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Section 4

主题提示：夜班工人健康研究

A lecture about health problem of Night Shift Worker, factors that affect people's sleep.

31-40) Sentence Completion

31. Population of night shift workers reached 10, 000


32. night shift workers (生理) disordered

33. Human's internal clock make people tell the difference of

34. night shift work resulted in hours

35. Lack of sleep is not good for and heart

36. All of these reason would lead to



阅读高分的秘密？

什么才是阅读最重要的考前需要记忆理解的内容，显然不仅仅是阅读机经的答案，除了填空题和问答题单词答案，阅读真题答案都是符号，根本记不住？

那是什么，秘密就是：

[1] 你的真题预测系列书上用荧光笔标记的 原文出题点句子

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(1) 对照预测真题，做完考题，然后自学(或听课)对原文的理解 找到原文中出考题的英文的原句，**进行荧光笔标注(适合考前复习)**

(2) 如使用如的专业教师作者提供的《阅读真题预测真题》阅读真题原文(中文翻译)(**见在线系统阅读目录中**)(中文加速理解，记忆深刻)：

如图所示：荧光笔部分就是全文精髓(就是出考题的句子，一篇文章大概8-9个地方)，8+选手应该在这个部分中圈出 哪些单词在#题干被替换了，替换词是什么?#。如果长期积累，阅读满分就来了。考前只浏览需要复习荧光部分。



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步骤【2】：把列表配套书籍全部拿到手边，书上标记重点 **(数字是红色+紫色篇章)**

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每天计时 做 1-2 套题(控制每三篇约 1 小时内完成)；然后对答案(答案见书籍末页)，在论坛看答案解析和老师互动留言提问，休息 10 分钟。仔细阅读 这三篇的中文翻译和出题点，把错题和文章大意理解清楚(这再花 30 分钟)。考前 30-15 天 坚持做以上步骤【3】的工作。

步骤【4】：**复习和标记原文出题点(用荧光笔标记)**

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。

步骤【6】：**反复理解记忆原文出题点(用荧光笔标记)**

考前 3 天，每晚 1-2 小时，坚持全部范围的原文中的出题的英文句子大概位置和原句子，仔细阅读(记住句子中关键词替换)

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看补丁(大部分时候有更新的)若干篇

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Section 1-4

主题提示：例如：New technology in Swimming pool

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配套中文翻译解析（部分非全部）

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SECTION 1

Corporate social Responsibility

a new concept of "market"

预测有风险，本原文仅供参考，和试卷原文不保证 100%一致。

Maybe Ben & Jerry's and The Body Shop set themselves up for a fall by appearing to have a monopoly on making an honest buck. But their struggles are a lesson on how little we know about the minefield of "ethical" marketing.

The Body Shop, along with the American ice cream maker Ben and Jerry's, was hailed as a new breed of green, or environmentally conscious, business.

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Ben and Jerry's

A Ben & Jerry's offers a very sweet **benefits package to employees**. First, every one of the 700+ Ben & Jerry's workers is entitled to three free pints of ice cream, sorbet or frozen yogurt per day worked. (Some workers use allotments of their free treats to barter for other goods and services in town such as haircuts.) Beyond the freebies, personnel receive a 50% discount on the company's frozen goodies, a 40% discount on merchandise and a further 30% break on non-Ben & Jerry's foods at company outlets.



B Workers are further entitled to paid family leave and may take advantage of the Employee Stock Purchase Program to purchase company stock (after six months with the organization) at a 15% discount. Beginning in 1998, 316 stock options are awarded to each worker (excluding directors and officers) and stock is also assigned to each employee's 401K plan at the end of the calendar year. These contributions are intended to achieve the company's goal of linked prosperity, i.e. to assure that future prosperity is widely shared by all employees.



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The Body Shop

C History of The Body Shop Anita Roddick started The Body Shop with a mere £4,000 and a dream. With over 1,900 stores in 50 countries. The Body Shop was founded in 1976 in Brighton, England. From her original shop, which offered a line of 25 different lotions, creams, and oils, Roddick became the first successful marketer of body care products that combined natural ingredients with ecologically-benign manufacturing processes. Her company's refusal to test products on animals, along with an insistence on nonexploitative labor practices among suppliers around the world, appealed especially to upscale, mainly middleclass women, who were and have continued to be the company's primary market. As sales boomed, even the conservative financial markets approved of The Body Shop's impressive profit picture, and a public stock offering in 1984 was successful. An expansion campaign followed. In 1988 the company entered the U.S. market by opening a store in New York City, and by 1997 the company boasted 1,500 stores, including franchises, in 47 countries. Anti-marketing seemed to be smart marketing, at least as far as The Body Shop was concerned.

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D Part of the secret of The Body Shop's early success was that it had created a market niche for itself. The company was not directly competing against the traditional cosmetics companies, which marketed their products as fashion accessories designed to cover up flaws and make women look more like the fashion models who appeared in their lavish ads. Instead, The Body Shop offered a line of products that promised benefits other than appearance—healthier skin, for instance—rather than simply a better-looking complexion. The company is known for pioneering the natural-ingredient cosmetic market and establishing social responsibility as an integral part of company operations. The Body Shop is known for its ethical stances, such as its monetary donations to the communities in which it operates, and its business partnerships with developing countries. In 1988 Roddick opened her first store in the United States, and by that time—through various social initiatives such as the “Stop the Burn” campaign to save the Brazilian rainforest (the source of many of the company's natural ingredients, *(IELTS test papers offered by ks.ipredicting.com, copyright)*) and strong support of employee volunteerism—The Body Shop name had become synonymous with social activism and global preservation worldwide. The company had also become immensely profitable.



E By the mid-1990s, however, The Body Shop faced growing competition, forcing it to begin its first major advertising initiative, the most prominent part of which was the “Ruby” campaign. The campaign was personified by Ruby, a doll with Rubenesque proportions who was perched on an antique couch and who looked

quite pleased with herself and her plump frame. Randy Williamson, a spokesperson for The Body Shop, said, “Ruby is the fruit of our long-established practice of challenging the way the cosmetic industry talks to women. The Ruby campaign is designed to promote the idea that The Body Shop creates products designed to enhance features, moisturize, cleanse, and polish, not to correct ‘flaws.’ The Body Shop philosophy is that there is real beauty in everyone. We are not claiming that our products perform miracles.”

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F The Competition the Body Shop lost market share in the late 1990's to product-savvy competitors that offered similar cosmetics at lower prices. The main competitors are H2O, Sephora, Bath and Body Works, and Origins. Research Results Research showed that **women appreciate *The Body Shop* for its ethical standards.** They are pleased by companies with green actions, not promises. The research proved that The Body Shop has been put on the back burner in many people's minds: overcrowded by newer, fresher Brands. Companies like the Body Shop continually hype their products through advertising and marketing, often creating a demand for something where a real need for it does not exist. The message pushed is that the route to happiness is through buying more and more of their products. Under such consumerism, the increasing domination of multinationals and their standardised products is leading to global cultural conformity. Other downfall factors also include misleading the public, low pay and against unions, exploiting indigenous people ; Also the mass production, packaging and transportation of huge quantities of goods is using up the world's resources faster than they can be renewed and filling the land, sea and air with dangerous pollution and waste



G The Problem The Body Shop has used safe and timid advertising over the last decade, decreasing market share and brand value. With the rise of new, more natural and environmentally friendly competitors, The Body Shop can no longer stand behind being the greenest or most natural. The Solution The Body Shop is the originator of ethical beauty with our actions speaking louder than our words. This is the new direction of The Body Shop. We will be a part of different acts of kindness in big cities. We will eliminate unwanted graffiti, purify city air, and give the customer an opportunity to be a part of something good.

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Questions 1-4

The reading Passage has seven paragraphs A-H.

Which paragraph contains the following information?

Write the correct letter A-G, in boxes 1-4 your answer sheet.

说明，第 1-4 题练习题属于老师自编辑

- 1 An action taken to Establishing social responsibility in conservation project
- 2 a description of the conventional way the ads applied to talk to its customers
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- 3 A history of a humble origin and expansion
- 4 management practices are intended to lined up the company's goal with participants' prosperity

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Questions 5-7

Choose the **three** correct letter, A- F .

Write your answers in boxes 5-7 on your answer sheet.

5-7) What are true about the Ben & Jerry's company management

- A There was little difference between the highest salary and the lowest
- B They were advertising their product with powerful internal marketing.
- C They offer the employee complimentary product
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- D Employee were encouraged to give services back to the community
- E the products are designed for workers to barter for other goods and services
- F offered a package of benefits for disable employees



Questions 8-10

Choose the **three** correct letter, A- F .

Write your answers in boxes 8-10 on your answer sheet.

注意题干和原始试卷英文表述 差异

What are the factors once contributed to the success for the BODY SHOP ?

- A pioneering the natural-ingredient cosmetics market
- B appealed to primary market mainly of the rich women
- C focused on their lavish ads campaign
- D The company avoided producing the traditional cosmetics products
- E its moral concept that refuses to use animals- tested ingredients
- F its monetary donations to the communities and in developing countries



Questions 11-13

Choose the **three** correct letter, A- F .

Write your answers in boxes 11-13 on your answer sheet.



What are the factors leading to the later failure for BODY SHOP company?

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- A its philosophy that there is real beauty in everyone is faulty
- B fail to fulfill promises while acted like misleading the public,
- C faced growing competition
- D its creating demand for something that the customers do not actually need
- E its newer, fresher Brands are not successful in the Market
- F fail to offer cosmetics at lower prices than competitors

SECTION 2

Photovoltaics on the rooftop

A natural choice for powering the family home

- A** In the past, urban home owners have not always had much choice in the way electricity is supplied to their homes. Now, however, there is a choice, and a rapidly increasing number of households worldwide are choosing the solar energy option. Solar energy, the conversion of sunlight into energy, is made possible through the use of 'photovoltaics', which are simple appliances that fit onto the roof of a house.
- B** The photovoltaics-powered home remains connected to the power lines, but no storage is required on-site, only a box of electronics (the inverter) to the interface between the photovoltaics and the grid network. Figure 1 illustrates the system. During the day, when the home may not be using much electricity, excess power from the solar array is fed back to the grid, to factories and offices that need daytime power. At night, power flows the opposite way. The grid network effectively provides storage. If the demand for electricity is well matched to when the sun shines, solar energy is especially valuable. This occurs in places like California in the US and Japan, where air-conditioning loads for offices and factories are large but heating loads for homes are small.
- C** The first systematic exploration of the use of photovoltaics on homes began in the US during the 1970s. A well-conceived program started with the sitting of a number of residential experiment stations' at selected locations around the country, representing different climatic zones. These stations contained a number of 'dummy' houses, each with a different solar-energy system design. Homes within the communities close to these stations were monitored to see how well their energy use matched the energy generated by the stations' dummy roofs. A change in US government priorities in the early 1980s halted this program.



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A	B	C	D	E	F	G	H	I	J
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D With the US effort dropping away, the Japanese Sunshine Project came to the fore. A large residential test station was installed on Rokko Island beginning in 1986. This installation consists of 18 ‘dummy’ homes. Each equipped with its own 2-5 kilowatt photovoltaic system (about 20 - 50 square meters for each system). Some of these simulated homes have their own electrical appliances inside, such as TV sets, refrigerators and air conditioning units, which switch on and off under computer control providing a lavish lifestyle for the non-existent occupants. For the other systems, electronics simulate these household loads. This test station has allowed the technical issues involved in using photovoltaics within the electricity network to be explored in a systematic way, under well-controlled test conditions. With no insurmountable problems identified, the Japanese have used the experience gained from this station to begin their own massive residential photovoltaics campaign.



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E Meanwhile, Germany began a very important ‘1,000 roof program’ in 1990, aimed at installing photovoltaics on the roofs of 1,000 private homes. Large federal and regional government subsidies were involved, accounting in most cases for 70% of the total system costs. The program proved immensely popular, forcing its extension to over 2,000 homes scattered across Germany. The success of this program stimulated other European countries to launch similar program.

F Japan’s ‘one million roof program’ was prompted by the experience gained in the Rokko Island test site and the success of the German 1,000 roof program. The initially quoted aims of the Japanese New Energy Development Organization were to have 70,000 homes equipped with the photovoltaics by the year 2000, on the way to 1 million by 2010. The program made a modest start in 1994, when 539 systems were installed with a government subsidy of 50 percent. Under this program, entire new suburban developments are using photovoltaics.

G This is good news, not only for the photovoltaic industry, but for everyone concerned with the environment. The use of fossil fuels to generate electricity is not only costly in financial terms, but also in terms of environmental damage. Gases produced by the burning of fossil fuels in the production of electricity are a major contributor to the green house effect. To deal with this problem, many governments are now proposing stringent targets on the amount of green house gas emissions permitted. These targets mean that all sources of green house gas emissions including residential electricity use, will receive closer attention in the future.

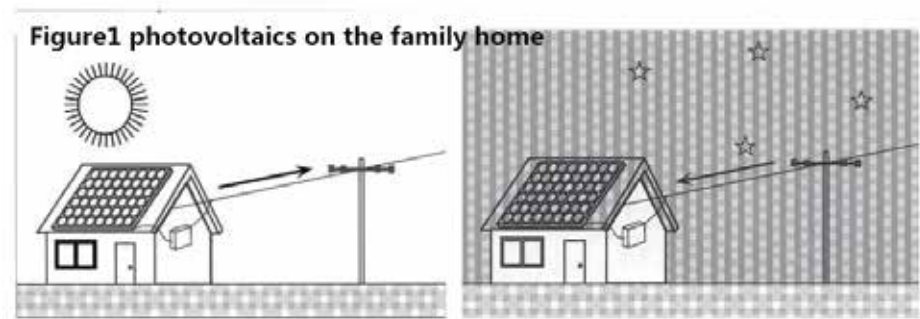
H It is likely that in the future, governments will develop building codes that attempt to constrain the energy demands of new housing. For example, the use of

A	B	C	D	E	F	G	H	I	J
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photovoltaics or the equivalent maybe stipulated to lessen demands on the grid network and hence reduce fossil fuel emissions. Approvals for building renovations may also be conditional upon taking such energy-saving measures. If this were to happen, everyone would benefit. Although there is an initial cost in attaching the system to the rooftop, the householder's outlay is soon compensated with the savings on energy bills. In addition, everyone living on the planet stands to gain from the more benign environmental impact.

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Photovoltaics on the family home



Residential use of photovoltaics - by day excess power is sent to the grid, and by night power is supplied to the home.

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Questions 14-19

Reading passage 2 has nine paragraphs(listed A-H)

Which paragraph contains the following information?

Write the appropriate letters A-H in boxes 14-19 on your answer sheet.



NB you may use any letter more than once

- 14 examples of countries where electricity use is greater during the day than at night
- 15 a detailed description of an experiment that led to photovoltaics being promoted throughout the country
- 16 the negative effects of using conventional means of generating electricity
- 17 an explanation of the photovoltaics system
- 18 the long-term benefits of using photovoltaics
- 19 a reference to wealthy countries being prepared to help less wealthy countries have access to photovoltaics

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Questions 20-26

Do the following statements agree with the information given in Reading Passage 2?

In boxes 20-26 on your answer sheet, write

TRUE	<i>if the statement is true</i>
FALSE	<i>if the statement is false</i>
NOT GIVEN	<i>if the information is not given in the passage</i>

- 20 Photovoltaics are used to store electricity.
- 21 Since the 1970s, the US government has provided continuous support for the use of photovoltaics on homes.
- 22 The solar-powered houses on Rokko Island are uninhabited.
- 23 In 1994, the Japanese government was providing half the money required for installing photovoltaics on homes.
- 24 Germany, Italy, the Netherlands and Australia all have strict goals with regard to greenhouse gas emissions.
- 25 Residential electricity use is the major source of greenhouse gas emission.
- 26 Energy-saving measures must now be included in the design of all new homes and improvements to buildings.

SECTION 2

You should spend about 20 minutes on Questions 14-26, which are based on Reading Passage 2 below.

The Development of Plastics

A When rubber was first commercially produced in Europe during the nineteenth century, it rapidly became a very important commodity, particularly in the fields of transportation and electricity. However, during the twentieth century a number of new synthetic materials, called plastics, superseded natural rubber in all but a few applications.

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B Rubber is a polymer — a compound containing large molecules that are formed by the bonding of many smaller, simpler units, repeated over and over again. The same bonding principle — polymerisation—underlies the creation of a huge range of plastics by the chemical industry.

C The first plastic was developed as a result of a competition in the USA. In the 1860s, \$10,000 was offered to anybody who could replace ivory — supplies of which were declining — with something equally good as a material for making billiard balls. The prize was won by John Wesley Hyatt with a material called celluloid. Celluloid was made by dissolving cellulose, a carbohydrate derived from plants, in a solution of camphor dissolved in ethanol. This new material rapidly found uses in the manufacture of products such as knife handles, detachable collars and cuffs, spectacle frames and photographic film. Without celluloid, the film industry could never have got off the ground at the end of the 19th century.

D Celluloid can be repeatedly softened and reshaped by heat, and is known as a thermoplastic. In 1907 Leo Baekeland, a Belgian chemist working in the USA, invented a different kind of plastic by causing phenol and formaldehyde to react together. Baekeland called the material Bakelite, and it was the first of the thermosets —plastics that can be cast and moulded while hot, but cannot be softened by heat and reshaped once they have set. Bakelite was a good insulator, and was resistant to water, acids and moderate heat. With these properties it was soon being used in the manufacture of switches, household items, such as knife handles, and electrical components for cars.

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Soon chemists began looking for other small molecules that could be strung together to make polymers. In the 1930s, British chemists discovered that the gas ethylene would polymerise under heat and pressure to form a thermoplastic they called polythene. Polypropylene followed in the 1950s. Both were used to make bottles, pipes and plastic bags. A small change in the starting material — replacing a hydrogen atom in ethylene with a chlorine atom — produced PVC (polyvinyl chloride), a hard, fireproof plastic suitable for drains and gutters. And by adding certain chemicals, a soft form of PVC could be produced, suitable as a substitute for rubber in items such as waterproof clothing. A closely related plastic was Teflon, or PTFE (polytetrafluoroethylene). This had a very low coefficient of friction, making it ideal for bearings, rollers, and non-stick frying pans. Polystyrene, developed during the 1930s in Germany, was a clear, glass-like material, used in food containers, domestic appliances and toys. Expanded polystyrene — a white, rigid foam — was widely used in packaging and insulation. Polyurethanes, also developed in Germany, found uses as adhesives, coatings, and — in the form of rigid foams — as insulation materials. They are all produced from chemicals derived from crude oil, which contains exactly the same elements — carbon and hydrogen — as many plastics.



The first of the man-made fibres, nylon, was also created in the 1930s. Its inventor was a chemist called Wallace Carothers, who worked for the Du Pont company in the USA. He found that under the right conditions, two chemicals — hexamethylenediamine and adipic acid — would form a polymer that could be pumped out through holes and then stretched to form long glossy threads that could be woven like silk. Its first use was to make parachutes for the US armed forces in World War II. In the post-war years nylon completely replaced silk in the manufacture of stockings. Subsequently many other synthetic fibres joined nylon, including Orion, Acrilan and Terylene. Today most garments are made of a blend of natural fibres, such as cotton and wool, and man-made fibres that make fabrics easier to look after.

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The great strength of plastic is its indestructibility. However, this quality is also something of a drawback: beaches all over the world, even on the remotest islands, are littered with plastic bottles that nothing can destroy. Nor is it very easy to recycle plastics, as different types of plastic are often used in the same items and call for different treatments. Plastics can be made biodegradable by incorporating into their structure a material such as starch, which is attacked by bacteria and causes the plastic to fall apart. Other materials can be incorporated

that gradually decay in sunlight — although bottles made of such materials have to be stored in the dark, to ensure that they do not disintegrate before they have been used.



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Questions 14-20

Complete the table below.

Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

Write your answers in boxes 14-20 on your answer sheet.

Name of plastic	Date of invention	Original region	Property	Common use
Celluloid	1860s	US		Clothing and 14 _____
15 _____	1907	US	can be cast and moulded but cannot be softened by heat	16 _____, household items and car parts
Polythene	1930s	17 _____		bottles
Rigid PVC			18 _____	drains and gutters
Polystyrene	1930s	Germany	transparent and resembled to 19 _____	Food container domestic
Polyurethanes		Germany	formation like 20 _____	adhesives, coatings and insulation

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Questions 21-26

Do the following statements agree with the information given in Reading Passage 2?
In boxes 21-26 on your answer sheet, write

TRUE	<i>if the statement is true</i>
FALSE	<i>if the statement is false</i>
NOT GIVEN	<i>if the information is not given in the passage</i>

- 21 The chemical structure of plastic is very different from that of rubber.
- 22 John Wesley was a famous chemist.
- 23 Celluloid and Bakelite react to heat in the same way.
- 24 The mix of different varieties of plastic can make them less recyclable.
- 25 Adding starch into plastic does not necessarily make plastic more durable.
- 26 Some plastic containers have to be preserved in special conditions.

