

## 朗阁雅思阅读考题预测

### Passage 1

#### Magnetic Therapy

##### A

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

##### B

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

##### C

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

##### D

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

##### E

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

Researchers at Baylor University Medical Center recently conducted a double-blind study on the use of concentric-circle magnets to relieve chronic pain in 50 post-polio patients. A static magnetic device or a placebo device was applied to the patient's skin for 45 minutes. The patients were asked to rate how much pain they experienced when a "trigger point was touched." The researchers reported that the 29 patients exposed to the magnetic device achieved lower pain scores than did the 21 who were exposed to the placebo device. However, this study had significant flaws in their design. Although the groups were said to be selected randomly, the ratio of women to men in the experimental group was twice that of the control group; the age of the placebo group was four years higher than that of the control group; there was just one brief exposure and no systematic follow-up of patients.



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### Questions 1-6

Reading passage 1 has six paragraphs. A-F

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

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

#### List of headings

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

- 1 Paragraph A
- 2 Paragraph B
- 3 Paragraph C
- 4 Paragraph D
- 5 Paragraph E
- 6 Paragraph F

### Questions 7-8

Choose TWO letters, A-E.

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

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

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

### Questions 9-10

Choose TWO letters, A-E.

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

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

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

### Questions 11-13

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

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

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

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



**Answer keys:**

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



## Man or Machine

### A

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

### B

While the Japanese have made huge strides in solving some of the engineering problems of human kinetics and bipedal movements, for the past 10 years scientists at MIT's former Artificial Intelligence (AI) lab (recently renamed the Computer Science and Artificial Intelligence Laboratory, CSAIL) have been making robots that can behave like humans and interact with humans. One of MIT's robots, Kismet, is an anthropomorphic head and has two eyes (complete with eyelids), ears, a mouth, and eyebrows. It has several facial expressions, including happy, sad, frightened and disgusted. Human interlocutors are able to read some of the robot's facial expressions, and often change their behaviour towards the machine as a result — for example, playing with it when it appears 'sad'. Kismet is now in MIT's museum, but the ideas developed here continue to be explored in new robots.

### C

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

### D

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

### E

These are exciting developments. Creating a machine that can walk, make gestures and

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

**F**

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



**Questions 1-6**

Reading passage 1 has six paragraphs, A-F.

Which paragraph contains the following information?

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

**NB** you may use any letter more than once

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

**Questions 7-13**

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

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

In 2003, Massachusetts displayed a robot named ASIMO which was invented by Honda, after a period of 7..... in the making. The operating information is stored in the computer in its 8..... so that scientists can control ASIMO's movement. While Japan is making great progress, MIT is developing robots that are human-like and can 9..... humans. What is special about Kismet is that it has different 10..... which can be read by human interlocutors. 11..... is another robot from MIT, whose body's proportion is the same as an adult. By responding to the surroundings through 12..... it could develop its 13.....

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**Answer keys:**

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



## Passage 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*. 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.

#### 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.

#### 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. 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.

### 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.”

### 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-xi, in boxes 14-20 on your answer sheet.

#### List of Headings

- i The positive correlation between climate and country
- ii The wealth influenced by other factors besides climate
- iii The inspiration from reading a book
- iv Other researcher results still do not rule out exceptional cases
- v Eruasia has different attributes with Africa
- vi Low temperature may benefit people and crop
- vii The traditional view reflecting the importance of institution,
- viii The best result to use aid which makes a difference
- ix The spread of crop in European and other courtiers
- x confusions and exceptional cases such as Singapore

14 Paragraph A

15 Paragraph B

16 Paragraph C

17 Paragraph D

18 Paragraph E

19 Paragraph F

20 Paragraph G

### Questions 21-26

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 Philadelphia hundreds years ago, had been terminated by a cold frost. And academics found that there is a positive contribution of a certain period of cold days to economic success as in the small country of 22.....; Yet besides excellent surroundings and climate, one country need to improve both their economy and 23..... to achieve long prosperity. Thanks to resembling weather condition across latitude, the whole continent of 24..... enjoys faster spread of its uniformity in many economic factors. Also the crop such as 25..... is bound to spread faster than those countries aligned from South America to the North. William Master finally pointed out though geographical factors are important but tropical country such as 26..... still become rich due to scientific advancement.

