

## 朗阁雅思阅读考题预测

### Passage 1

#### The dugong: sea cow

*Dugongs are herbivorous mammals that spend their entire lives in the sea. Their close relatives the manatees also venture into or live in fresh water. Together dugongs and manatees make up the order Sirenia or sea cows, so-named because dugongs and manatees are thought to have given rise to the myth of the mermaids or sirens of the sea.*

#### A

The dugong, which is a large marine mammal, together with the manatees, looks rather like a cross between a rotund dolphin and a walrus. Its body, flippers and fluke resemble those of a dolphin but it has no dorsal fin. Its head looks somewhat like that of a walrus without the long tusks.

#### B

Dugongs, along with other Sirenians whose diet consists mainly of sea-grass; and the distribution of dugongs very closely follows that of these marine flowering plants. As sea-grasses grow rooted in the sediment, they are limited by the availability of light. Consequently they are found predominantly in shallow coastal waters, and so too are dugongs. But, this is not the whole story. Dugongs do not eat all species of sea-grass, preferring sea-grass of higher nitrogen and lower fibre content.

#### C

Due to their poor eyesight, dugongs often use smell to locate edible plants. They also have a strong tactile sense, and feel their surroundings with their long sensitive bristles. They will dig up an entire plant and then shake it to remove the sand before eating it. They have been known to collect a pile of plants in one area before eating them. The flexible and muscular upper lip is used to dig out the plants. When eating they ingest the whole plant, including the roots, although when this is impossible they will feed on just the leaves. A wide variety of sea-grass has been found in dugong stomach contents, and evidence exists they will eat algae when sea-grass is scarce. Although almost completely herbivorous, they will occasionally eat invertebrates such as jellyfish, sea squirts, and shellfish.

#### D

A heavily grazed sea-grass bed looks like a lawn mown by a drunk. Dugongs graze apparently at random within a sea-grass bed, their trails meandering in all directions across the bottom. This is rather an inefficient means of removing sea-grass that results in numerous small tufts remaining. And this is where the dugongs derive some advantage from their inefficiency. The species that recover most quickly from this disturbance, spreading out vegetatively from the remaining tufts, are those that dugongs like to eat. In addition, the new growth found in these areas tends to be exactly what hungry dugongs like.

**E**

Dugongs are semi-nomadic, often travelling long distances in search of food, but staying within a certain range their entire life. Large numbers often move together from one area to another. It is thought that these movements are caused by changes in sea-grass availability. Their memory allows them to return to specific points after long travels. Dugong movements mostly occur within a localised area of sea-grass beds, and animals in the same region show individualistic patterns of movement.

**F**

Recorded numbers of dugongs are generally believed to be lower than actual numbers, due to a lack of accurate surveys. Despite this, the dugong population is thought to be shrinking, with a worldwide decline of 20 per cent in the last 90 years. They have disappeared from the waters of Hong Kong, Mauritius, and Taiwan, as well as parts of Cambodia, Japan, the Philippines and Vietnam. Further disappearances are likely. (In the late 1960s, herds of up to 500 dugongs were observed off the coast of East Africa and nearby islands. However, current populations in this area are extremely small, numbering 50 and below, and it is thought likely they will become extinct. The eastern side of the Red Sea is the home of large populations numbering in the hundreds, and similar populations are thought to exist on the western side. In the 1980s, it was estimated there could be as many as 4,000 dugongs in the Red Sea. The Persian Gulf has the second-largest dugong population in the world, inhabiting most of the southern coast, and the current population is believed to be around 7,500. Australia is home to the largest population, stretching from Shark Bay in Western Australia to Moreton Bay in Queensland. The population of Shark Bay is thought to be stable with over 10,000 dugongs.)