Father of modern management 2

A Peter Drucker was one of the most important management thinkers of the past hundred years. He wrote about 40 books and thousands of articles and he never rested in his mission to persuade the world that management matters. "Management is organ of institutions...the organ that converts a mob into an organisation, and human efforts into performance." Did he succeed? The range of his influence was extraordinary. Wherever people grapple with tricky management problems, from big organizations to small ones, from the public sector to the private, and increasingly in the voluntary sector, you can find Drucker's fingerprints.

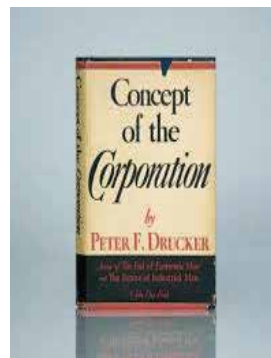


B His first two books—*The End of Economic Man* (1939) and *The Future of Industrial Man* (1942)—had their admirers, including Winston Churchill, but they annoyed academic critics by ranging so widely over so many different subjects. Still, the second of these books attracted attention with its passionate insistence that companies had a social dimension as well as an economic purpose. His third book, *The Concept of the Corporation*, became an instant bestseller and has remained in print ever since.

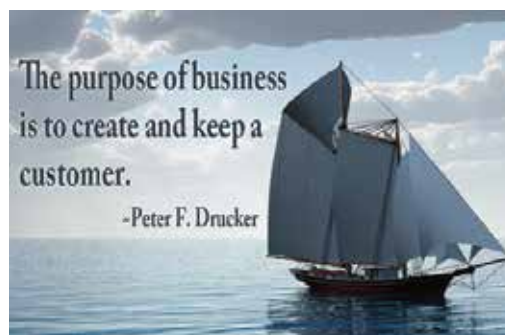
C The two most interesting arguments in *The Concept of the Corporation* actually had little to do with the decentralization fad. They were to dominate his work. The first had to do with "empowering" workers. Drucker believed in treating workers as resources rather than just as costs. He was a harsh critic of the assembly-line system of production that then dominated the manufacturing sector—partly because assembly lines moved at the speed of the slowest and partly because they failed to engage the creativity of individual workers. The second argument had to do with the rise of knowledge workers. Drucker argued that the world is moving from an "economy of goods" to an economy of "knowledge"—and from a society dominated by an industrial proletariat to one dominated by brain workers. He insisted that this

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had profound implications for both managers and politicians. Managers had to stop treating workers like cogs in a huge inhuman machine and start treating them as brain workers. In turn, politicians had to realise that knowledge, and hence education, was the single most important resource for any advanced society. Yet Drucker also thought that this economy had implications for knowledge workers themselves. They had to come to terms with the fact that they were neither “bosses” nor “workers”, but something in between: entrepreneurs who had responsibility for developing their most important resource, brainpower, and who also needed to take more control of their own careers, including their pension plans.



D However, there was also a hard side to his work. Drucker was responsible for inventing one of the rational school of management's most successful products—“management by objectives”. In one of his most substantial works, *The Practice of Management* (1954), he emphasised the importance of managers and corporations setting clear long-term objectives and then translating those long-term objectives into more immediate goals. He argued that firms should have an elite corps of general managers, who set these long-term objectives, and then a group of more specialised managers. For his critics, this was a retreat from his earlier emphasis on the soft side of management. For Drucker it was all perfectly consistent: if you rely too much on empowerment you risk anarchy, whereas if you rely too much on command-and-control you sacrifice creativity. The trick is for managers to set long-term goals, but then allow their employees to work out ways of achieving those goals. If Drucker helped make management a global industry, he also helped push it beyond its business base. He was emphatically a management thinker, not just a business one. He believed that management is “the defining organ of all modern institutions”, not just corporations.



E There are three persistent criticisms of Drucker's work. The first is that he focused on big organisations rather than small ones. *The Concept of the Corporation* was in many ways a fanfare to big organisations. As Drucker said, “We know today that in modern industrial production, particularly in modern mass production, the small unit is not only inefficient, it cannot produce at all.” The book helped to launch the “big organisation boom” that dominated business thinking for the next 20 years. The second criticism is that Drucker's enthusiasm for management by objectives helped to lead business down a dead end. They prefer to allow ideas, including ideas for long-term strategies, to bubble up from the bottom and middle of the organisations

rather than being imposed from on high. Thirdly, Drucker is criticised for being a maverick who has increasingly been left behind by the increasing rigour of his chosen field. There is no single area of academic management theory that he made his own.

F There is some truth in the first two arguments. Drucker never wrote anything as good as *The Concept of the Corporation* on entrepreneurial start-ups. Drucker's work on management by objectives sits uneasily with his earlier and later writing on the importance of knowledge workers and self-directed teams. But the third argument is short-sighted and unfair because it ignores Drucker's pioneering role in creating the modern profession of management. He produced one of the first systematic studies of a big company. He pioneered the idea that ideas can help galvanise companies. The biggest problem with evaluating Drucker's influence is that so many of his ideas have passed into conventional wisdom. In other words, he is the victim of his own success. His writings on the importance of knowledge workers and empowerment may sound a little banal today. But they certainly weren't banal when he first dreamed them up in the 1940s, or when they were first put in to practice in the Anglo-Saxon world in the 1980s. Moreover, Drucker continued to produce new ideas up until his 90s. His work on the management of voluntary organisations remained at the cutting edge.

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Questions 14-19

Reading Passage 2 has six paragraphs, A-F

Choose the correct heading for each paragraph from the list below.

Write the correct number, **i-ix**, in box **14-19** on your answer sheet.

List of Headings

- i The popularity and impact of Drucker's work
- ii Finding fault with Drucker
- iii The impact of economic globalisation
- iv Government regulation of business
- v Early publications of Drucker's
- vi Drucker's view of balanced management
- vii Drucker's rejection of big business
- viii An appreciations of the pros and cons of Drucker's work
- ix The changing role of the employee
- 14 Paragraph A
- 15 Paragraph B
- 16 Paragraph C
- 17 Paragraph D
- 18 Paragraph E
- 19 Paragraph F



Questions 20-23

Do the following statements agree with the information given in Reading Passage 2?
In boxes 20-23 on your answer sheet, write

YES	<i>if the statement agrees with what is stated in the passage</i>
NO	<i>If the statement counters to what is stated in the passage</i>
NOT GIVEN	<i>If there is no relevant information given in the passage</i>

- 20 Drucker believed the employees should enjoy the same status as the employers in a company
- 21 Drucker argued the managers and politicians will dominate economy during a social transition

- 22 Drucker support that workers are not simply put themselves just in the employment relationship and should develop their resources of intelligence voluntarily
- 23 Drucker's work on the management is out of date in moderns days



Questions 24-25

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

Write your answers in boxes 24 and 25 on your answer sheet.

Which **TWO** of the following are true of Drucker's views?

- A High-rank executives and workers should be put in balanced positions in management practice
- B Young executives should be given chances to start from low level jobs
- C More emphasis should be laid on fostering the development of the union.
- D Management should facilitate workers with tools of self-appraisal instead of controlling them from the outside force
- E Leaders should go beyond the scope of management details and strategically establish goals



Questions 26-27

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

Write your answers in boxes 26 and 27 on your answer sheet.

Which **TWO** of the following are mentioned in the passage as criticisms to Drucker and his views?

- A His lectures focus too much on big organisations and ignore the small ones.
- B His lectures are too broad and lack of being precise and accurate about the facts.
- C He put source of objectives more on corporate executives but not on average workers.
- D He acted much like a maverick and did not sep up his own management groups
- E He was overstating the case for knowledge workers when warning businesses to get prepared.

SECTION 3

Assessing the risk

A As a title for a supposedly unprejudiced debate on scientific progress, "Panic attack: interrogating our obsession with risk" did not bode well. Held last week at the Royal Institution in London, the event brought together scientists from across the world to ask why society is so obsessed with risk and to call for a "more rational" approach. "We seem to be organising society around the grandmotherly maxim of 'better safe than sorry'," exclaimed Spiked, the online publication that organised the event. "What are the consequences of this overbearing concern with risks?"

B The debate was preceded by a survey of 40 scientists who were invited to describe how awful our lives would be if the "precautionary principle" had been allowed to prevail in the past. Their response was: no heart surgery or antibiotics, and hardly any drugs at all; no aeroplanes, bicycles or high-voltage power grids; no pasteurisation, pesticides or biotechnology; no quantum mechanics; no wheel; no "discovery" of America. In short, their message was: no risk, no gain.



C They have absolutely missed the point. The precautionary principle is a subtle idea. It has various forms, but all of them generally include some notion of cost-effectiveness. Thus the point is not simply to ban things that are not known to be absolutely safe. Rather, it says: "Of course you can make no progress without risk. But if there is no obvious gain from taking the risk, then don't take it."

D Clearly, all the technologies listed by the 40 well-chosen savants were innately risky at their inception, as all technologies are. But all of them would have received the green light under the precautionary principle because they all had the potential to offer tremendous benefits - the solutions to very big problems - if only the snags could be overcome.

E If the precautionary principle had been in place, the scientists tell us, we would

not have antibiotics. But of course we would - if the version of the principle that sensible people now understand had been applied. When penicillin was discovered in the 1920s, infective bacteria were laying waste to the world. Children died from diphtheria and whooping cough, every open drain brought the threat of typhoid, and any wound could lead to septicaemia and even gangrene.



F Penicillin was turned into a practical drug during the Second World War, when the many pestilences that result from war threatened to kill more people than the bombs. Of course antibiotics were a priority. Of course the risks, such as they could be perceived, were worth taking.

G And so with the other items on the scientists' list: electric light bulbs, blood transfusions, CAT scans, knives, the measles vaccine --the precautionary principle would have prevented all of them, they tell us. But this is just plain wrong. If the precautionary principle had been applied properly, all these creations would have passed muster, because all offered incomparable advantages compared to the risks perceived at the time.

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H Another issue is at stake here. Statistics are not the only concept people use when weighing up risk. Human beings, subtle and evolved creatures that we are, do not survive to three-score years and ten simply by thinking like pocket calculators. A crucial issue is consumer's choice. In deciding whether to pursue the development of a new technology, the consumer's right to choose should be considered alongside considerations of risk and benefit. Clearly, skiing is more dangerous than genetically modified tomatoes. But people who ski choose to do so; they do not have skiing thrust upon them by portentous experts of the kind who now feel they have the right to reconstruct our crops. Even with skiing there is the matter of cost effectiveness to consider: skiing, I am told, is exhilarating. Where is the exhilaration in GM soya?

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I Indeed, in contrast to all the other items on Spiked's list, GM crops stand out as an example of a technology whose benefits are far from clear. Some of the risks can at least be defined. But in the present economic climate, the benefits that might accrue from them seem dubious. Promoters of GM crops believe that the future population of the world cannot be fed without them. That is untrue. The crops that really matter are wheat and rice, and there is no GM research in the pipeline that will seriously affect the yield of either. GM is used to make production cheaper and hence more profitable, which is an extremely questionable ambition.

J The precautionary principle provides the world with a very important safeguard. If it had been in place in the past it might, for example, have prevented insouciant miners from polluting major rivers with mercury. We have come to a sorry pass when scientists, who should above all be dispassionate scholars, feel they should misrepresent such a principle for the purposes of commercial and political propaganda. People at large continue to mistrust science and the high technologies it produces partly because they doubt the wisdom of scientists. On such evidence as this, these doubts are fully justified.

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Questions 27-32

Do the following statements agree with the information given in Reading Passage 3?

In boxes 27-32 on your answer sheet, write

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TRUE	<i>if the statement is true</i>
FALSE	<i>if the statement is false</i>
NOT GIVEN	<i>if the information is not given in the passage</i>

- 27 The title of the debate is not unbiased.
- 28 All the scientists invited to the debate were from the field of medicine.
- 29 The message those scientists who conducted the survey were sending was people shouldn't take risks.
- 30 All the 40 listed technologies are riskier than other technologies.
- 31 It was worth taking the risks to invent antibiotics.
- 32 All the other inventions on the list were also judged by the precautionary principle.

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Questions 33-39

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 33-39 on your answer sheet.

When applying precautionary principle to decide whether to invent a new technology, people should also consider the.....33....., along with the usual consideration of34..... For example, though risky and dangerous enough, people still enjoy35.....for the excitement it provides. On the other hand, experts believe that future population desperately needs36.....in spite of their undefined risks. However, the researches conducted so far have not been directed towards increasing the yield of37....., but to reduce the cost of38.....and to bring more profit out of it. In the end, such selfish use of precautionary principle for business and political gain has often led people to39.....science for they believe scientists are not to be trusted.

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Questions 40

Choose the correct letter, **A, B, C or D**.

Write your answers in boxes 40 on your answer sheet.

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40 What is the main theme of the passage?

- A** people have right to doubt science and technologies
- B** the precautionary principle could have prevented the development of science and technology
- C** there are not enough people who truly understand the precautionary principle
- D** the precautionary principle bids us to take risks at all costs

SECTION 3

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

Global Warming in New Zealand

A For many environmentalists, the world seems to be getting warmer. As the nearest country of South Polar Region, New Zealand has maintained an upward trend in its average temperature in the past few years. However, the temperature in New Zealand will go up 4°C in the next century while the polar region will go up more than 6°C. The different pictures of temperature stem from its surrounding ocean which acts like the air conditioner. Thus New Zealand is comparatively fortunate.

B Scientifically speaking, this temperature phenomenon in New Zealand originated from what researchers call "SAM (Southern Annular Mode), which refers to the wind belt that circles the Southern Oceans including New Zealand and Antarctica. Yet recent work has revealed that changes in SAM in New Zealand have resulted in a weakening of moisture during the summer, and more rainfall in other seasons. A bigger problem may turn out to be heavier droughts for agricultural activities because of more water loss from soil, resulting in poorer harvest before winter when the rainfall arrive too late to rescue.

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C Among all the calamities posed by drought, moisture deficit ranks the first. Moisture deficit is the gap between the water plants need during the growing season and the water the earth can offer. Measures of moisture deficit were at their highest since the 1970s in New Zealand. Meanwhile, ecological analyses clearly show moisture deficit is imposed at different growth stage of crops. If moisture deficit occurs around a crucial growth stage, it will cause about 22% reduction in grain yield as opposed to moisture deficit at vegetative phase.

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D Global warming is not only affecting agriculture production. When scientists say the country's snow pack and glaciers are melting at an alarming rate due to global warming, the climate is putting another strain on the local places. For example, when the development of global warming is accompanied by the falling snow line, the local skiing industry comes into a crisis. The snow line may move up as the temperature goes up, and then the snow at the bottom will melt earlier.

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Fortunately, it is going to be favourable for the local skiing industry to tide over tough periods since the quantities of snowfall in some areas are more likely to increase.

E What is the reaction of glacier region? The climate change can be reflected in the glacier region in southern New Zealand or land covered by ice and snow. The reaction of a glacier to a climatic change involves a complex chain of processes, Over time periods of years to several decades, cumulative changes in mass balance cause volume and thickness changes, which will affect the flow of ice via altered internal deformation and basal sliding. This dynamic reaction finally leads to glacier length changes, the advance or retreat of glacier tongues. Undoubtedly, glacier mass balance is a more direct signal of annual atmospheric conditions.

F The latest research result of National Institute of Water and Atmospheric (NIWA) Research shows that glaciers line keeps moving up because of the impacts of global warming. Further losses of ice can be reflected in Mt. Cook Region. By 1996, a 14 km long sector of the glacier had melted down forming a melt lake (Hooker Lake) with a volume. Melting of the glacier front at a rate of 40 m/yr will cause the glacier to retreat at a rather uniform rate. Therefore, the lake will continue to grow until it reaches the glacier bed.



G A direct result of the melting glaciers is the change of high tides that serves the main factor for sea level rise. The trend of sea level rise will bring a threat to the groundwater system for its hyper-saline groundwater and then pose a possibility to decrease the agricultural production. Many experts believe that the best way to counter this trend is to give a longer-term view of sea level change in New Zealand. Indeed, the coastal boundaries need to be upgraded and redefined.

H There is no doubt that global warming has affected New Zealand in many aspects. The emphasis on the global warming should be based on the joints efforts of local people and experts who conquer the tough period. For instance, farmers are taking a long term, multi-generational approach to adjust the breeds and species according to the temperature. Agriculturists also find ways to tackle the problems that may bring to the soil. In broad terms, going forward, the systemic resilience that's been going on a long time in the ecosystem will continue.

I How about animals' reaction? Experts have surprisingly realised that animals have unconventional adaptation to global warming. A study has looked at sea turtles on a few northern beaches in New Zealand and it is very interesting to find that sea turtles can become male or female according to the temperature. Further researches will try to find out how rising temperatures would affect the ratio of

sex reversal in their growth. Clearly, the temperature of the nest plays a vital role in the sexes of the baby turtles.

J Tackling the problems of global warming is never easy in New Zealand, because records show the slow process of global warming may have a different impact on various regions. For New Zealand, the emission of carbon dioxide only accounts for 0.5% of the world's total, which has met the governmental standard. However, New Zealand's effort counts only a tip of the iceberg. So far, global warming has been a world issue that still hangs in an ambiguous future.

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Questions 27-32

Choose the correct letter, A, B, C or D.

Write the correct letter in boxes 27-32 on your answer sheet.

27 What is the main idea of the first paragraph?

- A The temperature in the polar region will increase less than that in New Zealand in the next century.
- B The weather and climate of New Zealand is very important to its people because of its close location to the polar region.
- C The air condition in New Zealand will maintain a high quality because of the ocean.
- D The temperature of New Zealand will increase less than that of other regions in the next 100 years because it is surrounded by sea.

28 What is one effect of the wind belt that circles the Southern Oceans?

- A New Zealand will have more moisture in winds in summer.
- B New Zealand needs to face droughts more often in hotter months in a year.
- C Soil water will increase as a result of weakening moisture in the winds.
- D Agricultural production will be reduced as a result of more rainfall in other seasons.

29 What does “moisture deficit” mean to the grain and crops?

- A The growing condition will be very tough for crops.
- B The growing season of some plants can hardly be determined.
- C There will be a huge gap between the water plants needed and the water the earth can offer.
- D The soil of grain and crops in New Zealand reached its lowest production since 1970s.

30 What changes will happen to skiing industry due to the global warming phenomenon?

- A The skiing station may lower the altitude of skiing.
- B Part of the skiing station needs to move to the north.
- C The snowfall may increase in part of the skiing station.
- D The local skiing station may likely to make a profit because of the snowfall increase.

31 Cumulative changes over a long period of time in mass balance will lead to

- A alterations in the volume and thickness of glaciers.
- B faster changes in internal deformation and basal sliding.

- C bigger length of glaciers.
D retreat of glacier tongues as a result of change in annual atmospheric conditions.

32 Why does the writer mention NIWA in the sixth paragraph?

- A To use a particular example to explain the effects brought by glacier melting.
B To emphasize the severance of the further loss of ice in Mt. Cook Region.
C To alarm the reader of melting speed of glaciers at a uniform rate.
D To note the lake in the region will disappear when it reach the glacier bed.



Questions 33-35

Complete the summary below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 33-35 on your answer sheet.

Research data shows that sea level has a closely relation with the change of climate. The major reason for the increase in sea level is connected with 33 _____. The increase in sea level is also said to have a threat to the underground water system, the destruction of which caused by rise of sea level will lead to a high probability of reduction in 34 _____. In the long run, New Zealanders may have to improve the 35 _____ if they want to diminish the effect change in sea levels.



Questions 36-40

Do the following statements agree with the claims of the writer in Reading Passage 3?

In boxes 36-40 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

- 36 Farmers are less responsive to climate change than agriculturists.
37 Agricultural sector is too conservative and deal with climate change.
38 Turtle is vulnerable to climate change.
39 The global warming is going slowly, and it may have different effects on different areas in New Zealand.
40 New Zealand must cut carbon dioxide emission if they want to solve the problem of global warming.

Plant Scents

A Everyone is familiar with scented flowers, and many people have heard that floral odors help the plant attract pollinators. This common notion is mostly correct, but it is surprising how little scientific proof of it exists. Of course, not all flowers are pollinated by biological agents—for example, many grasses are wind-pollinated—but the flowers of the grasses may still emit volatiles. In fact, plants emit organic molecules all the time, although they may not be obvious to the human nose. As for flower scents that we can detect with our noses, bouquets that attract moths and butterflies generally smell “sweet,” and those that attract certain flies seem “rotten” to us.



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B The release of volatiles from vegetative parts of the plant is familiar, although until recently the physiological functions of these chemicals were less clear and had received much less attention from scientists. When the trunk of a pine tree is injured—for example, when a beetle tries to burrow into it—it exudes a very smelly resin. This resin consists mostly of terpenes—hydrocarbons with a backbone of 10, 15 or 20 carbons that may also contain atoms of oxygen. The heavier C₂₀ terpenes, called diterpenes, are glue-like and can cover and immobilize insects as they plug the hole.

