approach to encourage his subjects to begin planting potatoes, Frederick used a bit of reverse psychology: he planted a royal field of potato plants and stationed a heavy guard to protect this field from thieves. Nearby peasants naturally assumed that anything worth guarding was worth stealing, and so snuck into the field and snatched the plants for their home gardens. Of course, this was entirely in line with Frederick's wishes.

H Historians debate whether the potato was primarily a cause or an effect of the huge population boom in industrial-era England and Wales. Prior to 1800, the English diet had consisted primarily of meat, supplemented by bread, butter and cheese. Few vegetables were consumed, most vegetables being regarded as nutritionally worthless and potentially harmful. This view began to change gradually in the late 1700s. The Industrial Revolution was drawing an ever increasing percentage of the populace into crowded cities, where only the richest could afford homes with ovens or coal storage rooms, and people were working 12-16 hour days which left them with little time or energy to prepare food. High yielding, easily prepared potato crops were the obvious solution to England's food problems.

I Whereas most of their neighbors regarded the potato with suspicion and had to be persuaded to use it by the upper classes, the Irish peasantry embraced the tuber more passionately than anyone since the Incas. The potato was well suited to the Irish the soil and climate, and its high yield suited the most important concern of most Irish

A	B	C	D	E	F	G	H	I	J

farmers: to feed their families.

J The most dramatic example of the potato's potential to alter population patterns occurred in Ireland, where the potato had become a staple by 1800. The Irish population doubled to eight million between 1780 and 1841, this without any significant expansion of industry or reform of agricultural techniques beyond the widespread cultivation of the potato. Though Irish landholding practices were primitive in comparison with those of England, the potato's high yields allowed even the poorest farmers to produce more healthy food than they needed with scarcely any investment or hard labor. Even children could easily plant, harvest and cook potatoes, which of course required no threshing, curing or grinding. The abundance provided by potatoes greatly decreased infant mortality and encouraged early marriage.

A	B	C	D	E	F	G	H	I	J

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Questions 1-5

Do the following statements agree with the views of the writer in Reading Passage 1?

In boxes 1-5 on your answer sheet, write

TRUE	*if the statement is true*
FALSE	*if the statement is false*
NOT GIVEN	*if the information is not given in the passage*

1 The early Spanish called potato as the Incan name 'Chuchu'.
2 The purposes of Spanish coming to Peru were to find out potatoes.
3 The Spanish believed that the potato has the same nutrients as other vegetables.
4 Peasants at that time did not like to eat potatoes because they were ugly.
5 The popularity of potatoes in the UK was due to food shortages during the war.

Questions 6-13

Complete the sentences below with NO MORE THAN ONE WORD AND from the passage 1 for each answer.

Write your answers in boxes 6-13 on your answer sheet.

6 In France, people started to overcome their disgusting about potatoes because the King put a potato _____ in his button hole.

7 Frederick realized the potential of potato but he had to handle the ____ against potatoes from ordinary people.

8 The King of Prussia adopted some _____ psychology to make people accept potatoes.

9 Before 1800, the English people preferred eating _____ with bread, butter and cheese.

10 The obvious way to deal with England food problems were high yielding potato_____

11 The Irish _____ and climate suited potatoes well.

12 Between 1780 and 1841, based on the _____ of the potatoes, the Irish population doubled to eight million.

13 The potato's high yields help the poorest farmers to produce more healthy food almost without _____




SECTION 3

You should spend about 20 minutes on Questions 27-40, which are based on Reading Passage 3 below.

The significant role of mother tongue language in education

A One consequence of population mobility is an increasing diversity within schools. To illustrate, in the city of Toronto in Canada, 58% of kindergarten pupils come from homes where English is not language of communication. Schools in Europe and North America have experienced this diversity for years, but educational policies and practices vary widely between countries and even within countries. Some political parties and groups search for ways to solve the problem of diverse communities and their integration in schools and society. They see few positive consequences for the host society and worry that diversity threaten the identity of the host society .Consequently ,they promote unfortunate educational policies that will make the "problem"disappear.If students retain their culture and language, they are viewed as less capable of identifying with the mainstream culture and learning the mainstream language of the society.

B The challenge for educators and policy-makers is to shape the evolution of national identity in such a way that the rights of all citizens (including school children) are respected, and the cultural, linguistic, and economic resources of the nation are maximized. To waste the resources of the nation by discouraging children from developing their mother tongues is quite simply unintelligent from the point of view of national self-interest. A first step in Providing an appropriate education for culturally and linguistically diverse children is to examine what the existing research says about the role of children's mother tongues in their educational development.

C In fact，the research is very clear. When children continue to develop their abilities in two or more languages throughout their primary school ， they gain a deeper understanding of language and how to use it effectively. They have more practice in processing language, especially when they develop literacy in both. More than 150 research studies conducted during the past 35 years strongly support what Goethe, the famous eighteenth-century German philosopher, once said：that the person who knows only one language does not truly know that language. Research suggests that bilingual children may also develop more flexibility in their thinking as a result of processing information through two different languages.

A	B	C	D	E	F	G	H	I	J

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

D The level of development of children's mother tongue is a strong predictor of their second language development. Children who come to school with a solid foundation in their mother tongue develop stronger literacy abilities in the school language. When parents and other caregivers (e.g. grandparents) are able to spend time with their children and tell stories or discuss issues with them in a way that develops their mother tongue, children come to school well-prepared to learn the school language and succeed educationally. Children's knowledge and skills transfer across languages from the mother tongue to the school language. Transfer across languages can be two-way: both languages nurture each other when the educational environment permits children access to both languages.

E Some educators and parents are suspicious of mother tongue-based teaching programs because they worry that they take time away from the majority language. For example, in a bilingual program where 50% of the time is spent teaching through children's home language and 50% through the majority language, surely children's won't progress as far in the letter? One of the most strongly established findings of educational research, however, is that well-implemented bilingual programs can promote literacy and subject- matter knowledge in a minority language without any negative effects on children's development in the majority language. Within Europe, the Foyer program in Belgium, which develops children's speaking and literacy abilities in three languages (their mother tongue, Dutch and French), most clearly illustrates the benefits of bilingual and trilingual education (see Cummins, 2000).

F It is easy to understand how this happens. When children are learning through a minority language , they are learning concepts and intellectual skills too. Pupils who know how to tell the time in their mother tongue understand the concept of telling time. In order to tell time in the majority language they do not need to re-learn the concept. Similarly, at more advanced stages, there is transfer across languages in other skills such as knowing how to distinguish the main idea from the supporting details of a written passage or story, and distinguishing fact from opinion, Studies of secondary school pupils are providing interesting findings in this area, and it would be worth extending this research.

G Many people marvel at how quickly bilingual children seem to "pick up" conversational skills in the majority language at school (although it takes much longer for them to catch up to native speakers in academic language skills). However, educators are often much less aware of how quickly children can lose their ability to use their mother tongue, even in the home context. The extent and rapidity of language loss will vary according to the concentration of families from

A	B	C	D	E	F	G	H	I	J

a particular linguistic group in the neighborhood. Where the mother tongue is used extensively in the community, then language loss among young children will be less. However, where language communities are not concentrated in particular neighborhoods, children can lose their ability to communicate in their mother tongue within 2-3 years of starting school. They may retain receptive skills in the language but they will use the majority language in speaking with their peers and siblings and in responding to their parents. By the time children become adolescents, the linguistic division between parents and children has become an emotional chasm. Pupils frequently become alienated from the cultures of both home and school with predictable results.

A	B	C	D	E	F	G	H	I	J

Questions 27-30

Choose the correct letter, A,B,C or D.
Write the correct letter in boxes 27-30 on your answer sheet.

27. What point the writer making in the second paragraph?
A Some present studies on children's mother tongues are misleading
B A culturally rich education programme benefits some children more than others.
C bilingual children can make a valuable contribution to the wealth of a country
D The law on mother tongue use at school should be strengthened.

28 Why does the writer refer to something that Goethe said?
A to lend weight his argument
B to contradict some research
C to introduce a new concept
D to update current thinking

29 The writer believes that when young children have a firm grasp of their mother tongue
A they can teach older family members what they learn at school
B they go on to do much better throughout their time at school
C they can read stories about their cultural background
D they develop stronger relationships with their family than with their peers。

30 Why are some people suspicious about mother tongue-based teaching programmes?
A They worry that children will be slow to learn to read in either language
B They think that children will confuse words in the two languages.
C They believe that the programmes will make children less interested in their lessons
D They fear that the programmes will use up valuable time in the school day.

Questions 31-35

Complete the following summary of the paragraphs of Reading Passage
using no more than Two words from the Reading Passage for each answer.
Write your answers in boxes 31-35 on your answer sheet.

Bilingual children

It was often recorded that Bilingual Children acquire the 31 ……. to converse in the majority language remarkable quickly. The fact that the mother tongue can disappear at a similar 32 …….. is less well understood. This phenomenon depends to a certain extent, on the proposition of people with the same linguistic background that have settled in a particular 33 ……; If this is limited，children are likely to lose the active use of their mother tongue. And thus no longer employ it even with 34…….. , although they may still understand it. It follows that teenager children in these circumstances experience a sense of 35 …….. in relation to all aspects of their lives.

A	Teachers	B	school	C	dislocation
D	rate	E	time	F	family
G	communication	H	type	I	ability
J	area				

Questions 36-40

Do the following statement agree with the views of the writer in Reading passage 3?
In boxes 36-40 on your answer sheet, write

YES	*if the statement agrees with the views of the writer*
NO	*if the statement contradicts with the views of the writer*
NOT GIVEN	*if it is impossible to say what the writer thinks about this*

36 Less than half the children who attend kindergarten in Toronto have English as their Mother tongue.
37 Research proves that learning the host country language at school can have an adverse effect on a child's mother tongue.
38 the foyer Program is to be accepted by the French education system.
39 Bilingual children are taught to tell the time earlier than monolingual children.
40 Bilingual children can eventually apply reading comprehension strategies acquired in one language when reading in the other.

SECTION 3

You should spend about 20 minutes on Questions 27-40, which are based on Reading Passage 3 below.

Honey bees in trouble

Can native pollinators fill the gap?

A Recently, ominous headlines have described a mysterious ailment, colony collapse disorder(CCD), that is wiping out the honeybees that pollinate many crops. Without honeybees, the story goes, fields will be sterile, economies will collapse, and food will be scarce.

B But what few accounts acknowledge is that what's at risk is not itself a natural state of affairs. For one thing, in the United States, where CCD was first reported and has had its greatest impacts, honeybees are not a native species. Pollination in modern agriculture isn't alchemy, it's industry. The total number of hives involved in the U.S. pollination industry has been somewhere between 2.5 million and 3 million in recent years. Meanwhile, American farmers began using large quantities of organophosphate insecticides, planted large-scale crop monocultures, and adopted "clean farming" practices that scrubbed native vegetation from field margins and roadsides. These practices killed many native bees outright--they're as vulnerable to insecticides as any agricultural pest--and made the agricultural landscape inhospitable to those that remained. Concern about these practices and their effects on pollinators isn't new--in her 1962 ecological alarm cry Silent Spring, Rachel Carson warned of a 'Fruitless Fall' that could result from the disappearance of insect pollinators.

C If that 'Fruitless Fall' has not--yet--occurred, it may be largely thanks to the honeybee, which farmers turned to as the ability of wild pollinators to service crops declined. The honeybee has been semi-domesticated since the time of the ancient Egyptians, but it wasn't just familiarity that determined this choice: the bees' biology is in many ways suited to the kind of agricultural system that was emerging. For example, honeybee hives can be closed up and moved out of the way when pesticides are applied to a field. The bees are generalist pollinators, so they can be used to pollinate many different crops. And although they are not the most efficient pollinator of every crop, honeybees have strength in numbers, with 20,000 to 100,000 bees living in a single hive. "Without a doubt, if there was one bee you wanted for agriculture, it would be the honeybee," says Jim Cane, of the U.S. Department of Agriculture. The honeybee, in other words, has become a crucial cog in the modern system of industrial agriculture. That system delivers

A	B	C	D	E	F	G	H	I	J

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more food, and more kinds of it, to more places, more cheaply than ever before. But that system is also vulnerable, because making a farm field into the photosynthetic equivalent of a factory floor, and pollination into a series of continent-long assembly lines, also leaches out some of the resilience characteristic of natural ecosystems.

D Breno Freitas, an agronomist, pointed out that in nature such a high degree of specialization usually is a very dangerous game: it works well while all the rest is in equilibrium, but runs quickly to extinction at the least disbalance. In effect, by developing an agricultural system that is heavily reliant on a single pollinator species, we humans have become riskily overspecialized. And when the human-honeybee relationship is disrupted, as it has been by colony collapse disorder, the vulnerability of that agricultural system begins to become clear.

E In fact, a few wild bees are already being successfully managed for crop pollination. "The problem is trying to provide native bees in adequate numbers on a reliable basis in a fairly short number of years in order to service the crop," Jim Cane says. "You're talking millions of flowers per acre in a two-to three-week time frame, or less, for a lot of crops." On the other hand, native bees can be much more efficient pollinators of certain crops than honeybees, so you don't need as many to do the job. For example, about 750 blue orchard bees (Osmia lignaria) can pollinate a hectare of apples or almonds, a task that would require roughly 50,000 to 150,000 honeybees. There are bee tinkerers engaged in similar work in many corners of the world. In Brazil, Breno Freitas has found that Centris tarsata, the native pollinator of wild cashew, can survive in commercial cashew orchards if growers provide a source of floral oils, such as by interplanting their cashew trees with Caribbean cherry.

F In certain places, native bees may already be doing more than they're getting credit for. Ecologist Rachael Winfree recently led a team that looked at pollination of four summer crops (tomato, watermelon, peppers, and muskmelon) at 29 farms in the region of New Jersey and Pennsylvania. Winfree's team identified 54 species of wild bees that visited these crops, and found that wild bees were the most important pollinators in the system: even though managed honeybees were present on many of the farms, wild bees were responsible for 62 percent of flower visits in the study. In another study focusing specifically on watermelon, Winfree and her colleagues calculated that native bees alone could provide sufficient pollination at 90 percent of the 23 farms studied. By contrast, honeybees alone could provide sufficient pollination at only 78 percent of farms.

G "The region I work in is not typical of the way most food is produced," Winfree admits. In the Delaware Valley, most farms and farm fields are relatively small, each farmer typically grows a variety of crops, and farms are interspersed with

A	B	C	D	E	F	G	H	I	J

suburbs and other types of land use which means there are opportunities for homeowners to get involved in bee conservation, too. The landscape is a bee-friendly patchwork that provides a variety of nesting habitat and floral resources distributed among different kinds of crops, weedy field margins, fallow fields, suburban neighborhoods, and semi natural habitat like old woodlots, all at a relatively small scale. In other words, "pollinator-friendly" farming practices would not only aid pollination of agricultural crops, but also serve as a key element in the over all conservation strategy for wild pollinators, and often aid other wild species as well.

H Of course, not all farmers will be able to implement all of these practices. And researchers are suggesting a shift to a kind of polyglot agricultural system. For some small-scale farms, native bees may indeed be all that's needed. For larger operations, a suite of managed bees--with honeybees filling the generalist role and other, native bees pollinating specific crops--could be augmented by free pollination services from resurgent wild pollinators. In other words, they're saying, we still have an opportunity to replace a risky monoculture with something diverse, resilient, and robust.

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Questions 27-30

Do the following statements agree with the claims of the writer in Reading Passage 3?
In boxes 27-30 on your answer sheet, write

YES	*if the statement agrees with the claims of the writer*
NO	*if the statement contradicts the claims of the writer*
NOT GIVEN	*if it is impossible to say what the writer thinks about this*

27 In the United States, farmers use honeybees in a large scale over the past few years.
28 Cleaning farming practices would be harmful to farmers' health.
29 The blue orchard bee is the most efficient pollinator among native bees for every crop.
30 It is beneficial to other local creatures to protect native bees.

Questions 31-35

Choose the correct letter, A, B, C or D.
Write your answers in boxes 31-35 on your answer sheet.

31 The example of the 'Fruitless Fall' underlines the writer's point about
A needs for using pesticides.
B impacts of losing insect pollinators.
C vulnerabilities of native bees.
D benefits in building more pollination industries.

32 Why can honeybees adapt to the modern agricultural system?
A the honeybees can pollinated more crops efficiently
B The bees are semi-domesticated since ancient times.
C Honeybee hives can be protected away from pesticides.
D The ability of wild pollinators using to serve crops declines.

33 The writer mentions factories and assembly lines to illustrate
A one drawback of the industrialised agricultural system.
B a low cost in modern agriculture.
C the role of honeybees in pollination.
D what a high yield of industrial agriculture.

34 In the 6th paragraph , Winfree's experiment proves that
A honeybee can pollinate various crops.
B there are many types of wild bees as the pollinators.
C the wild bees can increase the yield to a higher percentage
D wild bees work more efficiently as a pollinator than honey bees in certain cases

35 What does the writer want to suggest in the last paragraph?
A the importance of honey bees in pollination
B adoption of different bees in various sizes of agricultural system
C the comparison between the intensive and the rarefied agricultural system
D the reason why farmers can rely on native pollinators

Questions 36-40

Complete each sentence with the correct ending, A-F, below.
Write the correct letter, A-F, in boxes 36-40 on your answer sheet

36 Headline of colony collapse disorder states that
37 Viewpoints of Freitas manifest that
38 Examples of blue orchard bees have shown that
39 Centris tarsata is mentioned to exemplify that
40 One finding of the research in Delaware Valley is that

A. native pollinators can survive when a specific plant is supplied.
B. it would cause severe consequences both to commerce and agriculture.
C. honey bees can not be bred.
D. some agricultural landscapes are favorable in supporting wild bees.
E. a large scale of honey bees are needed to pollinate.
F. an agricultural system is fragile when relying on a single pollinator

SECTION 3

You should spend about 20 minutes on Question 27 - 40，which are based on Reading Passage 3

Decision，Decision！

Research explores when we can make a vital decision quickly and we need to proceed more deliberately

A A widely recognised legend tells us that in Gordium (in what is now Turkey) in the fourth century BC an oxcart was roped to a pole with a complex knot. It was said that the first person to untie it would become the king of Asia. Unfortunately, the knot proved impossible to untie. The story continues that when confronted with this problem, rather than deliberating on how to untie the Gordian knot. Alexander, the famous ruler of the Greeks in the ancient world, simply took out his sword and cut it in two - then went on to conquer Asia. Ever since, the notion of a 'Gordian solution' has referred to the attractiveness of a simple answer to an otherwise intractable problem.

B Among researchers in the psychology of decision making, however, such solutions have traditionally held little appeal. In particular, the 'conflict model' of decision making proposed by psychologists Irving Janis and Leon Mann in their 1977 book, Decision Making, argued that a complex decision making process is essential for guarding individuals and groups from the peril of 'group-think'. Decisions made without thorough canvassing, surveying, weighing, examining and reexamining relevant information and options would be suboptimal and often disastrous. One foreign affairs decision made by a well-known US political leader in the 1960s is typically held us as an example of the perils of inadequate thought, whereas his successful handlitig of a later crisis is cited as an example of the advantages of careful deliberation. However, examination of these historical events by Peter Suedfield, a psychologist at the University of British Columbia, and Roderick Kramer, a psychologist at the Stanford Graduate School of Business, found little difference in the two decision-making processes; both crises required and received complex consideration by the political administration, but later only the second one was deemed to be the effective.

C In general, however, organizational and political science offer little evidence that complex decisions fare better than simpler ones. In fact, a growing body of work suggests that in many situations simple 'snap' decisions will be routinely superior to more complex ones -an idea that gained widespread public appeal with Malcolm Gladwell's best-selling book Blink (2005).