**Answer keys:**

- 14 iii
- 15 vi
- 16 i
- 17 ii
- 18 viii
- 19 ix
- 20 iv
- 21 (yellow-fever) epidemic
- 22 Finland
- 23 Governing institutions/ administrative system/ government
- 24 Eurasia
- 25 Einkorn Wheat
- 26 Singapore



### Exploring British Village

#### A

The Neolithic long house was a long, narrow timber dwelling built by the first farmers in Europe beginning at least as early as the period 5000 to 6000 BC. The origin of the name blackhouse is of some debate. It could be less than 150 years old and may have been synonymous with inferior. On Lewis, in particular, it seems to have been used to distinguish the older blackhouses from some of the newer white-houses (Scottish Gaelic: taigh-geal, Irish: tí geal, tí bán), with their mortared stone walls. There may also be some confusion arising from the phonetic similarity between the 'dubh', meaning black and tughadh meaning thatch. The houses in Scotland were built high rather than wide; however, some were built small and wide.

#### B

The buildings were generally built with double wall dry-stone walls packed with earth and wooden rafters covered with a thatch of turf with cereal straw or reed. The floor was generally flagstones or packed earth and there was a central hearth for the fire. There was no chimney for the smoke to escape though. Instead the smoke made its way through the roof. The black house was used to accommodate livestock as well as people. People lived at one end and the animals lived at the other with a partition between them.

#### C

It is estimated that there are over ten thousand villages in Britain, yet defining the term 'village' isn't as simple as it may at first sound. When does a hamlet become a village? And when does a village become a town?

#### D

Strictly speaking the term 'village' comes from the Latin 'villaticus', which roughly translates as 'a group of houses outside a villa farmstead'. Today a village is understood as a collection of buildings (usually at least 20) that is larger than a hamlet, yet smaller than a town, and which contains at least one communal or public building. This is most commonly the parish church, though it can be a chapel, school, public house, shop, post office, smithy or mill. Villagers will share communal resources such as access roads, a water supply, and usually a place of worship.

#### E

A hamlet is a smaller grouping of buildings that doesn't necessarily have any public or service buildings to support it. A significant difference is that it won't have a parish church like a village does, and most hamlets contain only between three and twenty buildings.

#### F

The point at which a village becomes a town is difficult to determine, and is probably best defined by those who live there. However, since the Middle Ages the term 'town' has been a legal term that refers to the fact that the community has a borough charter. The situation is confused by the fact that there are many town-like suburban communities calling themselves villages (for example, Oxtou Village in Birkenhead), as well as

designed suburban 'villages' such as those built under the Garden Village Movement.

### G

The 2001 census shows us that approx 80% of people in England live in an urban environment, with under 7% living in rural villages (the remainder live in rural towns or outside concentrated settlements). This is the exact opposite of the situation two centuries ago, when under 20% of the population lived in the town, and the majority lived in rural villages. As late as 1851 agriculture remained the largest single source of employment in Britain, yet today under 3% of us work on the land.

### H

It is essential to remember that villages were created and have evolved because of particular combinations of geographical, commercial, economic and social factors. They expand, decline, move and fluctuate with the times. This article introduces some of the common forms of village to be found in Britain.

#### The Medieval Village

When we think of a British village we probably imagine a settlement of traditional cottages around a village green with a church and ancient manor house as backdrop. This common form of village has its roots in the medieval period when many villages started out as a cluster of agricultural dwellings.

### J

Today farmsteads tend to be scattered about the landscape, but back in the medieval period those working on the land tended to live in small nucleated settlements (villages) and worked 'open-field' agriculture where land wasn't enclosed. In fact, over much of Britain in the period up to 1800 it would have been unusual to have seen a farm or cottage outside of a settlement boundary.

By the time that the Domesday Book was written in 1086 most of the good agricultural land in Britain was already under cultivation, and England was a densely populated country. Two centuries later nucleated settlements were to be found over much of Britain, typically consisting of well-organised village settlements sitting within open fields.

### L

Over lowland Britain on good soil you would typically find a settlement every couple of miles, and the communities would use the open agricultural land around where they lived. The average village would have its church, manor house, and cottage tenements all clustered together, and the open land around would usually be divided into thin strips. In some villages you can still see the remnants of medieval strip field systems around the periphery of the settlement. There would often be meadows, pasture and woodland held 'in common', and only the lord of the manor would have his own, private land or 'demesne'. In the medieval village virtually everyone would have earned their living on

the territory, hence the community had to be relatively self sufficient.

**M**

‘Green Villages’ were a common village form, where houses clustered around a central green of common land. They are often the remnants of planned settlements introduced after the Norman Conquest in the 11th century. It is suggested that this arrangement allowed for easier defense, especially compared to the village form most common before the Normans, which was simple dusters of farms. However there is also evidence of ‘village’ greens in Anglo-Saxon settlements, and even at Romano-British sites.