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This defense mechanism is as ancient as it is effective: Many samples of fossilized resin, or amber, contain the remains of insects trapped inside. Many other plants emit volatiles when injured, and in some cases the emitted signal helps defend the plant. For example, (Z)-3-hexenyl acetate, which is known as a “green leaf volatile” because it is emitted by many plants upon injury, deters females of the moth *Heliothis virescens* from laying eggs on injured tobacco plants. Interestingly, the profile of emitted tobacco volatiles is different at night than during the day, and it is the nocturnal blend, rich in several (Z)-3-hexen-1-olesters, that is most effective in repelling the night-active *H. virescens* moths.

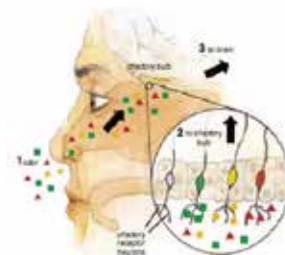
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Herbivore induced volatiles often serve as indirect defenses. These bulwarks exist in a variety of plant species, including corn, beans, and the model plant species *Arabidopsis thaliana*. Plants not only emit volatiles acutely, at the site where caterpillars, mites, aphids or similar insects are eating them, but also generally from non-damaged parts of the plant. These signals attract a variety of predatory insects that prey on the plant-eaters. For example, some parasitic wasps can detect the volatile signature of a damaged plant and will lay their eggs inside the offending caterpillar; eventually the wasp eggs hatch, and the emerging larvae feed on the caterpillar from the inside out. The growth of infected caterpillars is retarded considerably, to the benefit of the plant. Similarly, volatiles released by plants in response to herbivore egg laying can attract parasites of the eggs, thereby preventing them from hatching and avoiding the onslaught of hungry herbivores that would have emerged. Plant volatiles can also be used as a kind of currency in some very indirect defensive schemes. In the rainforest understory tree *Leonardoxa africana*, ants of the species *Petalomyrmex phylax* patrol young leaves and attack any herbivorous insects that they encounter. The young leaves emit high levels of the volatile compound methyl salicylate, a compound that the ants use either as a pheromone or as an antiseptic in their nests. It appears that methyl salicylate is both an attractant and a reward offered by the tree to get the ants to perform this valuable deterrent role.

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Floral scent has a strong impact on the economic success of many agricultural crops that rely on insect pollinators, including fruit trees such as the bee-pollinated cherry, apple, apricot and peach, as well as vegetables and tropical plants such as papaya. Pollination not only affects crop yield, but also the quality and efficiency of crop production. Many crops require most, if not all, ovules to be fertilized for optimum fruit size and shape. A decrease in fragrance emission reduces the ability of flowers to attract pollinators and results in considerable losses for growers, particularly for introduced species that had a specialized pollinator in their place of origin. This problem has been exacerbated by recent disease epidemics that have killed many honeybees, the major insect pollinators in the United States.



One means by which plant breeders circumvent the pollination problem is by breeding self-compatible, or apomictic, varieties that do not require fertilization. Although this solution is adequate, its drawbacks include near

genetic uniformity and consequent susceptibility to pathogens. Some growers have attempted to enhance honeybee foraging by spraying scent compounds on orchard trees, but this approach was costly, had to be repeated, had potentially toxic effects on the soil or local biota, and, in the end, proved to be inefficient. The poor effectiveness of this strategy probably reflects inherent limitations of the artificial, topically applied compounds, which clearly fail to convey the appropriate message to the bees. For example, general spraying of the volatile mixture cannot tell the insects where exactly the blossoms are. Clearly, a more refined strategy is needed. The ability to enhance existing floral scent, create scent de novo or change the characteristics of the scent, which could all be accomplished by genetic engineering, would allow us to manipulate the types of insect pollinators and the frequency of their visits. Moreover, the metabolic engineering of fragrance could increase crop protection against pathogens and pests.



F Genetic manipulation of scent will also benefit the floriculture industry. Ornamentals, including cut flowers, foliage and potted plants, play an important aesthetic role in human life. Unfortunately, traditional breeding has often produced cultivars with improved vase life, shipping characteristics, color and shape while sacrificing desirable perfumes. The loss of scent among ornamentals, which have a worldwide value of more than \$30 billion, makes them important targets for the genetic manipulation of flower fragrance. Some work has already begun in this area, as several groups have created petunia and carnation plants that express the linalool synthase gene from *C. Breweri*. These experiments are still preliminary: For technical reasons, the gene was expressed everywhere in the plant, and although the transgenic plants did create small amounts of linalool, the level was below the threshold of detection for the human nose. Similar experiments in tobacco used genes for other monoterpene synthases, such as the one that produces limonene, but gave similar results.

G The next generation of experiments, already in progress, includes sophisticated schemes that target the expression of scent genes specifically to flowers or other organs—such as special glands that can store antimicrobial or herbivore-repellent compounds.

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Questions 1-4

The reading Passage has seven paragraphs A-G.

Which paragraph contains the following information?

Write the correct letter A-G, in boxes 1-4 on your answer sheet.

- 1 Substance released to help plants themselves.
- 2 Scent helps plant's pollination.
- 3 Practice on genetic experiment of fragrance.
- 4 Plant's scent attracts herbivore's enemy for protection.

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Questions 5-8

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

In boxes 5-8 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

- 5 We have few evidence to support the idea that scent attracts pollinators.

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- 6 *Heliothis virescens* won't eat those tobacco leaves on which they laid eggs.

- 7 Certain ants are attracted by volatiles to guard plants in rainforest.

- 8 Pollination only affects fruit trees' production rather than other crop trees.

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Questions 9-13

Choose the correct letter, **A**, **B**, **C** or **D**.

Write your answers in boxes 9-13 on your answer sheet.

9 How do **wasps** protect plants when they are attracted by scents according to the passage?

- A plants induce wasps to prey herbivore.
- B wasps lay eggs into caterpillars.
- C wasps laid eggs on plants to expel herbivore.
- D offending caterpillars and wasp eggs coexist well.

10 What reason caused number of honeybees decline in the United States.

- A pollination process
- B spread illness
- C crop trees are poisonous
- D grower's overlook

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11 Which of the following drawbacks about artificial fragrance is **NOT** mentioned in the passage?

- A it's very expensive
- B it can't tell correct information to pollinators.
- C it needs massive manual labour
- D it poisons local environment

12 The number of **\$30 billion** quoted in the passage is to illustrate the fact that:

- A favorable perfumes are made from ornamental flowers.
- B traditional floriculture industry needs reform.
- C genetic operation on scent can make vast profit.
- D Scent plays a significant role in Ornamental industry.

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13 What is **weakness** of genetic experiments on fragrance?

- A Linalool level is too low to be smelt by nose
- B no progress made in linalool emission.
- C experiment on tobacco has a better result
- D transgenic plants produce intense scent

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SECTION 3

knowledge in medicine

A What counts as knowledge? What do we mean when we say that we know something? What is the status of different kinds of knowledge? In order to explore these questions we are going to focus on one particular area of knowledge---medicine.

B How do you know when you are ill? This may seem to be an absurd question. You know you are ill because you feel ill; your body tells you that you are ill. You may know that you feel pain or discomfort but knowing you are ill is a bit more complex. At times, people experience the symptoms of illness, but in fact they are simply tired or over-worked or they may just have a hangover. (*ks.ipredicting.com*) At other times, people may be suffering from a disease and fail to be aware of the illness until it has reached a late stage in its development. So how do we know we are ill, and what counts as knowledge?



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C Think about this example. You feel unwell. You have a bad cough and always seem to be tired. Perhaps it could be stress at work, or maybe you should give up smoking. You feel worse. You visit the doctor who listens to your chest and heart, takes your temperature and blood pressure, and then finally prescribes antibiotics for your cough.



D Things do not improve but you struggle on thinking you should pull yourself together, perhaps things will ease off at work soon. A return visit to your doctor shocks you. This time the doctor, drawing on years of training and experience, diagnoses pneumonia. This means that you will need bed rest and a considerable time off work. The scenario is transformed. Although you still have the same symptoms, you no longer think that these are caused by pressure at work. You now have proof that you are ill. This is the result of

the combination of your own subjective experience and the diagnosis of someone who has the status of a medical expert. You have a medically authenticated diagnosis and it appears that you are seriously ill; you know you are ill and have evidence upon which to base this knowledge.

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E This scenario shows many different sources of knowledge. For example, you decide to consult the doctor in the first place because you feel unwell---this is personal knowledge about your own body. However, the doctor's expert diagnosis is based on experience and training, with sources of knowledge as diverse as other experts, laboratory reports, medical textbooks and years of experience.

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F One source of knowledge is the experience of our own bodies; the personal knowledge we have of changes that might be significant, as well as the subjective experience of pain and physical distress. These experiences are mediated by other forms of knowledge such as the words we have available to describe our experience and the common sense of our families and friends as well as that drawn from popular culture. Over the past decade, for example, Western culture has seen a significant emphasis on stress-related illness in the media. Reference to being 'stressed out' has become a common response in daily exchanges in the workplace and has become part of popular common-sense knowledge. It is thus not surprising that we might seek such an explanation of physical symptoms of discomfort.

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G We might also rely on the observations of others who know us. Comments from friends and family such as 'you do look ill' or 'that's a bad cough' might be another source of knowledge. Complementary health practices, such as holistic medicine, produce their own sets of knowledge upon which we might also draw in deciding the nature and degree of our ill health and about possible treatments.

H Perhaps the most influential and authoritative source of knowledge is the medical knowledge provided by the general practitioner. We expect the doctor to have access to expert knowledge. This is socially sanctioned. It would not be acceptable to notify our employer that we simply felt too

unwell to turn up for work or that our faith healer, astrologer, therapist or even our priest thought it was not a good idea. We need an expert medical diagnosis in order to obtain the necessary certificate if we need to be off work for more than the statutory self-certification period. The knowledge of the medical sciences is privileged in this respect in contemporary Western culture. Medical practitioners are also seen as having the required expert knowledge that permits them legally to prescribe drugs and treatment to which patients would not otherwise have access. However there is a range of different knowledge upon which we draw when making decisions about our own state of health.

I However, there is more than existing knowledge in this little story; new knowledge is constructed within it. Given the doctor's medical training and background, she may hypothesize 'is this now pneumonia?' and then proceed to look for evidence about it. She will use observations and instruments to assess the evidence and---critically---interpret it in the light of her training and experience. This results in new knowledge and new experience both for you and for the doctor. This will then be added to the doctor's medical knowledge and may help in future diagnosis of pneumonia.

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Questions 27-32

Complete the table.

Choose **no more than three words** from the passage for each answer.

Write your answers in boxes 27-32 on your answer sheet

Source of knowledge	Examples
Personal experience	<p>Symptoms of a (27) and tiredness</p> <p>Doctor's measurement by taking (28)and temperature</p> <p>Common judgment from (29).....around you</p> <p>I 我预测 你高分 ipredicting</p>
Scientific evidence	<p>Medical knowledge from the general (30)</p> <p>e.g. doctor's medical(31).....</p> <p>Examine the medical hypothesis with the previous drill and(32).....</p> <p>(IELTS test papers offered by ks.ipredicting.com, copyright)</p>

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Question 33-40

The reading Passage has nine paragraphs A-I

Which paragraph contains the following information?

Write the correct letter A-I, in boxes 33-40 on your answer sheet.

- 33 the contrast between the nature of personal judgment and the nature of doctor's diagnosis
- 34 a reference of culture about pressure
- 35 sick leave will not be permitted without the professional diagnosis
- 36 how doctors' opinions are regarded in the society
- 37 the illness of patients can become part of new knowledge
- 38 a description of knowledge drawn from non-specialized sources other than personal knowledge
- 39 an example of collective judgment from personal experience and professional doctor
- 40 a reference that some people do not realize they are ill

SECTION 2

The History of pencil

A The beginning of the story of pencils started with a lightning. Graphite, the main material for producing pencil, was discovered in 1564 in Borrowdale in England when a lightning struck a local tree during a thunder. Local people found out that the black substance spotted at the root of the unlucky tree was different from burning ash of wood. It was soft, thus left marks everywhere. Chemistry was barely out of its infancy at the time, so people mistook it for lead, equally black but much heavier. It was soon put to use by locals in marking their sheep for signs of ownership and calculation.



B Britain turns out to be the major country where mines of graphite can be detected and developed. Even so, the first pencil was invented elsewhere. As graphite is soft, it requires some form of encasement. In Italy, graphite sticks were initially wrapped in string or sheepskin for stability, becoming perhaps the very first pencil in the world. Then around 1560, an Italian couple made what are likely the first blueprints for the modern, wood-encased carpentry pencil. Their version was a flat, oval, more compact type of pencil. Their concept involved the hollowing out of a stick of juniper wood. Shortly thereafter in 1662, a superior technique was discovered by German people: two wooden halves were carved, a graphite stick inserted, and the halves then glued together - essentially the same method in use to this day. The news of usefulness of these early pencils spread far and wide, attracting the attention of artists all over the known world.

C Although graphite core in pencils is still referred to as lead, modern pencils do not contain lead as the “lead” of the pencil is actually a mix of finely ground graphite and clay powders. This mixture is important because the amount of clay content added to the graphite depends on intended pencil hardness, and the amount of time spent on grinding the mixture determines the quality of the lead. The more clay you put in, the higher hardness the core has. Many pencils across the world, and almost all in Europe, are graded on the European system. This system of naming used B for black and H for hard; a pencil's grade was described by a sequence or successive Hs or Bs such as BB and BBB for successively softer leads, and HH and HHH for successively harder ones. Then the standard writing pencil is graded HB.

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D In England, pencils continued to be made from whole sawn graphite. But with the mass production of pencils, they are getting drastically more popular in many countries with each passing decade. As demands rise, appetite for graphite soars. According to the United States Geological Survey (USGS), world production of natural graphite in 2012 was 1,100,000 tonnes, of which the following major exporters are: China, India, Brazil, North Korea and Canada. When the value of graphite was realised, the mines were taken over by the government and guarded. One of its chief uses during the reign of Elizabeth I in the second half of the 16th century was as moulds for the manufacture of cannon balls. Graphite was transported from Keswick to London in armed stagecoaches. In 1751 an Act of Parliament was passed making it an offence to steal or receive “wad”. This crime was punishable by hard labour or transportation.



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E That the United States did not use pencils in the outer space till they spent \$1000 to make a pencil to use in zero gravity conditions is in fact a fiction. It is widely known that astronauts in Russia used grease pencils, which don't have breakage problems. But it is also a fact that their counterparts in the United States used pencils in the outer space before real zero gravity pencil was invented. They preferred mechanical pencils, which produced fine lines, much clearer than the smudgy lines left by the grease pencils that Russians favoured. But the lead tips of these mechanical pencils broke often. That bit of graphite floating around the space capsule could get into someone's eye, or even find its way into machinery or electronics, causing an electrical short or other problems. But despite the fact that the Americans did invent zero gravity pencils later, they stuck to mechanical pencils for many years.



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F Against the backcloth of a digitalized world, the prospect of pencils seems bleak. In reality, it does not. The application of pencils has by now become so widespread that they can be seen everywhere, such as classrooms, meeting rooms and art rooms, etc. A spectrum of users are likely to continue to use it into the future: students to do math



works, artists to draw on sketch pads, waiters or waitresses to mark on order boards, make-up professionals to apply to faces, and architects to produce blue prints. The possibilities seem limitless.



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Questions 14-19

Complete the sentences below.

Choose **ONE WORD ONLY** from the passage for each answer,

Write your answers in boxes 14-19 on your answer sheet.

Graphite was found under a 14 _____ in Borrowdale.
Ancient people used graphite to sign possession and number of 15 _____.
The first pencil was graphite wrapped in 16 _____ or animal skin.
In the eighteenth century, the 17 _____ protect the mines when the value of graphite was realized.
During the reign of Elizabeth I, people was condemnable if they 18 _____ or receive the “wad”.
Russian astronauts preferred 19 _____ pencils to write in the outer space.

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Questions 20-26

Do the following statements agree with the information given in Reading Passage 2?

In boxes **20-26** on your answer sheet write

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

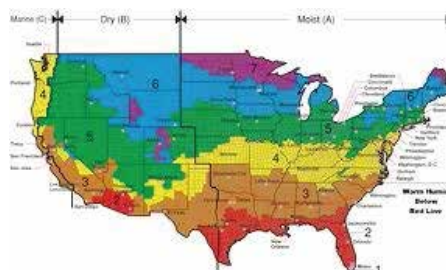
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- 20 Italy is probably the first country of the whole world to make pencils.
- 21 Germany used various kinds of wood to make pencils.
- 22 Graphite makes a pencil harder and sharper.
- 23 Pencils are not produced any more since the reign of Elizabeth I.
- 24 Pencil was used during the first American space expedition.
- 25 American astronauts did not replace mechanical pencils immediately after the zero gravity pencils were invented.
- 26 Pencils are unlikely to be used in the future.

SECTION 2

Wealth in a cold climate

A Dr William Masters was reading a book about mosquitoes when inspiration struck. “There was this anecdote about the great yellow fever epidemic that hit Philadelphia in 1793,” Masters recalls. “This epidemic decimated the city until the first frost came.” The inclement weather froze out the insects, allowing Philadelphia to recover.



B If weather could be the key to a city’s fortunes, Masters thought, then why not to the historical fortunes of nations? And could frost lie at the heart of one of the most enduring economic mysteries of all — why are almost all the wealthy, industrialised nations to be found at latitudes above 40 degrees? After two years of research, he thinks that he has found a piece of the puzzle. Masters, an agricultural economist from Purdue University in Indiana, and Margaret McMillan at Tufts University, Boston, show that annual frosts are among the factors that distinguish rich nations from poor ones. Their study is published this month in the *Journal of Economic Growth*. (IELTS test papers offered by ks.ipredicting.com, copyright) The pair speculates that cold snaps have two main benefits — they freeze pests that would otherwise destroy crops, and also freeze organisms, such as mosquitoes, that carry disease. The result is agricultural abundance and a big workforce.

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C The academics took two sets of information. The first was average income for countries, the second climate data from the University of East Anglia. They found a curious tally between the sets. Countries having five or more frosty days a month are uniformly rich; those with fewer than five are impoverished. The authors speculate that the five-day figure is important; it could be the minimum time needed to kill pests in the soil. Masters says: “For example, Finland is a small country that is growing quickly, but Bolivia is a small country that isn’t growing at all. Perhaps climate has

something to do with that.” In fact, limited frosts bring huge benefits to farmers. The chills kill insects or render them inactive; cold weather slows the break-up of plant and animal material in the soil, allowing it to become richer; and frosts ensure a build-up of moisture in the ground for spring, reducing dependence on seasonal rains. There are exceptions to the “cold equals rich” argument. There are well-heeled tropical countries such as Hong Kong and Singapore (both city-states, Masters notes), a result of their superior trading positions. Likewise, not all European countries are moneyed – in the former communist colonies, economic potential was crushed by politics.

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D Masters stresses that climate will never be the overriding factor – the wealth of nations is too complicated to be attributable to just one factor. Climate, he feels, somehow combines with other factors – such as the presence of institutions, including governments, and access to trading routes – to determine whether a country will do well. Traditionally, Masters says, economists thought that institutions had the biggest effect on the economy, because they brought order to a country in the form of, for example, laws and property rights. With order, so the thinking went, came affluence. “But there are some problems that even countries with institutions have not been able to get around,” he says. “My feeling is that, as countries get richer, they get better institutions. And the accumulation of wealth and improvement in governing institutions are both helped by a favourable environment, including climate.”

E This does not mean, he insists, that tropical countries are beyond economic help and destined to remain penniless. Instead, richer countries should change the way in which foreign aid is given. Instead of aid being geared towards improving governance, it should be spent on technology to improve agriculture and to combat disease. (*IELTS test papers offered by ks.ipredicting.com, copyright*) Masters cites one example: “There are regions in India that have been provided with irrigation – agricultural productivity has gone up and there has been an improvement in health.” Supplying vaccines against tropical diseases and developing crop varieties that can grow in the tropics would break the poverty cycle.



F Other minds have applied themselves to the split between poor and rich nations, citing anthropological, climatic and zoological reasons for why temperate nations are the most affluent. In 350BC, Aristotle observed that

“those who live in a cold climate . . . are full of spirit”. Jared Diamond, from the University of California at Los Angeles, pointed out in his book *Guns, Germs and Steel* that **Eurasia** is broadly aligned east-west, while Africa and the Americas are aligned north-south. So, in Europe, crops can spread quickly across latitudes because climates are similar. One of the first domesticated crops, einkorn wheat, spread quickly from the Middle East into Europe; it took twice as long for corn to spread from Mexico to what is now the eastern United States. This easy movement along similar latitudes in Eurasia would also have meant a faster dissemination of other technologies such as the wheel and writing, Diamond speculates. The region also boasted domesticated livestock, which could provide meat, wool and motive power in the fields. Blessed with such natural advantages, **Eurasia** was bound to take off economically.