A	B	C	D	E	F	G	H	I	J

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31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

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D An article by Ap Dijksterhuis of the University of Amsterdam and his colleagues, Making the Right Choice: the Deliberation-without-attention Effect'，runs very much in the spirit of Gladwell's influential text. It' s core argument is that to be effective, conscious (deliberative) decision making requires cognitive resources. Because increasingly complex decisions place increasing strain on those resources, the quality of our decisions declines as their complexity increases. In short, complex decisions overrun our cognitive powers. On the other hand, unconscious decision making (what the author refer to as 'deliberation without attention'）requires no cognitive resources, so task complexity does not Effectiveness. The seemingly counterintuitive conclusion is that although conscious thought enhances simple decisions, the opposite holds true for more complex decisions.

E Dijkst6rhuis reports four Simple but elegant studies supporting this argument. In one, participants assessed the quality of four hypothetical cars by considering either four attributes (a simple task) or 12 attributes (a complex task). Among participants who considered four attributes, those who were allowed to engage in undistracted deliberative thought did better at discriminating between the best and worst cars. Those who were distracted and thus unable to deliberate had to rely on their unconscious thinking and did less well. The opposite pattern emerged when people considered 12 criteria. In this case, conscious deliberation led to inferior discrimination and poor decisions.

F In other study, Dijksterhuis surveyed people shopping for clothes ('simple' products) and furniture ('complex' products). Compared with those who said they had deliberated long and hard, shoppers who bought with little conscious deliberation felt less happy with their simple clothing purchase but happier with the complex furniture purchases. Deliberation without attention actually produced better results as the decisions became more complex.

G From there, however, the researchers take a big leap. They write:There is no reason to assume that the deliberation-without-attention effect does not generalize to other types of choices - political, managerial or otherwise. In such cases, it should benefit the individual to think consciously about simple matters and to delegate thinking about more complicated matters to the unconscious.

H This radical inference contradicts standard political and managerial theory but doubtless comforts those in politics and management who always find the simple solution to the complex problem an attractive proposition. Indeed, one suspects many of our political leaders already embrace this wisdom.

I Still it is there, in the realms of society and its governance, that the more

A	B	C	D	E	F	G	H	I	J

problematic implications of deliberation without attention begin to surface. Variables that can be neatly circumscribed in decisions about shopping lose clarity in a world of group dynamics, social interaction, history and politics. Two pertinent questions arise. First, what counts as a complex decision? And second, what counts as a good outcome?

J As social psychologist Kurt Lewin (1890 - 1947) noted, a 'good' decision that nobody respects is actually bad. His classic studies of decision making showed that participating in deliberative processes makes people more likely to abide by the results. The issue here is that when political decision makers make mistakes, it is their politics, or the relation between their politics and our own, rather than psychology which is at fault.

K Gladwell's book and Dijksterhuis's paper are invaluable in pointing out the limitations of the conventional wisdom that decision quality rises with decision-making complexity. But this work still tempts us to believe that decision making is simply a matter of psychology, rather than also a question of politics, ideology and group membership. Avoiding social considerations in a search for general appeal rather than toward it.

A	B	C	D	E	F	G	H	I	J

Questions 27-31

Choose the correct letter, A, B, C or D.
Write the correct letter in boxes 27 - 31 on your answer sheet.

27 The legend of the Gordian knot is used to illustrate the idea that
A anyone can solve a difficult problem
B difficult problems can have easy solutions
C the solution to any problem requires a lot of thought
D . people who can solve complex problems make good leaders

28 The 'conflict model' of decision making proposed by Janis and Mann requires that
A opposing political parties be involved
B all important facts be considered
C people be encouraged to have different ideas
D previous similar situations be thoroughly examined

29 According to recent thinking reinforced by Malcolm Gladwell , the best decisions
A involve consultation
B involve complex thought
C are made very quickly
D are the most attractive option

30 Dijksterhuis and his colleagues claim in their article that
A our cognitive resources improve as tasks become more complex
B conscious decision making is negative affected by task complexity
C unconscious decision making is a popular approach
D deliberation without attention defines the way we make decisions

31 Dijksterhuis's car study found that, in simple tasks, participants
A were involved in lengthy discussions
B found it impossible to make decisions quickly
C were unable to differentiate between the options
D could make a better choice when allowed to concentrate

Questions 32-35

Complete the summary using the list of words A- I below.
Write the correct letter, A—I, in boxes 32—35 on your answer sheet.

Dijksterhuis's shopping study and its conclusions

Using clothing and furniture as examples of different types of purchases, Dijksterhuis questioned shoppers on their satisfaction with what they had bought. People who spent 32_____time buying simple clothing items were more satisfied than those who had not. However, when buying furniture, shoppers made 33____purchasing decisions if they didn't think too hard. From this, the researchers concluded that in other choices, perhaps more important than shopping. 34_____decisions are best made by the unconscious. The writer comments that Dijksterhuis's finding is apparently 35_____but nonetheless true.

A	**more**	**B**	**counterintuitive**	**C**	**simple**
D	**better**	**E**	**conscious**	**F**	**obvious**
G	**complex**	**H**	**less**	**I**	**worse**

Questions 36-40

Do the following statements agree with the views of the writer in Reading Passage 3?
In boxes 36 - 40 on your answer sheet, write

YES *if the statement agrees with the views of the writer*
NO *if the statement contradicts the views of the writer*
NOT GIVEN *if it is impossible to say what the writer thinks about this*

36 Dijksterhuis's findings agree with existing political and management theories.
37 Some political leaders seem to use deliberation without attention when making complex decisions.
38 All political decisions are complex ones.
39 We judge political errors according to our own political beliefs.
40 Social considerations must be taken into account for any examination of decision making to prove useful.

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SECTION 1

Rural transport plan of "Practical action"

For more than 40 years, Practical Action have worked with poor communities to identify the types of transport that work best, taking into consideration culture, needs and skills. With our technical and practical support, isolated rural communities can design, build and maintain their own solutions.

考卷原文在本文基础上有删减,但后面题目几乎是原卷还原,但不能背诵答案!

A Whilst the focus of National Development Plans in the transport sector lies heavily in the areas of extending road networks and bridges, there are still major gaps identified in addressing the needs of poorer communities. There is a need to develop and promote the sustainable use of alternative transport systems and intermediate means of transportation (IMTs) that complement the linkages of poor people with road networks and other socio-economic infrastructures to improve their livelihoods.

B On the other hand, the development of all weathered roads (only 30 percent of rural population have access to this so far) and motorable bridges are very costly for a country with a small and stagnant economy. In addition these interventions are not always favourable in all geographical contexts environmentally, socially and economically. More than 60 percent of the network is concentrated in the lowland areas of the country. Although there are a number of alternative ways by which transportation and mobility needs of rural communities in the hills can be addressed, a lack of clear government focus and policies, lack of fiscal and economic incentives, lack of adequate technical knowledge and manufacturing capacities have led to under-development of this alternative transport sub-sector including the provision of IMTs.

C One of the major causes of poverty is isolation. Improving the access and mobility

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of the isolated poor paves the way for access to markets, services and opportunities. By improving transport poorer people are able to access markets where they can buy or sell goods for income, and make better use of essential services such as health and education. No proper roads or vehicles mean women and children are forced to spend many hours each day attending to their most basic needs, such as collecting water and firewood. This valuable time could be used to tend crops, care for the family, study or develop small business ideas to generate much needed income.

Road building

D Without roads, rural communities are extremely restricted. Collecting water and firewood, and going to local markets is a huge task, therefore it is understandable that the construction of roads is a major priority for many rural communities. Practical Action are helping to improve rural access/transport infrastructures through the construction and rehabilitation of short rural roads, small bridges, culverts and other transport related functions. The aim is to use methods that encourage community driven development. This means villagers can improve their own lives through better access to markets, health care, education and other economic and social opportunities, as well as bringing improved services and supplies to the now-accessible villages.

Driving forward new ideas

E Practical Action and the communities we work with are constantly crafting and honing new ideas to help poor people. Cycle trailers have a practical business use too, helping people carry their goods, such as vegetables and charcoal, to markets for sale. Not only that, but those on the poverty-line can earn a decent income by making, maintaining and operating bicycle taxis. With Practical Action's know-how, Sri Lankan communities have been able to start a bus service and maintain the roads along which it travels. The impact has been remarkable. This service has put an end to rural people's social isolation. Quick and affordable, it gives them a reliable way to travel to the nearest town; and now their children can get an education, making it far more likely they'll find a path out of poverty. Practical Action is also an active member of many national and regional networks through which exchange of knowledge and advocating based on action research are carried out and one conspicuous example is the Lanka Organic Agriculture Movement.

sky-scraping transport system

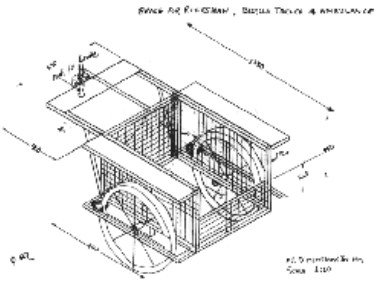
F For people who live in remote, mountainous areas, getting food to market in order to earn enough money to survive is a serious issue. The hills are so steep that travelling down them is dangerous. A porter can help but they are expensive, and it would still take hours or even a day. The journey can take so long that their goods

A	B	C	D	E	F	G	H	I	J

start to perish and become worth less and less. Practical Action have developed an ingenious solution called an aerial ropeway. It can either operate by gravitation force or with the use of external power. The ropeway consists of two trolleys rolling over support tracks connected to a control cable in the middle which moves in a traditional flywheel system. The trolley at the top is loaded with goods and can take up to 120kg. This is pulled down to the station at the bottom, either by the force of gravity or by external power. The other trolley at the bottom is therefore pulled upwards automatically. The external power can be produced by a micro hydro system if access to an electricity grid is not an option.

Bringing people on board

G Practical Action developed a two-wheeled iron trailer that can be attached (via a hitch behind the seat) to a bicycle and be used to carry heavy loads (up to around 200kgs) of food, water or even passengers. People can now carry three times as much as before and still pedal the bicycle. The cycle trailers are used for transporting goods by local producers, as ambulances, as mobile shops, and even as mobile libraries. They are made in small village workshops from iron tubing, which is cut, bent, welded and drilled to make the frame and wheels. Modifications are also carried out to the trailers in these workshops at the request of the buyers. The two-wheeled 'ambulance' is made from moulded metal, with standard rubber-tyred wheels. The "bed" section can be padded with cushions to make the patient comfortable, while the "seat" section allows a family member to attend to patient during transit. A dedicated bicycle is needed to pull the ambulance trailer, so that other community members do not need to go without the bicycles they depend on in their daily lives. A joining mechanism allows for easy removal and attachment. In response to user comments, a cover has been designed that can be added to give protection to the patient and attendant in poor weather. Made of treated cotton, the cover is durable and waterproof



原始文章来源: http://practicalaction.org/

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Questions 1-4

Do the following statements agree with the information given in Reading Passage 1?
In boxes 1-4 on your answer sheet, write

YES	*if the statement is true*
NO	*if the statement is false*
NOT GIVEN	*if the information is not given in the passage*

1 A slow developing economy often can not afford some road networks especially for those used regardless weather conditions.

2 Rural communities' officials know how to improve alternative transport technically.

3 The primary aim for Practical Action to improve rural transport infrastructures is meant to increase the trade among villages

4 *Lanka Organic Agriculture Movement* provided service that Practical Action highly involved in.

Questions 5-8

Answer the questions below.

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

5 WHAT is the first duty for many rural communities to reach unrestricted development?

6 WHAT was one of the new ideas to help poor people carry their goods, such as vegetables and charcoal, to markets for sale?

7 WHAT service has put an end to rural people's social isolation in Sri Lanka?

8 WHAT solution had been applied for people who live in remote, mountainous areas getting food to market?

Questions 9-13

Summary

Complete the following summary of the paragraphs of Reading Passage， using ***no more than two*** words from the Reading Passage for each answer. Write your answers in boxes 9-13on your answer sheet.

Besides normal transport task, changes are also implemented to the trailers in these workshops at the request of the buyers when it was used on medical emergency or a moveable **…..9……**; *(IELTS test papers offered by ks.ipredicting.com, copyright)* 'Ambulance' is made from metal, with rubber wheels and drive by another bicycle. When put with **…..10……** in the two-wheeled 'ambulance', the patient can stay comfortable and which another **…..11……**can sit on caring for patient in transport journey. In order to dismantle or attach other equipments, a assembling **…..12……**is designed. Later, as user's suggest,**…..13……**has also been added to give a protection to the patient.

SECTION 3

You should spend about 20 minutes on Questions 27-40, which are based on Reading Passage 3 on pages 12 and 13.

How should reading be taught?

By Keith Rayncr an Barbara R Foorman

A Learning to speak is automatic for almost all children, but learning to read requires elaborate instruction and conscious effort. Well aware of the difficulties, educators have given a great deal of thought to how they can best help children learn to read. No single method has triumphed. Indeed, heated arguments about the most appropriate form of reading instruction continue to polarise the teaching community.

B Three general approaches have been tried. In one, called whole-word instruction, children learn by rote how to recognise at a glance a vocabulary of 50 to 100 words. Then they gradually acquire other words, often through seeing them used over and over again in the context of a story.

Speakers of most languages learn the relationship between letters and the sounds associated with them (phonemes). That is, children are taught how to use their knowledge of the alphabet to sound out words. This procedure constitutes a second approach to teaching reading - phonics.

Many schools have adopted a different approach: the whole-language method. The strategy here relies on the child's experience with language. For example, students are offered engaging books and are encouraged to guess the words that they do not know by considering the context of the sentence or by looking for clues in the storyline and illustrations, rather than trying to sound them out.

Many teachers adopted the whole-language approach because of its intuitive appeal. Making reading fun promises to keep children motivated, and learning to read depends more on what the student does than on what the teacher does. The presumed benefits of whole-language instruction — and the contrast to the perceived dullness of phonics - led to its growing acceptance across America during the 1990s, and a movement away from phonics.

C However, many linguists and psychologists objected strongly to the abandonment of phonics in American schools. Why was this so? In short, because research had clearly demonstrated that understanding how letters related to the component sounds in words is critically important in reading. This conclusion rests, in part, on knowledge of how experienced readers make sense of words on a page. Advocates of whole-language instruction have argued forcefully that people often

A	B	C	D	E	F	G	H	I	J

derive meanings directly from print without ever determining the sound of the word. Some psychologists today accept this view, but most believe that reading is typically a process of rapidly sounding out words mentally. Compelling evidence for this comes from experiments which show that subjects often confuse homophones (words that sound the same, such as Jrose] and 'rows5). This supports the idea that readers convert strings of letters to sounds.

D In order to evaluate different approaches to teaching reading, a number of experiments have been carried out, firstly with college students, then with school pupils. Investigators trained English-speaking college students to read using unfamiliar symbols such as Arabic letters (the phonics approach), while another group learned entire words associated with certain strings of Arabic letters (whole-word). Then both groups were required to read a new set of words constructed from the original characters. In general, readers who were taught the rules of phonics could read many more new words than those trained with a whole-word procedure.

Classroom studies comparing phonics with either whole-word or whole-language instruction are also quite illuminating. One particularly persuasive study compared two programmes used in 20 first-grade classrooms. Half the students were offered traditional reading instruction, which included the use of phonics drills and applications. The other half were taught using an individualised method that drew from their experiences with language; these children produced their own booklets of stories and developed sets of words to be recognised (common components of the whole-language approach). This study found that the first group scored higher at year's end on tests of reading and comprehension.

E If researchers are so convinced about the need for phonics instruction, why does the debate continue? Because the controversy is enmeshed in the philosophical differences between traditional and progressive (or new) approaches, differences that have divided educators for years. The progressives challenge the results of laboratory tests and classroom studies on the basis of a broad philosophical scepticism about the values of such research. They champion student-centred learning and teacher empowerment. Sadly, they fail to realise that these very admirable educational values are equally consistent with the teaching of phonics.

F If schools of education insisted that would-be reading teachers learned something about the vast research in linguistics and psychology that bears on reading, their graduates would be more eager to use phonics and would be prepared to do so effectively. They could allow their pupils to apply the principles of phonics while reading for pleasure. Using whole-language activities to supplement phonics instruction certainly helps to make reading fun and meaningful for children, so no one would want to see such tools discarded. Indeed, recent work has indicated that the combination of literature-based instruction and phonics is more powerful

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11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

A	B	C	D	E	F	G	H	I	J

than either method used alone.

Teachers need to strike a balance. But in doing so, we urge them to remember that reading must be grounded in a firm understanding of the connections between letters and sounds. Educators who deny this reality are neglecting decades of research. They are also neglecting the needs of their students.

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A	B	C	D	E	F	G	H	I	J

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Questions 27 - 31

Reading Passage 3 has six sections, A-F.
Choose the correct heading for sections B-F from the list of headings below.
Write the correct number, i-ix, in boxes 27-31 on your answer sheet.

List of Headings

i Disagreement about the reading process
ii The roots of the debate
iii A combined approach
iv Methods of teaching reading
v A controversial approach
vi Inconclusive research
vii Research with learners
viii Allowing teachers more control
ix A debate amongst educators

Example
Section A ix

27 Section B
28 Section C
29 Section D
30 Section E
31 Section F

Questions 32-36

Do the following statements agree with the information given in Reading Passage 3?
In boxes 32-36 on your answer sheet, write

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

32 The whole-language approach relates letters to sounds.

33 Many educators believe the whole-language approach to be the most interesting way to teach children to read.

34 Research supports the theory that we read without linking words to sounds.

35 Research has shown that the whole-word approach is less effective than the whole-language approach.

36 Research has shown that phonics is more successful than both the whole-word and whole-language approaches.

Questions 37 - 40

Complete the summary of sections E and F using the list of words, A-G, below.
Write the correct letter, A-G, in boxes 37-40 on your answer sheet.

In the teaching community, 37 _____ question the usefulness of research into
methods of teaching reading. These critics believe that 38 _____ is incompatible
with student-centred learning. In the future, teachers need to be aware of 39 _____
so that they understand the importance of phonics. They should not, however, ignore the ideas of 40 _____ which make reading enjoyable for learners.

A the phonics method
B the whole-word method
C the whole-language method
D traditionalists
E progressives
F linguistics
G research studie

Making of Olympic Torch

A Every two years, people around the world wait in anticipation as a torch-bearing runner enters the Olympic arena and lights the cauldron. The symbolic lighting of the Olympic flame marks the beginning of another historic Olympic Games. The opening ceremony is the end of a long journey for the Olympic torch. The ancient Greeks revered the power of fire. In Greek mythology, the god Prometheus stole fire from Zeus and gave it to humans. The Greeks held their first Olympic Games in 776 B.C. The Games, held every four years at Olympia, honored Zeus and other Greek gods. A constantly burning flame was a regular fixture throughout Greece. At the start of the Olympic Games, the Greeks would ignite a cauldron of flame upon the altar dedicated to Hera, goddess of birth and marriage.

B The flame was reintroduced to the Olympics at the 1928 Amsterdam Games. A cauldron was lit, but there was no torch relay. The first Olympic torch relay was at the 1936 Berlin Summer Games and it was not introduced to the Winter Olympics until the 1952 Games. It was lit that year not in Olympia, Greece, but in Norway, which was chosen because it was the birthplace of skiing. But since the 1964 Olympics at Innsbruck, Austria, every Olympic Games — Winter and Summer — has begun with a torch-lighting ceremony in Olympia, Greece, followed by a torch relay to the Olympic stadium.

Designing an Olympic Torch

C The torch starts out as an idea in the mind of a designer or group of designers. Several design teams submit proposals to the Olympic Committee for the opportunity to create and build the torch. The team that wins the assignment will design a torch that is both aesthetically

A	B	C	D	E	F	G	H	I	J

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

pleasing and functional. A torch can take a year or two to design and build. And once the torch has been built, it must be tested rigorously in all kinds of weather conditions. The look of the modern Olympic torch originated with John Hench, a Disney artist who designed the torch for the 1960 Winter Olympics in Squaw Valley, California. His design provided the basis for all future torches. Since then, designers have tried to create a torch that represents the host country and the theme for that Olympic Games.