**G**

Experience from various parts of northern Australia suggests that Extreme weather such as cyclones and floods can destroy hundreds of square kilometres of sea-grass meadows, as well as washing dugongs ashore. The recovery of sea-grass meadows and the spread of sea-grass into new areas, or areas where it has been destroyed, can take over a decade. For example, about 900 km<sup>2</sup> of sea-grass was lost in Hervey Bay in 1992, probably because of murky water from flooding of local rivers, and run-off turbulence from a cyclone three weeks later. Such events can cause extensive damage to sea-grass communities through severe wave action, shifting sand and reduction in saltness and light levels. Prior to the 1992 floods, the extensive sea-grasses in Hervey Bay supported an estimated 1750 dugongs. Eight months after the floods the affected area was estimated to support only about 70 dugongs. Most animals presumably survived by moving to neighbouring areas. However, many died attempting to move to greener pastures, with emaciated carcasses washing up on beaches up to 900km away.

**H**

If dugongs do not get enough to eat they may calve later and produce fewer young. Food shortages can be caused by many factors, such as a loss of habitat, death and decline in quality of sea-grass, and a disturbance of feeding caused by human activity. Sewage,



detergents, heavy metal, hypersaline water, herbicides, and other waste products all negatively affect sea-grass meadows. Human activity such as mining, trawling, dredging, land-reclamation, and boat propeller scarring also cause an increase in sedimentation which smothers sea-grass and prevents light from reaching it. This is the most significant negative factor affecting sea-grass. One of the dugong's preferred species of sea-grass, *Halophila ovalis*, declines rapidly due to lack of light, dying completely after 30 days.

I

Despite being legally protected in many countries, the main causes of population decline remain anthropogenic and include hunting, habitat degradation, and fishing-related fatalities. Entanglement in fishing nets has caused many deaths, although there are no precise statistics. Most issues with industrial fishing occur in deeper waters where dugong populations are low, with local fishing being the main risk in shallower waters, as dugongs cannot stay.



#### Questions 1-4

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 1-4 on your answer sheet.

Dugongs are herbivorous mammals that spend their entire lives in the sea. Yet dugongs are picky on their feeding sea-grass, and only chose sea-grass with higher 1..... and lower fibre. To compensate for their poor eyesight, they use their 2..... to feel their surroundings. It is like dugongs are "farming" sea-grass. They often leave 3..... randomly in all directions across the sea bed. Dugongs prefer eating the newly grew sea-grass recovering from the tiny 4..... left behind by the grazing dugongs.

#### Questions 5-9

Do the following statements agree with the information given in Reading Passage 1? In boxes 5-9 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 The dugong will keep eating up the plant completely when they begin to feed.
- 6 It takes more than ten years for the re-growth of seagrass where it has been only grazed by Dugongs.
- 7 Even in facing food shortages, the strong individuals will not compete with weak small ones for food.
- 8 It is thought that the dugong rarely return to the old habitats when they finished plant.
- 9 Coastal industrial fishing poses the greatest danger to dugongs which are prone to be killed due to entanglement.

#### Questions 10-13

Answer the questions below.

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

Write your answers in boxes 10-13 on your answer sheet.

- 10 What is dugong in resemblance to yet as people can easily tell them apart from the manatees by the fins in its back?
- 11 What is the major reason as dugongs travelled long distances in herds from one place to another?
- 12 What number, has estimated to be, of dugongs' population before the 1992 floods in Hervey Bay took place?
- 13 What is thought to be the lethal danger when dugongs were often trapped in?



**Answer keys:**

- 1 Nitrogen
- 2 sensitive bristles
- 3 trails
- 4 tufts
- 5 TRUE
- 6 FALSE
- 7 NOT GIVEN
- 8 FALSE
- 9 NOT GIVEN
- 10 Dolphin
- 11 Sea-grass availability / Food (shortage) / Sea-grass shortage
- 12 1750
- 13 Fishing net



### Traditional Farming System in Africa

#### A

By tradition land in Luapula is not owned by individuals, but as in many other parts of Africa is allocated by the headman or headwoman of a village to people of either sex, according to need. Since land is generally prepared by hand, one Lulupwa cannot take on a very large area; in this sense land has not been a limiting resource over large parts of the province. The situation has already changed near the main townships, and there has long been a scarcity of land for cultivation in the Valley. In these areas registered ownership patterns are becoming prevalent.