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G John Gallup and Jeffrey Sachs, two US economists, have also pointed out striking correlations between the geographical location of countries and their wealth. They note that tropical countries between 23.45 degrees north and south of the equator are nearly all poor. In an article for the *Harvard International Review*, they concluded that “development surely seems to favour the temperate-zone economies, especially those in the northern hemisphere, and those that have managed to avoid both socialism and the ravages of war”. But Masters cautions against geographical determinism, the idea that tropical countries are beyond hope: “Human health and agriculture can be made better through scientific and technological research,” he says, “so we shouldn’t be writing off these countries. Take Singapore: without air conditioning, it wouldn’t be rich.”



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Questions 14-20

The reading passage has seven paragraphs, A-G

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

Write the correct number, i-x, in boxes 14-20 on your answer sheet.

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List of Headings

- i* The positive correlation between climate and wealth
- ii* Other factors besides climate that influence wealth
- iii* Inspiration from reading a book
- iv* Other researchers' results do not rule out exceptional cases
- v* different attributes between Eurasia and Africa
- vi* Low temperature benefits people and crops
- vii* The importance of institution in traditional views.
- viii* The spread of crops in Europe, Asia and other places
- ix* The best way to use aid
- x* confusions and exceptional

14 Paragraph A

15 Paragraph B

16 Paragraph C

17 Paragraph D

18 Paragraph E

19 Paragraph F

20 Paragraph G





Questions 21-26

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 **21-26** on your answer sheet.

Dr William Master read a book saying that a(an) **21** which struck an American city of years ago was terminated by a cold frost. And academics found that there is a connection between climate and country's weathy as in the rich but small country of **22**.....; Yet besides excellent surroundings and climate, one country still need to improve both their **23**..... to achieve long prosperity. (*IELTS test papers offered by ks.ipredicting.com, copyright*) Thanks to resembling weather condition across latitude in the continent of **24**,crops such as **25**..... is bound to spread faster than from South America to the North. Other researchers also noted that even though geographical factors are important ,tropical country such as **26**..... still became rich due to scientific advancement.

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SECTION 1

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

Computer Games for Preschoolers:

Nintendo's Research and Design Process

- A** Designing computer games for young children is a daunting task for game producers, who, for a long time, have concentrated on more “hard core” game fans. This article chronicles the design process and research involved in creating Nintendo DS for preschool gamers.
- B** After speaking with our producers who have a keen interest in designing for the DS, we finally agreed on three key goals for our project. First, to understand the range of physical and cognitive abilities of preschoolers in the context of handheld system game play; second, to understand how preschool gamers interact with the DS, specifically how they control the different forms of play and game mechanics offered by the games presently on the market for this platform; third, to understand the expectations of preschoolers’ parents concerning the handheld systems as well as the purchase and play contexts within which game play occurs. The team of the research decided that in-home ethnographies with preschoolers and their families would yield comprehensive database with which to give our producers more information and insights, so we start by conducting 26 in-home ethnographies in three markets across the United States: an East coast urban/suburban area, a West coast urban/suburban area, and a Midwest suburban/rural area.
- C** The subjects in this study included 15 girls and 11 boys ranging from 3 years and 3 months old to 5 years and 11 months old. Also, because previous research had shown the effects of older siblings on game play (demonstrated, for example, by more advanced motor coordination when using a **computer** mouse), households were employed to have a combination of preschoolers with and without elder peers. In order to understand both “experienced” and “new” preschool users of the platform, we divided the sample so that 13 families owned at least one Nintendo DS and the others did not. For those households that did not own a DS, one was brought to the interview for the kid to play. This allowed us to see both the instinctive and intuitive movements of the new players (and of the more experienced players when playing new games), as well as the learned movements of the more experienced players. Each of those interviews took about 60 to 120 minutes and included the **preschooler**, at least one parent, and often siblings and another caregiver.

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1 D Three kinds of information were collected after each interview.
2 From any older siblings and the parents that were available, we
3 gathered data about: the buying decisions surrounding game
4 systems in the household, the family's typical game play patterns,
5 levels of parental moderation with regard to computer gaming, and
6 the most favorite games played by family members. We could also
7 understand the ideology of gaming in these homes because of these
8 in-home interviews: what types of spaces were used for game play,
9 how the systems were installed, where the handheld play occurred
10 in the house (as well as on-the-go play), and the number and type of
11 games and game systems **owned**. The most important is, we
12 gathered the game-playing information for every single kid.



15 E Before carrying out the interviews, the research team had closely discussed with
16 the in-house game **producers** to create a list of game mechanics and problems
17 tied to preschoolers' motor and cognitive capabilities that were critical for them to
18 understand prior to writing the games. These ranged from general dexterity issues
19 related to game controllers to the effectiveness of in-game instructions to **specific**
20 mechanics in current games that the producers were interested in implementing
21 for future preschool titles. During the interviews, the moderator gave specific
22 guidance to the preschooler through a series of games, so that he or she could
23 observe the interaction and probe both the preschooler and his or her parents on
24 feelings, attitudes, and frustrations that arose in the different circumstances.

26 复印母书很可能是老旧的版本（存在错误/遗漏，不能升级电子系统） 正版为底色橙色 复印黑白盗版

27
28 F If the subject in the experiment had previous exposure to the DS system, he or
29 she was first asked to play his or her favorite game on that machine. This gave the
30 researchers information about current of gaming skill related to the complexity of
31 the chosen one, allowing them to see the child playing a game with mechanics he
32 or she was already familiar with. Across the 26 preschoolers, the Nintendo DS
33 selections scope were very broad, including New Super Mario Bros, Sonic Rush.
34 Nintendo, and Tony Hawk's Proving Ground. The interviewer observed the child
35 play, noting preferences for game mechanics and motor interactions with the
36 device as well as the complexity level each game mechanic was for the tested
37 subject. The researchers asked all of the preschoolers to play with a specific game
38 in consultation with our producers, The Little Mermaid: Ariel's Undersea
39 Adventure. The game was chosen for two major reasons. First, it was one of the
40 few games on the market with characters that appeal to this young age group.
41 Second, it incorporated a large variety of mechanics that highlighted the
42 uniqueness of the DS platform, including using the microphone for blowing or
43 singing.
44
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47 G The findings from this initial experiment were extensive. After reviewing the
48 outcomes and discussing the implications for the game design with our internal
49
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A	B	C	D	E	F	G	H	I	J
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game production team, we then outlined the designing needs and presented the findings to a firm specialising in game design. We worked closely with those experts to set the game design for the two preschool-targeted DS games under development on what we had gathered.

H As the two DS games went into the development process, a formative research course of action was set up. Whenever we developed new game mechanics, we brought preschoolers into our in-house utility lab to test the mechanics and to evaluate both their simplicity, and whether they were engaging. We tested either alpha or beta versions of different elements of the game, in addition to looking at overarching game structure. Once a full version of the DS game was ready, we went back into the field test with a dozen preschoolers and their parents to make sure that each of the game elements worked for the children, and that the overall objective of the game was understandable and the process was enjoyable for players. We also collected parents' feedback on whether they thought the game is appropriate, engaging, and worth the purchase.

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Questions 1-5

Complete the sentences below.

Choose **ONE WORD ONLY** from the passage for each answer. Write your answers in boxes 1-5 on your answer sheet.

Exploratory Research Project

Main Objectives:

Determine the relevant 1 _____ in the context

Observe how preschoolers manage playing

Investigate attitudes of 2 _____ towards games

Subjects:

26 children from different US 3 _____

Age range: 3 years and 3 months to 5 years and 11 months

Some children have older 4 _____ in the house as playing peers.

Equal number of new and 5 _____ players

Some households have Nintendo DS and some don't

Length of Interview:

1-2 hours



Questions 6-9

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

In boxes 6-9 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

6 One area of research is how far mothers and fathers controlled children's playing after school.

7 Some researchers are allowed an access to the subjects' houses.

8 The researchers regarded The Little Mermaid: Ariel's Undersea Adventure as

likely appeal to preschoolers.

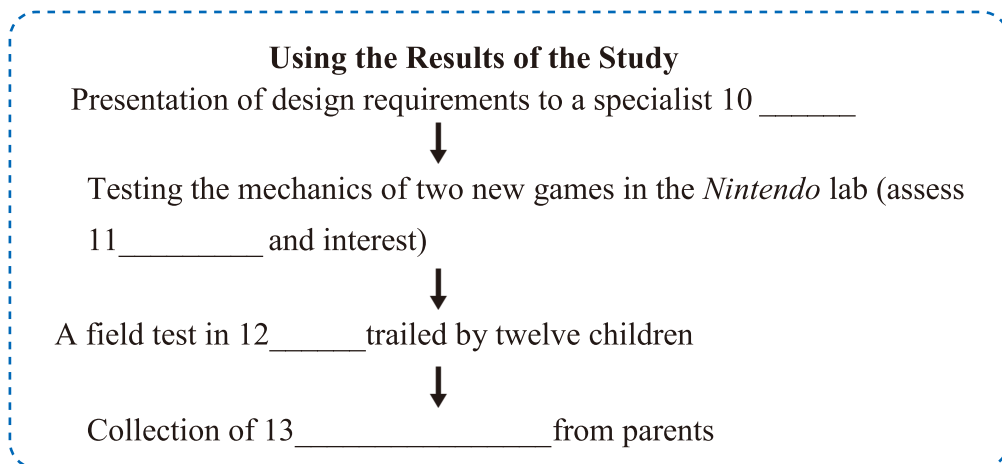
9 *The Little Mermaid: Ariel's Undersea Adventure* is entirely designed for preschool children.



Questions 10-13

Complete the flow-chart below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer. Write your answers in boxes 10-13 on your answer sheet.



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We have Star performers!

A The difference between companies is people. With capital and technology in plentiful supply, the critical resource for companies in the knowledge era will be human talent. Companies full of achievers will, by definition, outperform organisations of plodders. Ergo, compete ferociously for the best people. Poach and pamper stars; ruthlessly weed out second-raters. This in essence has been the recruitment strategy of the ambitious company of the past decade. The 'talent mindset' was given definitive form in two reports by the consultancy McKinsey famously entitled The War for Talent. Although the intensity of the warfare subsequently subsided along with the air in the internet bubble, it has been warming up again as the economy tightens: labour shortages, for example, are the reason the government has laid out the welcome mat for immigrants from the new Europe.

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B Yet while the diagnosis - people are important - is evident to the point of platitude, the apparently logical prescription - hire the best - like so much in management is not only not obvious: it is in fact profoundly wrong. The first suspicions dawned with the crash to earth of the dotcom meteors, which showed that dumb is dumb whatever the IQ of those who perpetrate it. The point was illuminated in brilliant relief by Enron, whose leaders, as a New Yorker article called 'The Talent Myth' entertainingly related, were so convinced of their own cleverness that they never twigged that collective intelligence is not the sum of a lot of individual intelligences. In fact in a profound sense the two are opposites. Enron believed in stars, noted author Malcolm Gladwell, because they didn't believe in systems. But companies don't just create: 'they execute and compete and co-ordinate the efforts of many people, and the organisations that are most successful at that task are the ones where the system is the star'. The truth is that you can't win the talent wars by hiring stars - only lose it. New light on why this should be so is thrown by an analysis of star



behaviour in this month's Harvard Business Review. In a study of the careers of 1,000 star-stock analysts in the 1990s, the researchers found that when a company recruited a star performer, three things happened.

C First, stardom doesn't easily transfer from one organisation to another. In many cases, performance dropped sharply when high performers switched employers and in some instances never recovered. (*IELTS test papers offered by ks.ipredicting.com, copyright*) More of success than commonly supposed is due to the working environment - systems, processes, leadership, accumulated embedded learning that are absent in and can't be transported to the new firm. Moreover, precisely because of their past stellar performance, stars were unwilling to learn new tricks and antagonised those (on whom they now unwittingly depended) who could teach them. So they moved, upping their salary as they did - 36 per cent moved on within three years, fast even for Wall Street. Second, group performance suffered as a result of tensions and resentment by rivals within the team. One respondent likened hiring a star to an organ transplant. The new organ can damage others by hogging the blood supply, other organs can start aching or threaten to stop working or the body can reject the transplant altogether, he said. 'You should think about it very carefully before you do a transplant to a healthy body.' Third, investors punished the offender by selling its stock. This is ironic, since the motive for importing stars was often a suffering share price in the first place. Shareholders evidently believe that the company is overpaying, the hiree is cashing in on a glorious past rather than preparing for a glowing present, and a spending spree is in the offing.

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D The result of mass star hirings as well as individual ones seem to confirm such doubts. Look at County NatWest and Barclays de Zoete Wedd, both of which hired teams of stars with loud fanfare to do great things in investment banking in the 1990s. Both failed dismally. Everyone accepts the cliché that people make the organisation - but much more does the organisation make the people. When researchers studied the performance of fund managers in the 1990s, they discovered that just 30 per cent of variation in fund performance was due to the individual, compared to 70 per cent to the company-specific setting.

E That will be no surprise to those familiar with systems thinking. W Edwards Deming used to say that there was no point in beating up on people when 90 per cent of performance variation was down to the system within which they worked. Consistent improvement, he said, is a matter not of raising the level of individual intelligence, but of the learning of the organisation as a whole. The star system is glamorous - for the few. But it rarely benefits the company that thinks it is working it. And the knock-on consequences indirectly affect everyone else too. As one internet response to Gladwell's New Yorker article put it: after

Enron, 'the rest of corporate America is stuck with overpaid, arrogant, underachieving, and relatively useless talent.'

F Football is another illustration of the stars vs systems strategic choice. As with investment banks and stockbrokers, it seems obvious that success should ultimately be down to money. (*IELTS test papers offered by ks.ipredicting.com, copyright*) Great players are scarce and expensive. So the club that can afford more of them than anyone else will win. But the performance of Arsenal and Manchester United on one hand and Chelsea and Real Madrid on the other proves that it's not as easy as that. While Chelsea and Real have the funds to be



compulsive star collectors - as with Juan Sebastian Veron - they are less successful than Arsenal and United which, like Liverpool before them, have put much more emphasis on developing a setting within which stars-in-the-making can flourish. Significantly, Thierry Henry, Patrick Veira and Robert Pires are much bigger stars than when Arsenal bought them, their value (in all senses) enhanced by the Arsenal system. At Chelsea, by contrast, the only context is the stars themselves -

managers with different outlooks come and go every couple of seasons. There is no settled system for the stars to blend into. The Chelsea context has not only not added value, it has subtracted it. The side is less than the sum of its exorbitantly expensive parts. Even Real Madrid's galacticos, the most extravagantly gifted on the planet, are being outperformed by less talented but better-integrated Spanish sides. In football, too, stars are trumped by systems.



G So if not by hiring stars, how do you compete in the war for talent? You grow your own. This worked for investment analysts, where some companies were not only better at creating stars but also at retaining them. Because they had a much more sophisticated view of the interdependent relationship between star and system, they kept them longer without resorting to the exorbitant salaries that were so destructive to rivals.

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Questions 14-17

The reading Passage has seven paragraphs A-G.

Which paragraph contains the following information?

Write the correct letter A-G, in boxes 14-17 on your answer sheet.

- 14 One example from non-commerce/business settings that better system wins bigger stars (IELTS test papers offered by ks.ipredicting.com, copyright)
- 15 One failed company that believes stars rather than system
- 16 One suggestion that author made to acquire employees then to win the competition nowadays
- 17 One metaphor to human medical anatomy that illustrates the problems of hiring stars.



Questions 18-21

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

In boxes 18-21 on your answer sheet, write

YES	<i>if the statement agrees with the information</i>
NO	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>



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- 18 McKinsey who wrote The War for Talent had not expected the huge influence made by this book.
- 19 Economic condition becomes one of the factors which decide whether or not a country would prefer to hire foreign employees.
- 20 The collapse of Enron is caused totally by a unfortunate incident instead of company's management mistake.
- 21 Football clubs that focus making stars in the setting are better than simply collecting stars.



Questions 22-26

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 **22-26** on your answer sheet.

An investigation carried out on 1000 22 participants of a survey by Harvard Business Review found a company hire a 23 has negative effects. For instance, they behave considerably worse in a new team than in the 24 that they used to be. They move faster than wall street and increase their 25 Secondly, they faced rejections or refuse from those 26 within the team. Lastly, the one who made mistakes had been punished by selling his/her stock share.

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SECTION 2

The culture of *Chimpanzee!*

A The similarities between chimpanzees and humans have been studied for years, but in the past decade researchers have determined that these resemblances run much deeper than anyone first thought. For instance, the nut cracking observed in the Taï Forest is far from a simple chimpanzee behavior; rather it is a singular adaptation found only in that particular part of Africa and a trait that biologists consider to be an expression of chimpanzee culture. Scientists frequently use the term "culture" to describe elementary animal behaviors- such as the regional dialects of different populations of songbirds-but as it turns out, the rich and varied cultural traditions found among chimpanzees are second in complexity only to human traditions.



B During the past two years, an unprecedented scientific collaboration, involving every major research group studying chimpanzees, has documented a multitude of distinct cultural patterns extending across



Africa, in actions ranging from the animals' use of tools to their forms of communication and social customs. This emerging picture of chimpanzees not only affects how we think of these amazing creatures but also alters human beings' conception of our own uniqueness and hints at ancient foundations for extraordinary capacity for culture.

C *Homo sapiens* and *Pan troglodytes* have coexisted for hundreds of millennia and share more than 98 percent of their genetic material, yet only 40 years ago we still knew next to nothing about chimpanzee behavior in the wild. That began to change in the 1960s, when Toshisada Nishida of Kyoto University in Japan and Jane Goodall began their studies of wild chimpanzees at two field sites in Tanzania. (Goodall's research station at Gombe—the first of its kind—is more famous, but Nishida's site at Mahale is the second oldest chimpanzee research site in the world.)

D In these initial studies, as the chimpanzees became accustomed to close observation, the remarkable discoveries began. Researchers witnessed a

range of unexpected behaviors, including fashioning and using tools, hunting, meat eating, food sharing and lethal fights between members of neighboring communities. In the years that followed, other primatologists set up camp elsewhere, and, despite all the financial, political and logistical problems that can beset African fieldwork, several of these outposts became truly long-term projects. As a result, we live in an unprecedented time, when an intimate and comprehensive scientific record of chimpanzees' lives at last exists not just for one but for several communities spread across Africa.

E As early as 1973, Goodall recorded 13 forms of tool use as well as eight social activities that appeared to differ between the Gombe chimpanzees and chimpanzee populations elsewhere. She ventured that some variations had what she termed a cultural origin. But what exactly did Goodall mean by "culture"? According to the *Oxford Encyclopedic English Dictionary*, culture is defined as "the customs ... and achievements of a particular time or people." The diversity of human cultures extends from technological variations to marriage rituals, from culinary habits to myths and legends. Animals do not have myths and legends, of course. But they do have the capacity to pass on behavioral traits from generation to generation, not through their genes but by learning. For biologists, this is the fundamental criterion for a cultural trait: it must be something that can be learned by observing the established skills of others and thus passed on to future generations

F What of the implications for chimpanzees themselves? We must highlight the tragic loss of chimpanzees, whose populations are being decimated just when we are at last coming to appreciate these astonishing animals more completely. Populations have plummeted in the past century and continue to fall as a result of illegal trapping, logging and, most recently, the bushmeat trade. The latter is particularly alarming: logging has driven roadways into the forests that are now used to ship wild-animal meat-including chimpanzee meat-to consumers as far afield as Europe. Such destruction threatens not only the animals themselves but also a host of fascinatingly different ape cultures.

G Perhaps the cultural richness of the ape may yet help in its salvation, however. Some conservation efforts have already altered the attitudes of some local people. A few organizations have begun to show videotapes illustrating the cognitive prowess of chimpanzees. One Zairian viewer was heard to exclaim, "Ah, this ape is so like me, I can no longer eat him."

H How an international team of chimpanzee experts conducted the most comprehensive survey of the animals ever attempted. Scientists have been

investigating chimpanzee culture for several decades, but too often their studies contained a crucial flaw. Most attempts to document cultural diversity among chimpanzees have relied solely on officially published accounts of the behaviors recorded at each research site. But this approach probably overlooks a good deal of cultural variation for three reasons.

I First, scientists typically don't publish an extensive list of all the activities they do *not* see at a particular location. Yet this is exactly what we need to know—which behaviors were and were not observed at each site. Second, many reports describe chimpanzee behaviors without saying how common they are; without this information, we can't determine whether a particular action was a once-in-a-lifetime aberration or a routine event that should be considered part of the animals' culture. Finally, researchers' descriptions of potentially significant chimpanzee behaviors frequently lack sufficient detail, making it difficult for scientists working at other spots to record the presence or absence of the activities.

J To remedy these problems, the two of us decided to take a new approach. We asked field researchers at each site for a list of all the behaviors they suspected were local traditions. With this information in hand, we pulled together a comprehensive list of 65 candidates for cultural behaviors.

K Then we distributed our list to the team leaders at each site. In consultation with their colleagues, they classified each behavior in terms of its occurrence or absence in the chimpanzee community studied. The key categories were customary behavior (occurs in most or all of the able-bodied members of at least one age or sex class, such as all adult males), habitual (less common than customary but occurs repeatedly in several individuals), present (seen at the site but not habitual), absent (never seen), and unknown.

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Questions 1-5

The reading Passage has seven paragraphs 1-5.

Which paragraph contains the following information?