D The torch must then be replicated ... and replicated. It's not just one torch making the journey to the Olympic stadium; it's thousands. Anywhere from 10,000 to 15,000 torches are constructed to accommodate the thousands of runners who carry them through each leg of the Olympic relay. Each runner has the opportunity to purchase his torch at the end of his leg of the relay.

Olympic Torch fuel

E The first torch used in the modern Olympics (the 1936 Berlin Games) was made of a thin steel rod topped with a circular piece from which the flame rose. It was inscribed with a dedication to the runners. The torch must stay lit for the entire length of its journey. It must survive wind, rain, sleet, snow, and a variety of climates (desert, mountain, and ocean). For fuel, early torches burned everything from gunpowder to olive oil. Some torches used a mixture of hexamine (a mixture of formaldehyde and ammonia) and naphthalene (the hydrogen- and carbon-based substance in mothballs) with an igniting liquid. These substances weren't always the most efficient fuel sources, and they were sometimes dangerous. In the 1956 Games, the final torch in the relay was lit by magnesium and aluminum, burning chunks of which fell from the torch and seared the runner's arms. The first liquid fuels were introduced at the 1972 Munich Games. Torches since that time have carried liquid fuels — they are stored under pressure as a liquid, but burn as a gas to produce a flame. Liquid fuel is safe for the runner and can be stored in a lightweight canister. The torch designed for the 1996 Atlanta Summer Olympics has an aluminum base that houses a small fuel tank. As fuel rises through the handle, it is pushed through a brass valve with thousands of tiny openings. As the fuel squeezes through the small openings, it builds pressure. Once it makes it through the openings, the pressure drops, and the liquid fuel turns into a gas for burning. The tiny holes maintain a high pressure in the fuel to keep the flame going through harsh conditions.

A	B	C	D	E	F	G	H	I	J

F The 1996 torch was fueled by propylene, which produced a bright flame. But because propylene contains a high level of carbon, it also produced a lot of smoke — not a plus for the environment. In 2000, the creators of the Sydney Olympic torch came up with a more lightweight, inexpensive, and environmentally friendly design. To fuel their torch, they decided on a mixture of 35 percent propane (the gas used to heat home stoves and barbecue grills) and 65 percent butane (cigarette lighter fuel), which ignites a strong flame without making a lot of smoke. Because the propane/butane mixture can be stored as a liquid under relatively light pressure, it can be kept in a lightweight container. It then burns as gas under normal atmospheric pressure. The liquid fuel is stored in an aluminum canister located about halfway up the torch. It flows up to the top of the torch through a pipe. Before leaving the pipe, the liquid fuel is forced through a tiny hole. Once it moves through the hole, there is a pressure drop, causing the liquid to turn into gas for burning. The torch moves the liquid fuel at a consistent rate to the burner, so the flame always burns with the same intensity. The torch can stay lit for about 15 minutes.

G The engineers behind both the 1996 and 2000 torches adopted a burner system that utilized a double flame, helping them to stay lit even in erratic winds. The external flame burns slowly and at a lower temperature than the internal flame. This flame is big and bright orange, so it can be seen clearly; but it is unstable in winds. The interior flame burns hotter, producing a blue flame that is small but very stable, because its internal location protects it from the wind. It would act like a pilot light, able to relight the external flame should it go out.

H When the 2002 Olympic Torch, in Salt lake city，the top section was glass, and the Olympic Flame burned within the glass, echoing the 2002 Olympic theme Light the Fire Within. The glass stood for purity, winter, ice, and nature. Also inside the glass was a geometric copper structure which helped hold the flame. The two silver sections also mirrored the blue/purple colors of the Fire and Ice theme

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11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

A	B	C	D	E	F	G	H	I	J

Questions 1-3

Complete the summary below using NO MORE THAN THREE WORDS from the passage.

Write your answers in boxes 1-3on your answer sheet.

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The Olympic torch, as Olympic Committee requested, is carefully designed which takes a years to design and build so that it is capable of withstanding all kinds of 1……. and staying lit through widely differing weather conditions. The torch used in the modern Olympics which is to hold the 2……. And the torch must then be copied and thousands are built as demanded by the thousands of runners who carry them through. Each runner has the opportunity to 3……. his torch at completion of his journey of the relay for memorial and as for souvenirs

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Questions 4-9

Match the following statements as applying to different Olympic flames A-H.
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NB *There are more choices than questions. You may not need all the choices.*

A ancient Greek Olympic flames
B Berlin Games torch (1936)
C 1952 Winter Games flame
D 1956 Games torch
E Munich Games torch（1972）
F 1996 torch （Atlanta）
G 2000 torch（Sydney）
H 2002 torch （Salt lake city）

Write your answers in boxes 4-9 on your answer sheet.

4 first liquid fuel torch
5 not environmentally friendly
6 began to record the runners' name
7 potential risky as it burnt runner's arms
8 special for a theme
9 flame not lit in Greek

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Questions 10-14

Diagram filling

The chart below shows the structure of the **1996 Olympic torch.**

Complete the chart using ***NO MORE THAN THREE WORDS*** from the passage for each blank.

Write your answers in boxes 10-14 on your answer sheet.

试卷图形题号顺序和可能有细微差异！但一定是同一个火炬和答案

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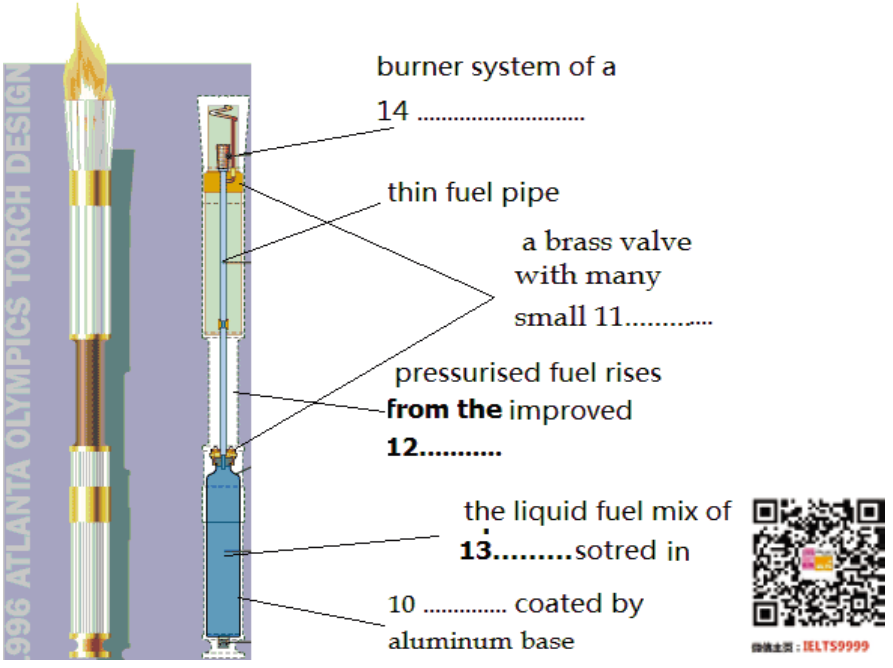

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Magnetic Therapy

A Magnetic therapy, which is a $5-billion market worldwide, is a form of alternative medicine which claims that magnetic fields have healing powers. Magnetic devices that are claimed to be therapeutic include magnetic bracelets, insoles, wrist and knee bands, back and neck braces, and even pillows and mattresses. Their annual sales are estimated at $300 million in the United States and more than a billion dollars globally. They have been advertised to cure a vast array of ills, particularly pain.

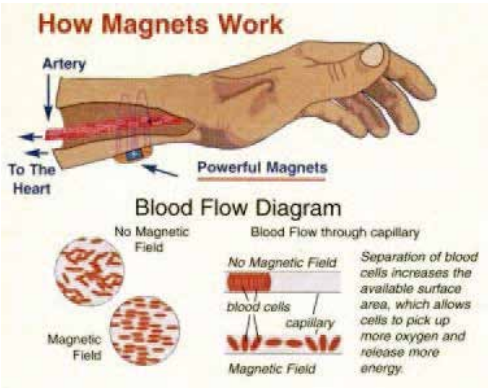
B The therapy works on the principle of balancing electrical energy in the body by pulsating (v.振动) magnetic waves through different parts of the body. The electrical currents generated by magnets increase the blood flow and oxygen which helps to heal many of the ailments. The natural effects of the Earth's magnetic field are considered to play an essential role in the health of humans and animals. It is generally accepted that our body draws some benefit from the Earth's magnetic field. To restore the balance within our body allows us to function at our optimum level. For example, when the first astronauts returned to earth sick, NASA concluded that their illness resulted from the lack of a planetary magnetic field in outer space. To resolve the problem, NASA placed magnets in the astronauts' space suits and space travel vehicles, and astronauts have returned to Earth healthy ever since.

C Historically it is reported that magnets have been around for an extremely long time. The therapeutic power of magnets was known to physicians (n.内科医生) in ancient Greece, Egypt and China over 4000 years ago, who used naturally magnetic rock -lodestone- to treat a variety of physical and psychological ailments. Cleopatra the beautiful Egyptian queen was probably the first celebrity to use magnets. It is documented that in order to prevent from aging, she slept on a Lodestone to keep her skin youthful. Ancient Romans also used magnet therapy to

A	B	C	D	E	F	G	H	I	J

treat eye disease.

D The popularity of magnet therapy in the United States began to rise during the 1800s and soared in the post-Civil War era. Sears-Roebuck advertised magnetic jewelry in its catalog for the healing of virtually any ailment. An Austrian psychoanalyst by the name of Wilhelm Reich immigrated to the United States in 1939 and researched the effects of electromagnetism on humans. Today, Germany, Japan, Israel, Russia and at least 45 other countries considers magnetic therapy to be an official medical procedure for the treatment of numerous ailments, including various inflammatory and neurological (adj.神经学的) problems.



E For those who practice magnetic therapy, strongly believe that certain ailments can be treated if the patient is exposed to magnetic fields while at the same time there is a strong resentment (n.不满) from the medical establishment and critics claim that most magnets don't have the strength to effect the various organs and tissues within the body and it is a product of Pseudoscience (n.伪科学) and is not based on proper research and analysis. There are few reported complications of magnetic therapy and the World Health Organization says low level of magnetic energy is not harmful. Documented side effects are not life-threatening and include pain, nausea and dizziness that disappeared when the magnets were removed. If considering magnet therapy, as with any medical treatment, it is always advisable to consult one's regular physician first.Magnet therapy is gaining popularity; however, the scientific evidence to support the success of this therapy is lacking. More scientifically sound studies are needed in order to fully understand the effects that magnets can have on the body and the possible benefits or dangers that could result from their use.Magnet therapy is gaining popularity; however, the scientific evidence to support the success of this therapy is lacking. More scientifically sound studies are needed in order to fully understand the effects that magnets can have on the body and the possible benefits or dangers that could result from their use.

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F Researchers at Baylor University Medical Center recently conducted a double-blind study on the use of concentric-circle magnets to relieve chronic pain in 50 post-polio patients. A static magnetic device or a placebo device was applied to the patient's skin for 45 minutes. The patients were asked to rate how much pain

A	B	C	D	E	F	G	H	I	J

they experienced when a "trigger point was touched." The researchers reported that the 29 patients exposed to the magnetic device achieved lower pain scores than did the 21 who were exposed to the placebo device. However, this study had significant flaws in their design. Although the groups were said to be selected randomly, the ratio of women to men in the experimental group was twice that of the control group; the age of the placebo group was four years higher than that of the control group; there was just one brief exposure and no systematic follow-up of patients.

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G Magnet therapy is gaining popularity; however, the scientific evidence to support the success of this therapy is lacking. More scientifically sound studies are needed in order to fully understand the effects that magnets can have on the body and the possible benefits or dangers that could result from their use.

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A	B	C	D	E	F	G	H	I	J

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

Questions 1-6

Reading passage 1 has seven paragraphs, A-G

Choose the correct heading for paragraphs A -G from the list of headings below.

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Write the correct number, i-x, in boxes 1-6 on your answer sheet.

List of headings

i	Earth itself as the biggest magnet
ii	The commercial magnetic products
iii	Utilize the power from natural magnetic field
iv	Early application of magnet
v	Brief introduction of how the magnetic therapy works
vi	Pain-reducing effect
vii	Arguments for and against the therapy
viii	An experiment on post-polio patients
ix	Conditions of magnet use today

1 Paragraph A

2 Paragraph B

3 Paragraph C *(IELTS test papers offered by ks.ipredicting.com, copyright)*

4 Paragraph D

5 Paragraph E

6 Paragraph F

Questions 7-8

Choose **TWO** letters, **A-E**.

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

Which **TWO** of the lodestone benefits in ancient times are mentioned by the writer in the text?

A make facial mask
B diminish the energy
C improve eyesight
D keep younger appearance
E remove dizziness

Questions 9-10

Choose **TWO** letters, **A-E**.

Write the correct letters in boxes 9-10 on your answer sheet.

Which **TWO** weakness of the Baylor research does the writer present?

A The number of the subjects involved were not enough.
B There was no further evidence to support.
C The patients were at the same age.
D The device used in the experiment did not work properly.
E The gender ratio was not in proportion

Questions 11-13

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

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

11 The first NASA astronauts' sickness
12 According to the WHO, under the physician's instruction, a small amount of magnetic energy
13 The author holds that in order to fully understand the magnetic effects, we

A has no negative side effect.
B resulted from the physical ailment.
C should have more sophisticated studies
D is exposed to the placebo device.
E must select the subjects randomly.
F came from the absence of magnetic field.

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SECTION 1

Man or Machine

A During July 2003, the Museum of Science in Cambridge, Massachusetts exhibited what Honda calls 'the world's most advanced humanoid robot', ASIMO (the Advanced Step in Innovative Mobility). Honda's brainchild is on tour in North America and delighting audiences wherever it goes. After 17 years in the making, ASIMO stands at four feet tall, weighs around 115 pounds and looks like a child in an astronaut's suit. Though it is difficult to see ASIMO's face at a distance, on closer inspection it has a smile and two large 'eyes' that conceal cameras. The robot cannot work autonomously - its actions are 'remote controlled' by scientists through the computer in its backpack (n.背包，背囊). Yet watching ASMIO perform at a show in Massachusetts it seemed uncannily human. The audience cheered as ASIMO walked forwards and backwards, side to side and up and downstairs. After the show, a number of people told me that they would like robots to play more of a role in daily life - one even said that the robot would be like 'another person'.

B While the Japanese have made huge strides in solving some of the engineering problems of human kinetics (n.动力学) and bipedal (adj.两足动物的) movements, for the past 10 years scientists at MIT's former Artificial Intelligence (AI) lab (recently renamed the Computer Science and Artificial Intelligence Laboratory, CSAIL) have been making robots that can behave like humans and interact with humans. One of MIT's robots, Kismet, is an anthropomorphic (adj.拟人的) head and has two eyes (complete with eyelids), ears, a mouth, and eyebrows. It has several facial expressions, including happy, sad, frightened and disgusted. Human interlocutors are able to read some

A	B	C	D	E	F	G	H	I	J

of the robot's facial expressions, and often change their behavior towards the machine as a result - for example, playing with it when it appears 'sad'. Kismet is now in MIT's museum, but the ideas developed here continue to be explored in new robots.

C Cog (short for Cognition) is another pioneering project from MIT's former AI lab. Cog has a head, eyes, two arms, hands and a torso (n.躯干) - and its proportions were originally measured from the body of a researcher in the lab. The work on Cog has been used to test theories of embodiment and developmental robotics, particularly getting a robot to develop intelligence by responding to its environment via sensors, and to learn through these types of interactions.

D MIT is getting furthest down the road to creating human-like and interactive robots. Some scientists argue that ASIMO is a great engineering feat but not an intelligent machine - because it is unable to interact autonomously with unpredictabilities in its environment in meaningful ways, and learn from experience. Robots like Cog and Kismet and new robots at MIT's CSAIL and media lab, however, are beginning to do this.

E These are exciting developments. Creating a machine that can walk, make gestures and learn from its environment is an amazing achievement. And watch this space: these achievements are likely rapidly to be improved upon. Humanoid robots could have a plethora of uses in society, helping to free people from everyday tasks. In Japan, for example, there is an aim to create robots that can do the tasks similar to an average human, and also act in more sophisticated situations as firefighters, astronauts or medical assistants to the elderly in the workplace and in homes - partly in order to counterbalance the effects of an ageing population.

F Such robots say much about the way in which

A	B	C	D	E	F	G	H	I	J

we view humanity, and they bring out the best and worst of us. On one hand, these developments express human creativity - our ability to invent, experiment, and to extend our control over the world. On the other hand, the aim to create a robot like a human being is spurred on by dehumanized ideas - by the sense that human companionship can be substituted by machines; that humans lose their humanity when they interact with technology; or that we are little more than surface and ritual behaviors, that can be simulated with metal and electrical circuits.

A	B	C	D	E	F	G	H	I	J

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You should spend about 20 minutes on question 1-13, which are based on reading passage 1 on the following pages.

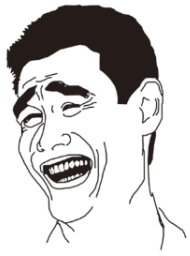
Questions 1-6

Reading passage 1 has six paragraphs, A-F.
Which paragraph contains the following information?

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

NB *you may use any letter more than once*

1 different ways of using robots
2 a robot whose body has the same proportion as that of an adult
3 the fact that human can be copied and replaced by robots
4 a comparison between ASIMO from Honda and other robots
5 the pros and cons of creating robots
6 a robot that has eyebrows



Questions 7-13

Complete the following summary of the paragraphs of Reading Passage 1，using ***NO MORE THAN TWO WORDS*** *from the Reading Passage for each answer.*

Write your answers in boxes 7-13 on your answer sheet.

In 2003, Massachusetts displayed a robot named ASIMO which was invented by Honda, after a period of 7..... .....in the making. The operating information is stored in the computer in its 8..... .....so that scientists can control ***ASIMO's*** movement. While Japan is making great

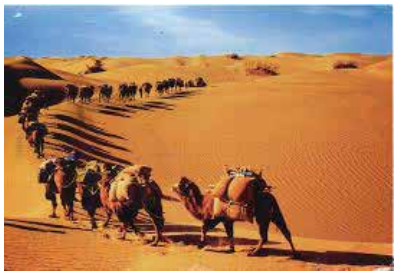
progress, MIT is developing robots that are human-like and can 9..... .....humans. What is special about Kismet is that it has different 10..... .....which can be read by human interlocutors. 11.... .....is another robot from MIT, whose body's proportion is the same as an adult. By responding to the surroundings through 12……...…., it could develop its 13..... ....

The Rainmaker design

A SOMETIMES ideas just pop up out of the blue. Or in Charlie Paton's case, out of the rain. 'I was in a bus in Morocco traveling through the desert,' he remembers. 'It had been raining and the bus was full of hot, wet people. The windows steamed up and I went to sleep with a towel against the glass. When I woke, the thing was soaking wet. I had to wring it out. And it set me thinking. Why was it so wet?'

B The answer, of course, was condensation. Back home in London, a physicist friend, Philip Davies, explained that the glass, chilled by the rain outside, had cooled the hot humid air inside the bus below its dew point, causing droplets of water to form on the inside of the window. Intrigued, Paton--a lighting engineer by profession--started rigging up his own equipment. 'I made my own solar stills It occurred to me that you might be able to produce water in this way in the desert, simply by cooling the air. I wondered whether you could make enough to irrigate fields and grow crops.'

C Today, a decade on, his dream has taken shape as a giant greenhouse on a desert island off Abu Dhabi in the Persian Gulf--the first commercially viable version of his 'seawater greenhouse'. Local scientists, working with Paton, are watering the desert and growing vegetables in what is basically a giant dew-making machine that produces fresh water and cool air from sun and seawater. In awarding Paton first prize in a design competition two years ago, Marco Goldschmied, president of the Royal Institute of British Architects, called it 'a truly original idea which has the potential to impact on the lives of millions of people living in coastal water-starved areas around the world'.