#### B

Most of the traditional cropping in Luapula, as in the Bemba area to the east, is based on citemene, a system whereby crops are grown on the ashes of tree branches. As a rule, entire trees are not felled, but are pollarded so that they can regenerate. Branches are cut over an area of varying size early in the dry season, and stacked to dry over a rough circle about a fifth to a tenth of the pollarded area. The wood is fired before the rains and in the first year planted with the African cereal finger millet (*Eleusine coracana*).

#### C

During the second season, and possibly for a few seasons more the area is planted to variously mixed combinations of annuals such as maize, pumpkins (*Telfiria occidentalis*) and other cucurbits, sweet potatoes, groundnuts, *Phaseolus* beans and various leafy vegetables, grown with a certain amount of rotation. The diverse sequence ends with vegetable cassava, which is often planted into the developing last-but-one crop as a relay.

#### D

Richards (1969) observed that the practice of citemene entails a definite division of labour between men and women. A man stakes out a plot in an unobtrusive manner, since it is considered provocative towards one's neighbours to mark boundaries in an explicit way. The dangerous work of felling branches is the men's province, and involves much pride. Branches are stacked by the women, and fired by the men. Formerly women and men cooperated in the planting work, but the harvesting was always done by the women. At the beginning of the cycle little weeding is necessary, since the firing of the branches effectively destroys weeds. As the cycle progresses weeds increase and nutrients eventually become depleted to a point where further effort with annual crops is judged to be not worthwhile: at this point the cassava is planted, since it can produce a crop on nearly exhausted soil. Thereafter the plot is abandoned, and a new area pollarded for the next citemene cycle.

#### E

When forest is not available — this is increasingly the case nowadays — various ridging systems (*ibala*) are built on small areas, to be planted with combinations of maize, beans, groundnuts and sweet potatoes, usually relayed with cassava. These plots are usually



tended by women, and provide subsistence. Where their roots have year-round access to water tables mango, guava and oil-palm trees often grow around houses, forming a traditional agroforestry system. In season some of the fruit is sold by the roadside or in local markets.

**F**

The margins of dambos are sometimes planted to local varieties of rice during the rainy season, and areas adjacent to vegetables irrigated with water from the dambo during the dry season. The extent of cultivation is very limited, no doubt because the growing of crops under dambo conditions calls for a great deal of skill. Near towns some of the vegetable produce is sold in local markets.

**G**

Fishing has long provided a much needed protein supplement to the diet of Luapulans, as well as being the one substantial source of cash. Much fish is dried for sale to areas away from the main waterways. The Mweru and Bangweulu Lake Basins are the main areas of year-round fishing, but the Luapula River is also exploited during the latter part of the dry season. Several previously abundant and desirable species, such as the Luapula salmon or mpumbu (*Labeo altivelis*) and pale (*Sarotherodon machochir*) have all but disappeared from Lake Mweru, apparently due to mismanagement.

**H**

Fishing has always been a far more remunerative activity in Luapula than crop husbandry. A fisherman may earn more in a week than a bean or maize grower in a whole season. I sometimes heard claims that the relatively high earnings to be obtained from fishing induced an 'easy come, easy go' outlook among Luapulan men. On the other hand, someone who secures good but erratic earnings may feel that their investment in an economically productive activity is not worthwhile because Luapulans fail to cooperate well in such activities. Besides, a fisherman with spare cash will find little in the way of working equipment to spend his money on. Better spend one's money in the bars and have a good time!

**I**

Only small numbers of cattle or oxen are kept in the province owing to the prevalence of the tsetse fly. For the few herds, the dambos provide subsistence grazing during the dry season. The absence of animal draft power greatly limits peoples' ability to plough and cultivate land: a married couple can rarely manage to prepare by hand-hoeing. Most people keep freely roaming chickens and goats. These act as a reserve for bartering, but may also be occasionally slaughtered for ceremonies or for entertaining important visitors. These animals are not a regular part of most peoples' diet.