Write the correct letter **A-K**, in boxes **1-5** on your answer sheet.

- 1 A problem of researchers on chimpanzee culture which are only based on official sources. *(IELTS test papers offered by ipredicting.com, copyright)*
- 2 Design a new system by two scientists aims to solve the problem.
- 3 Reasons why previous research on ape culture is problematic.
- 4 Classification of data observed or collected.
- 5 An example that showing tragic outcome of animals leading to indication of change in local people's attitude in preservation



Questions 6-10

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

In boxes **6-10** 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

- 6 Research found that scientist can make chimpanzees possess the same complex culture as human.
- 7 Human and apes lived together long ago and share most of their genetic substance. *(IELTS test papers offered by ipredicting.com, copyright)*
- 8 Even Toshisada Nishida and Jane Goodall's beginning studies observed many surprising features of civilized behaviors among chimpanzees.

- 9 Chimpanzees, like human, have the ability to deliver cultural behaviors mostly from genetic inheritance.
- 10 For decades, researchers have investigated chimpanzees by data obtained from both unobserved and observed approaches.



Questions 11-14

Answer the questions below.

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

- 11 When the unexpected discoveries of chimpanzee behavior start?
- 12 Which country is the researching site of Toshisada Nishida and Jane Goodall?
- 13 What did the chimpanzee have to get used to in the initial study?
- 14 What term can depict it that Jane Goodall found the chimpanzee used tool in 1973?

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SECTION 3

You should spend about 20 minutes on Questions 1-14 which are based on Reading Passage below.

Compliance or Noncompliance for Children

A Many Scientists believe that **socialization** takes a long process, while compliance is the outset of it. Accordingly, compliance for education of children is the **priority**. Motivationally distinct forms of child compliance, mutually positive affect, and maternal control, observed in 3 control contexts in 103 dyads of mothers and their 26-41-month-old children, were examined



I 我预测你高分 **predicting** as correlates of internalization, assessed using observations of children while alone with prohibited temptations and maternal ratings. One form of compliance (committed compliance), when the child appeared committed wholeheartedly to the maternal agenda and eager to endorse and accept it, was emphasized. Mother-child mutually positive affect was both a predictor and a concomitant of committed compliance. Children who shared positive affect with their mothers showed a high level of committed compliance and were also more internalized. Differences and similarities between children's compliance to requests and prohibitions ("Do" vs. "Don't" demand contexts) were also explored. Maternal "Dos" appeared more challenging to toddlers than the "Don'ts." Some individual coherence of behavior was also found across both demand contexts. The implications of committed compliance for emerging internalized regulators of conduct are discussed.



B A number of parents were not easy to be aware of the **compliance** (听从), some even overlooked their children's noncompliance. Despite good education, these children did not follow the words from their parents on several occasion, especially boys in certain ages. Fortunately, this rate was acceptable, some parents could be patient with the **noncompliance** (不听从). Someone held that noncompliance is probably not a wrong thing. In order to determine the effects of different parental disciplinary techniques on young children's compliance and noncompliance, mothers were trained to observe emotional incidents involving their own toddler-aged children. Reports of disciplinary encounters were analyzed in terms of the types of discipline used (reasoning, verbal prohibition, physical coercion, love withdrawal, and combinations thereof) and children's responses to that discipline (compliance/noncompliance and avoidance). The relation between compliance/noncompliance and type of misdeed (harm to persons, harm to property, and lapses of self-control) was also analyzed. Results indicated that love withdrawal combined with other techniques was most effective in securing children's compliance and that its effectiveness was not a function of the type of technique with which it was combined. Avoidant responses and affective reunification with the parent were more likely to follow love withdrawal than any other technique. Physical coercion was somewhat less effective than love withdrawal, while reasoning and verbal prohibition were not at all effective except when both were combined with physical coercion.

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C “Noncompliant Children sometimes prefer to say no directly as they were younger, they are easy to deal with the relationship with **contemporaries** (IELTS test papers offered by ks.iypredicting.com, copyright). when they are growing up. During the period that children is getting elder, who may learn to use more advanced approaches for their noncompliance. They are more skillful to **negotiate** or give reasons for refusal rather than show their opposite idea to parents directly.” Said Henry Porter, scholar working in Psychology Institute of UK. He indicated that noncompliance means growth in some way, may have benefit for children. Many Experts held different viewpoints in recent years, they tried drilling compliance into children. His collaborator Wallace Freisen believed that Organizing child's daily activities so that they occur in the same order each day as much as possible. This first strategy for defiant children is ultimately the most important. Developing a routine helps a child to know what to expect and increases the chances that he or she will comply with things such as chores, homework, and hygiene requests. When undesirable activities occur in the same order at optimal times during the day, they become habits that are not questioned, but done without thought.

Chances are that you have developed some type of routine for yourself in terms of showering, cleaning your house, or doing other types of work. You have an idea in your mind when you will do these things on a regular basis and this helps you to know what to expect. In fact, you have probably already been using most of these compliance strategies for yourself without realizing it. For children, without setting these expectations on a daily basis by making them part of a regular **routine**, they can become very upset. Just like adults, children think about what they plan to do that day and expect to be able to do what they want. So, when you come along and ask them to do something they weren't already planning to do that day, this can result in automatic refusals and other undesirable defiant behavior. However, by using this compliance strategy with defiant children, these activities are done almost every day in the same general order and the child expects to already do them.

D Doctor Steven Walson addressed that organizing fun activities to occur after frequently refused activities. This **strategy** also works as a positive reinforcer when the child complies with your requests. By arranging your day so that things often refused occur right before highly preferred activities, you are able to eliminate defiant behavior and motivate your child's behavior of doing the **undesirable** activity. This is not to be presented in a way that the preferred activity is only allowed if a defiant child does the non-preferred activity. However, you can word your request in a way so that your child assumes that you have to do the non-preferred activity before moving on to the next preferred activity. For example, you do not want to say something such as, "If you clean your room we can play a game." Instead word your request like this, "As soon as you are done cleaning your room we will be able to play that really fun game you wanted to play."



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E Psychologist Paul Edith insisted praise is the best way to make children to comply with. This is probably a common term you are used to hearing by now. If you praise your child's behavior, he or she will be more likely to do that behavior. So, it is essential to use praise when working with defiant children. It also provides your child with positive attention. However, it is important to know how to praise children in a way that encourages future automatic (自动的) reinforcement for your child when doing a similar behavior.

A	B	C	D	E	F	G	H	I	J
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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 children, especially boys received good education may**
A always comply with their parents' words
B be good at math
C have a high score at school
D disobey their parents' order sometimes
- 28 Face to their children's compliance and noncompliance, parents**
A must be aware of the compliance
B ask for help from their teachers
C some of them may ignore their noncompliance
D pretend not to see
- 29 According to Henry Porter ,noncompliance for children**
A are entirely harmful
B may have positive effects
C needs medicine assistance
D should be treated by expert doctor
- 30 When children are growing up, they**
A always try to directly say no
B are more skillful to negotiate
C learn to cheat instead of noncompliance
D tend to keep silent



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- 31 Which is the possible reaction the passage mentioned for elder children and younger ones if they don't want to comply with the order**
A elder children prefer to refuse directly
B elder ones refuse to answer
C younger children may reject directly
D younger ones may save any words



Questions 32-35

Look at the following people and list of statements below.

Match each person with the correct statement.

Write the correct letter A-G in boxes 32-35 on your answer sheet.

- 32 Henry Porter
- 33 Wallace Freisen
- 34 Steven Walson
- 35 Paul Edith

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List of statements

- A children of all ages will indirectly show noncompliance
- B elder children tend to negotiate rather than show noncompliance
- C converse behavior means noncompliance
- D organizing fun activities to occur after frequently refused activities
- E organizing child's daily activities in the same order as much as possible.
- F use praise in order to make children compliant
- G take the children to school at a early age



Questions 36-40

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

In boxes 36-40 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

- 36 Socialization takes a long process, while compliance is the beginning of it.
- 37 Many parents were difficult to be aware of the compliance or noncompliance.
- 38 Noncompliant Children are simple to deal with the relationship with the people in the same age when they are growing up.
- 39 Experts never tried drilling compliance into children.
- 40 Psychologist Paul Edith negated the importance that knowing how to praise children in a encouraged way.

SECTION 1

You should spend about 20 minutes on Questions 1-13, which are based on Shading Passage 1 below.

Ants Could Teach Ants

A The ants are tiny and usually nest between rocks in the south coast of England. Transformed into research subjects at the University of Bristol, they raced along a tabletop foraging for food - and then, remarkably, returned to guide others. Time and again, followers trailed behind leaders, darting this way and that along the route, presumably to memorise landmarks. Once a follower got its bearings, it tapped the leader with its antennae, prompting the lesson to literally proceed to the next step. The ants were only looking for food, but the researchers said the careful way the leaders led followers — thereby turning them into leaders in their own right -marked the *Temnothorax albipennis* ant as the very first example of a non-human animal exhibiting teaching behaviour.

B "Tandem running is an example of teaching, to our knowledge the first in a non-human animal, that involves bidirectional feedback between teacher and pupil," remarks Nigel Franks, professor of animal behaviour and ecology, whose paper on the ant educators was published last week in the journal *Nature*.

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C No sooner was the paper published, of course, than another educator questioned it. Marc Hauser, a psychologist and biologist and one of the scientists who came up with the definition of teaching, said it was unclear whether the ants had learned a new skill or merely acquired new information.

D Later, Franks took a further study and found that there were even races between leaders. With the guidance of leaders, ants could find food faster. But the help comes at a cost for the leader, who normally would have reached the food about four times faster if not hampered by a follower. This means the hypothesis that the leaders deliberately slowed down in order to pass the skills on to the followers seems potentially valid. His ideas were advocated by the students who carried out the video project with him.

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E Opposing views still arose, however. Hauser noted that mere communication of information is commonplace in the animal world. Consider a species, for example,

that uses alarm calls to warn fellow members about the presence of a predator. Sounding the alarm can be costly, because the animal may draw the attention of the predator to itself. But it allows others flee to safety. “Would you call this teaching?” wrote Hauser. “The caller incurs a cost. The naive animals gain a benefit and new knowledge that better enables them to learn about the predator’s location than if the caller had not called. This happens throughout the animal kingdom, but we don’t call it teaching, even though it is clearly transfer of information.”

F Tim Caro, a zoologist, presented two cases of animal communication. He found that cheetah mothers that take their cubs along on hunts gradually allow their cubs to do more of the hunting — going, for example, from killing a gazelle and allowing young cubs to eat to merely tripping the gazelle and letting the cubs finish it off. At one level, such behaviour might be called teaching — except the mother was not really teaching the cubs to hunt but merely facilitating various stages of learning. In another instance, birds watching other birds using a stick to locate food such as insects and so on, are observed to do the same thing themselves while finding food later.

G Psychologists study animal behaviour in part to understand the evolutionary roots of human behaviour, Hauser said. The challenge in understanding whether other animals truly teach one another, he added, is that human teaching involves a “theory of mind” — teachers are aware that students don’t know something. He questioned whether Franks’s leader ants really knew that the follower ants were ignorant. Could they simply have been following an instinctive rule to proceed when the followers tapped them on the legs or abdomen? And did leaders that led the way to food — only to find that it had been removed by the experimenter — incur the wrath of followers? That, Hauser said, would suggest that the follower ant actually knew the leader was more knowledgeable and not merely following an instinctive routine itself.

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H The controversy went on, and for a good reason. The occurrence of teaching in ants, if proven to be true, indicates that teaching can evolve in animals with tiny brains. It is probably the value of information in social animals that determines when teaching will evolve, rather than the constraints of brain size.

I Bennett Galef Jr., a psychologist who studies animal behaviour and social learning at McMaster University in Canada, maintained that ants were unlikely to have a “theory of mind” — meaning that leaders and followers may well have



been following instinctive routines that were not based on an understanding of what was happening in another ant's brain. He warned that scientists may be barking up the wrong tree when they look not only for examples of humanlike behaviour among other animals but humanlike thinking that underlies such behaviour. Animals may behave in ways similar to humans without a similar cognitive system, he said, so the behaviour is not necessarily a good guide into how humans came to think the way they do.

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Questions 1-5

Look at the following statements (Questions 1-5) and the list of people in the box below.

Match each statement with the correct person, A, B, C or D.

Write the correct letter, A, B, C or D, in boxes 1-5 on your answer sheet.

NB You may use any letter more than once.

- 1 Animals could use objects to locate food.
- 2 Ants show two-way, interactive teaching behaviours.
- 3 It is risky to say ants can teach other ants like human beings do.
- 4 Ant leadership makes finding food faster.
- 5 Communication between ants is not entirely teaching.

List of People

A Nigel Franks

B Marc Hauser

C Tim Caro

D Bennett Galef Jr.

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Questions 6-9

Choose **FOUR** letters, A-H.

Write your answers in boxes 6-9 on your answer sheet.

Which **FOUR** of the following behaviours of animals are mentioned in the passage?

- A touch each other with antenna
- B alert others when there is danger
- C escape from predators
- D protect the young
- E hunt food for the young
- F fight with each other
- G use tools like twigs
- H feed on a variety of foods



Questions 10-13

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

In boxes 10-13 on your answer sheet, write

- | | |
|------------------|---|
| YES | <i>if the statement agrees with the claims of the writer</i> |
| NO | <i>if the statement contradicts the claims of the writer</i> |
| NOT GIVEN | <i>if it is impossible to say what the writer thinks about this</i> |

- 10 Ants' tandem running involves only one-way communication.
- 11 Franks's theory got many supporters immediately after publicity.
- 12 Ants' teaching behaviour is the same as that of human.
- 13 Cheetah share hunting gains to younger ones.

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Ben and Jerry's

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C 美体小铺历史开始于安妮塔罗迪克的£4000 和一个梦想。如今, 它在 50 个国家拥有超过 1900 家门店。美体小铺于 1976 年在英格兰布赖顿成立。从她原来的商店, 它提供的 25 种不同乳液、面霜, 和油脂, 罗迪克成为第一个成功的身体护理产品, 结合天然成分和 ecologically-benign 制造过程的营销人员。她的公司拒绝使用动物测试产品, 以及一个坚持在世界各地的供应商中实施非劳工剥削的劳动实践, 主要吸引的是中产阶级妇女特别是高档家庭产品, 一直是该公司的主要市场。销售蓬勃发展, 甚至保守的金融市场都批准美体小铺的令人印象深刻的利润情况下的扩张活动, 其在 1984 年公开发行股票是成功的。1988 年, 公司进入美国市场在纽约开设商店; 到 1997 年, 该公司拥有 1500 家门店, 包括在 47 个国家的特许经营。反营销策略似乎是聪明的营销, 至少是美体小铺而言。

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竞争,销售他们的产品是为了为时尚配饰设计掩盖缺陷,使女性看起来更像出现在他们奢华的广告时装模特。相反,美体小铺提供产品一条线的承诺好处,不仅仅是漂亮的肤色,还有皮肤即刻美容和健康。公司以开拓自然成分的化妆品市场和建立社会责任作为公司业务的一个组成部分。美体小铺因为它的伦理立场而闻名,例如拒绝使用动物测试的成分, 在其运作的社区货币捐赠, 和发展中国家的合作它的业务。1988 年罗迪克在美国开了她的第一家店 , 和通过各种社会活动如time-through如“停止燃烧”运动拯救巴西热带雨林(该地区提供许多公司的天然成分的来源), 和大力支持员工自觉自治-美体小铺 字号已经等同于全球范围内的社会激进主义和环保保护主义。该公司利润竟然非常不菲。

E 然而, 到了 1990 年代中期, 美体小铺面临日益激烈的竞争, 迫使它开始它的第一个主要的广告计划, 最突出的是“Ruby”运动。活动由Ruby的化身, 一个与Rubenesque比例的娃娃栖息在一个古董沙发上, 看起来很满意自己和丰满。兰迪·威廉姆森, 美体小铺的发言人说, “Ruby是我们长期挑战化妆品行业和女性沟通方式实践的成果。Ruby营销活动是为了美体小铺的产品设计的概念: 产品是来增强, 滋润, 清洁, 和增亮功能, 而不是纠正缺陷。美体小铺的哲学就是——每个人都有其真正的美。我们并不是宣传我们的产品创造奇迹。”

F 美体小铺在 1990 年底的竞争下, 面对竞争对手以更低的价格提供类似的化妆品失去市场份额。主要竞争对手是 H2O, Sephora, Bath and Body Works, and Origins。研究成果的研究显示, 女性欣赏美体小铺的道德标准。他们很高兴公司实际的绿色行动, 而不是承诺。证据证明, 美体小铺一直搁置在许多人的倡导思想: 而不断推出更新、更新鲜的品牌。像美体小铺公司不断通过广告宣传他们的产品和营销, 通常创建一个不存在需求, 不是一个真正的需要的东西。传播的是通过购买越来越多的产品通往幸福的消息。这种消费主义下, 跨国公司主导日益增加及其标准化产品导致全球文化整合。其他垮台的因素还包括误导公众, 低工资和反对工会, 利用原住民, 大规模生产, 大量的商品的包装和运输导致使用全球资源的速度加快, 而土地, 海洋和空气与危险的污染和浪费原超它们再生的速度

G 过去的十年里, 美体小铺倾向保守和胆小的广告使其市场份额和品牌价值缩水。随着新的、更自然和环境友好的竞争对手的崛起, 美体小铺在支持环保或最自然的方面不再领跑。解决方案是: “强调美体小铺是营销伦理发起者, 我们的行动胜过我们的语言”。这是美体小铺的新方向。在大城市的不同的善举将是我们的存在的一部分。我们将消除不必要的涂鸦, 净化城市空气, 给客户美好的运动中成为积极参与的一份子!”

塑料的发展

- A** 在 19 世纪的欧洲，当橡胶第一次被用于商业生产时，便迅速成为重要商品，尤其是在运输和电力领域。然而，到了 20 世纪，除了个别情况，大多数天然橡胶的应用被一些叫作塑料的新型合成材料所取代。
- B** 橡胶是一种聚合——一种由许多小的、简单的单体重复连接而成的高分子化合物：相同的连接原理——聚合——为化工工业多种塑料的创造奠定了基础。
- C** 第一种塑料的诞生源于一场比赛，该比赛发生在 19 世纪 60 年代的美国。能发明出同样出色的用于制作台球的材料来替代供应量不断下滑的象牙的人，将得到一万美金的奖赏：结果约翰·卫斯理·海厄特 (John Wesley Hyatt) 凭借一种叫赛璐珞的材质赢得了奖励——赛璐珞是通过把从植物中提取的碳水化合物——纤维素溶解于樟脑的酒精溶液中制成的。这种新材料被迅速应用于诸如刀柄、可拆卸的衣领和袖口、眼镜框以及摄影胶片等产品的制作。没有赛璐珞，电影业绝不可能在 19 世纪末起步。
- D** 赛璐珞可反复加热软化和再塑形，所以被称为热塑性塑料。1907 年，在美国工作的比利时化学家利奥·贝克兰德 (Leo Baekeland) 通过使苯酚和甲醛一起反应发明了一种不同的塑料。贝克兰德将其命名为酚醛塑料，它是第一种热固性塑料——即在受热条件下可以浇铸成形，但一旦定形就无法再次受热软化，因而也不再具有可塑性。酚醛塑料不仅是一种良好的绝缘材质，同时还有防水、抗酸和耐热的特性。因此它很快就被用于制造开关、家居用品（如刀柄）和汽车的电子配件。
- E** 很快，化学家们开始寻找其他可以串在一起形成聚合物的小分子。20 世纪 30 年代，英国化学家发现在加热和高压下，乙烯气体可聚合，生成一种叫作聚乙烯的热塑性塑料。接着是 20 世纪 50 年代发明的聚丙烯，两者均被用于制造瓶子、管子和塑料袋。只要将起始原料进行微调——将乙烯中的一个氢原子替换成一个氯原子——便可制成 PVC (聚氯乙烯)，一种适用于下水道和排水沟的硬质防火塑料。此外，通过添加某些化学物质，还可以生成一种软 PVC，它能替代诸如防水服等制品中的橡胶。特氟龙或 PTFE (聚四氟乙烯) 是一种非常近似的塑料。它的摩擦系数非常低，这使它成为轴承、滚轴和不粘锅的理想材质。20 世纪 30 年代德国又研发出了聚苯乙烯，一种用于制造食品容器、家用电器和玩具的透明玻璃状物质。而发泡型聚苯乙烯，作为一种白色硬质泡沫塑料，被广泛用于包装和绝缘。同样在德国研发的聚氨酯适用于黏合剂和涂料，而聚氨酯硬质泡沫则是很好的保温隔热材料：所有这些塑料都是由原油所炼制的化学物质制成，它们所含的化学成分完全相同，即碳

