

朗阁雅思阅读考题预测

Passage 1

Tea and Industrial Revolution

A

Alan Macfarlane thinks he could rewrite history. The professor of anthropological science at King's College, Cambridge has, like other historians, spent decades trying to understand the enigma of the Industrial Revolution. Why did this particular important event — the world-changing birth of industry — happen in Britain? And why did it happen at the end of the 18th century?

B

Macfarlane compares the question to a puzzle. He claims that there were about 20 different factors and all of them needed to be present before the revolution could happen. The chief conditions are to be found in history textbooks. For industry to 'take off', there needed to be the technology and power to drive factories, large urban populations to provide cheap labour, easy transport to move goods around, an affluent middle-class willing to buy mass-produced objects, a market-driven economy, and a political system that allowed this to happen. While this was the case for England, other nations, such as Japan, Holland and France also met some of these criteria. All these factors must have been necessary but not sufficient to cause the revolution. Holland had everything except coal, while China also had many of these factors.

C

Most historians, however, are convinced that one or two missing factors are needed to solve the puzzle. The missing factors, he proposes, are to be found in every kitchen cupboard. Tea and beer, two of the nation's favourite drinks, drove the revolution. Tannin, the active ingredient in tea, and hops, used in making beer, both contain antiseptic properties. This — plus the fact that both are made with boiled water — helped prevent epidemics of waterborne diseases, such as dysentery, in densely populated urban areas. The theory initially sounds eccentric but his explanation of the detective work that went into his deduction and the fact his case has been strengthened by a favorable appraisal of his research by Roy Porter (distinguished medical historian) the skepticism gives way to wary admiration.

D

Historians had noticed one interesting factor around the mid-18th century that required explanation. Between about 1650 and 1740, the population was static. But then there was a burst in population. The infant mortality rate halved in the space of 20 years, and this happened in both rural areas and cities, and across all classes. Four possible causes have been suggested. There could have been a sudden change in the viruses and bacteria present at that time, but this is unlikely. Was there a revolution in medical science? But this was a century before Lister introduced antiseptic surgery. Was there a change in environmental conditions? There were improvements in agriculture that wiped out malaria, but these were small gains. Sanitation did not become widespread until the 19th century. The only option left was food. But the height and weight statistics show a decline. So the food got worse. Efforts to explain this sudden reduction in child deaths appeared to draw a blank.

E

This population burst seemed to happen at just the right time to provide labor for the Industrial Revolution. But why? When the Industrial Revolution started, it was economically efficient to have people crowded together forming towns and cities. But with crowded living conditions comes disease, particularly from human waste. Some research in the historical records revealed that there was a change in the incidence of waterborne disease at that time, the English were protected by the strong antibacterial agent in hops, which were added to make beer last. But in the late 17th century a tax was introduced on malt. The poor turned to water and gin, and in the 1720s the mortality rate began to rise again.

F

Macfarlane looked to Japan, which was also developing large cities about the same time, and also had no sanitation. Waterborne diseases in the Japanese population were far fewer than those in Britain. Could it be the prevalence of tea in their culture? That was when Macfarlane thought about the role of tea in Britain. The history of tea in Britain provided an extraordinary coincidence of dates. Tea was relatively expensive until Britain started direct trade with China in the early 18th century. By the 1740s, about the time that infant mortality was falling, the drink was common. Macfarlane guesses that the fact that water had to be boiled, together with the stomach-purifying properties of tea so eloquently described in Buddhist texts, meant that the breast milk provided by mothers was healthier than it had ever been. No other European nation drank tea so often as the British, which, by Macfarlane's logic, pushed the other nations out of the race for the Industrial Revolution.

G

But, if tea is a factor in the puzzle, why didn't this cause an industrial revolution in Japan? Macfarlane notes that in the 17th century, Japan had large cities, high literacy rates and even a futures market. However, Japan decided against a work-based revolution, by giving up labor-saving devices even animals, to avoid putting people out of work. Astonishingly, the nation that we now think of as one of the most technologically advanced, entered the 19th century having almost abandoned the wheel. While Britain was undergoing the Industrial Revolution, Macfarlane notes wryly, Japan was undergoing an industrious one.

Since 1999

Questions 1-7

Reading passage 1 has seven paragraphs, A-G

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

Write the correct number, i-x, in boxes 1-7 on your answer sheet.