**J**

Citemene has been an ingenious system for providing people with seasonal production of high quality cereals and vegetables in regions of acid, heavily leached soils. Nutritionally, the most serious deficiency was that of protein. This could at times be alleviated when

fish was available, provided that cultivators lived near the Valley and could find the means of bartering for dried fish. The citemene fishing system was well adapted to the ecology of the miombo regions and sustainable for long periods, but only as long as human population densities stayed at low levels. Although population densities are still much lower than in several countries of South-East Asia, neither the fisheries nor the forests and woodlands of Luapula are capable, with unmodified traditional practices, of supporting the people in a sustainable manner.

Overall, people must learn to intensify and diversify their productive systems while yet ensuring that these systems will remain productive in the future, when even more people will need food. Increasing overall production of food, though a vast challenge in itself, will not be enough, however. At the same time storage and distribution systems must allow everyone access to at least a moderate share of the total.





#### Questions 1-4

Complete the sentences below with words taken from Reading Passage 1.

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

Write your answers in boxes 1-4 on your answer sheet.

- 1 In Luapula land allocation is in accordance with .....
- 2 The citemene system provides the land with ..... where crops are planted.
- 3 During the second season, the last planted crop is .....
- 4 Under suitable conditions, fruit trees are planted near .....

#### Questions 5-8

Classify the following items with the correct description.

Write your answers in boxes 5-8 on your answer sheet.

- A fish
- B oxen
- C goats
- 5 be used in some unusual occasions, such as celebrations
- 6 cannot thrive for being affected by the pests
- 7 be the largest part of creating profit
- 8 be sold beyond the local area

#### Questions 9-12

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

In boxes 9-12 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

- 9 People rarely use animals to cultivate land.
- 10 When it is a busy time, children usually took part in the labor force.
- 11 The local residents eat goats on a regular time.
- 12 Though citemene has been a sophisticated system, it could not provide enough protein.

#### Questions 13

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

Write the correct letter in the box 13 on your answer sheet.

What is the writer's opinion about the traditional ways of practices?

- A They can supply the nutrition that people need.
- B They are not capable of providing adequate support to the population.
- C They are productive systems that need no more improving.
- D They will be easily modified in the future.

**Answer keys:**

- 1 need
- 2 (the) ashes
- 3 (vegetable) cassava
- 4 houses
- 5 C
- 6 B
- 7 A
- 8 A
- 9 TRUE
- 10 NOT GIVEN
- 11 FALSE
- 12 TRUE
- 13 B





**Passage 2****Twin Study: Two of a kind****A**

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

**B**

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

**C**

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

**D**

More importantly, perhaps, twin studies are helping the understanding of diseases such as cancer, asthma, osteoporosis, arthritis and immune disorders. And twins can be used, within ethical limits, for medical experiments. A study that administered vitamin C to one twin and a placebo to the other found that it had no effect on the common cold. The lesson from all today's twin studies is that most human traits are at least partially influenced by genes. However, for the most part, the age-old dichotomy between nature and nurture is not very useful. Many genetic programs are open to input from the environment, and genes are frequently switched on or off by environmental signals. It is also possible that genes themselves influence their environment. Some humans have an innate preference for participation in sports. Others are drawn to novelty. Might people also be drawn to certain kinds of friends and types of experience? In this way, a person's genes might shape the environment they act in as much as the environment shapes the actions of the genes.

**E**

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

**F**

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

**G**

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

**H**

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

**I**

On the other side of the tent Dennis Drayna, from the National Institute on Deafness and



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

J

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

K

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

Since 1999

### Questions 14-18

The reading Passage has eleven paragraphs A-K.

Which paragraph contains the following information?

Write the correct letter A-K, in boxes 14-18 on your answer sheet.