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和氢。

F 尼龙作为世界上第一种人造纤维，也诞生在上世纪 30 年代。它的发明者是曾经任职于美国杜邦公司的化学家华莱士·卡罗瑟斯(Wallace Carothers)。他发现在合适的条件下，两种化学物质——己二胺和己二酸——会形成一种聚合物，该聚合物可以从孔状截面中抽出，继而拉伸成长条的、光滑的线状纤维，这种纤维能像丝一样进行编织。起初，它被用来为二战中的美国武装力量制作降落伞。战后，尼龙长筒袜更是完全取代了丝质长筒袜。随后许多其他合成纤维，包括晴纶、腈纶和涤纶都加入了尼龙的行列。现今大多数服装都是由棉、羊毛等天然纤维和人造纤维混纺制成，这种纺织品更易打理。

G 塑料最大的优点是它不易破坏。然而这是一把双刃剑，它的这一特性造成世界各地的海滩，甚至是那些最偏远的岛屿上，也随处可见无法被消灭的塑料瓶。塑料回收也绝非易事，因为同一个物品常包含不同的塑料，所以处理时需要区别对待。生物降解塑料的制成需要在其生产过程中加入一定量的添加剂，如淀粉。它会被细菌攻击，从而促使塑料分解：当然还可以添加其他物质，让塑料在光照后逐渐腐烂降解——但是，这类由光降解塑料制成的瓶子需要避光储存，以确保它们不会在未使用前就分解。

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管理学之父 2

- A** 彼得·德鲁克是已经过去的一百年中最重要的管理学思想者之一。他写了大约 40 本书和数千篇文章，并且从未在说服全世界关于管理学的过程中停下脚步。“管理是机构的器官…这个器官能够将一群乌合之众转变为一个组织，能够将人类的努力转变为业绩。”他成功了吗？他的影响力非凡。只要人们碰到棘手的管理问题，从大组织到小组织，从公共部门到私营部门，以及越来越多志愿部门，你都能发现德鲁克的影响。
- B** 他的头两本书——《经济人的末日》（1939 年）和《工业人的未来》（1942 年）——虽然有着包括温斯顿丘吉尔在内的崇拜者，但是，因为这两本书如此广泛地涉及到了许多不同（领域）的学科，它们惹恼了学术评论界。但是，第二本书《工业人的未来》以其对于企业既要拥有一个社会维度，而且还需要一个经济目标观点的热情坚持，引起了关注。他的第三本书，《公司的概念》成为了一本畅销书，而且自那以后还一直在翻印。
- C** 《企业的概念》一书中的两个最有趣的观点，实际上同分权没有多少关系。它们将主导他的作品主旨。第一个观点同“向工人授权”有关。德鲁克相信，要把工人当成是资源，而不仅仅是成本来对待。他之所以成为当时主宰制造部门的流水线制度的一位严厉的批评者，部分是因为流水线是以最慢的速度运动的，部分是因为流水线没能激发出个体工人的创造性。第二个观点同知识工人的兴起有关。德鲁克指出，世界正在从“商品经济”向“知识经济”转变，从一个由工业无产者主导的社会向由一个脑力工人主导的社会转变。在他看来，这种转变对管理者和政客都具有深远的意义。管理者必需停止把工人当作（一个小人物）来对待就如同巨大的冰冷机器中的一个小齿轮一般，而是应当开始把他们当作是脑力工人来对待。相应地，政客们也必需认识到，知识，进而还有教育，对于任何发达社会来说，都是唯一的最重要的资源。不仅如此，德鲁克认为，这种经济也对知识工人自己具有重要的意义。他们必需认识到这样一个事实：他们既不是“老板”，也不是“工人”，而是介于两者之间的创业者，有义务去开发他们最重要的资源——脑力，而且创业者有必要去更多地操控自己的职业生涯包括退休金在内。
- D** 然而，他的作品也有“强硬的”一面。德鲁克提出了理性学派的管理学最成功的理论——“目标管理”。在他最具实质性的著作之一《管理实践》（1954 年）中，他强调了管理者和企业设定明确的长期目标，然

后再将这些长期目标转变为更加直接的目标的重要性。他指出，企业应当有一个由总经理们组成精英团队，这个团队的任务是设定这些长期目标。除此之外，企业还应当有一只由更加专业的管理者组成的团队。对于他的批评者来说，这是对他早期（作品）强调管理方面“柔软的”（思维）一种放弃的（表现）。但是，对于德鲁克来说，他的观点是始终如一的：如果过于依赖赋权，那等于是在冒无政府主义的风险，但是如果过于依赖命令和控制，那就意味着牺牲创造性。管理者的诀窍是制定长期目标，然后放任雇员找出完成这些目标的方法。如果说德鲁克为全球产业的管理（理论）做出了贡献，他还在推动管理超越其商业基础方面有所贡献。他更像是一位管理思想家，而不仅仅是一位商业思想家。他的信条是：管理是“所有当代机构的决定性器官”，而这不仅仅是针对企业而言。

E 对于德鲁克的著作，存在着三种反复出现的批评。第一种批评认为，他从未像看好大组织那样重视小组织。从许多方面来说，《企业的概念》是对大组织的一种宣扬。正如德鲁克所言：“如今，我们知道，在当代的工业生产中，尤其是在当代的大规模生产中，小型单位不仅低效，而且不能全面生产。”这本书对激发出在之后的 20 年中主导了商业思维中的“大组织热”起到了推波助澜的作用。第二种批评指出，德鲁克对于目标管理的激情在把商业领入一个死胡同方面起到了一定的作用。它们更倾向于让各种思想,包括长期战略的思想,从组织的底层和中层迸发出来，而不是从高层被施加下来。第三，德鲁克之所以受批评是因为他是管理世界的一位特立独行者，一位在他所选择的日益进步的领域被抛在身后的人。他并没有在任何一个单独的管理领域亲自创立理论学说。

F 其实在前两种批评中，还是存在着一些客观事实。在创业型小企业方面，德鲁克从未写出过像《企业的概念》那样好的著作。德鲁克有关目标管理的著作，同他早期和后期关于知识工人和自我引导团队的重要性的作品显得格格不入。但是，有关他过于特立独行的第三种批评既是短视的，也是不公正的，因为这种批评忽视了德鲁克在创造当代管理职业方面的先驱角色。他做出了最早的有关大公司的系统研究之一。他最先提出了有助于激励企业的各种观点。评估德鲁克影响力的最大问题是，他的许多观点已经成为至理名言。换言之，他成为了自身成功（著作）的牺牲品。他的有关知识工人和授权重要性的著作，在今天听来，可能有点平庸。但是，在他于上世纪 40 年代首次提出这些观点时，在这些观点于上世纪 80 年代首次被讲英语的国家用于实践时，它们一点也不俗套。更为重要的是，德鲁克在年过 90 之后还在继续提出新观点。他的有关志愿组织管理的著作依旧是超前的。

全球变暖对新西兰的影响

- A** 对许多环保主义者来说,世界正在越变越暖。作为距离南极地区最近的国家,新西兰的平均温度在过去的几年里一直保持上升的趋势:然而在下个世纪,新西兰的温度将上升 4°C ,而极地地区将上升 6°C 以上。这不同的涨幅可归结为周围海洋这台“大空调”的影响,从这点来看,新西兰是较为幸运的。
- B** 从科学的角度讲,新西兰的这种升温现象源自于研究人员所称的南半球环状模 (SAM),即环绕包括新西兰和南极洲在内的南冰洋风带。然而,最近的研究显示,新西兰的 SAM 变化导致其夏季降雨量的减少,以及其他季节降水量的增多。更为严重的是,随着土壤中水分进一步减少,干旱加剧,农业活动受到巨大影响,导致秋季收成减少,而秋季降雨为时已晚,无力挽救。
- C** 一切由干旱引发的灾难中,水分亏缺排名第一。水分亏缺是指植物在生长季节所需的水分和土壤可提供的水分之间的差距。自 20 世纪 70 年代以来,新西兰的水分亏缺就一直处在最为严重的阶段。同时,生态分析清楚地表明水分亏缺在农作物的不同生长阶段都有发生,如果水分亏缺发生在关键的生长期而非营养期,这将导致粮食产量减少 22%。
- D** 全球变暖不仅对农业生产有影响。当科学家们表示,由于全球变暖,国家的积雪和冰川正以惊人的速度融化时,这意味着气候变化对本土还产生了其他影响。例如,当全球变暖导致雪线消融时,当地滑雪产业也将面临危机。雪线可能会随着温度的上升而上移,而底部的积雪也会较以往更早融化。幸运的是,由于某些地区的降雪量更有可能增加,这将有利于当地滑雪产业度过难关。
- E** 那冰川地区有什么样的反应呢?气候变化在新西兰南部或被冰雪覆盖的冰川区域是有所体现的。冰川对气候变化的反应是一个复杂的连锁过程。在几年到几十年的时间里,质量平衡的累积变化造成了体积和厚度的变化,从而通过内部变形和基底滑动影响冰流:这种动态的反应最终导致冰川长度的变化,即冰舌的前移或后退。毫无疑问,冰川质量平衡是反映年度大气状况的一个更为直接的信号。
- F** 国家水与大气研究所 (NIWA) 的最新研究成果表明,由于全球变暖的影响,冰川线不断上移库克山区的冰川消融就是一个直观的体现。到 1996 年,已经有一条 14 公里长的冰川融化成湖(即霍克湖)。只要冰川锋的融化速度在 40 米/年,便会导致冰川匀运缩小。因此,这个湖泊将会继续变大,直到抵达冰川床边缘。

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G 冰川融化的一个直接结果是涨潮，这是海平面上升的主要因素。海平面的上升趋势将给地下水系统造成威胁，因为高盐度的地下水可能会降低农业生产。许多专家认为，应对这一趋势的最好方式就是对新西兰的海平面变化进行长期的观测。确实，沿海边界线需要不断改进和重新定义。

H 毫无疑问，全球变暖已经在许多方面影响着新西兰，而克服这一困难的关键在于依靠当地民众和专家的共同努力。例如，农民根据温度采用长期、多代的方法来调整品种结构，而农学家也在寻找解决土壤可能面临的问题的方法。从广义上讲，未来生态系统的自我恢复能力将继续发挥作用。

I 那动物又有什么样的反应呢？专家们惊喜地发现，动物对全球变暖有非同寻常的适应力。一项研究新西兰北部沙滩海龟的调查颇为有趣，其结果显示海龟可以根据发育时周围的温度来决定性别。进一步的研究将试图找出温度的上升会如何影响它们的性别转换率。显然，巢穴的温度对小海龟的性别起着至关重要的作用。

J 解决新西兰所面临的全球变暖的问题实属不易，因为记录显示，全球变暖的缓慢过程可能在各个地区都有着不同程度的影响。新西兰的二氧化碳排放量只占世界总量的 0.5%，这已经达到了政府的标准。然而，新西兰的努力只是冰山一角罢了。到目前为止，全球变暖已成为一个世界性的问题，前路未卜。

A	B	C	D	E	F	G	H	I	J
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Plant Scents

A 每个人都很熟悉芬芳的花朵，而且很多人都听说过花朵的香气可以帮助植物吸引传粉者。这个普通概念基本上是正确的，但让人们感到吃惊的是，几乎没有多少科学证据来证明这一点。当然了，并不是所有的花朵都是通过生物作用授粉的，例如，许多草类是靠风力传粉，但是这些草类的花朵依然可以散发出味道。事实上，植物一直都会散发出有机分子，尽管对人们的鼻子而言，它们的味道也许并不是十分明显。至于那些我们可以用鼻子察觉到的花香，可以吸引飞蛾和蝴蝶的花束闻起来通常是“甜味”的，而那些吸引某些苍蝇的花朵，对我们而言闻起来是“烂味”的。

B 从植物的营养器官散发出来的挥发物还是比较为人们所知的，尽管直到最近，这些化学物质的生理功能并不是那么清楚，也没有获得太多科学家的关注。当一棵松树的树干受伤时，例如有只甲虫试图钻进它的树干，松树就会渗出一一种非常臭的树脂。这种树脂主要由萜烯组成，萜烯是一种碳氢化合物，主链上含有 10, 15 或 20 个碳原子，还可能含有氧原子。较重的 C20 萜烯，我们称之为双萜，呈胶状，如果昆虫堵住那个窟窿的时候可以将其覆盖固定住。这种防御机制古老而有效：许多树脂化石的样本，或者是琥珀，里面都含有困在其中的昆虫遗骸。其他的许多植物会在受伤的时候散发出挥发物，并在某些情况下发出信号保护植物。举个例子，被称为“绿叶挥发物”的 (Z)-3-乙酸己酯，许多植物在受伤的时候都会发出这种物质，其可以阻止雌性的烟芽夜蛾在受伤的烟草植株上产卵。有趣的是，烟草在夜间所散发出的挥发物和白天的不同，是夜间混合物，含有几种 (Z)-3-hexen-1-olesters，这种物质对于驱赶在夜间较活跃的烟芽夜蛾是最有效果的。

C 食草动物诱导的挥发物通常作为间接防御。这些防御物存在于许多植物种类中，包括玉米，豆类和模式物质拟南芥。植物不仅会在毛毛虫，螨虫，蚜虫或其他类似的昆虫食用它们的地方大量的散发出挥发物，而且其他没有受到伤害的部位也会慢慢的散发出挥发物。这些信号吸引着那些以食草动物为食的捕食性昆虫。例如，一些寄生蜂可以察觉到一株受伤植物的挥发物信号，并将他们的卵产在这些不讨人喜欢的毛毛虫体内；最终这些蜂卵得到孵化，这些新生的幼虫从里到外以毛毛虫为食。这些受感染的毛毛虫成长变得相当缓慢，这样就对植物有利。类似的，为了对付食草动物在其身上产卵，植物散发出的挥发性物质可以吸引到这些卵的寄生虫，从而阻止他们孵化，也可以避免可能会出现饥饿食草动物对植物的冲击。植物的挥发物也可以在一些间接防御方案中作为货币使用。在热带雨林林下树 *Leonardoxa africana* 中，*Petalomyrmex phylax*，是一种蚂蚁，会沿着嫩叶巡逻并攻击他们所遇到的任何植食性昆虫。嫩叶散发出高水平的挥发性化合物水杨酸甲酯，这种化合物通常是蚁类的费洛蒙或者作为他们巢穴的防腐剂使用。由此看来，水杨酸甲酯既是树木用来吸引蚂蚁的物质，同时也是对他们执行这一宝贵的威慑作用的奖励。

D 花香对很多依靠昆虫授粉的农作物的经济成功有极大的影响，包括如蜜蜂授粉的樱桃，苹果，杏子和桃子等果树，以及蔬菜和热带植物，例如木瓜等。授粉不仅会影响农作物的产量，还会影响农作物的质量和生产效益。即时不是全部，很多的农作物需要其大多数胚珠受精为最合适的果实大小及形状。减少香味的散发量会降低花朵吸引授粉昆虫的能力，从而也给种植户们造成了极大的损失，特别是那些在他们原产地有着专门授粉昆虫的外来品种。由于近期疫情肆虐杀死了许多蜜蜂，其同时也是美国地区的主要传粉昆虫，所以这个问题变得更加严峻。

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E 植物育种者可以通过一种方法绕开授粉问题，就是种植那些不需要受精作用可以自花传粉或者单性繁殖的品种。虽然这种方式是可行的，但它的缺点包括相近的遗传一致性以及随之而来的对病原体的易感性。有一些种植者试过在果树上喷洒香味化合物增加蜜蜂觅食，但是这个方法成本太高，需要不断重复喷洒，并且对土壤或当地生物群有潜在的毒性作用，而且，最后发现这个方法并没有起到什么作用。这种策略的不良效果大概反应了这种外用的人工化合物所存在的局限性，这种化合物很显然无法将适当的信息传达给蜜蜂。例如，一般喷洒这种挥发性混合物无法告诉昆虫们花朵的确切位置。很显然，我们需要一个更精确的策略。提高现有的花香，重新合成一种香味或者改变香味的特征，这些都可以通过基因工程来完成，这些可以允许我们操控授粉昆虫的种类以及他们到访的频率。此外，香味的代谢工程可以更好的保护农作物，防止病原体和害虫。

F 操控香味的基因对花卉产业也有好处。包括剪下的花枝，叶子和盆栽植物在内的观赏植物，在人类生活中扮演着一个很重要的美学作用。不幸的是，传统育种通常是通过提高植物的瓶插寿命，航运特征，颜色和外形来生产栽培品种，这同时也牺牲了植物美好的香味。观赏植物失去了其香味，其价值在世界范围超过了 300 亿美金，这同时也使其成为了香味基因操控的重要目标。在这个领域已经有开展一些工作了，如一些团体创造了矮牵牛花和康乃馨植物，可以表达出 *C. Breweri* 上的芳香醇合成酶基因。这些实验都还是初步的：由于一些技术上的原因，这种基因在植物上所有地方都表达出来了，而且尽管这些转基因植物确实产生了一小部分芳香醇，但其水平仍低于人类鼻子所有察觉的程度。在类似关于烟草的实验中，使用基因产生气体的单萜合酶，也是和产生芳香醇的实验相似，但得到的是其他类似的结果。

G 在一些已经在进行中的下一代实验，包括一些复杂的方案，这些方案专门针对表达香味基因的花朵或其他器官一例如可以储存抗菌或抗虫害化合物的特殊腺体

医学界知识

A 什么是知识？当我们说我们了解某些东西时，我们所要表达的意思是什么呢？不同种类的知识状态又是什么呢？为了回答这些问题，我们将专注于某一特定的知识领域——医药。

“我预测”网络课程提供阅读真题预测的免费公益串讲课

B 我们是怎么知道自己生病了呢？这听起来可能是一个荒唐的问题。因为当你觉得身体不适时，你就知道自己生病了；你的身体告诉你，你生病了。但是知道自己生病，其实是比知道自己感觉不适，或身体疼痛更为复杂的。有的时候，人们觉得自己出现了些感冒症状，然而，事实上，他们只是太累了，或是宿醉为醒。而有一些人却对病毒的袭击浑然不知，直到病情恶化了才察觉到自己生病了。因此，我们如何知道我们已经自己生病了呢？有哪些知识可以帮助我们更好的了解它呢？

C 让我们来这样看这个例子。你觉得很不舒服，咳得厉害，还易乏。这很可能是你的工作压力太大了，或者是烟抽得太凶了。如果你觉得情况还在恶化。你去医院，让医生听你的心跳，测量一下体温和血压后，他给你开了一些抗生素的药。

D 情况并没有好转，但是你迫使你自己相信，或许病情正在好转。当你再次和医生见面时，医生的诊断令人震惊。丰富经验的医生，确诊你得了肺炎。这意味着你需要好好卧床休息和一段时间的离职调养。于是脚本改变了。尽管仍旧是相关的症状，你不再认为这些是由于工作压力造成的了。你现在需要去证明你生病了。这个结果是结合你自己主观的经验和另一个医学专家的确诊。你有一个确诊的医学认证，证实你病得很严重。你意识到你生病了，并且有证据建立在这个知识上。

E 这个情况展示了不同根源的知识。举个例子，因为你感到不舒服，所以一开始你打算去咨询医生——这是因为你了解你自己的身体情况。但是，医生的专业诊断是根据从医经验和培训中得来的，医生还通过许多方式获取知识，比如和其他不同科系的专家探讨，阅读实验报告、医学教科书和多年的经验。

F 知识的来源之一便是自身的经历，个人关于自身变化的知识、以及一些主观的痛苦经历和生理不适是显著的。这些经历可以通过其他形式的知识来调解，如，一些能描绘我们经历的词，来自亲朋好友的常识，以及一些从流行文化当中获得的东西。例如，在过去的十年里，西方文化见证了媒体对压力

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相关疾病的高度重视。“压力过大”已成为办公室交流的一个普通反应，同时也成为流行常识的一部分。这也难怪我们开始寻找身体不舒服这一症状的原因。

G 我们也会依赖那些认识我们的人的观察，来自亲朋好友的一些评论，例如，“你看起来像是病了”或“咳得厉害”也可能成为知识来源之一。一些互补的医疗实践，如，整体医学，应用了一些我们用来决定不健康本质、程度以及可能的治疗方案的东西，建立起一套知识体系。

H 大概，最具影响力、最权威的知识来源是全科医生的医学知识。我们希望医生能了解专业知识。全社会都抱着这样的希望。我们都知道，告诉雇主我们生病了不能上班，或是告诉他医生、占星家、理疗师、甚至是神父说生病上班不是一个好主意，这样是行不通的。如果我们请假超出法定病假期，就必须要有专业医生的诊断来获得相关证明。在这方面，医学在当代西方文明中享有特权。医生同时也被看做是拥有必备专业知识的人，这使得他们能够依法开处方和治疗方案，而这些病人是无法做到的。然而，当我们在决定健康状况时，还有别知识可以引用。

I 不过，现有的知识仅是这个小故事的一部分，新的知识是有被考虑在内的。假想这个医生拥有医学类的背景和相关培训，她或许假设‘这个病情现在是肺炎吗？’并且继续去寻找与此有关的证据。她将看诊病情和运用仪器来结合之前的证据，并且辩证性的，通过她的培训经验来阐述她的假设。这些在新的知识和经验中总结的结果，对读者和医生都是受用的。这也将会家人医生的医学知识，也可能在未来的肺炎诊断有所帮助。