**N**

The village green was soon got adopted as the main social space within a village, as well as its focal point alongside the church or chapel. Village greens often take a triangular form, usually reflecting the fact that the village was at the meeting of three roads. The continuing importance of the village green to modern day communities is reflected in the fact that this is usually where the war memorial is seen, as well as village notice boards, where local cricket matches are played, and where public benches are placed. The Open Spaces Society states that in 2005 there were about 3,650 registered greens in England and about 220 in Wales.



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**Questions 14-20**

Reading passage 2 has fourteen paragraphs, A-N.

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.

**List of heading**

- i. Questions arise to be answered.
- ii. Contrast data between present and past.
- iii. Initial response of association on village.
- iv. Origin of a certain ancient building.
- v. Inner structure of building.
- vi. Layout of village to persist in micro-environment.
- vii. Term of village explained.
- viii. Definition of village type.
- ix. Difference between village and town.
- x. Elements need to be considered in term of village.

- 14 paragraph A
- 15 paragraph B
- 16 paragraph C
- 17 paragraph D
- 18 paragraph E
- 19 paragraph F
- 20 paragraph G

**Questions 21-26**

**Village Green layout and extending**

Impression of British Village usually takes forms of old-styled 21..... with church and manor house. However, record in 22..... indicated that England was already a cultivated and populated country in 11th century. During medieval time, farmers literally could support themselves and community therefore needed to 23..... in general. Green village were usually 24..... of dwellings after invasion from Norman, and it was gathered mainly for the purpose of 25..... . Village Green's 26..... shape had connection with its location among the roads, and nowadays it still can be seen in some public venues such as memorial and sports sites.

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**Answer keys:**

- 14 iv
- 15 v
- 16 i
- 17 vii
- 18 viii
- 19 ix
- 20 ii
- 21 cottages
- 22 Domesday Book
- 23 self sufficient
- 24 remnants
- 25 defense
- 26 triangular



**Passage 3****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 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, 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. 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.

**C**

"Noncompliant Children sometimes prefer to say no directly as they were younger, they are easy to deal with the relationship with contemporaries 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 parent 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 reinforce 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.”

**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 reinforcement for your child when doing a similar behavior.

**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
- 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

**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 an early age

- 32 Henry Porter  
33 Wallace Freisen  
34 Steven Walson

35 Paul Edith

**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 prior research subject.

37 Parents' cognition and attitude to their children's compliance or noncompliance are varied.

38 Younger children choose to be noncompliant because it may be simple to get along with the peers in the same age.

39 Experts never tried drilling compliance into children.

40 Psychologist Paul Edith negated the importance that knowing how to praise children in an encouraged way.



**Answer keys**

- 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



### The gap of ingenuity

#### A

Ingenuity, as I define it here, consists not only of ideas for new technologies like computers or drought-resistant crops but, more fundamentally, of ideas for better institutions and social arrangements, like efficient markets and competent governments.

#### B

How much and what kinds of ingenuity a society requires depends on a range of factors, including the society's goals and the circumstances within which it must achieve those goals — whether it has a young population or an aging one, an abundance of natural resources or a scarcity of them, an easy climate or a punishing one, whatever the case may be.

#### C

How much and what kinds of ingenuity a society supplies also depends on many factors, such as the nature of human inventiveness and understanding, the rewards an economy gives to the producers of useful knowledge, and the strength of political opposition to social and institutional reforms.

#### D

A good supply of the right kind of ingenuity is essential, but it isn't, of course, enough by itself. We know that the creation of wealth, for example, depends not only on an adequate supply of useful ideas but also on the availability of other, more conventional factors of production, like capital and labor. Similarly, prosperity, stability and justice usually depend on the resolution, or at least the containment, of major political struggles over wealth and power. Yet within our economies ingenuity often supplants labor, and growth in the stock of physical plant is usually accompanied by growth in the stock of ingenuity. And in our political systems, we need great ingenuity to set up institutions that successfully manage struggles over wealth and power. Clearly, our economic and political processes are intimately entangled with the production and use of ingenuity.

#### E

The past century's countless incremental changes in our societies around the planet, in our technologies and our interactions with our surrounding natural environments have accumulated to create a qualitatively new world. Because these changes have accumulated slowly, it's often hard for us to recognize how profound and sweeping they've. They include far larger and denser populations; much higher per capita consumption of natural resources; and far better and more widely available technologies for the movement of people, materials, and especially information.

#### F

In combination, these changes have sharply increased the density, intensity, and pace of our interactions with each other; they have greatly increased the burden we place on our natural environment; and they have helped shift power from national and international institutions to individuals and subgroups, such as political special interests and ethnic

factions.