List of headings

- i Cases of Japan, Holland and France
- ii City development in Japan
- iii Tea drinking in Japan and Britain
- iv Failed to find a plausible cause for mystery about lower mortality rate
- v Preconditions necessary for industrial revolution
- vi Time and place of industrialization
- vii Conclusion drawn from the comparison with Japan
- viii Relation between population and changes of drink in Britain
- ix Two possible solutions to the puzzle

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

Questions 8-13

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

In boxes 8-13 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

- 8 The industrialization did not happen in China because of its inefficient railway transportation.
- 9 Tea and beer contributed to protect people from waterborne disease.
- 10 Roy Porter disagreed with the proposed theory about the missing factors
- 11 The reason of lower child deaths is fully explained by food.
- 12 The British made beer by themselves.
- 13 Tax on malt indirectly affected the increase of population in late 17th century.

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Answer keys:

- 1 vi
- 2 v
- 3 ix
- 4 iv
- 5 viii
- 6 iii
- 7 vii
- 8 NOT GIVEN
- 9 TRUE
- 10 FALSE
- 11 FALSE
- 12 NOT GIVEN
- 13 TRUE



MENTAL GYMNASTICS

A

The working day has just started at the head office of Barclays Bank in London. Seventeen staff are helping themselves to a buffet breakfast as young psychologist Sebastian Bailey enters the room to begin the morning's training session. But this is no ordinary training session. He's not here to sharpen their finance or management skills. He's here to exercise their brains.

B

Today's workout, organised by a company called the Mind Gym in London, is entitled "having presence". What follows is an intense 90-minute session in which this rather abstract concept is gradually broken down into a concrete set of feelings, mental tricks and behaviours. At one point the bankers are instructed to shut their eyes and visualise themselves filling the room and then the building. They finish up by walking around the room acting out various levels of presence, from low-key to over the top.

C

It's easy to poke fun. Yet similar mental workouts are happening in corporate seminar rooms around the globe. The Mind Gym alone offers some 70 different sessions, including ones on mental stamina, creativity for logical thinkers and "zoom learning". Other outfits draw more directly on the exercise analogy, offering "neurobics" courses with names like "brain sets" and "cerebral fitness". Then there are books with titles like *Pumping Irons*, full of brainteasers that claim to "flex your mind", and software packages offering memory and spatial-awareness games.

D

But whatever the style, the companies' sales pitch is invariably the same — follow our routines to shape and sculpt your brain or mind, just as you might tone and train your body. And, of course, they nearly all claim that their mental workouts draw on serious scientific research and thinking into how the brain works.

E

One outfit, Brainery of Cambridge, Massachusetts (motto: "Because your grey matter matters") puts it like this: "Studies have shown that mental exercise can cause changes in brain anatomy and brain chemistry which promote increased mental efficiency and clarity. The neuroscience is cutting-edge." And on its website, Mind Gym trades on a quote from Susan Greenfield, one of Britain's best known neuroscientists: "It's a bit like going to the gym, if you exercise your brain it will grow."

F

Indeed, the Mind Gym originally planned to hold its sessions in a local health club, until its founders realised where the real money was to be made. Modern companies need flexible, bright thinkers and will seize on anything that claims to create them, especially if it looks like a quick fix backed by science. But are neurobic workouts really backed by science? And do we need them?

G

Nor is there anything remotely high-tech about what Lawrence Katz, co-author of *Keep*

Your Brain Alive, recommends. Katz, a neurobiologist at Duke University Medical School in North Carolina, argues that just as many of us fail to get enough physical exercise, so we also lack sufficient mental stimulation to keep our brain in trim. Sure we are busy with jobs, family and housework. But most of this activity is repetitive routine. And any leisure time is spent slumped in front of the TV.

H

So, read a book upside down. Write or brush your teeth with your wrong hand. Feel your way around the room with your eyes shut. Sniff vanilla essence while listening intently to orchestral music. Anything, says Katz, to break your normal mental routine. It will help invigorate your brain, encouraging its cells to make new connections and pump out neurotrophins, substances that feed and sustain brain circuits.

I

Well, up to a point it will. "What I'm really talking about is brain maintenance rather than bulking up your IQ," Katz adds. Neurobics, in other words, is about letting your brain fulfill its potential. It cannot create super-brains. Can it achieve even that much, though? Certainly the brain is an organ that can adapt to the demands placed on it. Tests on animal brain tissue, for example, have repeatedly shown that electrically stimulating the synapses that connect nerve cells thought to be crucial to learning and reasoning, makes them stronger and more responsive. Brain scans suggest we use a lot more of our grey matter when carrying out new or strange tasks than when we're doing well-rehearsed ones. Rats raised in bright cages with toys sprout more neural connections than rats raised in bare cages — suggesting perhaps that novelty and variety could be crucial to a developing brain. Katz, and neurologists have proved time and again that people who lose brain cells suddenly during a stroke often sprout new connections to compensate for the loss — especially if they undergo extensive therapy to overcome any paralysis.