盗版复印的母书很可能是老旧的版本（存在错误，遗漏），ipredicting 正版印刷时新版有更新

“我预测”网络课程提供阅读真题预测的免费公益串讲课

SECTION 2

铅笔的历史

A 铅笔的诞生要从一场雷电说起。1564 年在英国的博罗戴尔，雷鸣中一道闪电劈中了当地的一棵树，继而人们发现了石墨——生产铅笔的主要原料，当地人发现，在这棵不幸的树的根部散落着一种黑色物质，它不同于木材燃烧后的灰烬。该物质由于质地柔软，留下的痕迹随处可见。当时，化学这门学科才刚刚开始形成，于是人们将石墨误认为是“铅”，一种同样是黑色但更重的物质。很快石墨便投入使用，当地人用它在羊身上做记号，以标记所有权和统计数量。

B 事实上，英国石墨矿藏丰富，适宜开发开采。即便如此，第一支铅笔却发明于其他地方。由于石墨比较柔软，必须将其制成一定形状进行封装。在意大利，石墨棒起初是用细绳或羊皮包装固定，这也许是世界上的第一支铅笔。而后在 1560 年左右，一对意大利夫妇制成了由木材包裹的铅笔，它很可能是现代铅笔的雏形。这支铅笔呈扁平的椭圆形，也更为结实他们的设计理念是将桧木挖空。此后不久，在 1662 年，德国人发明了一种更优越的技术：将切成两半的木头挖槽，然后置入石墨棒，再将两块木头用胶水粘住——从本质上来说，这与现在所使用的方法是一样的：这些早期铅笔十分好用的消息广泛流传，并引起了世界各地艺术家的注意。

C 尽管铅笔是石墨芯，我们仍称之为“铅”笔，现代铅笔其实并不含铅，笔芯实则是由精细的石墨粉和黏土混合而成。混合剂至关重要，因为黏土的含量决定了铅笔的硬度，而混合物的研磨时长则决定了笔芯的质量。黏土添加得越多，笔芯就越硬。几乎整个欧洲，乃至全球的铅笔规格均使用欧洲标准。这一命名标准用 B 表示黑度，用 H 表示硬度；一支铅笔的规格是由 H 或 B 字母叠加的个数来表示的，比如：BB 和 BBB，B 的个数越多，铅笔就越软；HH 和 HHH，H 的个数越多，铅笔就越硬。标准的书写铅笔的规格则是 HB。

D 在英国，铅笔的制作依旧以纯石墨为原材料。随着大规模的生产 and 时间的推移，铅笔在许多国家变得更受欢迎。随着市场需求的上升，石墨的需求也随之飙升。据美国地质勘探局 (USGS) 发布的数据，2012 年世界天然石墨产量为 110 万吨，其中主要出口国有：中国、印度、巴西、朝鲜和加拿大。当意识到石墨价值的时候，矿山被政府接管与看守。16 世纪下半叶在伊丽莎白一世统治时期石墨是主要用来制造炮弹的模具之一。从凯瑟克到伦敦使用装甲马车运送石墨。1751 年议会的一项法案通过了关于偷窃或者私藏“石墨”的这一项罪行。犯罪的惩罚是苦役或运输。

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E 在花费 1000 美元制造零重力铅笔之前，美国并没有在太空中用过铅笔，这种说法实属虚构。众所周知，俄罗斯宇航员使用油脂铅笔，因为它不存在断裂的问题，但事实上，他们的美国同行（即美国宇航员）在真正的零重力铅笔发明之前也在太空中

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使用过铅笔。他们更偏爱自动铅笔，因其笔触细致，与俄罗斯人钟爱的油脂铅笔相比，前者线条更为清晰而后者则显得污浊。但是自动铅笔的笔芯很容易折断。断掉的部分会漂浮在太空舱里，可能会进入宇航员的眼睛，甚至是机器设备中，从而导致短路或其他问题。尽管美国后来的确发明了零重力铅笔，但他们仍然在许多年里坚持使用自动铅笔。

F 在这个数字化世界的背景下，铅笔的前景看似暗淡，但事实却并非如此。现如今，铅笔的应用已经变得非常普遍，它们在教室、会议室和美术室等地方随处可见。不同的用户未来仍可能继续使用铅笔，例如：学生做数学作业，艺术家画素描，服务员下单，化妆 师上妆，建筑师绘制蓝图。铅笔的前景不可限量。

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SECTION 2

蕴藏在寒冷气候中的财富

A William Masters 博士在阅读一本关于蚊子的书时突发灵感, 据他回忆: “书中有一则新闻是关于 1793 年在费城泛滥的黄热病, 直等到第一场霜冻才得以缓解。”寒冷的天气冻死了昆虫, 让费城的疫情可以逐步得到控制。”
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B Masters 认为如果天气能够成为一个城市财富的来源, 那么它为什么不能成为一个国家的历史财富呢? 是否霜冻也是所有经济奥秘的核心呢? ——为什么几乎所有富裕的工业化国家都是位于经度 40 度以上? 在经过了两年的研究, 他认为自己找到了一些解开谜团的线索。来自 Indiana 州 Purdue 大学的农业经济学家 Masters 和波士顿 Tufts 大学的 Margaret Mcmillan 发现每年的霜降量是影响国家富裕还是贫穷的因素之一。他们的研究结果在《经济增长杂志》中得到发表, 他们发现寒冷的天气带来两个方面主要的好处——它冻死了会毁坏庄家的害虫, 同时也冻死了其它有机体比如说会传播疾病的蚊子, 这样一来可以带来农业的丰收和丰富的劳动力。



C 有关这方面的学术研究着重于两方面的数据, 第一个是关于一个国家的平均收入, 另一个是 East Anglia 大学收集到的关于气候的数据, 他们发现这两组数据之间存在着一定的联系。每年拥有 5 天或更多的霜冻天气的国家无一例外的都很富裕, 而霜

冻天气不足 5 天的都比较贫穷。他们还发现“5 天的霜冻天气”很重要, 因为这是能杀死土壤里的害虫所需的最少天数。Masters 说道: “比方说芬兰, 它虽然是一个小国但是发展却很迅速, 玻利维亚同样也是一个国小, 但是根本就没有任何发展, 可能天气是造成这种差异的原因。”事实上, 有限的霜冻天气会让农民受益匪浅, 因为寒冷的天气能杀死昆虫或是让它们不那么活跃, 还可以减缓土壤里植物和动物的分解, 让土壤保持肥沃, 霜冻还会让土壤在春天保持水分, 从而减少对季节性雨水的依赖。当然这个关于“寒冷天气能带来富裕”的观点也有例外, 比如说香港和新加坡都是典型的热带气候, 但是它们都处于超级有利的贸易地位。同样的, 并不是所有的欧洲国家都很富裕——比如说以前的殖民地的经济潜力遭到了政治方面的重创。

D Masters 强调气候绝不是最重要的原因——一个国家的经济是很复杂的而不是只受一个因素影响。他认为气候从某种程度上和其它因素比如说机构包括

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政府，贸易类型一起会影响一个国家的经济。从传统意义上来讲，经济学家认为机构对于一个国家的经济很重要，因为它们对于一个国家的秩序至关重要，比如说法律和所有权，只有国家有序，相关的想法才能付诸实施。同时他也表示，就算国家的机构运作良好，仍然会有很多问题存在，一个国家越富裕，它的机构运作得就越好，而且财富的积累和管理制度的提升都需要一个有利的环境支持，这其中就包括气候。

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E 他也强调这并不意味着热带国家就不会有好的经济和注定会贫穷。相反地，相对富裕一些的国家应该改变对外国援助的方式，比如说援助不应该侧重于提高管理能力，而是应该注重在提高技术来促进农业和对抗疾病。Masters 援引了一个例子：“印度的一些地区接受了有关灌溉方面的帮助，农业的生产效率得到了很大的提高，当地人的身体健康水平也得到了提高。提供预防热带疾病的疫苗和提高作物多样性使得作物在热带可以生长的措施都可以打破贫穷的禁锢。” (*ipredicting.com copyright*)

F 其它一些看法认为穷国和富国之间的区别包括人类学的，气候的和动物学方面的因素，这些也可以解释为什么温带地区的国家总是最富裕的。在公元前 350 年，亚里士多德观察到“那些生活在寒冷气候的人总是精神充沛”，加里福利亚大学洛杉矶分校的 Jared Diamond 在他的书《枪，细菌和钢铁》中指出 Eurasia 在总体上处于东西朝向，而非洲和美国呈南北方向，所以欧洲的作物在纬度方向会快速传播扩张，因为气候类型相似。最早的改良的作物



之一 Eikorn wheat 很快从中东蔓延到欧洲，而玉米从墨西哥传到美国东部要花两倍的时间。Diamond 还观察到在 Eurasia 相似的纬度方向这样的蔓延意味着交通工具和文化写作等新技术的快速推广。该地区的家畜迅速繁殖，它们能提供肉，羊毛和经济动力，在这些自然资源的帮助下，Eurasia 的经济得到了腾

飞。

G 两位美国经济学家 John Gallup 和 Jeffrey Sachs 指出一个国家的地理位置和财富之间有很紧密的联系。他们指出位于北纬 23.45 度和赤道南部之间的热带国家几乎都很贫穷。他们在《哈佛国际研究》的一篇文章中总结道“发展似乎肯定会促进处于温带的国家的经济，尤其是处于北半球以及那些成功避免社会化和战争困扰的国家。”但是 Masters 对于地理位置决定注意提出了质疑，特别是针对认为热带国家没有希望的看法提出不同意见：“人类的健康和农业可以通过科学和科技研究得到改善，所以我们不应该否定这些国家，就拿新加坡来说，如果没有空调，它不会那么富裕。”

学前儿童电脑游戏：任天堂的研究和设计过程

- A** 对游戏制作人而言，为儿童开发游戏是一项艰巨的任务，他们长期以来更关注那些“铁杆”游戏迷。本文记录了任天堂 DS 的设计过程和创造这款学龄前玩家机型时所做的研究。
- B** 我们的生产商对 DS 的设计开发有浓厚兴趣，在接洽后，双方就该项目的三个关键目标达成了共识。第一，要了解学前儿童在操作掌上游戏时的体能和认知能力；第二，要了解幼儿游戏玩家如何与 DS 互动，尤其是他们如何操控目前市面上提供的适合该平台的不同形式的游戏和游戏机制；第三，了解学前儿童的家长对掌上游戏、购买操作和游戏场景的期许。研究小组决定对学龄前儿童和他们的家庭进行家用终端（掌上游戏机）的调研，这样可以得到一个全面的数据库，从而为我们的生产商提供更多的信息和见解。因此，我们对全美三个市场中 26 个对象展开了调研：美国东海岸的一个城市/郊区，西海岸的一个城市/郊区和中西部的一个郊区/农村地区。
- C** 这项研究的对象包括 15 个女孩和 11 个男孩，他们的年龄从 3 岁 3 个月到 5 岁 11 个月不等。同时，由于此前的研究已经显示出哥哥或姐姐对玩游戏的影响（例如，现已证实：有哥哥姐姐的小孩使用鼠标时动作更娴熟），这次调研要涵盖独生子女和非独生子女家庭。为了了解新老儿童用户对该游戏平台的操作体验，我们将调研对象分为两组：一组中 13 个家庭里每家至少拥有一台任天堂 DS，另一组则没有。对于没有任天堂 DS 的家庭，在家访时我们会提供一台给孩子玩。这让我们知悉新玩家（和老玩家对新游戏）的本能和直觉反应，以及有经验的玩家对已习得动作的掌握程度。每次家访时长约 60 到 120 分钟，包括学龄前儿童、至少一位家长，往往还有兄弟姐妹和另一位监护人。
- D** 每次家访后需要搜集三类信息。对有哥哥姐姐和家长在场的情况，我们要搜集如下数据：家用游戏机的购买决定、家庭典型的游戏模式、父母对电脑游戏的控制程度，以及家庭成员最喜欢的游戏。基于这些家访，我们还可以了解这些家庭对游戏的理念：在什么样的空间进行游戏、如何安装设备、在室内（及室外）何处玩手柄游戏，以及拥有的游戏和游戏设备的数量和种类。最重要的是，我们收集了每一个孩子玩游戏的信息。
- E** 在家访前，研究团队和家庭游戏制作人进行了密切讨论，并列出了一系列游戏机制以及与幼儿操作、认知能力相关的各种问题，这些恰恰是他们在编写游戏之前要掌握的关键信息。从游戏手柄的普遍掌控技巧到游戏中某一技术（动作）指令的效力，清单里都有涵盖，而这些技巧、指令往往是生产商有意推广到未来幼儿游戏中的部分。家访时，采访者通过一系列游戏给予学龄前玩家具体指导，以便观察互动过程，探查这些小孩和他们的父母在不同的情境里（对游戏机）产生的感受、态度和不满。

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之处。

F 如果实验对象之前接触过 DS 设备，他或她会被要求率先玩最喜爱的游戏。这能让研究者根据所选游戏的难易程度了解玩家现有的游戏技巧水平，同时让他们看到小玩家是如何操作已然熟悉的游戏的这 26 名学龄前儿童对任天堂 DS 的喜好选择范围很广，包括《新超级马里奥兄弟》、《索尼克冲刺》、《任天狗》和《托尼霍克极限滑板练习场》。采访者在孩子玩游戏时进行了观察，并注意其偏好的游戏机制、肢体运动与设备（即游戏终端）的互动，以及对测试对象来说不同游戏机制的难易程度。在向生产方咨询后，研究人员要求所有的学龄前儿童都玩一个特定的游戏——《小美人鱼：爱丽儿的海底冒险》。选择这个游戏的原因有两点：首先，它是游戏市场上为数不多的对这个年龄段玩家具有吸引力的游戏之一；其次，它整合了各种突显 DS 平台独特性的玩法机制，包括使用麦克风 吹奏或演唱。

G 这个初始实验的研究结果意义深远。在评估完这些结果并与内部游戏制作团队探讨完其对游戏设计的影响后，我们随即勾画出了设计需求，并向专门从事游戏设计的公司展示了调研结果，我们和这些专家密切合作，根据搜集来的信息开发出两款针对学龄前儿童的任天堂 DS 游戏。

H 随着两款 DS 游戏进入开发阶段，针对开发成果的研究活动也应运而生：每当新的游戏机制被研发出来，我们就会把学龄前儿童带入内部实验室，让他们评估其简易性和吸引力。除了审查总体的游戏结构，我们还测试游戏不同元素的 a 或 B 版本。一旦开发出了 DS 游戏的完整版本，我们便会学龄前儿童和他们的父母进行现场测试，以确保每个游戏元素对小玩家具有实用性、游戏的总体目标对他们来说简单易懂，并且操作起来令人愉悦。我们还收集了家长的反馈，看他们是否认为这是一款合适的、有吸引力的，并且值得购买的游戏。

明星员工

- A** 造成不同公司之间差异的在于人，在资本和技术可以充裕提供的知识时代，公司最重要的资源莫过于人力。人才济济的公司，就像它的定义一样，比拥有大量普通辛勤工作者的公司的表现要优异。因此，公司激烈地竞相争取最好的人才。去别的公司挖走明星员工，无情地辞退二等员工，在过去的十年，这基本上就是大公司的用人策略，著名咨询公司麦肯锡的两份题为“The War for Talent”的报告中给出了人才的定义。(第 18 题) 尽管最后紧张的剧烈争夺被随之而来的互联网的泡沫所平息，但是在经济紧缩的时候，这种势头又再次出现：比如说劳动力的短缺成为政府推出欢迎从欧洲来的移民的原因。(第 19 题 *ipredicting.com copyright*)
- B** 虽然这样的诊断结果——人很重要听起来有点像陈词滥调，似乎符合逻辑的药方当然是——雇佣最好的人才——但这对管理层来说不仅不明显，而且是十分错误的。第一个值得怀疑的就是商业网站如雨后春笋般大量出现，表明不管做恶作剧的人的 IQ 是多少，沉默不言就是愚蠢的。安然公司十分赞同这个观点，深信他们自己的聪明才智，他们从来没想到集体的智慧不是很多个体智慧的简单加总，事实上从更深层的意义上讲，这两方面甚至是相反的。(第 15, 20 题) 作者 Malcolm Gladwell 指出安然公司相信明星员工政策，因为它们的管理层根本不相信制度的作用。但是公司并不是直接就产生的，“它是需要执行和协调许多人的努力，而且成功的公司往往都是重视制度的。”事实上是不需要通过雇佣明星员工来吸引人才，而且这样做只能流失人才。本月的《哈佛商业回顾》分析了为什么明星员工会产生这样的反效果。通过对 1990 年代 1000 个明星储备分析师的研究，研究人员发现，当一个公司雇佣一位明星员工时，会有 3 件事情发生。(第 22, 23 题)
- C** 首先，明星员工的明星地位很难从一个机构直接转移到另一个机构。在许多案例中，当一些明星员工转向另一家公司时，业绩下滑明显，而且有时再也不会恢复。这通常归咎于工作环境(第 24 题)——包括制度，工作流程，领导层，学习的积累这些原有的东西很难被带到新的公司中。并且正是因为明星员工原本的一流表现，他们不愿意学新的东西，反对其他可能会教给他们一些东西的员工(也就是现在他们无意要依靠的人)。所以他们通过跳槽来提高他们期望的薪水(第 25 题)，3 年内增加了 36%，甚至比在华尔街工作的人还要高。其次，团队的表现往往因为对手的紧张和愤恨而受到影响。(第 26 题) 雇佣一位明星员工的反应就好比进行器官移植，新的器官会通过独占血液而损坏其它器官，(第 17 题) 其它器官就开始疼痛，并且威胁要停止运转除非身体同时也反对器官移植。“在向一个健康的身体移植一个器官的时候要十分小心。”第三，投资者通过卖掉股票来惩罚冒犯

者。这是很讽刺的，因为引进明星员工的动机往往是因为首先股价的大跌。股东显然会认为是公司过度支付报酬造成的，被雇佣的人沉浸在过去的辉煌中，而不是准备开创一个璀璨的现在，即将发生的一切将是对其的一种放纵。

D 大量明星员工的雇佣似乎是确认了这种猜测。看看 Country NatWest 和 Barclays de Zoete 就知道了，这两家公司都雇佣了大量喊着响亮口号的明星员工，他们号称在 1990 年代的投资银行表现卓越。但是最后采取这项措施的两家公司都失败了。每个人都接受这个老掉牙的观点：是人创造了公司——但是更多的是公司造就了人。当研究者研究 1990 年代的基金经理的业绩时，他们发现只有 30% 的业绩差异是来自员工个人的差异，70% 是源自公司特定的制度的差异。

E 对于那些熟悉制度体制的人来说这并不稀奇。W Edwards Deming 曾经说过当 90% 的业绩都是和体制有关的时候，没有必要为争夺人才煞费苦心。一个公司持续的改进并不是光靠提高个人的智慧，而是整个公司的学习。明星员工体制只是对很少部分人来说是有吸引力的，但是对于公司来说这并不能给公司带来什么收益。而且这种连锁反应的结果间接地影响每一个人，正如回应 Gladwell's New Yorker 的一篇文章中说到的：在安然公司之后，美国的其他公司一直被过度支付，明星员工态度傲慢，业绩不佳以及对公司没有什么用的才干等等这些由明星员工体制带来的问题的困扰。

F 足球是另一个描述明星和制度策略选择的一个很好的例子。(第 14 题) 因为足球是和投资银行和股票经纪人有关，所以衡量它成功的标志就是能否赚到钱。明星球员的身价不菲而且稀缺，所以比别的球队更能养活的了这样的球员的球队最后会取得胜利。但是一面是 Arsenal 和 Manchester United 以及另一面是 Chelsea, Real Madrid 的两组例子证明这一切远没有这么简单。当 Chelsea 切尔西 和 Real 皇马 有足够的资金成为拥有明星球员最多的队伍时，比如说 Juan Sebastian Veron, 但是他们却没有 Arsenal 和 United 那么成功，而后面两个球队正是像 Liverpool 一样，更加关注如何改进球队的编排使得买进的明星球员能真正发挥其该有的作用。(第 21 题) 更重要的是，Thierry Henry, Patrick Veira 和 Robert Pires 在被 Arsenal 队买下的时候是更加大牌的球员，他们的商业价值(综合各个因素)通过 Arsenal 队得到了提升。与此形成对比的是，在 Chelsea 队，他们唯一关心的是明星球员他们自身——有着不同见解的球队经理每隔几个赛季就会更替，这样导致没有一个固定的制度让这些明星球员融入球队。Chelsea 队最终的结果是不仅没有增加买进的明星球员的商业价值，反而是使之减少。从这点上来讲，其总的商业价值与当初高额买进的价值来比要少的多。甚至即便 Real Madrid 的球员是全世界最具天赋的，却被没有那么有天赋但是却有较好配合的对手西班牙球队表现的那么好。在足球界，明星球员也被制度所打败了。(ipredicting.com copyright)

G 所以如果不通过雇佣明星员工，怎么样在人才之争中有竞争力呢？答案就是自己培养自己的明星员工。(第 16 题) 投资分析师经过分析认为，有的公司不仅善于培养明星员工，也善于留住他们，因为他们在明星员工和制度之间的独立制度方面有着自己更成熟的见解，能够更长久地留住这些明星员工，而不用通过高薪来挽留，而这点对于竞争对手来说是具有毁灭性的。