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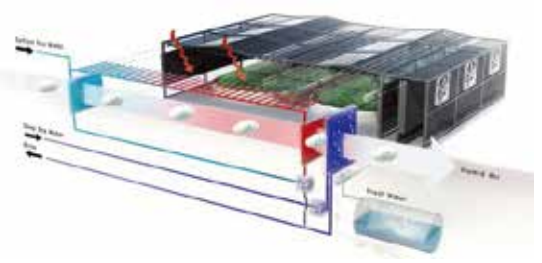
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

D The seawater greenhouse as developed by Paton has three main parts. They both air-condition the greenhouse and provide water for irrigation. The front of the greenhouse faces into the prevailing wind so that hot dry air blows in through a front wall. The wall is made of perforated cardboard kept moist by a constant trickle of seawater pumped up from ocean. The purpose is to cool and moisten the incoming desert air. The cool moist air allows the plants to grow faster. And, crucially, because much less water evaporates from the leaves, the plants need much less moisture to grow than if they were being irrigated in the hot dry desert air outside the greenhouse.

E The air-conditioning of the interior of the greenhouse is completed by the second feature: the roof. It has two layers: an outer layer of clear polyethylene and an inner coated layer that reflects infrared radiation. This combination ensures that visible light can stream through to the plants, maximizing the rate of plant growth through photosynthesis but at the same time heat from the infrared radiation is trapped n the space between the layers, and kept away from the plants. This helps keep the air around the plants cool.



F At the back of the greenhouse sits the third elements. This is the main water production unit. Here, the air hits a second moist cardboard wall that increases its humidity as it reaches the condenser , which finally collects from the hot humid air the moisture for irrigating the plants. The condenser is a metal surface kept cool by still more seawater. It is the equivalent of the window on Paton's Morcoccan bus. Drops of pure distilled water form on the condenser and flow into a tank for irrigating the crops.

G The Abu Dhai greenhouse more or less runs itself. Sensors switch everything on when the sun rises and alter flows of air and seawater through the day in response to changes in temperature, humidity, and sunlight. On windless days, fans ensure a constant flow of air through the greenhouse. 'Once it is tuned to the local environment, you don't need anyone there for it to work,' says Paton. 'We can run the entire operation off one 13-amp plug, and in the future we could make it entirely independent of the grid, powered from a few solar panels.'

(IELTS test papers offered by ks.ipredicting.com, copyright)

H Critics point out that construction costs of around $4 a square foot are quite high.

A	B	C	D	E	F	G	H	I	J

By illustration, however, Paton presents that it can cool as efficiently as a 500-kilowatt air conditioner while using less than 3 kilowatts of electricity. Thus the plants need only an eighth of the volume of water used by those grown conventionally And so the effective cost of the desalinated water in the greenhouse is only a quarter that of water from a standard desalinator, which is good economics. Besides it really suggests an environmentally-friendly way of providing air conditioning on a scale large enough to cool large greenhouses where crops can be grown despite the high outside temperatures.

A	B	C	D	E	F	G	H	I	J

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Questions 27-31

Do the following statements agree with the claims of the writer in Reading Passage 3?
In boxes 27-31 on your answer sheet, write

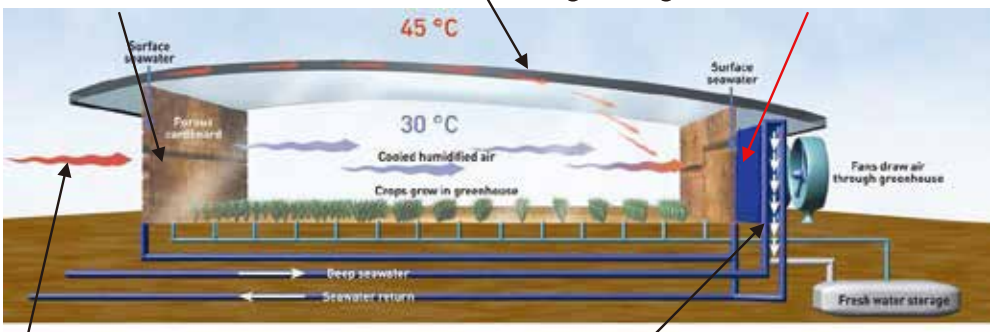
YES	*if the statement is true*
NO	*if the statement is false*
NOT GIVEN	*if the information is not given in the passage*

27 The idea just came to Charlie Paton by accident.
28 The bus was well ventilated.
29 After waking up, Paton found his towel was wet.
30 The fan in the bus did not work well.
31 Paton immediately operated his own business in Persian Gulf after talking with Philip Davies.

Questions 32-36

Label the diagram below.
*Choose **NO MORE THAN THREE WORDS** from the passage for each answer.*
(IELTS test papers offered by ks.ipredicting.com, copyright)
Write your answers in boxes 32-36 on our answer sheet.

the cardboard remains 33……. 34……gets caught 35……..



32……..

36……

Questions 37-40

Summary

*Complete the summary below，using **NO MORE THAN TWO WORDS** from the Reading Passage for each answer.*
*Write your answers in boxes **37-40** on your answer sheet.*

To some extent, the Abu Dhai greenhouse functions automatically. When the day is sunny, the equipment can respond to the changes in several natural elements. When there is no wind, 37…….help to retain the flow of air. Even in the future, we have an ideal plan to power the greenhouse from 38……. However, there are still some critics who argue that 39…….are not good economics.

To justify himself, Paton presents favorable arguments against these critics and suggests that it is an 40……..approach to provide air conditioning in a scale large sense.

Can we call it“Art”？（2）

Life-Casting and Art

Julian Bames explores the questions posed by Life-Casts, an exhibition of plaster moulds of living people and objects which were originally used for scientific purposes

A Art changes over time and our idea of what art is changes too. For example, objects originally intended for devotional, ritualistic or re-creational purposes may be recategorised as art by members of other later civilisations, such as our own, which no longer respond to these purposes.

B What also happens is that techniques and crafts which would have been judged inartistic at the time they were used are reassessed. Life-casting is an interesting example of this. It involved making a plaster mould of a living person or thing. This was complex, technical work, as Benjamin Robert Haydon discovered when he poured 250 litres of plaster over his human model and nearly killed him. At the time, the casts were used for medical research and, consequently, in the nineteenth century life-casting was considered inferior to sculpture in the same way that, more recently, photography was thought to be a lesser art than painting. Both were viewed as unacceptable shortcuts by the 'senior1 arts. Their virtues of speed and unwavering realism also implied their limitations; they left little or no room for the imagination.

C For many, life-casting was an insult to the sculptor's creative genius. In an infamous lawsuit of 1834, a moulder whose mask of the dying French emperor Napoleon had been reproduced and sold without his permission was judged to have no rights to the image. In other words, he was specifically held not to be an artist. This judgement reflect the view of established members of the nineteenth-century art world such as Rodin, who commented that life-casting ‘happens fast but it doesn’t make Art’. Some even feared that ‘if too much nature was allowed in, it would lead Art away from its proper course of the Ideal.

D The painter Gauguin, at the end of the nineteenth century, worried about future developments in photography. If ever the process went into colour, what painter would labour away at a likeness with a brush made from squirrel-tail? But painting has proved robust. Photography has changed it, of course, just as the novel had to reassess narrative after the arrival

A	B	C	D	E	F	G	H	I	J

of the cinema. But the gap between the senior and junior arts was always narrower than the traditionalists implied. Painters have always used technical back-up such as studio assistants to do the boring bits, while apparently lesser crafts involve great skill, thought, preparation and, depending on how we define it, imagination. *(IELTS test papers offered by ks.ipredicting.com, copyright)*

E Time changes our view in another way, too. Each new movement implies a reassessment of what has gone before. What is done now alters what was done before. In some cases this is merely self-serving, with the new art using the old to justify itself. It seems to be saying, look at how all of that points to this! Aren't we clever to be the culmination of all that has gone before? But usually it is a matter of re-alerting the sensibility, reminding us not to take things for granted. Take, for example, the cast of the hand of a giant from a circus, made by an anonymous artist around 1889,an item that would now sit happily in any commercial or public gallery. The most significant impact of this piece is on the eye, in the contradiction between unexpected size and verisimilitude. Next, the human element kicks in. you note that the nails are dirt-encrusted, unless this is the caster's decorative addition, and the fingertips extend far beyond them. Then you take in the element of choice, arrangement, art if you like, in the neat, pleated, buttoned sleeve-end that gives the item balance and variation of texture. This is just a moulded hand, yet the part stands utterly for the whole. It reminds us slyly, poignantly, of the full-size original.

F But is it art? And, if so, why? These are old tediously repeated questions to which artists have often responded, 'It is art because I am an artist and therefore what I do is art. However, what doesn't work for literature works much better for art - works of art do float free of their creators' intentions. Over time the "reader" does become more powerful. Few of us can look at a medieval altarpiece as its painter intended. We believe too little and aesthetically know too much, so we recreate and find new fields of pleasure in the work. Equally, the lack of artistic intention of Paul Richer and other forgotten craftsmen who brushed oil onto flesh, who moulded, cast and decorated in the nineteenth century is now irrelevant. What counts is the surviving object and our response to it. The tests are simple: does it interest the eye, excite the brain, move the mind to reflection and involve the

A	B	C	D	E	F	G	H	I	J

heart. It may, to use the old dichotomy, be beautiful but it is rarely true to any significant depth. One of the constant pleasures of art is its ability to come at us from an unexpected angle and stop us short in wonder.

A	B	C	D	E	F	G	H	I	J

Questions 14-18

Reading Passage 2 has six paragraphs, ***A-F****.*
Which paragraph contains the following information?
Write the correct letter, ***A-F****, in boxes 14-18 on your answer sheet.*

14 an example of a craftsman's unsuccessful claim to ownership of his work
15 an example of how trends in art can change attitudes to an earlier work
16 the original function of a particular type of art
17 ways of assessing whether or not an object is art
18 how artists deal with the less interesting aspects of their work

Questions 19-24

Do the following statements agree with the claims of the writer in Reading Passage 2?

In boxes ***19-24*** on your answer sheet, write

YES	*if the statement is true*
NO	*if the statement is false*
NOT GIVEN	*if the information is not given in the passage*

19 Nineteenth-century sculptors admired the speed and realism of life-casting.
20 Rodin believed the quality of the life-casting would improve if a slower process were used.
21 The importance of painting has decreased with the development of colour photography.
22 Life-casting requires more skill than sculpture does.
23 New art encourages us to look at earlier work in a fresh way.
24 The intended meaning of a work of art can get lost over time.

Questions 25-26

Choose the correct letter, A, B, C or D.
Write the correct letter in boxes 25 and 26 on your answer sheet.

25 The most noticeable contrast in the cast of the gianfs hand is between the

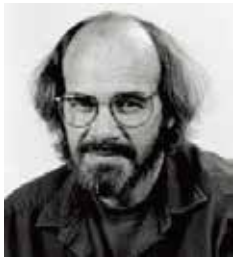
A dirt and decoration
B size and realism
C choice and arrangement
D balance and texture

26 According to the writer, the importance of any artistic object lies in

A the artist's intentions
B the artist's beliefs
C the relevance it has to modern life
D the way we respond to it

SECTION 1

T-Rex Hunter



A Jack Horner is an unlikely academic: his dyslexia is so bad that he has trouble reading a book. But he can read the imprint of life in sandstone or muddy shale across a distance of 100m years, and it is this gift that has made him curator of palaeontology at Montana State University's Museum of the Rockies, the leader of a multi-million dollar scientific project to expose a complete slice of life 68m years ago, and a consultant to Steven Spielberg and other Hollywood figures.

B His father had a sand and gravel quarry in Montana, and the young Horner was a collector of stones and bones, complete with notes about when and where he found them. "My father had owned a ranch when he was younger, in Montana," he says. "He was enough of a geologist, being a sand and gravel man, to have a pretty good notion that they were dinosaur bones. So when I was eight years old he took me back to the area that had been his ranch, to where he had seen these big old bones. I picked up one. I am pretty sure it was the upper arm bone of a duckbilled dinosaur: it probably wasn't a maiaosaur but closely related to that. I catalogued it, and took good care of it, and then later when I was in high school, excavated my first dinosaur skeleton. It obviously started earlier than eight and I literally have been driven ever since. I feel like I was born this way."

C Horner spent seven years at university, but never graduated. "I have a learning disability, I would call it a learning difference - dyslexia, they call it - and I just had a terrible time with English and foreign languages and things like that. For a degree in geology or biology they required two years of a foreign language. There was no way in the world I could do that. In fact, I didn't really pass English. *(IELTS test papers offered by ks.ipredicting.com, copyright)* So I couldn't get a degree, I just wasn't capable

A	B	C	D	E	F	G	H	I	J

of it. But I took all of the courses required and I wrote a thesis and I did all sorts of things. So I have the education, I just don't have the piece of paper," he says.

D In Montana, in those days, everybody had the right to a college education. His grades at high school had been terrible, at university, his advisers recognised that he was having a hard time, and went on helping. The dean who kept readmitting him, was to give Horner an honorary doctorate years later. As a young non-graduate, Horner wrote to every museum in the English-speaking world, asking for a job. Los Angeles County Museum and the Royal Ontario Museum in Toronto made offers, but he accepted a post as technician at Princeton University because Princeton, New Jersey.*(IELTS test papers offered by ks.ipredicting.com, copyright)*

E "We definitely know we are working on a very broad coastal plain with the streams and rivers bordered by conifers and hardwood plants, and the areas in between these rivers were probably fern-covered. There were no grasses at all: just ferns and bushes - an unusual landscape, kind of taking the south-eastern United States - Georgia, Florida - and mixing it with the moors of England and flattening it out," he says. "Triceratops is very common: they are the cows of the Cretaceous, they are everywhere. Duckbilled dinosaurs are relatively common but not as common as triceratops and T rex, for a meat-eating dinosaur, is very common. What we would consider the predator-prey ratio seems really off the scale. What is interesting is the little dromaeosaurs, the ones we know for sure were good predators, we haven't found any of them."

F Which is why he sees T rex not as the lion of the Cretaceous savannah but its vulture. "Look at the wildebeest that migrate in the Serengeti of Africa, a million individuals lose about 200,000 individuals in that annual migration. There is a tremendous carrion base there. And so you have hyenas, you have tremendous numbers of vultures that are scavenging, you don't have all that many animals that are good predators. If T rex was a top predator, especially considering how big it is, you'd expect it to be extremely rare, much rarer than the little dromaeosaurs, and yet they are everywhere, they are a dime a dozen," he says. A 12-tonne T rex is a lot of vulture, but he doesn't see the monster as clumsy. He insisted his theory and finding, dedicated to further research upon it, of course, he would like to reevaluate if there is any case that additional evidence found or explanation raised by others in the future.

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41	42	43	44	45	46	47	48	49	50

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G He examined the leg bones of the T-rex, and compared the length of the thigh bone (upper leg), to the shin bone (lower leg). He found that the thigh bone was equal in length or slightly longer than the shin bone, and much thicker and heavier. which proves that the animal was built to be a slow walker rather than fast running. On the other hand, the fossils of fast hunting dinosaurs ALWAYS showed that the shin bone was longer than the thigh bone. This same truth can be observed in many animals of today which are designed to run fast: The ostrich, cheetah, etc.

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H He also studied the fossil teeth of the T-rex, and compared them with the teeth of the Velociraptor, and put the nail in the coffin of the "hunter T-rex theory". The Velociraptor's teeth where like stake knifes: sharp, razor-edged, and capable of tearing through flesh with ease. The T-Rex's teeth were huge, sharp at their tip, but blunt , propelled by enormous jaw muscles, which enabled them to only crush bones.

I With the evidence presented in his documentary, Horner was able to prove that the idea of the T-rex as being a hunting and ruthless killing machine is probably just a myth. In light of the scientific clues he was able to unearth, the T-rex was a slow , sluggish animal which had poor vision, an extraordinary sense of smell, that often reached its "prey" after the real hunters were done feeding, and sometimes it had to scare the hunters away from a corpse. In order to do that, the T-rex had to have been ugly, nasty-looking, and stinky This is actually true of nearly all scavenger animal. They are usually vile and nasty looking.

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21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

A	B	C	D	E	F	G	H	I	J

Questions 1-7

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

In boxes 1-7 on your answer sheet, write

TRUE	*if the statement is true*
FALSE	*if the statement is false*
NOT GIVEN	*if the information is not given in the passage*

1 Jack Horner knew exactly the bone belonged to a certain dinosaur when he was in father's ranch at the age of 8.

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2 Jack Horner achieved distinctive degree in university when he graduated.

3 Jack Horner is the first man that discovered T-Rex's bone in the world.

4 Jack Horner believes that the number of prey should be more than that of predator.

5 T-rex's number is equivalent to the number of vulture in the Serengeti.

6 The hypothesis that T-rex is top predator conflicts with the fact of predator-prey ratio which Jack found.

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7 He refused to accept any other viewpoints about T rex's category.

Questions 8-13 Summary

Complete the following summary of the paragraphs of Reading Passage，using ***no more than two*** words from the Reading Passage for each answer. Write your answers in boxes **8-13** on your answer sheet.

Jack Horner found that T-rex's _____8_____is shorter than the thigh bone, which demonstrated that it was actually a _____9_____, unlike other swift animals such as ostrich or _____10_____ that was built to _____11_____. Another explanation support his idea is that T-rex's teeth were rather_____12_____, which only allowed T-rex to _____13_____ hard bones instead of tearing flesh like ***Velociraptor.***

SECTION 1

Plain English Campaign

A We launched Plain English Campaign in 1979 with a ritual shredding of appalling government and municipal council forms in Parliament Square, London. We had become so fed up of people visiting our advice centre in Salford, Greater Manchester, to complain about incomprehensible forms that we thought we ought to take action. At the time the shredding seemed like merely throwing sand in the eyes of the charging lion, but it briefly caught the public imagination and left an impression on government and business. Although we're pleased with the new plain English awareness in government departments, many local councils and businesses maintain a stout resistance to change. one council began a letter to its tenants about a rent increase with two sentences averaging 95 words, full of bizarre housing finance jargon and waffle about Acts of Parliament. The London Borough of Ealing sent such an incomprehensible letter to ISO residents that 40 of them wrote or telephoned to complain and ask for clarification. Many were upset and frightened that the council was planning to imprison them if they didn't fill in the accompanying form. In fact the letter meant nothing of the sort, and the council had to send another letter to explain

B Plain legal English can be used as a marketing tactic. Provincial Insurance issued their plain English Home Cover policy in 1983 and sold it heavily as such. In the first 18 months its sales rocketed, drawing in about an extra £1.5 million of business. Recently, the Eagle Star Group launched a plain English policy to a chorus of congratulatory letters from policyholders. People, it seems, prefer to buy a policy they can understand.

C Two kinds of instructions give us a lot of concern - medical labels and do-it-yourself products. With medical labels there is a serious gap between what the professionals think is clear and what is really clear to patients. A survey by pharmacists Raynor and Sillito found that 31% of patients misunderstood the instruction on eye drops 'To be instilled', while 33% misunderstood 'Use sparingly'. The instruction 'Take two tablets 4 hourly' is so prone to

A	B	C	D	E	F	G	H	I	J

misunderstanding (for example, as 8 tablets an hour) that we think it should be banned. Unclear instructions on do-it-yourself products cause expense and frustration to customers. Writing the necessary instructions for these products is usually entrusted to someone who knows the product inside out, yet the best qualification for writing instructions is ignorance. The writer is then like a first-time user, discovering how to use the product in a step-by-step way. Instructions never seem to be tested with first-time users before being issued. So vital steps are missed out or components are mislabeled or not labelled at all. For example, the instructions for assembling a sliding door gear say: 'The pendant bolt centres are fixed and should be at an equal distance from the centre of the door.' This neglects to explain who should do the fixing and how the bolt centres will get into the correct position. By using an imperative and an active verb the instruction becomes much clearer: 'Make sure you fix the centres of the pendant bolts at an equal distance from the centre of the door.'