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

- 14 Mentioned research conducted in Ohio
- 15 Medical contribution to the researches for twins.
- 16 Research situation under life threatening conditions
- 17 Data of similarities of identical twins
- 18 Reasons that make one study unconvincing

### Questions 19-20

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 19-20 on your answer sheet.

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

### Questions 21-23

Choose the correct letters in following options.

Write your answers in boxes 21-23 on your answer sheet.

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

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

### Questions 24-26

Choose the correct letters in following options:

Write your answers in boxes 24-26 on your answer sheet.

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

- A. Non identical twins come from different eggs.
- B Genetic relation between identical twins is closer than non-identical ones.
- C Vitamin C has evident effect on a cold.
- D Genetic influence to smoking is superior to environment's
- E If a pregnant woman eats too much sweet would lead to skin disease.
- F Hair loss has been found to be connected with skin problem.



**Answer keys:**

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



## 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, Oxtan 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

I 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.

### K

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 clusters 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.

The logo of the Research Academy for Foreign Language Examinations (RAFLE) is a circular emblem. It features the acronym 'RAFLE' in the center, with 'Research Academy for Foreign Language Examinations' written around the perimeter. Below the acronym, it says 'Since 1999'.

Since 1999



### 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****The beginning of intelligence****A**

No one doubts that intelligence develops as children grow older. Yet the concept of intelligence has proved both quite difficult to define in unambiguous terms and unexpectedly controversial in some respects. Although, at one level, there seem to be almost as many definitions of intelligence as people who have tried to define it, there is broad agreement on two key features. That is, intelligence involves the capacity not only to learn from experience but also to adapt to one's environment. However, we cannot leave the concept there. Before turning to what is known about the development of intelligence, it is necessary to consider whether we are considering the growth of one or many skills. That question has been tackled in rather different ways by psychometricians and by developmentalists.

**B**

The former group has examined the issue by determining how children's abilities on a wide range of tasks intercorrelate, or go together. Statistical techniques have been used to find out whether the patterns are best explained by one broad underlying capacity, general intelligence, or by a set of multiple, relatively separate, special skills in domains such as verbal and visuospatial ability. While it cannot be claimed that everyone agrees on what the results mean, most people now accept that for practical purposes it is reasonable to suppose that both are involved. In brief, the evidence in favour of some kind of general intellectual capacity is that people who are superior (or inferior) on one type of task tend also to be superior (or inferior) on others. Moreover, general measures of intelligence tend to have considerable powers to predict a person's performance on a wide range of tasks requiring special skills. Nevertheless, it is plain that it is not at all uncommon for individuals to be very good at some sorts of task and yet quite poor at some others.

Furthermore the influences that affect verbal skills are not quite the same as those that affect other skills. This approach to investigating intelligence is based on the nature of the task involved, but studies of age-related changes show that this is not the only, or necessarily the most important, approach. For instance, some decades ago, Horn and Cattell argued for a differentiation between what they termed 'fluid' and 'crystallised' intelligence. Fluid abilities are best assessed by tests that require mental manipulation of abstract symbols. Crystallised abilities, by contrast, reflect knowledge of the environment in which we live and past experience of similar tasks; they may be assessed by tests of comprehension and information. It seems that fluid abilities peak in early adult life, whereas crystallised abilities increase up to advanced old age.

**D**

Developmental studies also show that the interconnections between different skills vary with age. Thus in the first year of life an interest in perceptual patterns is a major

contributor to cognitive abilities, whereas verbal abilities are more important later on. These findings seemed to suggest a substantial lack of continuity between infancy and middle childhood. However, it is important to realise that the apparent discontinuity will vary according to which of the cognitive skills were assessed in infancy. It has been found that tests of coping with novelty do predict later intelligence. These findings reinforce the view that young children's intellectual performance needs to be assessed from their interest in and curiosity about the environment, and the extent to which this is applied to new situations, as well as by standardised intelligence testing.