SECTION 3

黑猩猩文化

- A** 多年来,人们一直在致力于研究黑猩猩和人类之间的相似性,但是在过去的10年,研究者发现这种相似性比所有人一开始想的都要惊人。比方说,在Tai 森林发现的敲开坚果的行为的意义远不止是简单的黑猩猩的行为,而是发现在非洲的特定地区适应环境的一种表现,也是生物学家认为是表达黑猩猩文化的一个特征。科学家经常使用“文化”这个术语来描述简单的动物行为——比如说鸣鸟不同种群的地域性鸣叫,但是结果发现更加丰富和多样化的黑猩猩的文化传统的复杂性仅次于人类的文化传统的复杂性。(第6题 iprediciting.com copyright)
- B** 在过去的两年间,前所未有的科学合作涉及到研究黑猩猩的各个主要领域,发现横跨整个非洲,有一系列的明显的文化类型,从使用的工具到它们交流的方式再到社会礼仪。这些对于黑猩猩的新的发现不仅影响我们对这种令人惊讶的生物的理解,也改变着人类自己认为自己是独一无二的看法以及对古代留下的非凡的文化宝藏的认识。
- C** Homo Sapiens 和 Pan Troglodytes 已经共同生存了好几十万年,基因相似度高达98%。(第7题)然而就在40年前,我们仅仅知道在野外的黑猩猩的行为。从1960年代开始,这种情况开始得到改变,日本东京大学的Toshisada Nishida 和 Jane Goodall 开始研究他们在坦桑尼亚两个研究基地的黑猩猩的行为。(第11,12题)(Goodall 的研究站在 Gombe——是这种类型的研究站是第一个所以很出名, Nishida 的研究站在 Mahale, 是世界上研究黑猩猩的研究基地中历史第二悠久的。)
- D** 在这些最初的研究中,当黑猩猩被近距离地观察时,伟大的发现之旅开始了。研究者目击了一系列意料之外的行为,包括制造和使用工具,打猎,吃肉,分享食物以及临近族群成员之间致命的搏斗。(第8,13题)在接下来的几年中,其它的灵长类动物学家在其它地方设立营地,尽管在非洲他们要面临一系列经济的,政治的和物资方面的问题的包围,但是这些研究项目最后成为真正意义上长期的项目。在这样一个前所未有的时代,关于黑猩猩近距离的和综合的研究记录到最后不仅保留了下来而且还包含跨越整个非洲若干黑猩猩的族群。
- E** 早在1973年,Goodall 就已经记录下了 Gombe 黑猩猩和其它地方黑猩猩之间在使用工具方面的13种形式和社交方式的8种形式之间的不同。她大胆提出,这样的一些差异有她所称为的文化的源头。但是究竟什么是 Goodall 所说的“文化”呢?根据《牛津百科英语大词典》里的解释,“文化”是指“特定时间特定族群的风俗和活动”。人类文化的多样性表现在从技术层面到婚姻风俗,从烹调习惯到神话以及传奇,当然动物没有所谓的神话和传奇,但是他们有从上一代向下一代传递行为习惯特征的能力,不是通过基因而是通过学习。对于生物学家来说,这是衡量文化特征的一个基本标准:文化一定是可以通过观察别人已有的技能来加以学习从而向下一代传递

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的。(第 9, 14 题 *ipredicting.com copyright*)

F 这些研究对于黑猩猩它们自己来说又是什么含义呢？我们必须强调这意味着黑猩猩悲惨的损失，它们的种群数量正是在人类开始更加全面地了解它们惊人的行为的同时大量减少。在过去的一个世纪，黑猩猩种群的数量直线下降，而且在非法陷阱捕杀，森林大量砍伐以及最近开始风靡的兽肉交易的威胁下，其数量还在继续下降。后者特别要引起注意：森林砍伐已经使得公路通进森林，变成运输野生动物肉的通道，包括黑猩猩肉，而这些肉最远销到了欧洲。这样的破坏不仅威胁着动物本身，也威胁到一系列不同的猿猴文化。

G 可能猿猴文化的丰富内涵会帮助它们拯救自己。人们一些试图保护猿猴的努力已经改变了当地一些人对其的态度。一些组织已经开始播放关于黑猩猩认知本领的视频。一位 Zairian 的观众在看完后大声喊道：“哈，这只猿猴好像我，我再也不会吃它们了。”(第 5 题)

H 那么国际研究黑猩猩的专家团队怎么实施研究黑猩猩行为的综合研究呢？科学家已经观察黑猩猩的文化长达数十年，但是他们的研究经常是包括一个严重的缺陷。很多试图记录下黑猩猩文化中的差异的尝试仅仅依靠官方出版的每个研究站的黑猩猩行为的记录，(第 1, 10 题)而这种方法可能因为以下 3 方面的原因忽略了一系列文化方面的差异。

I 首先，科学家通常不会公布在一个特定的观察站他们没有观察到的黑猩猩的行为清单。第二，许多报告虽然描述了黑猩猩的行为但是没有指出这样的行为究竟有多普遍，在没有这样相关信息的情况下，我们很难确定一个特定行为到底是黑猩猩一生中一次偶然为之还是可以被列入文化一部分的黑猩猩的常规行为。最后，研究人员对于黑猩猩行为潜在重要性的描述往往缺乏足够的详细描述，使得在其它地方工作的科学家很难记录黑猩猩活动的存在与否。(第 3 题 *ipredicting.com copyright*)

J 为了修正这些问题，我们决定采用一个新的方法，我们让每一个观察站的实地研究员列出他们观察到的所有他们认为是当地黑猩猩传统行为的清单。得到了这些信息，我们列出了 65 种可能被视为黑猩猩文化行为的清单。(第 2 题 *ipredicting.com copyright*)

K 然后我们将列好的清单分发到每个观察站的组长手中，在和他们同事商讨后，他们根据他们研究所在地的黑猩猩行为的出现与否将这些行为进行分类。主要的分类是：习俗行为（在几乎所有的一岁或性成熟的个体中比如说成年黑猩猩中存在的），习惯性行为（比习俗行为要低频一些但是在若干个体中反复出现），现行行为（只在特定观察地观察到的行为而不是习惯性的），以及缺失行为（从来没有被观察到的）和尚未获知的行为。(第 4 题)

儿童的听从与不听从

A 许多科学家认为社会化是一个长期的过程，而听从正是其开端。相应地，对于孩子的听从从观念的教育就成为优先考虑的问题。通过对 3 个控制组中 103 对母亲和她们 26 至 4 个月的孩子的观察，激发性的儿童听从模式和来自母亲的控制有相互的正面影响，而这个结果作为孩子内在化的相关性研究，是通过给予实验组的孩子禁止性的诱惑和母亲对孩子干预的评级来评定的。听从的模式之一（忠诚性听从）是指孩子全身心地听从母亲的日程安排，并且很愿意去赞同和接受这种安排。母子之间这种正面的相互影响既是一种预示，也是忠诚性听从随之而来的一种结果。能和母亲分享这种良好的正面影响的孩子表现出很高水平的忠诚性听从，同时也更加愿意把想法藏在心底。孩子对于要求的听从和禁止（“做”与“不做”的要求指示）的差异性和相似性也同时被探究出来。对于蹒跚学步的孩子来说，母亲对孩子的“做”的要求指示与“不做”的要求指示相比来说更有挑战性。而跨越这两种要求指示的一些个别的行为连贯性也被揭示。而忠诚性遵从作为日益显露的孩子行为的内在化的调节指标成为人们讨论的对象。

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B 对于很多家长来说，让他们意识到听从这件事并不容易，一些家长甚至忽视孩子的不听从。即使对于一些接受了良好教育的孩子，他们在很多情况下也不听父母的话，尤其是到了一定年纪的男孩子。幸运的是，这种情况的比率还是在可接受范围内的，一些家长对于孩子的这种不听从还是表现出了耐心。有些人认为，孩子不听从大概也不是一件错的事情。为了确定不同的家长训诫方式对小孩子听从与不听从的影响，母亲往往需要训练有素，能够观察到她们蹒跚学步的孩子感情变化的细节。专家从使用的训诫方式的类型（包括讲道理，口头禁止，身体的压制，对孩子的关爱取消和以上几种方式的组合）以及孩子对这些训诫方式的反应（听从或是不听从还是回避）来分析这些有关训诫方式的报告。专家还分析了听从与不听从和不端行为的类别（包括对别人的伤害，对财物的损坏以及自我控制的失误）之间的关系。结果显示，对孩子的关爱取消辅以及其他的一些训诫方式在保证孩子听从父母意见方面是最有效的，结果还表明这种有效性并不是与关爱取消的训诫方式组合的其它方式的功能。和其它训诫方式相比，当父母对孩子取消关爱，孩子往往会对父母的命令产生回避性的反应，并表现出对父母的情感回归。和关爱取消的训诫方式相比，对孩子身体的压制没有那么有效，与此同时，讲道理和口头禁止也一点不起作用，除非它们两个和身体压制这种方式相结合。

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C 英国心理研究所的学者 Henry Porter 曾说道：“不听话的孩子在他们还小的时候有时喜欢直接说“不”，在成长的过程中，他们容易处理和同龄人的关系问题。而当他们再长大些，他们学会用更高级的方式来表现他们的不听从。他们会更善于用和父母协商和向他们讲出拒绝的理由的方式，而不是直接向他们的父母表达反对的观点。”他指出，孩子不听话某种程度上来讲意味着他们在成长，这对他们也许有利。近些年来，许多专家对此持不同的观点。他们试图训练孩子变得听话。Henry Porter 的合作者 Wallace Freisen 认为，应该训练孩子的日常活动，让他们每天尽可能地有序地完成这些活动。这是对反抗的孩子最重要的优先策略。培养孩子的日常规范能够帮助他知道接下来要做什么，也能够加大他或她遵从对于像日常杂务，家庭作业还有卫生这些要求的机会。当一些他们讨厌的事情按着同样的顺序在一天中最理想的时间发生，它们就成为一种不会被质疑的习惯，并且会背不假思索地完成。极有可能你就会给自己养成一个固定的习惯，比如在洗澡，打扫房间或是做其它一些工作。当你养成习惯，在做这些事情的时候，你脑子里就知道该怎么做以及接下来会怎样。事实上，你很可能在没有意识的情况下采用了这种听从策略。对于孩子来说，不通过把这些变成一个他们每天生活的惯例，他们很容易就会很不安。就像大人一样，孩子打算好自己那天要做什么，也知道能得到自己期望的结果。因此，当你走过来让他们去做那天没有计划做的事情的时候，他们很容易就会自动拒绝或表现出其它反抗的行为。然而，对于一些反抗的孩子采用这种听从的策略，当这些事情在他们生活中几乎都会按同样的顺序出现的时候，每天几乎都会被完成而且孩子很期待去完成它们。

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D Steven Walson 博士强调，在一些容易被孩子频繁拒绝的事情后面安排一些有趣的事是很有必要的。这个方法在孩子很听从你的要求的情况下依然奏效。通过安排好时间，在孩子很想做的事情前面让他做他经常拒绝做的事情，会消除孩子的反抗行为并且会激发孩子愿意去做他本来讨厌的事情。这并不是说只有反抗的孩子做了不想做的事才可以做他想做的事。然而你可以通过口头表达出让你的孩子知道他必须先做自己不想做的事情，才能继续接下来做他想做的事情。比方说，不要说类似这样的话“如果你打扫了房间，你就可以玩会游戏”，而要把它变成这样说“你一打扫完房间就可以玩那个你特别想玩的很有意思的游戏了”。

E 心理学家 Paul Edith 坚持认为，表扬是让孩子听从的最佳方式。这可能是你目前为止听过的最熟悉不过的普通方式。如果你表扬了你孩子的某个行为，他/她很可能会重复那个行为。因此，在对付不听话的孩子的时候，表扬他们是很有必要的。表扬也会让你的孩子有一个正面的注意意识。但是把握好怎样表扬孩子好让他们做类似的事情的时候能够自发地去做是至关重要的。

蚂蚁的教学

- A** 蚂蚁体型微小，通常在英国南部海岸的岩石缝隙中筑巢。布里斯托大学将蚂蚁作为研究对象，让它们在一个桌面上奔跑着寻找食物——之后，令人惊奇的是，它们返回原处引导其他蚂蚁（寻找食物）。一次又一次，蚂蚁跟随者跟在蚂蚁领路者的后面，沿着路线来回奔跑，似乎在记忆路标。一旦蚂蚁跟随者明确自己的方位，它就会用触角轻轻触碰蚂蚁领路者，催促对方进入下一步行动。蚂蚁们这么做仅仅是在寻找食物，但研究者称领路蚂蚁精心引导蚂蚁跟随者的做法由此将它们转化为领路者标志着 *Temnothorax albipennis* 蚂蚁是第一例展现教学行为的非人类动物。
- B** “蚂蚁的前后跑是一种教学行为的例子，这是人类所知的第一个非人类动物事例，其间涉及师生间的双向反馈，”动物行为及生态学教授奈杰尔·弗兰克斯（Nigel Franks）如此评述。上周他在《自然》杂志上发表了一篇关于蚂蚁作为教育者的论文。
- C** 当然，文章一经发表，便立刻引起另一位教授的质疑。心理学家兼生物学家马克·豪泽（Marc Hauser）是对教学进行定义的科学家之一。他说蚂蚁是习得了一项新技能还是仅仅获得了新信息，尚不明确。
- D** 随后弗兰克斯做了进一步研究，结果表明领路蚂蚁之间甚至还有竞赛。在领路者的带领之下，跟随者可以更快觅得食物。但领路蚂蚁本身在帮助指引时需付出一定代价，要知道在没有跟随者牵绊的情况下，它们获得食物的速度往往可以快三倍。这便意味着领路者故意放慢速度向跟随者传授技巧的假说有可能成立。一起参与该拍摄项目的学生便是弗兰克斯这一观点的拥护者。
- E** 然而，反对意见依然没有平息。豪泽（Hauser）指出单纯的信息沟通在动物界是司空见惯的事，举例来说，设想一种动物，它会向同伴们发出警报，警告捕食者的出现。其实，发出警报的同时它也把自己暴露在危险之中，因为这会将捕食者的注意力吸引到自己身上。然而，这样却能让同伴逃过一劫。“你会把这种行为称作教学吗？”豪泽写道：“发警报的动物是要付出代价的，而它的同伴则能从中得益，警报声能让同伴掌握更多关于捕食者出没地点的信息。这在动物界是极为平常的现象，但我们并不称之为教学，即便其中包含明显的信息传递过程。”
- F** 动物学家蒂姆·卡罗（Tim Caro）提供了两个有关动物沟通的案例。他发现猎豹妈妈常带着幼豹一起捕猎，并逐渐让其尝试自行猎取食物。举例来说，一开始猎豹妈妈会先猎杀瞪羚，然后让幼豹食用，之后成年猎豹只会绊倒瞪羚，然后将后续的任务交给幼豹来完成。从某种程度上讲，这种行为可以被看作是教学——但是猎豹妈妈并不是真的在教幼豹如何捕猎，而仅仅是在学习不同阶段起促进作用。在另一个例子中，那些观察其他鸟儿如何用棍子来寻找昆虫等食物的鸟儿会在随后的觅食行

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动中效仿这种行为。

G 心理学家们研究动物行为一定程度上是为了了解人类行为的进化根源，豪泽如是说。理解其他动物之间是否真正存在教学行为的难点在于人类教学涉及“心智”——老师知适学生有不会的东西。他质疑弗兰克斯实验里的领路蚁是否真的意识到蚂蚁跟随者一无所知。当感知到跟随者触碰其腿或腹部的时候，它们有没有可能只是出于本能地前行？而当领路蚁指引跟随者前往食物所在地，却发现食物已被实验者挪走时，领路蚁会否引 1 跟随者的怒火？豪泽说如果会引发怒火，那就说明蚂蚁跟随者确实知道领路者更“博学”而不只是遵循本能或者“例行公事”。

H 对动物之间是否存在教学行为的争议从未停止，这是有原因的。蚂蚁教学若被证实是真锈一那就表明大脑微小的动物也可以进化出教学能力。教学行为进化的时间也许不是由又疆 的大小来决定的，而是由社会性动物的信息价值来决定的。

I 小班尼特·格莱福（Bennett Galef Jr.）是加拿大麦克马斯特大学研究动物行为及社会习得的心理学家，他坚称蚂蚁不可能有“心智”一也就是说蚂蚁领路者和跟随者很有可能不是因为了解到对方心中所想而是出于本能地行动。他告诫说，科学家们在搜寻其他动物身上与人类相似的行为以及这种行为背后的人类思维模式时，可能盯错了目标。他还补充道，即便没有类似的认知系统，动物也可能和人类有类似的行为表现，因此，动物 的行为表现并不能真正帮助人们了解自身是如何思考的。

A	B	C	D	E	F	G	H	I	J
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Version

34101

主题

营销新概念

教师互动解析
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1	E	2	F	3	D
4	B	5	C	6	E
7	F	8	A	9	E
10	F	11	B	12	C
13	D				

2

Version 34102

主题

太阳能屋顶

教师互动解析
请扫描二维码



14	B	15	D	16	H
17	B	18	I	19	E
20	FALSE	21	FALSE	22	TRUE
23	TRUE	24	NOT GIVEN	25	NOT GIVEN
26	FALSE				

3

Version 34103

主题

塑料的发展

教师互动解析
请扫描二维码



14	Photographic film	15	Bakelite	16	(electric)switches
17	Britain/Uk	18	fireproof	19	glass
20	rigid foams	21	FALSE	22	NOT GIVEN
23	FALSE	24	TRUE	25	TRUE
26	TRUE				

4

Version 34106

主题

管理学之父 2

教师互动解析
请扫描二维码

14	i	15	v	16	ix
17	vi	18	ii	19	viii
20	NOT GIVEN	21	NOT GIVEN	22	YES
23	NO	24	A	25	E
26	A	27	C		

5

Version 34113

主题

新型药物

教师互动解析
请扫描二维码

27	TRUE	28	NOT GIVEN	29	FALSE
30	NOT GIVEN	31	TRUE	32	NOTGIVEN
33	consumer's right (to choose) /consumer's choice	34	risk and benefit	35	Skiing
36	GM crops	37	wheat and rice	38	production
39	mistrust	40	A		

6

Version 34300

主题

新西兰变暖

教师互动解析
请扫描二维码

27	D	28	B	29	A
30	C	31	A	32	A
33	high tides	34	agricultural production	35	coastal boundaries
36	NOT GIVEN	37	NOTGIVEN	38	NO
39	YES	40	NO		

7

Version 34301

主题

植物芬芳气味

教师互动解析
请扫描二维码

1	B	2	A	3	F
4	C	5	TRUE	6	NOT GIVEN
7	TRUE	8	FALSE	9	B
10	B	11	C	12	D
13	A				

8

Version 34302

主题

药物界知识

教师互动解析
请扫描二维码

27	bad cough	28	blood pressure	29	families and friends
30	Practitioner	31	Diagnosis	32	background
33	E	34	F	35	H
36	H	37	I	38	G
39	D	40	B		

9

Version 34303

主题

铅笔的历史

教师互动解析
请扫描二维码

14	tree	15	sheep	16	strings
17	government	18	steal	19	grease
20	TRUE	21	NOT GIVEN	22	FALSE
23	TRUE	24	NOTGIVEN	25	TRUE
26	FALSE				

10

Version

34308

主题

寒冷气候财富

教师互动解析
请扫描二维码



14	iii	15	vi	16	i
17	ii	18	ix	19	v
20	iv	21	(yellow-fever) epidemic	22	Finland
23	Governing institutions	24	Europe	25	einkorn Wheat
26	Singapore				

11

Version 34409

主题

学前儿童电脑游戏

教师互动解析
请扫描二维码



1	abilities	2	parents	3	markets
4	siblings	5	experienced	6	NOT GIVEN
7	TRUE	8	TRUE	9	FALSE
10	firm	11	simplicity	12	full version
13	feedback				

12

Version 34410

主题

明星员工

教师互动解析
请扫描二维码



14	F	15	B	16	G
17	C	18	NOT GIVEN	19	YES
20	NO	21	YES	22	analysts /star-stock analysts
23	performance star / star / star performer	24	working environment/settings	25	salary
26	rivals				

13

Version

34502

主题

猩猩文化

教师互动解析
请扫描二维码



1	H	2	J	3	I
4	K	5	G	6	NOT GIVEN
7	TRUE	8	TRUE	9	FALSE
10	FALSE	11	in the 1960s	12	Tanzania
13	(close) observation/observers		14	(a) culture origin	

14

Version

34505

主题

服从和不服从

教师互动解析
请扫描二维码



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

15

Version

34601

主题

蚂蚁的教学

教师互动解析
请扫描二维码



1	C	2	A	3	D
4	A	5	B	6	A
7	B	8	E	9	G
10	NO	11	NOT GIVEN	12	NOT GIVEN
13	YES				

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