D Effectively, the Plain English movement in the US began with President Jimmy Carter's Executive Order 12044 of 23 March 1978, that required regulations to be written in plain language. There were earlier government efforts to inform consumers about their rights and obligations, such as the Truth in Lending Act (1969) and the Fair Credit Billing Act (1975), which emphasized a body of information that consumers need in simple language. But President Carter's executive order gave the prestige and force of a president to the movement. All over the country isolated revolts or efforts against legalistic gobbledygook at the federal, state and corporate levels seemed to grow into a small revolution. These efforts and advances between the years 1978 and 1985 are described in the panel 'The Plain English Scorecard'.

E The Bastille（巴士底狱）has not fallen yet. The forces of resistance are strong, as one can see from the case of Pennsylvania as cited in the Scorecard. In addition, President Ronald Reagan's executive order of 19 February 1981, revoking President Carter's earlier executive order, has definitely slowed the pace of plain English legislation in the United States. There are three main objections to the idea of plain English. They are given below, with the campaign's answers to them:

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F The statute would cause unending litigation and clog the courts. Simply not true in all the ten states with plain English laws for consumer contracts and the 34 states with laws or regulations for insurance policies. Since 1978 when plain English law went into effect in New York there have been only four litigations and only two decisions. Massachusetts had zero cases. The cost of compliance would be

A	B	C	D	E	F	G	H	I	J

enormous. Translation of legal contracts into non-legal everyday language would be a waste of time and money. The experience of several corporations has proved that the cost of compliance is often outweighed by solid benefits and litigation savings. Citibank of New York made history in 1975 by introducing a simplified promissory note and afterwards simplified all their forms. Citibank counsel Carl Falsenfield says: 'We have lost no money and there has been no litigation as a result of simplification.' The cost effectiveness of clarity is demonstrable. A satisfied customer more readily signs on the bottom line and thus contributes to the corporation's bottom line. Some documents simply can't be simplified. Only legal language that has been tested for centuries in the courts is precise enough to deal with a mortgage, a deed, a lease, or an insurance policy. Here, too, the experience of several corporations and insurance companies has proved that contracts and policies can be made more understandable without sacrificing legal effectiveness.

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G What does the future hold for the Plain English movement? Today, American consumers are buffeted by an assortment of pressures. Never before have consumers had as many choices in areas like financial services, travel, telephone services, and supermarket products. There are about 300 long-distance phone companies in the US. Not long ago, the average supermarket carried 9,000 items; today, it carries 22,000. More important, this expansion of options - according to a recent report- is faced by a staggering 30 million Americans lacking the reading skills to handle the minimal demands of daily living. The consumer's need, therefore, for information expressed in plain English is more critical than ever.

H What is needed today is not a brake on the movement's momentum but another push toward plain English contracts from consumers. I still hear plain English on the TV and in the streets, and read plain English in popular magazines and best-sellers, but not yet in many functional documents. Despite some victories, the war against gobbledygook is not over yet. We do well to remember, the warning of Chrissie Maher, organizer of Plain English Campaign in the UK: *'People are not just injured when medical labels are written in gobbledygook- they die. Drivers are not just hurt when their medicines don't tell them they could fall asleep at the wheel - they are killed.'*

A	B	C	D	E	F	G	H	I	J

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

Questions 1-6

Do the following statements agree with the information given in Reading Passage **1**?
*In boxes **1-6** on your answer sheet, write*

TRUE	*if the statement is true*
FALSE	*if the statement is false*
NOT GIVEN	*if the information is not given in the passage*

1 In marketing area, spread of Plain English can generate economic benefit.

2 Because doctors tend to use jargon when they talk with patients, thereafter many patients usually gets confused with medicine dose.

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3 After successive election over U.S president Jimmy Carter, effect of Plain English Campaign is less distinctive than that of previous one.

4 The Plain English campaigner has a problem of talking with the officials.

5 Word check is made regularly by judge in the court scenario.

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6 Compared with situation of the past, consumers are now facing less intensity of label reading pressure in supermarket in America.

Questions 7-14

Summary

Complete the following summary of the paragraphs of Reading Passage，using ***no more than three*** words from the Reading Passage for each answer. Write your answers in boxes **7-14** on your answer sheet.

Campaigners experienced a council renting document full of strange.....7.....of housing in terms of an Act. They are anxious in some other field, for instance, when reading a label of medicine, there was a obvious.....8.....for patients.

Another notable field was on .....9.....products, it not only additionally cost buyers, but caused.....10....., thus writer should regard himself as a.....11.....,. However, oppositions against the Plain English Campaign under certain circumstances, e.g. .....12.....language had been embellished as an accurate language used in the .....13..... Author suggested that nowadays new compelling force is needed from .....14.....

Twin Study:

Two of a kind

A THE scientific study of twins goes back to the late 19th century, when Francis Galton, an early geneticist, realised that they came in two varieties: identical twins born from one egg and non-identical twins that had come from two. That insight turned out to be key, although it was not until 1924 that it was used to formulate what is known as the twin rule of pathology, and twin studies really got going.

B The twin rule of pathology states that any heritable disease will be more concordant (that is, more likely to be jointly present or absent) in identical twins than in non-identical twins—and, in turn, will be more concordant in non-identical twins than in non-siblings. Early work, for example, showed that the statistical correlation of skin-mole counts between identical twins was 0.4, while non-identical twins had a correlation of only 0.2. (A score of 1.0 implies perfect correlation, while a score of zero implies no correlation.) This result suggests that moles are heritable, but it also implies that there is an environmental component to the development of moles, otherwise the correlation in identical twins would be close to 1.0.

C Twin research has shown that whether or not someone takes up smoking is determined mainly by environmental factors, but once he does so, how much he smokes is largely down to his genes. And while a person's religion is clearly a cultural attribute, there is a strong genetic component to religious fundamentalism. Twin studies are also unraveling the heritability of various aspects of human personality. Traits from neuroticism and anxiety to thrill- and novelty-seeking all have large genetic components. Parenting matters, but it does not determine personality in the way that some had thought.

D More importantly, perhaps, twin studies are helping the understanding of diseases such as cancer, asthma, osteoporosis, arthritis and immune disorders. And twins can be used, within ethical limits, for medical experiments. A study that administered vitamin C to one twin and a placebo to the other found that it had no

A	B	C	D	E	F	G	H	I	J

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

effect on the common cold. The lesson from all today's twin studies is that most human traits are at least partially influenced by genes. However, for the most part, the age-old dichotomy between nature and nurture is not very useful. Many genetic programs are open to input from the environment, and genes are frequently switched on or off by environmental signals. It is also possible that genes themselves influence their environment. Some humans have an innate preference for participation in sports. Others are drawn to novelty. Might people also be drawn to certain kinds of friends and types of experience? In this way, a person's genes might shape the environment they act in as much as the environment shapes the actions of the genes.

E In the past, such research has been controversial. Josef Mengele, a Nazi doctor working at the Auschwitz extermination camp during the second world war, was fascinated by twins. He sought them out among arrivals at the camp and preserved them from the gas-chambers for a series of brutal experiments. After the war, Cyril Burt, a British psychologist who worked on the heredity of intelligence, tainted twin research with results that appear, in retrospect, to have been rather too good. Some of his data on identical twins who had been reared apart were probably faked. In any case, the prevailing ideology in the social sciences after the war was Marxist, and disliked suggestions that differences in human potential might have underlying genetic causes. Twin studies were thus viewed with suspicion.

F *(IELTS test papers offered by ipredicting.com, copyright)* The ideological pendulum has swung back; however, as the human genome project and its aftermath have turned genes fro abstract concepts to real pieces of DNA. The role of genes in sensitive areas such as intelligence is acknowledged by all but a few die-hards. The interesting questions now concern how nature and nurture interact to produce particular bits of biology, rather than which of the two is more important . Twin studies, which are a good way to ask these questions, are back in fashion, and many twins are enthusiastic participants in this research.

G Research at the Twinsburg festival began in a small way, with a single stand in 1979. Gradually, news spread, and more scientists began turning up. This year, half a dozen groups of researchers were lodged in a specially pitched research tent. In one corner of this tent, Paul Breslin, who works at the Monell Institute in Philadelphia, watched over several tables where twins sat sipping clear liquids from cups and making notes. It was the team's third year at Twinsburg. Dr Breslin and his colleagues want to find out how genes influence human perception, particularly the senses of smell and taste and those (warmth, cold, pain, tingle, itch and so on) that result from stimulation of the skin. Perception is an example of something that is probably influenced by both genes and experience. Even before birth, people are exposed to flavours such as chocolate, garlic, mint and vanilla that pass intact into the bloodstream, and thus to the fetus. Though it is not yet clear whether such pre-natal exposure shapes taste-perception, there is evidence

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

A	B	C	D	E	F	G	H	I	J

that it shapes preferences for foods encountered later in life.

H However, there are clearly genetic influences at work, as well—for example in the ability to taste quinine. Some people experience this as intensely bitter, even when it is present at very low levels. Others, whose genetic endowment is different, are less bothered by it. Twin studies make this extremely clear. Within a pair of identical twins, either both, or neither, will find quinine hard to swallow. Non-identical twins will agree less frequently.

I On the other side of the tent Dennis Drayna, from the National Institute on Deafness and Other Communication Disorders, in Maryland, was studying hearing. He wants to know what happens to sounds after they reach the ear. It is not clear, he says, whether sound is processed into sensation mostly in the ear or in the brain. Dr Drayna has already been involved in a twin study which revealed that the perception of musical pitch is highly heritable. At Twinsburg, he is playing different words, or parts of words, into the left and right ears of his twinned volunteers. The composite of the two sounds that an individual reports hearing depends on how he processes this diverse information and that, Dr Drayna believes, may well be influenced by genetics.

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J Elsewhere in the marquee, Peter Miraldi, of Kent State University in Ohio, was trying to find out whether genes affect an individual's motivation to communicate with others. A number of twin studies have shown that personality and sociability are heritable, so he thinks this is fertile ground. And next to Mr. Miraldi was a team of dermatologists from Case Western Reserve University in Cleveland. They are looking at the development of skin diseases and male-pattern baldness. The goal of the latter piece of research is to find the genes responsible for making men's hair fall out.

K The busiest part of the tent, however, was the queue for forensic-science research into fingerprints. The origins of this study are shrouded in mystery. For many months, the festival's organisers have been convinced that the Secret Service—the American government agency responsible for, among other things, the safety of the president—is behind it. When The Economist contacted the Secret Service for more information, we were referred to Steve Nash, who is chairman of the International Association for Identification (IAI), and is also a detective in the scientific investigations section of the Marin County Sheriff's Office in California. The IAI, based in Minnesota, is an organisation of forensic scientists from around the world. Among other things, it publishes the *Journal of Forensic Identification*.

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A	B	C	D	E	F	G	H	I	J

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

Questions 14-18

*The reading Passage has seven paragraphs **A-K**.*
Which paragraph contains the following information?
Write the correct letter ***A-K,*** in boxes ***14-18*** on your answer sheet.

NB You may use any letter more than once.

14 Mentioned research conducted in Ohio

15 Medical contribution to the researches for twins.

16 Research situation under life threatening conditions

17 Data of similarities of identical twins

18 Reasons that make one study unconvincing

Questions 19-20

Summary

Complete the following summary of the paragraphs of Reading Passage 2， using ***no more than two*** words from the Reading Passage for each answer. Write your answers in boxes **19-20**on your answer sheet.

The first one that conducted research on twins is called **……19……** He separated twins into two categories: non identical and identical twins. The twin research was used in medical application in as early as the year of **……20……**

Questions 21-23

Choose the correct letters in following options:
Write your answers in boxes 21-23 on your answer sheet.

Please choose ***THREE*** research fields that had been carried out in ***Ohio, Maryland and Twinsburgh?***

A **Sense**
B **Cancer**
C **Be allergic to Vitamin D**
D **Mole heredity**
E **Sound**
F **Boldness of men**

Questions 24-26

Choose the correct letters in following options:
Write your answers in boxes 24-26 on your answer sheet.

Please choose ***THREE*** results that had been **verified** in *this passage.*

A Non identical twins come from different eggs.

B Genetic relation between identical twins is closer than non-identical ones.

C Vitamin C has evident effect on a cold.

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D Genetic influence to smoking is superior to environment's

E If a pregnant woman eats too much sweet would lead to skin disease.

F Hair loss has been found to be connected with skin problem.

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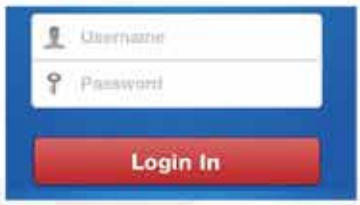

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进入相应板块（如图）

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越努力 越幸运

SECTION 1

土豆的影响

Jeff Chapman 认为土豆是最重要的蔬菜

A 虽然土豆首次在南美种植是在三千到七千年前,但科学家们相信他们在该地区的野生土豆已经有 13000 年的历史了。土豆的遗传基因分布表明,它可能起源于南美大陆中西部山区。

B 早期西班牙的编年史作家滥用印度文字 Batata(红薯)作为土豆的名字，这体现了芋薯类植物对印加帝国的重要性。印加人早已学会了将土豆脱水和捣碎之后，成为一种被称作 chuchu 的物质来贮存土豆，这种东西可以在房里存放长达 10 年,因而对农作物歉收提供了充分的保障。同时印加人还把土豆作为主食作物,因为他们认为土豆让分娩更容易，也可以用它来治疗损伤.

C 1532 年西班牙的征服者，当他们抵达秘鲁寻找黄金时首先遇到土豆,并注意到印加矿工吃的 chuchu。当时西班牙人未能意识到土豆代表比金银更重要的财富,他们逐渐开始在船上使用土豆作为基本口粮。1570 年土豆到达西班牙后,一些西班牙农民在小范围内开始种植土豆,主要作为牲畜的饲料。

D 整个欧洲,人们对待土豆的态度是厌恶和担心的。一般认为是不适合人类食用的,他们仅用作动物饲料和充饥食物。在北欧,土豆主要是生长在植物园作为一个异国的奇异植物。甚至农民都拒绝吃这种丑陋的,畸形的来自野蛮文明国家的块茎植物。一些人认为土豆与茄科植物相类似都是巫婆的创造或者是魔鬼的代表.

E 英格兰流行荤食主义，农民和城镇职工对土豆的态度是极端的厌恶。1662 年,英国皇家学会推荐英国政府及国家培养种植块茎植物,但这一建议几乎没有任何影响。革命战争期间食物短缺，土豆才成为主食,英国政府开始正式鼓励种植土豆。1795 年,农业委员会首先发布了一份小册子名为“尊重文化以及土豆的使用”;紧接着又在《纽约时报》刊登赞成使用土豆的言论以及土豆食谱。渐渐地,下层阶级开始效仿上层阶级，食用土豆。

F 类似的模式在横跨英吉利海峡的荷兰,比利时和法国也涌现出来。在法国东部土豆慢慢被普及(它是士兵抢夺麦田和葡萄园后经常剩下的唯一作物), 直到 1700 年代末，它才获得广泛接受。农民也持怀疑态度,尽管 1771 年，巴黎院校的一篇论文证明,土豆不是有害而且是有益的。当土豆开始被皇室所接收的时候，普通百姓也开始克服对土豆的厌恶情绪：例如路易十六开始夸耀在他钮扣上的土豆花,玛丽•安托瓦内特也在她的发髻带上了紫色的土豆花。

G 普鲁士的 Frederick 大帝了解土豆的潜能，可以有助于供养臣民和制作价格较

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低的面包,但面临的挑战是克服人们的偏见。当他签署 1774 年的法令宣布用土豆对抗饥荒的政策时，Kolberg 小镇的镇长发言：“土豆闻起来、吃起来没有任何味道，就算是狗都不会想吃，对我们有什么用呢？”因此 Frederick 大帝试图通过暗示的手段，鼓励他的臣民种植土豆。其实皇帝利用了民众的逆反心理：他种植土豆时让皇家军队驻扎用来防御附近的小偷。附近的农民自然认为值得保护的东西就是好东西，所以混进园子偷走植物。当然，这是完全符合 Frederick 的推广土豆设想。

H 历史学家对土豆是否为工业化时期的英格兰和威尔士，人口爆炸性增长的原因或者影响之一产生争论。1800 年之前,英国的饮食主要以肉为主,以面包、黄油和奶酪为辅。他们很少吃蔬菜,大多数蔬菜被视为营养价值低和潜在有害作物。这种观点在 1700 年代后期逐渐开始发生变化。工业革命时民众大多数搬到拥挤的城市,但只有条件富有的人才买得起带有烤箱或存储煤炭的房子,人们一天工作时间 12 到 16 个小时几乎没有时间和精力准备食物。土豆高产、容易准备的特点显而易见是解决英格兰的粮食问题的最佳方案。

I 虽然他们的邻居大部分对待土豆的态度是怀疑的，这不得不让上层阶级说服老百姓接受土豆,但是爱尔兰农民和印加人相比，接受块茎植物的意愿比任何人都更加强烈。土豆适合爱尔兰土壤和气候,其高产的特点符合大多数爱尔兰农民关心的最重要因素：土豆能养活他们的家庭。

J 一个最能体现土豆潜力的例子是 1800 年在爱尔兰，土豆成为主食而改变了人口的增长方式。爱尔兰的人口在 1780 年到 1841 年之间翻了一番,达到八百万,这是在没有任何重大的扩张工业或农业技术改革的情况下，只是广泛种植了土豆。虽然爱尔兰土地耕种与英国相比是落后的,但土豆的高收益率甚至允许最贫穷的农民生产更多的健康食品，而且他们不需要任何投资或者负重的劳力。因为土豆不需要脱粒,固化或研磨，即使是孩子都能轻易种植、收割和烹饪土豆。而土豆提供的高产量可以大大降低婴儿死亡率同时能鼓励民众早婚。

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SECTION 3

加拿大双语教学项目

A 人口流动的一个结果就是使学校的文化丰富起来。比如，在加拿大多伦多市，幼儿园58%学生来自母语为非英语的国家。在欧洲和北美的学校，这样的多样性已存在多年，但教育政策与教学实践在各国之间，甚至在一国之内都大相径庭。一些政党及组织在寻找解决多样化群体及使其融入校园和社会的问题。他们在东道主社会中看到一些积极向上的结果，但与此同时，他们也担心这些多样性会对东道主的社会特性产生威胁。因此，他们大力提倡能够使这些所谓的“问题”消失的教育政策。如果学生保留自己的文化和语言，他们将被视为无法与社会中的文化相容，且在学习社会中的语言时也将逊色于他人。

B 教育家和政策制定者所面临的挑战是要形成民族文化认同的演变，并且在这样的转变中所有公民（包括学童）的基本权利得到尊重，民族文化、语言和经济资源也被最大限度的利用起来。从国家私利的角度来出发而不鼓励（移民）儿童学习他们的（本国）语言从而造成国家(语言环境)资源的浪费，这种做法是相当愚蠢的。首先要做的便是调查现状，以知晓母语在孩子的教育发展中扮演什么角色，然后给文化和语言上存在差异的孩子们提供合适的教育。

C 事实上，目前研究结果已经十分明确。当孩子们在读小学时持续学习两种及以上的语言，他们将会对语言本身及如何高效使用这些语言有更深层的领悟。他们在处理语言方面能够有更多的实践，尤其在同时提高读写能力时。在过去的 35 年中，超过 150 份的调查研究强烈支持了 18 世纪德国著名哲学家歌德曾说的话：只会使用一种语言的人，并未真正了解这门语言。调查研究指出，使用双语的孩子在思维方面也更加灵活，因为他们使用两种不同的语言来处理信息。