## E

These psychometric approaches have focused on children's increase in cognitive skills as they grow older. Piaget brought about a revolution in the approach to cognitive development through his arguments (backed up by observations) that the focus should be on the thinking processes involved rather than on levels of cognitive achievement. These ideas of Piaget gave rise to an immense body of research and it would be true to say that subsequent thinking has been heavily dependent on his genius in opening up new ways of thinking about cognitive development. Nevertheless, most of his concepts have had to be so radically revised, or rejected, that his theory no longer provides an appropriate basis for thinking about cognitive development. To appreciate why that is so, we need to focus on some rather different elements of Piaget's theorising.

## F

The first element, which has stood the test of time, is his view that the child is an active agent of learning and of the importance of this activity in cognitive development. Numerous studies have shown how infants actively scan their environment; how they prefer patterned to non-patterned objects, how they choose novel over familiar stimuli, and how they explore their environment as if to see how it works. Children's questions and comments vividly illustrate the ways in which they are constantly constructing schemes of what they know and trying out their ideas of how to fit new knowledge into those schemes or deciding that the schemes need modification. Moreover, a variety of studies have shown that active experiences have a greater effect on learning than comparable passive experiences. However, a second element concerns the notion that development proceeds through a series of separate stages that have to be gone through step-by-step, in a set order, each of which is characterised by a particular cognitive structure. That has turned out to be a rather misleading way of thinking about cognitive development, although it is not wholly wrong.

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### Questions 27-30

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

Write your answers in boxes 27-30 on your answer sheet

- 27 Most researchers accept that one feature of intelligence is the ability to
- A change our behaviour according to our situation
  - B react to others' behaviour patterns
  - C experiment with environmental features
  - D cope with unexpected setbacks
- 28 What have psychometricians used statistics for?
- A to find out if cooperative tasks are a useful tool in measuring certain skills
  - B to explore whether several abilities are involved in the development of intelligence
  - C to demonstrate that mathematical models can predict test results for different skills
  - D to discover whether common sense is fundamental to developing children's abilities
- 29 Why are Horn and Cattell mentioned?
- A They disagreed about the interpretation of different intelligence tests.
  - B Their research concerned both linguistic and mathematical abilities.
  - C They were the first to prove that intelligence can be measured by testing a range of special skills.
  - D Their work was an example of research into how people's cognitive skills vary with age.
- 30 What was innovative about Piaget's research?
- A He refused to accept that children developed according to a set pattern.
  - B He emphasised the way children thought more than how well they did in tests.
  - C He used visually appealing materials instead of traditional intelligence tests.
  - D He studied children of all ages and levels of intelligence.

### Questions 31-36

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

In boxes 31-36 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

- 31 A surprising number of academics have come to the same conclusion about what the term intelligence means.
- 32 A general test of intelligence is unlikely to indicate the level of performance in every type of task.
- 33 The elderly perform less well on comprehension tests than young adults.
- 34 We must take into account which skills are tested when comparing intelligence at different ages.
- 35 Piaget's work influenced theoretical studies more than practical research.
- 36 Piaget's emphasis on active learning has been discredited by later researchers.

**Questions 37-40**

Complete the summary using the list of words, A-I, below.

Write your answers in boxes 37-40 on your answer sheet.

Researchers investigating the development of intelligence have shown that 37..... skills become more significant with age. One good predictor of 38..... intelligence is the degree to which small children are 39..... about their surroundings and how much interest they show on finding themselves in an 40..... setting.