## G

As a result people in all walks of life — from our political and business leaders to all of us in our day-to-day — must cope with much more complex, urgent, and often unpredictable circumstances. The management of our relationship with this new world requires immense and ever-increasing amounts of social and technical ingenuity. As we strive to maintain or increase our prosperity and improve the quality of our lives, we must make far more sophisticated decisions, and in less time, than ever before.

## H

When we enhance the performance of any system, from our cars to the planet's network of financial institutions, we tend to make it more complex. Many of the natural systems critical to our well-being, like the global climate and the oceans, are extraordinarily complex to begin with. We often can't predict or manage the behavior of complex systems with much precision, because they are often very sensitive to the smallest of changes and perturbations, and their behavior can flip from one mode to another suddenly and dramatically. In general, as the human-made and natural systems we depend upon become more complex, and as our demands on them increase, the institutions and technologies we use to manage them must become more complex too, which further boosts our need for ingenuity.

## I

The good news, though, is that the last century's stunning changes in our societies and technologies have not just increased our need for ingenuity; they have also produced a huge increase in its supply. The growth and urbanization of human populations have combined with astonishing new communication and transportation technologies to expand interactions among people and produce larger, more integrated, and more efficient markets. These changes have, in turn, vastly accelerated the generation and delivery of useful ideas.

## J

But — and this is the critical “but” — we should not jump to the conclusion that the supply of ingenuity always increases in lockstep with our ingenuity requirement: while it's true that necessity is often the mother of invention, we can't always rely on the right kind of ingenuity appearing when and where we need it. In many cases, the complexity and speed of operation of today's vital economic, social, and ecological systems exceed the human brain's grasp. Very few of us have more than a rudimentary understanding of how these systems work. They remain fraught with countless “unknown unknowns,” which makes it hard to supply the ingenuity we need to solve problems associated with these systems.

## K

In this book, explore a wide range of other factors that will limit our ability to supply the ingenuity required in the coming century. For example, many people believe that new

communication technologies strengthen democracy and will make it easier to find solutions to our societies' collective problems, but the story is less clear than it seems. The crush of information in our everyday lives is shortening our attention span, limiting the time we have to reflect on critical matters of public policy, and making policy arguments more superficial.

**L**

Modern markets and science are an important part of the story of how we supply ingenuity. Markets are critically important, because they give entrepreneurs an incentive to produce knowledge. As for science, although it seems to face no theoretical limits, at least in the foreseeable future, practical constraints often slow its progress. The cost of scientific research tends to increase as it delves deeper into nature. And science's rate of advance depends on the characteristic of the natural phenomena it investigates, simply because some phenomena are intrinsically harder to understand than others, so the production of useful new knowledge in these areas can be very slow. Consequently, there is often a critical time lag between the recognition of a problem and the delivery of sufficient ingenuity, in the form of technologies, to solve that problem. Progress in the social sciences is especially slow, for reasons we don't yet understand but we desperately need better social scientific knowledge to build the sophisticated institutions today's world demands.



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**Questions 27-30**

Write the correct answer in boxes 27-30 on your answer sheet.

- |   |   |
|---|---|
| A | depends on many factors including climate.                                  |
| B | depends on the management and solution of disputes.                         |
| C | is not only of technological advance, but more of institutional renovation. |
| D | also depends on the availability of some traditional resources.             |

- 27 The definition of ingenuity  
28 The requirement for ingenuity  
29 The creation of social wealth  
30 The stability of society

**Questions 31-33**

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

Write your answers in boxes 31-33 on your answer sheet.

- 31 What does the author say about the incremental change of the last 100 years?
- A It has become a hot scholastic discussion among environmentalists.  
B Its significance is often not noticed.  
C It has reshaped the natural environments we live in.  
D It benefited a much larger population than ever.
- 32 The combination of changes has made life:
- A easier  
B faster  
C slower  
D less sophisticated
- 33 What does the author say about the natural systems?
- A New technologies are being developed to predict change with precision.  
B Natural systems are often more sophisticated than other systems.  
C Minor alterations may cause natural systems to change dramatically.  
D Technological developments have rendered human being more independent of natural systems.

**Questions 34-40**

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

In boxes 34-40 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

- 34 The demand for ingenuity has been growing during the past 100 years.  
35 The ingenuity we have may be inappropriate for solving problems at hand.  
36 There are very few who can understand the complex systems of the present world.  
37 More information will help us to make better decisions.  
38 The next generation will blame the current government for their conduct.  
39 Science tends to develop faster in certain areas than others.  
40 Social science develops especially slowly because it is not as important as natural science.

**Answer keys:**

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