D 孩子们母语程度能够有效的预测他们学习第二种语言时的进展程度。母语基础扎实的孩子在学习教学用语时，读写能力将会更强。当父母或监护人（比如祖父母）能够花时间陪在孩子身边，给他们讲故事或与其讨论问题等方式来提高母语水平，那么他们来到学校后，便已达到了学习教学用语的准备，且能够成功受教。孩子的知识和技能能够从母语转化为教学用语。并且，语言转化可以是双向的：如果教育环境允许孩子们同时接触这两门语言，那么它们便会相辅相成。

E 有的教育家和家长怀疑母语的基本教程,因为他们担心孩子没有时间学习主流语（即多数人语言或大语种，也可称之为优势语言）。例如,在双语教学项目中，一半时间使用儿童的家庭语言教学，而另一半则通过主流语完成。会不会儿童在书写方面的几乎没有什么长进呢?其中一个权威的教育研究成果表明，有效的实施双语课程时既能够促进读写能力和学科知识—掌握主流语知识的同时对于儿童学习小语种知识不会产生任何负面影响。在欧洲，比利时的“领航”语言项目，开发孩子的口语和三种语言(母语、荷兰和法国)的读写能力,显而易见地说明了培养双语和三语教育的好处(详见康明斯公司,2000)。

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F 这种结果如何产生也是不难理解的。当孩子们学习小语种,他们也是学习思想和智力技能。小学生知道如何用母语报时并理解时间的概念。当试图用主流语学习时间概念时,他们不需要再重新学习这个概念。同样,在更高级的阶段,语言可作为一种转换工具比如从书面文章或故事的具体细节去了解如何区分主体思想,区分主观与客观,在这个领域针对中学生的研究提供了有趣的发现,这研究也是值得推广的。

G 许多人惊奇的发现,在使用主流语的学校,双语儿童似乎可以很快的“学会”对话技巧,(尽管他们需要更长的时间赶上本地人在学术语言方面的技能)。然而,教育家往往忽略孩子到底能多快失去使用母语的能力,即使在有家庭范围的情况下。语言的丧失或者某种程度的改变是取决于在附近的区域中使用某一特定语言的家庭的集中度有关。如果在母语广泛使用的社区,那么幼儿语言丧失程度是较小的。然而,在那些母语使用并不集中的居住社区,儿童在开始上学后的 2 - 3 年内将会丧失用母语沟通的能力。也许他们可以听懂母语,但他们将使用主流语与伙伴和家人交流沟通。等到儿童长成青少年的时候,父母和孩子之间的语言不同已成为情感上的鸿沟。学生经常对于同时来自家庭教育和学校的文化感到疏远,这是可以预见的结果。

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当蜜蜂遇到麻烦
本地的传粉者能填补空缺吗？

A 最近，一条骇人听闻的新闻头条，描述了一种神秘疾病-蜂群衰竭失调症(CCD)，它导致许多为农作物授粉的人工养殖蜜蜂消失。如果在没有人工养殖蜜蜂的情况下，如果事态继续下去，将会发展为：农田变得贫瘠，经济会陷入崩溃，而且食物将会短缺。

B 但是一些报道认为，这种风险本身是(人祸)而不是自然天灾。一方面，美国是蜂群衰竭失调症首先被报道出来而且是受到影响最大的国家，可是人工养殖蜜蜂不属于（美国）本地物种。授粉是一种现代农业的产业，而不是小打小闹的点金术。近几年中，参与美国授粉业的蜂箱总数量已经在 250 万和 300 万之间。与此同时，美国农民开始使用大量的有机磷杀虫剂，大规模种植单一栽培的农作物，还采用“清洁农业”实践，从田边到路旁的原生态植物都受到清理。大部分本地蜜蜂被这种实践所残害，很多与农业害虫一样受到杀虫剂的攻击，清洁农业也让农田变得不适合的剩余的本地蜜蜂生存。关于这种实践和其对传粉者的影响并不是什么新鲜事，1962 年瑞秋•卡尔森关于“默默哭泣的春天”（报道）中提过所谓“颗粒无收的秋天”生态的警钟，归根到底是昆虫传粉者的消失。

C 秋天颗粒无收的情况就还没有发生，这很大程度上要归功于人工养殖的蜜蜂；因为农民认为野生传粉者对于农作物的辅助能力下降而转而使用人工养殖蜜蜂。在古埃及时，人们已经开始半人工养殖蜜蜂，当人们决定选择养蜂时，其实并不仅仅因为对蜜蜂（自古以来的）熟悉，而是蜜蜂生物性对许多新兴的农业系统方面都具有适应性。例如，当使用杀虫剂时，人工养殖蜜蜂的蜂巢可以封闭起来，并转移离开农药碰洒的地区。蜜蜂属于传粉者中的多面手，他们能为许多不同的作物授粉，虽然他们不是所有作物最有效的授粉者，但人工养殖蜜蜂具有数量上的优势，一个蜂巢养活着 20000-100000 只蜜蜂。美国农业部的吉姆•柯恩认为：“如果你希望选择一种对农业产生帮助的蜂族，毫无疑问，它将是人工养殖蜜蜂。”换句话说，人工养殖蜜蜂已经成为现代工业农业的系统中的一个关键齿轮。相比之前，该农业系统可以提供更多的食物，种类也更加丰富；而随着生产地增加，价格也相对便宜。但该系统也非常脆弱，因为把农田转变为相当于进行光合作用的工厂车间，而（蜜蜂）授粉变成一系列的装配生产线，与此同时自然生态系统的一些弹性特质也会被滤去消除。

D 巴西的农业学家布雷诺•弗雷塔斯指出，在自然界中，使用这样一个高度专门化系统通常是一个非常危险的游戏：当一切都处在平衡状态时，它能很好运作；一旦出现细微的失衡就会导致（体系）快速走向灭绝。实际上，发展出

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严重依赖单一传粉者的农业系统，使得人类处于过度专门化的险境之中。因为蜂群衰竭失调而导致人类和蜜蜂的关系中断，于是农业系统的脆弱开始显现。

E 事实上，有些野生蜜蜂已经被成功驯化为作物授粉。吉姆•柯恩说："当谈及要在两至三周内或者更少的时间里，要为每英亩数以百万计的花授粉，或者为许多农作物授粉，出现的难题是如何在一个相当短的几年里试图提供足够而且稳定来源的（饲养的）蜜蜂作为农作物的授粉工具"。另一方面，（因为）本地蜜蜂比人工养殖蜜蜂可以更有效的为特定农作物的授粉，这样使用（本地蜜蜂）就无需更多的人工养殖蜜蜂。例如，同样一次任务中，大约 750 只蓝色果园蜜蜂(Osmia lignaria)可以为一公顷的苹果或杏仁授粉，而使用人工养殖蜜蜂大约需要 50000 到 150000 只。蜜蜂这种能工巧匠在世界各个角落的从事类似工作。在巴西，布雷诺•弗雷塔斯还发现如果种植者能提供一种花香油的来源，例如通过在腰果树之中间种加勒比樱桃；那么，野生腰果的本地传粉者 Centris tarsata 蜜蜂，就可以在商业腰果园存活。

F 在某些地方，本地蜜蜂做的比它们与获得的好评相比，做得更多。生态学家瑞秋•温弗瑞最近领导一个团队，在新泽西州和宾夕法尼亚州地区的 29 个农场，观察四个夏季农作物（番茄，西瓜，辣椒，和甜瓜）的授粉情况。温弗瑞的团队确定了 54 种野生蜜蜂访问这些作物，并发现野蜂是系统中最重要的传粉者：尽管在场的许多农场有自己人工养殖的蜜蜂，但野蜂负责花授粉访问量的占总数的 62%。在另一项研究中特别关注西瓜，温弗瑞和她的同事们对 23 个农场进行研究，计算出单靠本地蜜蜂就可以提供充足的授粉量的农场占总数的 90%。相比之下，人工养殖蜜蜂可以提供足够授粉量的农场只占总数的 78%。

G "我研究的地区不是典型的大部分食品的生产区，"温弗瑞承认。在德拉瓦河谷（位于美国新泽西州和宾夕法尼亚州），大多数农场和农田相对较小，通常每个农户种植不同种类的农作物，而且农场都分散在郊区住宅和其他农业用地之中，这意味着房主也有更多的机会参与蜜蜂的保护。这样较小的面积的自然栖息地地形很适合蜜蜂的生长。它分布在杂草丛生的荒地，休耕地，郊区社区和古老植林地中，并提供了分布在不同种类的作物之间形形色色的蜜蜂栖息地与花卉资源。换句话说，这种"传粉者友好"的农业实践可能不仅仅帮助农作物传粉，而且是所有保护野生传粉者策略中的关键因素，同时还对其它的野生物种有所帮助。

H 当然，并不是所有农民都能够实现全部这些做法。研究人员建议将其转化为一种多种制的农业体系。对于一些小规模的养殖场来讲，本地蜜蜂可能真的是不可或缺。对于大规模的农场操作来说，使用一套蜜蜂之间相互搭配的模式，即人工养殖蜜蜂是授粉的多面手（普适性授粉），其他本地蜜蜂为特定作物授粉。换句话说，"我们仍然有机会使用多样的，灵活有弹性的栽培取代危险的单一栽培（系统）"。

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真题原文参考翻译

农村交通和“实践行动”方案

Rural transport and Practical action plan

40多年来，“实践行动”计划与贫困社区通力合作，在充分考虑文化，需求和技能等诸要素的前提下，致力于寻找最有效的农村交通方式。得到技术和实际行动方面的支持后，哪怕是偏远的乡村地区也可以自行设计，建造和维护交通。

A 尽管“国家发展计划”的交通部门重心主要在于公路网络和桥梁的延展，而贫困地区需求的处理解决依然远远不足。很有必要发展和促进可选择性交通体系和中间交通方式（IMTs）的可持续性使用。IMTs完善补足了穷苦人民与公路网络以及其他社会经济基础设施之间的联系，也提高了他们的生活水平。

B 另一方面，对于一个经济不景气的国家而言，全天化(all weathered)的公路（目前为止只有30%的农村人口可以使用到公路）和可通汽车的桥梁的维护和发展是代价不菲的。而且，从环境，社会和经济角度而言，这些人为干涉并不总是在所有的地区都受到支持。超过60%的交通网络集中在低地地区。尽管存在着大量的其他方式可以解决山区农村地区的交通需求，但由于缺乏清晰的政府重心和政策，缺乏财政和经济的刺激，缺乏充足的技术知识和生产能力，导致了包括IMTs在内的诸多其他交通方式的发展裹足不前。

C 贫困的主要原因之一就是与外界隔绝闭塞。提高闭塞落后地区的通路和机动性，也就为接触市场，服务和得到更多的机会铺平了道路。随着交通的改良，贫困的人民就可以进入买卖商品的市场，获得收益的同时，也得以更好地享用诸如健康和教育之类的基本服务。没有适合的公路和车辆，也就意味着妇女和孩童每天要被迫花更多的时间来满足她们的基本生活需求，比如取水和收集木柴。而这些宝贵的时间大可种庄稼，照顾家庭，学习，或者做些小生意，多赚点钱满足生活所需。

公路建造

D 没有公路，农村社区就被完全限制住了。连收集水和木材，去当地市场都成了一个艰巨的事情。因此不难理解对大多数农村社区而言，建造公路(construction of road)就是一项主要的任务。通过建设和恢复较短的农村公路，小桥梁，排水渠以及其他与交通相关的设备，“实践行动”方案正在帮助改进农村的交通基本设施。该方案的目标是使用一些方法，鼓励社区能动地发展。也就是说，村民们可以更好地接触市场，健康医护，教育和其他社会经济机会，把改善的服务提供给那些可通行的乡村，以此来提高自身的生活水平。

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提出新主意

E “实践行动”方案，以及我们所合作的社区都不停地构思琢磨出新的点子，来帮助穷苦的人群。拖车(cylce trailers)有一个实际的商务用途：帮助人们运输蔬菜，煤炭等商品到市场区售卖。所以通过制造，维护，运作出租车，那些处于贫困线的人们便能够从中赚不少钱。在“实践行动”方案提供专业知识的帮助下，斯里兰卡社会开始了一个巴士服务(bus services)，并且维护着沿途的公路。该影响是巨大的，结束了农村人民的与世隔绝。又快又便宜，提供了人民一个可靠的方式旅行到最近的城镇；孩子们受到了教育，也就更有可能找到了一条摆脱贫困的路线。“实践行动”方案也促进了很多国家道路网络和地方道路网路通达，基于行动研究的知识交换也得以执行了，其中一个特别引人注目的案例就是斯里兰卡有机农业运动。

摩天交通体系

F 对于生活在偏远山区的人们而言，把食物运到市场以获得收入而生存下去是一件特别重要的事情。山脉太陡峭了，攀山越岭都是件危险的事情。是可以聘请运货工，但毕竟代价不菲。即便如此，依然要花数个小时甚至是一天的时间来翻山越岭。路程花费时间过长，商品开始腐坏，开始逐渐贬值。“实践行动”方案想出了一个聪明的法子，名字叫做空中索道(aerial rope)。空中索道利用地心引力运作，或者通过外部能量运作。控制缆绳在中间，以传统的飞轮方式移动，两个缆车则在支撑的轨道上滚动。位于顶部的缆车装载货物，可达120公斤。而后通过地心引力或者外部能量拉到站台。另外一个位于底部的缆车因此也就自动地往上移。如果无法利用电网，外在能量则可以由微型水动力系统产生。

带人们上路

G “实践行动”方案发展了两轮铁拖车，通过座位后的钩子，铁拖车可以附着在自行车上，用于运输较重的食物，水，甚至是乘客（总计可以高达200公斤）。依然踩着自行车，人们可以运输之前三倍的货物量。拖车被当地的制造商用来进行各类运输，诸如被当做救护车，移动商店，甚至是移动图书馆。拖车是在小山村作坊中以铁管制成的。通过切割，弯曲，焊接，穿孔，制作出了框架和轮子。也会根据买家的要求进行一些修改。两轮的救护车由磨具浇灌的金属做成，带着标准的橡胶轮子。“床”的部分铺着坐垫使病人感到舒服。而“座位”的部分使得家人得以在转移时照看病人。需要专门的拉车来拉动救护拖车，人所以们也就不必割舍日常生活依赖的自行车。装卸体系使得拆装变得容易。出于客户的要求，人们设计了一个盖子，在天气恶劣到时候来保护病人和看护人员。盖子由处理过的棉花做成，可以防水，经久耐用。

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Making of Olympic Torch

A 世界各地的人们每隔两年就期待着运动员举着火炬进入奥林匹克竞技场点燃奥运圣火，此时，新一届具有历史意义奥运会开幕。开幕式是漫长奥运火炬传递行程的一个终点。古希腊人敬畏火的力量。在希腊神话中，普罗米修斯从宙斯那里给人类偷来火种。希腊人于公元前 776 年举行了他们的首次奥运会。这每四年在奥林匹亚举行盛会给宙斯和其他希腊诸神带来荣耀。不断燃烧火焰（当时）也是整个希腊的固定特征。在奥运会的开始，希腊人点燃圣坛上火盆的火焰来献给婚姻及生育的女神赫拉。

B 1928 年的阿姆斯特丹现代奥运会人们重新点燃火焰，虽然点燃了圣火盆，但没有举行火炬接力。第一次火炬接力活动是在 1936 年的柏林夏季奥运会，直到 1952 年，冬季奥运会才开始借鉴（夏季）奥运会的火炬接力。但那一年，火种不是在希腊的奥林匹亚而是在挪威点燃，之所以选择挪威是因为它是滑雪的诞生地。但自从 1964 年在奥地利因斯布鲁克冬季奥运会开始，每届冬季和夏季奥运会都以一个在希腊奥林匹亚点火仪式而开始，紧随其后的是一个传递到奥林匹克体育场火炬接力。

Designing an Olympic Torch

C 火炬的设计往往来自一个（或一组）设计师的理念。然后几个设计组向奥委会团队提交建议来争取设计和构建火炬的机会。胜方将得到这设计机会--设计既美观又实用的火炬。一个火炬设计和制造时间长达 1-2 年。而且一旦火炬建成，它必须在所有的天气条件被严格的测验。现代奥林匹克圣火外观设计源自迪士尼艺术家**约翰·亨齐**为 1960 年在美国加州斯阔谷冬季奥运会设计的火炬。他的设计为未来所有的火把提供依据，。自那时以来，设计师会试图设计一个能代表东道国和奥运会的主题的火炬。

D 一个火炬必须被不断复制。一个到奥运体育馆的旅程必须有数千计（火炬），那才能满足一万到一万五千段奥运火炬接力的成千上万的跑步者。每个参加者在结束他的接力行程段时，都有机会购买他(手持)的火炬。

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Olympic Torch fuel

E 现代奥运会第一个火炬（1936 年柏林奥运会）的火焰由一个薄的钢杆顶部一块冒出的圆形块。并刻有的接力跑步者的名字。火炬必须在整个接力行程保持燃烧，燃料就必须经得起风、雨、冰雹、雪、和各种各样的气候和地形（沙漠、山地，和海洋）。早期的火炬燃料以火药，橄榄油混合。一些火炬使用乌洛托品（混合了甲醛和氨）和萘（氢气和碳基物质在卫生球）的混合物再加一些液体点燃。这些物质不是高效的燃料，而且有时是很危险的。在 1956 年的奥运会，最后一棒接力的火炬是由镁和铝点燃，而燃烧着的大块燃料从火炬上掉下来，灼伤了接力者的手臂。在 1972 年慕尼黑奥运会上第一次引入了液体燃料。从那时开始的液体燃料是储存在压力容器里面的液体，但燃烧作时气化产生火焰。液体燃料可以存储在一个轻型的罐中因此对于接力者是相对安全的。而为 1996 年亚特兰大夏季奥运会设计的火炬：它有一个铝基，中间嵌入一个小的燃油箱罐。燃料随着手柄中的管道上升压出后，推动一个黄铜阀，阀门上面有非常多的微小的开口。（液体）燃料通过小开口前有压力。一旦它通过开口，压力下降，液体燃料就变成气体的燃烧。这些产生高压燃油的小孔在恶劣的条件保持火焰不灭。

F 1996 年的火炬明亮的火焰是丙烯燃烧而产生的。但由于丙烯含有高浓度的碳，它也产生了大量的烟，对环境不友好。2000 年，悉尼奥运会火炬的创造者想出了一个更轻更便宜的而且更加环保的设计。为了维持他们的火焰。他们使用了 35%的丙烷（该气体用于家里炉灶和烧烤架加热）和 65%丁烷（打火机燃料）混合燃料，点燃一个强大的火焰而且不会产生大量的烟雾。因为丙烷/丁烷液体混合物可以使用相对较小的压力存储 ，它可以保存在一个轻量级容器中。然后它在正常大气压力下燃烧。液体燃料存储在在一个位于火炬中部的铝罐。它流经传递管道达到火炬的顶部。离开管道前、液体燃料是强行通过一个小孔。一旦它穿过孔，压力下降，导致液体变成气体而燃烧。火炬液体燃料以固定速度送达燃烧器，燃烧时火焰总是保持相同的强度。火炬点燃可以保持 15 分钟左右。

G 1996 年和 2000 年两届火炬设计的工程师采用了一种利用双火焰的燃烧器系统，保持火炬即使在飘忽不定的风中也能点燃。外部火焰燃烧比内部的火焰缓慢，维持一个较低的温度。是一种大而明亮的橙色火焰，所以它可以清楚的被看到，但外焰在风中是不稳定的。内火焰的燃烧温度高，只产生一个很小的蓝色火焰，但内火焰很稳定，因为它处于内部位置而保护它免受风干扰。它会像一个小长明灯，能够在外部火焰熄灭时重新点燃它。

H 2002 年盐湖城奥运的火炬上部分是玻璃，奥林匹克火焰在玻璃里面燃烧，呼应了 2002 年奥运会的火的主题。玻璃则代表纯洁，冬天和自然的冰。在玻璃里面有一个几何的铜结构帮助维持火焰。 这两个银色的部分也反映了火与冰的主题的颜色-蓝色/紫色。