A adult	B practical	C verbal
D spatial	E inquisitive	F uncertain
G academic	H plentiful	I unfamiliar





**Answer keys:**

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



### Memory Decoding

*Try this memory test: Study each face and compose a vivid image for the person's first and last name. Rose Leo, for example, could be a rosebud and a lion. Fill in the blanks on the next page. The Examinations School at Oxford University is an austere building of oak-paneled rooms, large Gothic windows, and looming portraits of eminent dukes and earls. It is where generations of Oxford students have tested their memory on final exams, and it is where, last August, 34 contestants gathered at the World Memory Championships to be examined in an entirely different manner.*

#### A

In timed trials, contestants were challenged to look at and then recite a two-page poem, memorize rows of 40-digit numbers, recall the names of 110 people after looking at their photographs, and perform seven other feats of extraordinary retention. Some tests took just a few minutes; others lasted hours. In the 14 years since the World Memory Championships was founded, no one has memorized the order of a shuffled deck of playing cards in less than 30 seconds. That nice round number has become the four-minute mile of competitive memory, a benchmark that the world's best "mental athletes", as some of them like to be called, are closing in on. Most contestants claim to have just average memories, and scientific testing confirms that they're not just being modest. Their feats are based on tricks that capitalize on how the human brain encodes information. Anyone can barn them.

#### B

Psychologists Elizabeth Valentine and John Wilding, authors of the Monograph Superior Memory, recently teamed up with Eleanor Maguire, a neuroscientist at University College London to study eight people, including Karsten, who had finished near the top of the World Memory Championships. They wondered if the contestants' brains were different in some way. The researchers put the competitors and a group of control subjects into an MRI machine and asked them to perform several different memory tests while their brains were being scanned. When it came to memorizing sequences of three-digit numbers, the difference between the memory contestants and the control subjects was, as expected, immense. However, when they were shown photographs of magnified snowflakes, images that the competitors had never tried to memorize before, the champions did no better than the control group. When the researchers analyzed the brain scans, they found that the memory champs were activating some brain regions that were different from those the control subjects were using. These regions, which included the right posterior hippocampus, are known to be involved in visual memory and spatial navigation.

#### C

It might seem odd that the memory contestants would use visual imagery and spatial navigation to remember numbers, but the activity makes sense when their techniques are revealed. Cooke, a 23-year-old cognitive-science graduate student with a shoulder-length mop of curly hair, is a grand master of brain storage. He can memorize the order of 10 decks of playing cards in less than an hour or one deck of cards in less than a minute.



He is closing in on the 30-second deck. In the Lamb and Flag, Cooke pulled out a deck of cards and shuffled it. He held up three cards — the 7 of spades, the queen of clubs, and the 10 of spades. He pointed at a fireplace and said, “Destiny’s Child is whacking Franz Schubert with handbags.” The next three cards were the king of hearts, and the jack of clubs.

**D**

How did he do it? Cooke has already memorized a specific person, verb, and object that he associates with each card in the deck. For example, for the 7 of spades, the person is always the singing group Destiny’s Child, the action is surviving a storm, and the image is a dinghy. The queen of clubs is always his friend Henrietta, the action is thwacking with a handbag, and the image is of wardrobes filled with designer clothes. When Cooke commits a deck to memory, he does it three cards at a time. Every three-card group forms a single image of a person doing something to an object. The first card in the triplet becomes the person, the second the verb, the third the object. He then places those images along a specific familiar route, such as the one he took through the Lamb and Flag. In competitions, he uses an imaginary route that he has designed to be as smooth and downhill as possible. When it comes time to recall Cooke takes a mental walk along his route and translates the images into cards. That’s why the MRIs of the memory contestants showed activation in the brain areas associated with visual imagery and spatial navigation.

**E**

The more resonant the images are, the more difficult they are to forget. But even meaningful information is hard to remember when there’s a lot of it. That’s why competitive memorizers place their images along an imaginary route. That technique, known as the loci method, reportedly originated in 477 B.C. with the Greek poet Simonides of Ceos. Simonides was the sole survivor of a roof collapse that killed all the other guests at a royal banquet. The bodies were mangled beyond recognition, but Simonides was able to reconstruct the guest list by closing his eyes and recalling each individual around the dinner table. What he had discovered was that our brains are exceptionally good at remembering images and spatial information. Evolutionary psychologists have offered an explanation: Presumably our ancestors found it important to recall where they found their last meal or the way back to the cave. After Simonides’ discovery, the loci method became popular across ancient Greece as a trick for memorizing speeches and texts. Aristotle wrote about it, and later a number of treatises on the art of memory were published in Rome. Before printed books, the art of memory was considered a staple of classical education, on a par with grammar, logic, and rhetoric.

**F**

The most famous of the naturals was the Russian journalist S. V. Shereshevski, who could recall long lists of numbers memorized decades earlier, as well as poems, strings of nonsense syllables, and just about anything else he was asked to remember. “The capacity of his memory had no distinct limits,” wrote Alexander Luria, the Russian

psychologist who studied Shereshevski from the 1920s to the 1950s. Shereshevski also had synesthesia, a rare condition in which the senses become intertwined. For example, every number may be associated with a color or every word with a taste. Synesthetic reactions evoke a response in more areas of the brain, making memory easier.

**G**

K. Anders Ericsson, a Swedish-born psychologist at Florida State University, thinks anyone can acquire Shereshevski's skills. He cites an experiment with S. F., an undergraduate who was paid to take a standard test of memory called the digit span for one hour a day, two or three days a week. When he started, he could hold, like most people, only about seven digits in his head at any given time (conveniently, the length of a phone number). Over two years, S. F. completed 250 hours of testing. By then, he had stretched his digit span from 7 to more than 80. The study of S. F. led Ericsson to believe that innately superior memory doesn't exist at all. When he reviewed original case studies of naturals, he found that exceptional memorizers were using techniques — sometimes without realizing it — and lots of practice. Often, exceptional memory was only for a single type of material, like digits. "If we look at some of these memory tasks, they're the kind of thing most people don't even waste one hour practicing, but if they wasted 50 hours, they'd be exceptional at it," Ericsson says. It would be remarkable, he adds, to find a "person who is exceptional across a number of tasks. I don't think that there's any compelling evidence that there are such people."

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### Questions 27-31

The Reading Passage has seven paragraphs A-G.

Which paragraph contains the following information?

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

- 27 The reason why competence of super memory is significant in academic settings
- 28 Mention of a contest for extraordinary memory held in consecutive years
- 29 An demonstrative example of extraordinary person did an unusual recalling game
- 30 A belief that extraordinary memory can be gained though enough practice
- 31 A depiction of rare ability which assist the extraordinary memory reactions

### Questions 32-36

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 32-36 on your answer sheet.

Using visual imagery and spatial navigation to remember numbers are investigated and explained a man called Ed Cooke in a pub, spoke a string of odd words when he held 7 of the spades (the first one of the any cards group) was remembered as he encoded it to a 32..... and the card deck to memory are set to be one time of an order of 33..... When it comes time to recall Cooke took a 34..... along his way and interpreted the imaginary scene into cards. This superior memory skill can be traced back to Ancient Greece, the strategy was called 35..... which had been a major subject was in ancient 36.....

### Questions 37-38

Choose **TWO** correct letter, A-E.

Write your answers in boxes 37-38 on your answer sheet.

According to World Memory Championships, what activities need good memory?

- A order for a large group of each digit
- B recall people's face
- C resemble a long Greek poem
- D match name with pictures and features
- E recall what people ate and did yesterday

### Questions 39-40

Choose **TWO** correct letter, A-E.

Write your answers in boxes 39-40 on your answer sheet.

What is the result of Psychologists Elizabeth Valentine and John Wilding's MRI Scan experiment find out?

- A the champions' brains is different in some way from common people
- B difference in brain of champions' scan image to control subjects are shown when memorizing sequences of three-digit numbers
- C champions did much worse when they are asked to remember photographs
- D the memory-champs activated more brain regions than control subjects
- E there is some part in the brain coping with visual and spatial memory





**Answer keys:**

- 27 E
- 28 A
- 29 C
- 30 G
- 31 F
- 32 specific person
- 33 three cards/ 3 cards
- 34 mental walk
- 35 loci method
- 36 education
- 37 A
- 38 D
- 39 B
- 40 E