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磁疗

A 磁疗，在全球拥有着五十亿市场，是一种另类疗法，它宣称磁场有着治愈的力量。声称有治疗效用的磁疗设备有磁手镯、鞋垫、手腕带和膝盖带，背部和颈部托架，甚至有磁的枕头和床垫。它们在美国的年销售额约为 3 亿美元和全球有超过十亿美元。它们广告宣传已经治愈了大量的病症，尤其是疼痛。

B 这种治疗的原理是通过振动电磁波至身体的不同部位来平衡身体中的电能。磁所产生电流能增加血流量和氧，这有助于治疗许多疾病。地球磁场的自然作用被认为在人类和动物的健康中起着至关重要的作用。人们普遍认为我们的身体能从地球的磁场中得到好处。恢复我们的体内平衡使得我们能处于最佳状态。例如，当第一批宇航员返回地球时，他们生病了，美国宇航局认为，这是外太空行星磁场的缺乏导致的。为了解决这个问题，美国国家航空和宇宙航行局放置磁体在宇航员的太空服、太空飞行器里，自此之后，宇航员返回地球时都很健康。（*iprediciting.com copyright*）

C 据报道，历史上，磁已经存在了相当长的时间。磁的治疗力量早在 4000 年前的古希腊，埃及和中国被医师所认识，他们用自然的磁性岩石——天然磁石——来治疗多种物理和心理疾病。Cleopatra，这位美丽的埃及女王可能是使用磁石的第一个名人。据记载，为了防止衰老，她睡在一块天然磁石上，让她的皮肤青春永驻。古罗马人也用磁疗法治疗眼部疾病。

D 在美国磁疗的人气开始在 19 世纪兴起，并于后内战时期飙升。Sears-Roebuck 对他的磁饰品进行广告，说能治愈几乎任何疾病。一个叫 Wilhelm Reich 的奥地利精神分析学家于 1939 年移民到美国，并研究了电磁场对人类的影响。今天，德国，日本，以色列，俄罗斯和至少 45 个其他国家认为磁疗法是治疗许多疾病的一个官方的医疗程序，这些疾病包括各种炎症和神经问题。

E 对于那些使用磁疗的人，他们相信如果病人暴露在磁场下，某些疾病是可以治疗的，但同时，有一些来自医疗机构和评论家的反对，他们宣称，大多数磁石没有力量来影响身体内的各种器官和组织，它是伪科学的产品，并不是基于适当的研究和分析得出的。但因磁疗法很少有并发症，世界卫生组织说，低量的磁能是无害。有记载的副作用并不会危及生命，磁石一旦被移除，疼痛，恶心和头晕也会消失。如果考虑磁疗法，与其它任何药物治疗，WHO 始终建议首先咨询医生是可取的。（*iprediciting.com copyright*）

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41	42	43	44	45	46	47	48	49	50

F Baylor 大学医学中心的研究人员最近进行了对同心圆磁石缓解慢性疼痛的双盲实验，实验对象是 50 名小儿麻痹症病人。静电磁场装置或安慰剂装置应用到病人的皮肤上 45 分钟，患者被要给出他们经历痛苦时的疼痛比率，当‘一个触点被按到’的时候。研究人员报道，29 位使用磁石装置的疼痛感低于 21 位使用安慰剂装置的病人。但这项研究在他们的设计中有重大缺陷。虽然，组对是随机选择的，女性与男性的比例，在实验组是对照组的两倍；安慰剂组的实验人员的年龄比对照组的大四岁；而且只有一个简短的实验，并没有系统的后续随访。

G 磁疗正越来越受到人们的欢迎；然而，支持这种疗法成功的科学证据不足。为了充分了解磁石对身体所带来的影响，以及使用可能带来的好处和危险，更科学合理的研究是必要的。

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仿生小机器人

A 2003 年 7 月，马萨诸塞州剑桥市的科学博物馆展出了本田公司称为“世界上最先进的类人机器人”ASIMO（‘高级步行创新移动机器人’英文的简称）。本田公司的此项发明正在北美进行巡演，并且受到了公众的欢迎。经过 17 年的研制，ASIMO 身高 4 英尺，体重约 115 磅，看起来像是一个穿着宇航员服装的小孩。尽管从远处难以看清 ASIMO 的脸，但近看的话，却能看到它有一张笑脸和两只大‘眼睛’，而‘眼睛’里藏有摄像头。这个机器人不能自动运作------它的行为举止受到了科学家的远程控制，科学家是通过它背上的计算机进行控制的。但是 ASIMO 在马萨诸塞州展会上的表演却与人类惊人的相似。当 ASIMO 前后左右行走及上下台阶时，人们发出了欢呼。在表演之后，许多人告诉我，他们希望机器人能在日常生活中充当更多的角色-----有人甚至说，机器人在将来将会像‘另一个人’。

B 当日本人在解决人类动力学和双足运动的一些工程问题方面取得巨大进展的同时，MIT 的前人工智能实验室（最近改名为计算机科学与人工智能实验室，简称 CASAIL）已经在过去的十年制造了能像人类一样行为并与人类互动的机器人 KISMET。MIT 的机器人之一，KISMET，拥有着像人一样的头，两只眼睛（有着完整的眼睑），耳朵，嘴巴和眉毛。它有好几种面部表情，包括高兴、悲伤、害怕和厌恶。人类能够读懂它的一些表情，并且通过这些表情改变对它的行为-----比如说，当机器人看起来悲伤的时候，我们可以和它玩。KISMET 现在 MIT 博物馆，但是从这得到的启示将继续在新机器人中得以探索。（*iprediciting.com copyright*）

C Cog（Cognition 的简称）是 MIT 前 AI 实验室的另一个先锋性的项目。Cog 有头，眼睛，手臂和身躯----它身躯的比例最初始是来源于实验室里的一名研究人员的身体尺寸。Cog 的研发是为了检验化身理论和可进化机器人技术，尤其是关于怎样让机器人通过利用感应器对环境做出反应，以及从这些互动中进行学习来发展智能。

D MIT 正继续进一步研究创造类人的，并能互动的机器人。一些科学家争论说，ASIMO 是一项伟大的工程盛举，但不是一个机能机器-----因为它不能对不可预测的环境做出有意义的自主反应，也不能从中吸取经验。像 Cog 和 Kismet 的机器人以及 MIT CASIL 和媒体实验室的新机器人，却能开始做这些。

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E 这些都是令人兴奋的进展。创造一个能走，能做手势并能从周围环境学习的机器人是一项惊人的成就。想象一下，这些成就正迅速的得到发展。类人机器人在社会中能有非常多的用处，帮助人们从日常任务中解脱出来。比如，在日本，有一个目标，希望能创造出一个能做普通人做的事的机器人，这些机器人也能在更复杂的情况下工作，像消防员、宇航员，或是在家里工作里作为老人的医护人员------部分原因是希望以此来应对老龄化所带来的影响。（*iprediciting.com copyright*）

F 这种机器人所表达的意义不仅仅在人性这一观点上，他们表达出了人类最好和最坏的一面。一方面，这些发展表现出人类的创造力------我们能够发明、实验，并且延伸我们对世界的控制。另一方面，创造一个像人类一样的机器人的目标受到了去人性化思想的驱动，认为人类在与技术互动时会丧失人性；或者认为人类只不过是一种可以通过金属和电路板进行模拟的肤浅的仪式般的行为。

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沙漠造雨设计

A 有的时候灵感会突然而至。比如说，Charlie Paton 的灵感就来自于雨。‘我在一辆穿过摩洛哥的沙漠的大巴上，’他回忆说。‘外边一直在下雨，车厢内都是又热又潮湿的人。车窗上布满了水汽，我枕着毛巾靠着车窗睡着了。当我醒来的时候，毛巾都湿了。我只好把它拧干。这件事情让我想到，为什么毛巾会如此湿呢？’

B 很显然，答案是冷凝。回到伦敦的家后，Philip Davies，一位物理学家朋友，解释到，这个玻璃，受到外面雨的影响而变冷，车内的湿热空气预冷，低于露点，从而在内窗上形成了水滴。Paton----职业是照明工程师---对此感到兴趣，他开始装配设备。‘我制造了自己的太阳能蒸馏器。我觉得这样我们就能在沙漠生产出水，只要简单的通过冷却空气即可。我想，是否能够制造出足够的水来灌溉田地种植庄稼。’（*ipredicting.com copyright*）

C 十年过去了，他的梦想成形了，一个巨大的温室出现在波斯湾 Abu Dhabi 的一个荒岛上-----这是第一个商用‘海水温室’。当地的科学家和 Paton 一起，给沙漠供水，在一个巨大的雨水制造机器所供给的温室里种植蔬菜，这个机器能生产新鲜的水，从太阳和海水冷去空气。在两年前设计比赛中，Marco Goldschmied，英国建筑皇家协会的主席，授予了 Paton 第一名的奖励，并称‘这真是一个原创的想法，这将影响世界上数百万生活在沿海而缺乏淡水资源的人。’

D Paton 设计的这个温室有三个主要部分。它们能将温室制冷并提供灌溉用水。温室面朝盛行风，这样干燥的热空气能穿过前方的墙。这堵墙是由带孔的面板构成，从海洋中抽出的海水持续保持面板的湿润。这样的目的是冷却并湿润进来的沙漠空气。这冷却的湿润空气使得植物生长更快速。而且，更重要的是，因为很少水从叶子上蒸发掉，与在温室外的炎热干燥中接受灌溉的植物相比，温室内的植物需要更少的水分来生长。

E 温室内部制冷设备的第二个特点：屋顶。屋顶有两层：外层是透明的聚乙烯层，内层可以反射红外线辐射。这种结合确保可见光能穿过屋顶到达植物，通过光合作用最大化植物生长率，但同时来自于红外线产生的热量被困在屋顶两层的空间中，远离植物。这能帮助保持植物周边空气的冷却。（*ipredicting.com copyright*）

F 温室后部是第三个组成部分。这是水生产的主要地方。这里，空气碰到第二个湿润的面板墙，当空气到达冷凝器上时，能增加湿润度，最终从湿润的热空气

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收集水分，用于灌溉植物。冷凝器是一个金属表面，通过更多的海水保持着低温。这个冷凝器就好像 Paton 的摩洛哥巴士上的窗户一样。纯净的蒸馏水滴在冷凝器上形成，并且流入用于灌溉庄稼的水箱中。

G Abu Dhai 的温室几乎是自主运行的。感应器会将所有设备打开，当太阳升起的时候，并且根据温度、湿度和阳光的变化来改变一天中空气和海水的流动。在无风的时候，风扇会确保持续的空气流穿过温室。‘一旦这个温室适应了当地环境，就不需要人来操作了，’Paton 说到。‘我们能用一个 13 安培的插头保证整个操作，并且在将来，我们能够使它完全不需要电，只需用太阳能板来供电。’

H 批评家指出，温室的建筑成本达到每平方英尺大约 4 美元，太高了。但是，通过解释，Paton 指出，温室冷却空气的效率相当于 500 千瓦的空调，却只需要少于 3 千瓦的用电。因此，植物只需要传统用水量的八分之一。并且，温室海水淡化的有效成本只是之前标准海水淡化设备的四分之一，这是相当经济的。同时，这真的是一个环保的方式，用以大量的提供足够空气调节来冷却大型温室，这里庄稼能够生长，而无需在意外面的高温。

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人体铸造与艺术 2

A 艺术（本身）随时间改变，我们对于艺术的概念也在发生改变。例如，起初服务于（宗教）献身、仪式和娱乐目的的物品很可能被后来的文明（比如我们）归类为艺术，这些物品便不再回应那些原有的目的。

B 并且在当时被认定为不具艺术性的技术和工艺也被重新审视评估（它的艺术价值）。人体铸造就是这样有趣的例子. 就是用人体或者其他东西做石膏模型. 这是复杂而有技术性的工作，比如本杰明•罗伯特•海顿在灌 250 升的石膏到人体模特身上的时候差点（意外）杀死他. 当时石膏是被用于医疗研究的，因此在 19 世纪，人体铸造被认为是比雕塑低级的，同样的，在近代摄影与绘画相比，被认为是“低级艺术”，这两项都是不被“高级”艺术所接受的快捷方式。他们的快捷与毫不动摇的现实主义也暗示其局限性；它们几乎没留有一点想象的空间.

C 对许多人来说, 人体铸造是对雕刻家创造性的一种侮辱。1843 年一个臭名昭著的诉讼案中，一个模型家创作的已故法国皇帝拿破仑的面具作品在未经他授权的情况下被复制和贩售，法院判定作者对图像没有所有权。换句话来说，他被明确地判定为非艺术家. 这个评定反映了 19 世纪的艺术界人士的看法。比如罗丹，他对人体铸造的评价是“快捷, 但不能称之为艺术”。更有甚者，有人担心如果允许太多对现实自然的让步，艺术会偏离它原本忠于理想的正轨。

D 19 世纪末的画家高更, 曾表达过他对摄影技术未来发展的担忧。如果摄影师能拍彩色照片的话, 那么只用松鼠尾巴当画笔的画家如何与摄影师在现实还原度上进行竞争？但是绘画最终证明了它顽强的生命力。摄影确实改变了绘画, 正如随着电影的出现小说不得不重新评估旁白叙事一样。但“高级”和“初级”艺术之间沟壑比守旧派所暗示的总是来得小。画家一直以来都会利用技术支持，安排画室的助手做一些无聊的工作，但显然小工艺凝聚了不凡的技巧、思想、准备，这取决于我们如何定义和想象他。

E 时间也在用另一个方式改变着我们的观点。每次新的艺术运动都意味着对过去的重新评估。现在所做的会改变以前所做的。在某些情况下，这仅仅是自圆其说, 新的艺术使用过去来证明它自己:看看所有这些都指向这里！我们难道不是循着过去（先贤）的路到达了艺术的巅峰吗？但通常这关乎感性的问题, 提醒我们不要想当然。在这个问题上，最具重大影响的是我们的眼睛，处于预料之外和逼真还原的矛盾之中。接下来, 人类的元素开始介入:你注意到, 指甲缝里纳有泥垢，除非说这是塑型家的装饰性添加，还有指尖远超本应该的长度。然后你会思考（关于）选择、布局、艺术性如果你喜欢的话，在一个优雅的、带褶的、带扣的袖尾上体现出的平衡与织物纹理的变化。这

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还仅仅只是一个模压的手，然而，这部分充分代表了一个整体. 它提醒我们狡猾的，深刻的，全尺寸的原版.

F 但这是艺术吗？如果是，为什么?这是艺术家们经常回答的一个周而复始的问题，“这就是艺术因为我就是艺术家，因此我做的任何都是艺术。” 但是不适合文学作品的东西对于艺术却起了很大作用。艺术会脱离原创者的本意。随着时间的推移，“读者”变得更加强大。我们很少有人能像其原画家“预期”那样来看一个中世纪祭坛装饰品。我们相信的太少，审美方面却知道太多，所以我们重建了对它的理解，我们发现了作品的新的欣赏点。同样地，缺乏对保罗•里切尔和其他被遗忘的手工匠的美学意图的了解已不大相关，虽然是他们在 19 世纪给人体上油，模型，浇注和装饰。现在保存下来的东西以及我们对作品的回应才算数。检验很简单:它是否吸引眼球，使大脑兴奋，撩动你的思绪来思考;以及能都打动你的心。此外，是否涉及到有明显技巧的部分?很多当前时尚艺术只短暂地吸引着眼睛和大脑;但它未能吸引心智或心灵。它可以使用旧的二分法，它是美丽的，但却缺少必要的深度。艺术的长久愉悦之一是它能以一个出乎意料的角度呈现，使我们惊讶得驻足观看。

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暴龙猎手 - *Jack Horner*

A Jack Horner 不太像是一位学者：他的阅读障碍非常严重，所以他连读一本书都很困难。但是他能读懂那些横跨一百年间的砂岩和泥页岩内的生命印记，也正是这个天赋使其成为了位于落基山脉的蒙大拿州立大学古生物学博物馆的馆长，同时也是一个耗费数亿美金用于探索 6，800 万年前完整的生活情况项目的领导者，以及 Steven Spielberg 和其他好莱坞明星的顾问。

B 他的父亲有一处位于蒙大拿州的砂砾采石场，Horner 小时候就是一个石头和骨头的收藏家，还会将他是在何时何地发行这些石头骨头完整的记录下来。“我的父亲在他年轻的时候拥有一处位于蒙大拿州的农场，”他告诉我们。“他整日流连于砂和砾石之中，是一个地质学家，对这些都是恐龙骨头有着非常良好的认识。所以我在 8 岁的时候，他带我回到那片曾经属于他的农场，回到那个他看到过这些古老而巨大的骨头的地方。我拿起一块骨头。我敢肯定这块骨头是一只鸭嘴恐龙的上臂骨。它不一定是一只 maiaosaur，但应该与其有很大的关系。我将其编目分类并细心的打理着，到后来我上高中的时候，我挖掘到了我的第一具恐龙骨架。很显然开始的时候比 8 岁早，从那以后我就这样一步一步被推动着向前。我觉得我生来就是如此。”

C Horner 花了 7 年的时间上大学，但最终还是没能成功毕业。“我有学习障碍，我称之为学习差异-他们则称之为阅读障碍-我在学习英语，其他的外语以及类似的功课上很不顺利。要获得地质学或生物学学位的话，必须上两年的外语课。我无论如何也没有办法做到这点。事实上，我都没有真的通过英语考试。所以我也没有办法获得一个学位，我就是没有办法做到。但是我上了所有必修课，写了一篇论文，并做了各种各样的事情。所以，我有受到教育，我只是没有得到毕业证书那张纸而已。“他如是说。

D 在那个年代的蒙大拿州，每个人都有接受大学教育的权利。他的高中成绩一直都很糟糕，在大学的时候，他的指导教授承认他有过一段苦难时期并继续帮助他。那个一再接纳他的院长有打算在数年后授予 Horner 一个荣誉博士学位。作为一名年轻但又无法毕业的大学生，Horner 给每一个英语国家的博物馆写信寻求一份工作。洛杉矶国家博物馆和多伦多皇家安大略博物馆都给他提供了职位，但他最后接受了一个在普林斯顿大学担任技术员的岗位，因为他想要去新泽西州的普林斯顿这个城市。

E “我们都知道，我们正在研究一个非常广阔的海岸平原，那里有小溪和河流，周围有这针叶和阔叶植物，在这些河流之间的区域很可能被蕨类植物覆盖着。完全没有草类：只有蕨

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类植物和灌木-这是一种很不寻常的景观，是美国东南部的主要景观- 佐治亚州，佛罗里达州-将其与英格兰的沼泽混合后再压扁，”他说。“三角龙是非常常见的：他们就如同白垩纪世纪的奶牛，到处都是。和鸭嘴恐龙和三角龙相比，霸王龙没有那么常见，但在相对于食肉恐龙而言是比较常见的了。我们所考虑的猎食比率似乎真的超过了预期的规模。有趣的是，有一种我们都明确知道的厉害的食肉动物小驰龙，至今都还没有发现他们的痕迹。”

F 这也是为什么他不认为霸王龙在其时期的低位就是白垩纪萨凡纳的狮子，而是秃鹫。“看看这些在非洲塞伦盖蒂迁徙的牛羚们，在每年的迁徙中，100 万只牛羚大概只有 80 万可以活到最后。在那儿有一座巨大的腐肉基地。因此你有鬣狗，有非常多的秃鹫，他们可以帮你清理这些腐肉，你没有那么多厉害的食肉动物。所以如果霸王龙就是顶级的食肉动物，特别是考虑到其身形大小，你会希望它极其的稀少，比那些小驰龙要稀少得多了，但他们却到处都有，比比皆是，”他告诉我们。一只 12 吨重的霸王龙相当于非常多的秃鹫，但他并不认为这种巨兽行动起来是笨拙的。他坚持他的理论和所发现的证据，致力于根据这些进一步研究，当然了，如果将来有其他人可以发现或解释额外的证据，他也会愿意重新评估自己的研究。

G 他检查了霸王龙的腿骨，并比较其大腿骨（大腿）和胫骨（小腿）的长度。他发现大腿骨的长度等于或稍长于胫骨，而且更厚更重，这也证明了这种动物天生走得比较慢，而非可以快速奔跑。另一方面，那些行动迅速的狩猎恐龙的化石所显示的来看，它们的胫骨总是比大腿骨长。我们可以从如今很多天生跑得比较快的动物身上观察得出同样的真理，例如猎豹，鸵鸟等。

H 他还研究了霸王龙的牙齿化石，将其与迅猛龙的牙齿做比较，并为“霸王龙猎人理论”下了结论。迅猛龙的牙齿就想系在桩上的刀片一样：尖头，锋利，可以非常轻易的撕开猎物的肌肉。霸王龙的牙齿则比较巨大，牙尖很利，但是比较钝，通过其巨大的下巴肌肉推动，这可以帮助他们粉碎猎物的骨头。

I Horner 在其记录文献中所展示的证据使其能够证明对霸王龙的猜想-霸王龙在狩猎中是无情的猎杀机器-这应该只是一个神话。根据他所发现的科学线索，霸王龙是种行动缓慢，反应迟钝的动物，它的视力不佳，但是嗅觉极好，他可以在真正的狩猎动物吃饱之后闻到自己的猎物，而且有时候它不得不把这些猎人们从猎物尸体旁边吓走。为了做到这点，霸王龙必须是丑陋，长相凶恶而且浑身散发恶臭。几乎所有清道夫动物的都是这样，他们通常都是脏乱而且长相凶恶。

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SECTION 3

通俗英语运动

A 我们通过一种惯例的分割方式于 1979 年发起了简明英语运动，震惊了位于伦敦国会广场的市政府和市议会。人们不断的来到位于大曼彻斯特，索尔福德的咨询中心并抱怨他们觉得难以理解的表格，对此我们感到烦不胜烦，于是觉得应该采取行动做些什么。那时，这种分割方法是就像是向一只正在觅食的狮子眼里扔沙子一样，但这也暂时吸引到了公众的兴趣，同时也给政府和企业们留下了印象。尽管我们很高兴看到政府部门有使用新简明英语的意识，但很多地方议会和企业都非常强烈的抵制这种变化。一个议会给其房客们写了一封关于房租上涨的信，总共就两句话，每句约 95 个单词，这封信里充斥着各种匪夷所思的租房金融术语以及关于国会法案的废话。伊灵区议会将这样一封莫名其妙的信发给了他们 ISO 居民，以至于有 40 个人写信或致电来抱怨及要求澄清。许多人感到非常不安，并害怕如果他们没有填写其附带的表格的话，议会会将他们关进监狱。事实上，这封信并不是那个意思，所以议会不得不再写一封信来解释这个情况。

B 简明的法律英语也可以作为一种营销策略使用。Provincial Insurance 曾于 1983 年发布了他们使用简明英语描述的覆盖家庭的保险单，并据此大力出售。在起初的 18 个月，销量猛增，带来了约 150 万英镑的额外业务。最近鹰星集团根据来自投保人的贺信推出了一项简明英语保险单。看上去，人们都倾向于购买自己所能理解的保险单。

C 我们通常比较关心两种说明书-药品标签以及 DIY 产品的使用方法。关于药品标签，专业人员认为的清楚明白以及患者是否真正理解存在着很严重的差距。药剂师 Raynor 和 Sillito 曾做过一项调查发现，31%的患者错误的理解了关于眼药水说明书上所说的“滴入”，而有 33%的患者不理解“谨慎使用”的意思。“每四小时服用两片”的这条说明很容易引起歧义（例如，每小时服用 8 片），所以我们认为这样的说明应该要被禁止。DIY 产品上不明确的方法说明也很浪费顾客的开销，还让顾客产生挫折感。通常，我们都是委托那些对产品了解得十分清楚透彻的人来编写必要的产品说明，而实际上，编写产品说明最好的条件却是对产品的一无所知。编写者必须像一个第一次使用该产品的用户，慢慢的发现如何一步一步的使用这个产品。在使用说明发布之前，似乎从来没有让初使用者测试过。所以很容易出现缺少关键的步骤，某些部件被贴错标签或者压根儿就没有标签的现象。例如，安装一个滑动门齿轮的说明这样写着：“该吊坠螺栓中心应该被固定在与门中心相等距离的地方。”这样就没有解释谁应该来固定螺栓，以及怎样才能找到该螺栓中心正确的位置。在该说明书上使用一句祈使句以及一个主动动词则让一切变得更加清楚：确保你固定吊坠螺栓的中心与门中心的距离相等。

D 实际上，简明英语运动始于 1978 年 3 月 23 日，由在美国总统吉米·卡特颁布的 12044 号行政命令，该行政命令要求规则必须使用简明英语来表述。早些时候，政府也有努力让消费者们知道他们的权利和义务，例如诚实借贷法（1969）和公平信用结账法（1975），这两个法案都强调了消费者所需要的信

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息本身必须是简单的语言。但是卡特总统的行政命令赋予了这项运动来自总统的威望和力量。全国各地都在孤立反抗的声音，或努力反对墨守成规的官样文本，都达到了联邦政府，州政府和企业的级别了，似乎要发展成为一场小型的革命。从 1978 年到 1985 年，这些努力和进步在历史中被记录在“简明英语记分卡”这块板上。

E 巴士底狱还没有崩塌。从援引自记分卡的宾夕法尼亚事件可以看出，反抗的力量依旧强大。此外，罗纳德·里根总统于 1981 年 2 月 19 日发布的行政法令撤销了卡特总统早期发布的行政法令，这在极大程度上放缓了简明英语在美国立法的步伐。主要有三股声音在反对简明英语这一概念。这三股声音以及该运动对其的答案如下：

F 该法令将引起无休止的起诉，并给法院造成障碍。而在所有消费合同使用简明英语法律的 10 个州以及同样在保险单法律或法规使用简明英语的 34 个州，情况显然不是如此。自 1978 年，简明英语法在纽约生效以来，只发生了四起诉讼案以及两起判决。马萨诸塞州则没有任何诉讼。合规成本总是巨大的。将法律合同翻译成非法律性的日常语言只是在浪费时间和金钱。多家公司的经验已成功地证明了这一点，实际收益及节约诉讼费用超过了合规成本。通过引进一种简化的期票并在之后简化了其所有表格，这是纽约花旗银行在 1975 年所开创的历史。花旗银行的顾问 Carl Falsenfield 说：“简化之后，我们并没有损失任何钱也没有吃到任何官司。”如此清晰的经济效益是显而易见的。顾客们感到满意的话就更愿意在账单上签字，从而也有利于公司的收入账单。有一些文件是根本无法简化的。只有那些在法庭上经历了数百年考验的法律语言，才能足够精确的解决各种关于按揭，契税，租赁或保险单的问题。在这里，同样是多家企业和保险公司的经验证明了这点，合同和保险单可以在不牺牲任何法律效力的前提下处理的更加易于理解。

G 简明英语运动的未来会是怎么样呢？在今天，美国的消费者们遭受着各种各样的压力。在以下这些领域，如金融服务，旅游，电话服务以及超市产品等，消费者们从未有过如此之多的选择。在美国约有 300 家长途电话公司。不久前，每家超市平均拥有 9000 种物品；而现在，这个数字是 22,000。更重要的是，根据一份近期的报道，这种选择权利的扩张正面临着这样一种困境，约 3 千万的美国人缺少处理日常生活最低需求的阅读技能。因此，消费者们对使用简明英语来表达信息的需求变得比以往任何时候都更重要。

H 今天所需要的，并不是阻碍这项运动的发展势头，而且应该从消费者这边推动简明英语合同的应用。我仍然可以在电视或者街头听到人们使用简明英语，也可以在各种流行杂志和畅销书中读到简明英语，但尚未在许多功能文件上看到简明英语。尽管取得了一些胜利，但是这场同官样文本的战争还未结束。我们必须牢记来自英国简明英语运动组织者 Chrissie Maher 的警告：“当药品标签都是用官样文本写明的时候，人们不只是会受伤，他们会死。当司机使用的药品没有告诉他们，他们可能会在行驶过程中睡着，他们也不只是会受伤，他们会被杀死。”

A	B	C	D	E	F	G	H	I	J

双胞胎研究

A 关于双胞胎的科学研究最早要追溯到 19 世纪晚期，当时最早的基因学家 Francis Galton 发现双胞胎主要有两种：(第 19 题)完全一样的双胞胎来自同一个卵子，(第 24 题）不完全一样的双胞胎是来自两个卵子。该观点是很重要的，但是直到 1924 年，才被应用到病理学双胞胎法则中，自此双胞胎研究正式开始。（第 20 题 ks.ipredicting.com copyright）

B 病理学双胞胎法则是指，和异卵双生的双胞胎相比，任何遗传性的疾病都是会在同卵双生的双胞胎中要么都有所表现要么都没有表现，而和非弟兄姐妹关系的孩子相比，异卵双生的双胞胎又会更加有一致性。早期的研究发现同卵双生的双胞胎身上痣的相关统计学数据是 0.4，（第 17 题）而异卵双生的相关系数是 0.2(第 25 题）（相关系数 1.0 表示完全相关，相关系数 0 表示完全无关）。该结果表明痣是会遗传的，但是痣的产生也是和环境有关的，否则同卵双生的痣的相关系数应该是 1.0.

C 双胞胎研究表明一个人是否会学会抽烟主要是和环境因素有关，但是一旦他开始抽了，那么他会抽多少主要是和基因有关。(第 26 题）尽管一个人的宗教信仰是一个文化属性，但是有研究表明基因对宗教信仰也是至关重要的。双胞胎研究还表明人个性的各个方面也是会遗传的。神经质和焦虑以及猎奇都和基因有很大的关系。家庭的教养是有一定的影响，但是并不是人们想的那样可以决定人的个性。

D 更重要的是，双胞胎研究让人们对疾病的了解，比如说癌症，哮喘，骨质疏松症，关节炎，和免疫系统失调。(第 1 题）双胞胎可以在道德允许的范围内作为药物试验的对象。在一项研究中，给双胞胎中的其中一个服用维生素 C，另一个服用安慰剂，结果发现维生素 C 对于普通感冒没有任何作用。今天所有双胞胎的研究都表明人类最主要的特征至少部分是和基因有关的。古老的二分法研究天性还是后天抚养的方法大部分情况下还是很有用的。许多基因程序启动都需要环境因素的输入，基因也经常是被环境信号激活或是关闭。有的人有内在的偏好参加体育活动，也有的人天生喜欢创新。会不会有的人还会对特定类型的朋友和经验有偏好？在这种意义上，一个人的基因可能会反映出他所处的环境，就像环境会引发基因的表现一样。

E 在过去，这样的研究一直是有争议的。Josef Mengele 是二战期间在 Auschwitz 集中营工作的一位纳粹医生，对双胞胎研究很着迷。他按双胞胎到达集中营的先后顺序将他们找出，并把他们放在毒气室里做残酷的实验。(第 16 题）二战结束后，英国的一位研究智力遗传的心理学家 Cyril Burt，通过看起来过于完美的结果玷污了双胞胎研究。他的一些关于同卵双生但是分开抚养的双胞胎的数据是造假的。战后，社会学的主流意识形态的引领者是 Marxist，他不喜欢关于人们潜能的不同可能和基因有关的观点。双胞胎的研究总是笼罩在被质疑的阴影下。（第 18 题

A	B	C	D	E	F	G	H	I	J

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

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F 理想的钟形曲线又摆了回来，但是人类基因组计划和它的余波又将基因是 DNA 分子的概念带了回来。基因在令人敏感的领域比如说智力方面的影响被很多人接受但是也有一小部分人一直不能接受。但问题是，天性和后天培养是怎样影响人生物学上的表现呢？而不是说这两者哪一个更为重要。双胞胎研究就是得出这些答案的一个很好的途径，现在许多双胞胎也愿意加入到这项研究中。

G 在 1979 年的俄亥俄州的 Twinsburg 节上，关于双胞胎的研究低调地开始了，当时只有一位科学家在其中。慢慢地，消息传开了，更多的科学家加入。今年，有 6 组科学家住进了一个特殊的供研究用的帐篷。在帐篷的一角，来自费城的 Monell 学院的 Paul Breslin，隔着好几张桌子在观察坐在那里的双胞胎，他们边喝着水边在记笔记。这是该实验小组第 3 年参加 Twinburg 节了。Dr Breslin 和他的同事想要弄清楚基因是怎么影响人类洞察力的，尤其是嗅觉和味觉以及热感，冷感，疼痛，耳鸣，痒等等这些由于皮肤刺激引起的感觉。（第 21 题）洞察力可能是表明很多感觉是同时受基因和经验控制的这点的一个很好的例子，甚至在出生前，母亲就通过融入血液的味道比如说巧克力，大蒜，薄荷及香草获得刺激，并且将这种刺激带给腹中的胎儿。尽管是否这种产前的刺激会影响味觉感官的形成还没有确定，但是有证据表明它和孩子后来对食物的偏好有影响。

H 然而，显然基因是起到一定作用的，比如人们在尝奎宁的味道时的感受就是不一样的，即使有的奎宁的量很少，有的人也会觉得很苦。另外一些人的基因很不相同，他们就不太会觉得苦。双胞胎研究使得这一点得到了确认，对于一对同卵双生的双胞胎而言，要么两个人都觉得奎宁难以下咽，要么就是都不觉得，而异卵双生的双胞胎的反应就不会这么一致。

I 在帐篷的另一头，来自马里兰国家聋哑及其它交流障碍研究所的 Dennis Drayna 正在进行听力的研究。（第 22 题）他想弄明白在声音到达人耳后是怎么处理的，很难确定声音主要是通过耳朵还是大脑进行加工处理。Dr Drayna 已经进行了一个双胞胎的研究，得出人耳对音乐的洞察是高度遗传的。在 Twinsburg 节上，他将不同的单词或是单词的一部分通过音乐的形式传送到志愿者的左右耳中，他们处理不同信息的能力在 Dr Drayna 看来，受基因的影响很大。

J 在这个大帐篷的另外的地方，来自俄亥俄州 Kent 州立大学的 Peter Miraldi 试着研究基因对于人们交流动机的影响。（第 14 题）许多双胞胎研究表明遗传和社交能力是遗传的，所以他认为 Twinbrug 节绝对是一个研究的好机会。在 Mr.Mitaldi 旁边的是来自克里夫兰 Case Western Reserve 大学的皮肤科专家，他们主要是研究皮肤病和男性秃头问题的，（第 23 题）研究是否基因对男性的掉发有影响。

K 在帐篷里最忙碌的小组要数研究法医科学关于指纹鉴定的研究小组了，这项研究小组的研究组织者一直是一个谜，几个月下来，Twinbrug 节的主办方一直坚信确保总统安全的美国政府部门 Secret Service 是研究小组的组织者。当《经济学家》的工作人员想要更多地了解时，就要找 Steve Nash 了，他是 International Association for Identification（IAI）的主席，也是加利福尼亚 Marin County Sheriff 办公室的一名侦探，这个办公室聚集了全世界的法医科学家，除此之外，该办公室还出版了杂志《Journal of Forensic Identification》。

A	B	C	D	E	F	G	H	I	J

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1

Version 33101 主题 反刍动物

教师互动解析
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1	D	2	D	3	C
4	C	5	B	6	D
7	A	8	B	9	royal antelope
10	the auroch	11	long, splayed hooves	12	arid deserts
13	pronghorn				

2

Version 33102 主题 土豆的影响

教师互动解析
请扫描二维码

1	FALSE	2	FALSE	3	NOT GIVEN
4	TRUE	5	TRUE	6	flower
7	prejudice	8	reverse	9	meat
10	crops	11	soil	12	cultivation
13	investment				

3

Version 33103 主题 加拿大双语教学

教师互动解析
请扫描二维码

27	C	28	A	29	B
30	D	31	I	32	D
33	J	34	F	35	C
36	YES	37	NOT GIVEN	38	NO
39	NOT GIVEN	40	YES		

4

Version 33104　　主题　当蜜蜂遇到困难

教师互动解析
请扫描二维码

27	YES	**28**	NOT GIVEN	**29**	NO
30	YES	**31**	B	**32**	C
33	A	**34**	D	**35**	B
36	B	**37**	F	**38**	E
39	A	40	D		

5

Version 33106　　主题　决策

教师互动解析
请扫描二维码

27	B	**28**	B	**29**	C
30	B	**31**	D	**32**	A
33	D	**34**	G	**35**	B
36	NO	**37**	NOT GIVEN	**38**	NOT GIVEN
39	YES	40	NOT GIVEN		

6

Version 33108　　主题　“实践行动”交通

教师互动解析
请扫描二维码

1	YES	**2**	NO	**3**	NOT GIVEN
4	YES	**5**	construction of roads	**6**	cycle trailers
7	a bus service	**8**	aerial ropeway	**9**	shops
10	cushions	**11**	family member	**12**	mechanism
13	a cover				

7

教师互动解析
请扫描二维码

Version 33201 **主题** 阅读应该如何教

27	iv	**28**	i	**27**	vii
30	ii	**31**	iii	**32**	FALSE
33	TRUE	**34**	FALSE	**35**	NOT GIVEN
36	TRUE	**37**	E	**38**	A
39	G	40	C		

8

教师互动解析
请扫描二维码

Version 33202 **主题** 奥运火炬

1	climates	**2**	flame	**3**	purchase
4	E	**5**	F	**6**	B
7	D	**8**	H	**9**	C
10	fuel tank	**11**	openings（或 holes）	**12**	handle
13	propylene（化学，丙烯）	14	double-flame		

9

教师互动解析
请扫描二维码

Version 33203 **主题** 磁疗的发展

1	ii	**2**	v	**3**	iv
4	ix	**5**	vii	**6**	vii
7	C	**8**	D	**9**	B
10	E	**11**	F	**12**	A
13	C				

10

Version 33204 主题 仿生小机器人

教师互动解析
请扫描二维码

1	E	2	C	3	F
4	D	5	F	6	B
7	17 years	8	backpack	9	interact with
10	facial expressions	11	Cog / Cognition	12	sensors
13	intelligence				

11

Version 33205 主题 沙漠造雨设计

教师互动解析
请扫描二维码

27	YES	28	NO	29	YES
30	NOT GIVEN	31	NO	32	hot dry air
33	moist	34	infrared radiation	35	pure distilled water
36	condenser	37	fans	38	solar panels
39	construction costs	40	environmentally-friendly		

12

Version 33206 主题 人体铸造与艺术 2

教师互动解析
请扫描二维码

14	C	15	E	16	B
17	F	18	D	19	NO
20	NO	21	NO	22	NOT GIVEN
23	NO	24	YES	25	B
26	D				

13

Version 33301 主题 霸王龙学者

教师互动解析
请扫描二维码

1	TRUE	2	FALSE	3	NOT GIVEN
4	TRUE	5	NOT GIVEN	6	TRUE
7	FALSE	8	shin bone	9	slow walker
10	cheetah	11	run fast	12	blunt
13	crush				

14

Version 33302 主题 简化英语运动

教师互动解析
请扫描二维码

1	TRUE	2	NOT GIVEN	3	TRUE
4	NOT GIVEN	5	NOT GIVEN	6	FALSE
7	jargon and walffle	8	Gap	9	do-it-yourself
10	frustration	11	first-time user	12	legal
13	courts	14	customers/consumers		

15

Version 33303 主题 双胞胎研究

教师互动解析
请扫描二维码

14	J	15	D	16	E
17	B	18	E	19	Francis Galton
20	1924	21	A	22	E
23	F	24	A	25	B
26	D				

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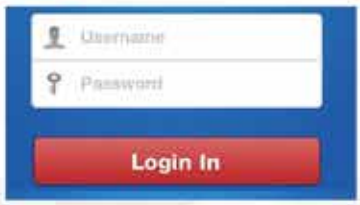

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