J

Guy Claxton, an educational psychologist at the University of Bristol, dismisses most of the neurological approaches as "neuro-babble". Nevertheless, there are specific mental skills we can learn, he contends. Desirable attributes such as creativity, mental flexibility, and even motivation, are not the fixed faculties that most of us think. They are thought habits that can be learned. The problem, says Claxton, is that most of us never get proper training in these skills. We develop our own private set of mental strategies for tackling tasks and never learn anything explicitly. Worse still, because any learned skill — even driving a car or brushing our teeth — quickly sinks out of consciousness, we can no longer see the very thought habits we're relying upon. Our mental tools become invisible to us.

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K

Claxton is the academic adviser to the Mind Gym. So not surprisingly, the company espouses his solution — that we must return our thought patterns to a conscious level, becoming aware of the details of how we usually think. Only then can we start to practise better thought patterns, until eventually these become our new habits. Switching metaphors, picture not gym classes, but tennis or football coaching.

L

In practice, the training can seem quite mundane. For example, in one of the eight

different creativity workouts offered by the Mind Gym — entitled “creativity for logical thinkers” one of the mental strategies taught is to make a sensible suggestion, then immediately pose its opposite. So, asked to spend five minutes inventing a new pizza, a group soon comes up with no topping, sweet topping, cold topping, price based on time of day, flat-rate prices and so on.

M

Bailey agrees that the trick is simple. But it is surprising how few such tricks people have to call upon when they are suddenly asked to be creative: “They tend to just label themselves as uncreative, not realising that there are techniques that every creative person employs.” Bailey says the aim is to introduce people to half a dozen or so such strategies in a session so that what at first seems like a dauntingly abstract mental task becomes a set of concrete, learnable behaviours. He admits this is not a short cut to genius. Neurologically, some people do start with quicker circuits or greater handling capacity. However, with the right kind of training he thinks we can dramatically increase how efficiently we use it.

N

It is hard to prove that the training itself is effective. How do you measure a change in an employee’s creativity levels, or memory skills? But staff certainly report feeling that such classes have opened their eyes. So, neurological boosting or psychological training? At the moment you can pay your money and take your choice. Claxton for one believes there is no reason why schools and universities shouldn’t spend more time teaching basic thinking skills, rather than trying to stuff heads with facts and hoping that effective thought habits are somehow absorbed by osmosis.

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Questions 1-5

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

In boxes 1-5 on your answer sheet, write

YES if the statement is true

NO if the statement is false

NOT GIVEN if the information is not given in the passage

- 1 Mind Gym coach instructed employees to imagine that they are the building.
- 2 Mind Gym uses the similar marketing theory that is used all round
- 3 Susan Greenfield is the founder of Mind Gym.
- 4 All business and industries are using Mind Gym's session globally.
- 5 According to Mind Gym, extensive scientific background supports their mental training sessions.

Questions 6-13

Use the information in the passage to match the people (listed A-D) with opinions or deeds below. Write the appropriate letters A-D in boxes 6-13 on your answer sheet.

A Guy Claxton

B Sebastian Bailey

C Susan Greenfield

D Lawrence Katz

- 6 We do not have enough inspiration to keep our brain fit.
- 7 The more you exercise your brain like exercise in the gym, the more brain will grow.
- 8 Exercise can keep your brain health instead of improving someone's IQ.
- 9 It is valuable for schools to teach students about creative skills besides basic known knowledge.
- 10 We can develop new neuron connections when we lose old connections via certain treatment.
- 11 People usually mark themselves as not creative before figuring out there are approaches for each person.
- 12 An instructor in Mind Gym who guided the employees to exercise.
- 13 Majority of people don't have appropriate skills-training for brain.



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Answer keys:

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



Passage 2

CHILDREN'S LITERATURE

A

Stories and poems aimed at children have an exceedingly long history: lullabies, for example, were sung in Roman times, and a few nursery games and rhymes are almost as ancient. Yet so far as written-down literature is concerned, while there were stories in print before 1700 that children often seized on when they had the chance, such as translations of Aesop's fables, fairy-stories and popular ballads and romances, these were not aimed at young people in particular. Since the only genuinely child-oriented literature at this time would have been a few instructional works to help with reading and general knowledge, plus the odd Puritanical tract as an aid to morality, the only course for keen child readers was to read adult literature. This still occurs today, especially with adult thrillers or romances that include more exciting, graphic detail than is normally found in the literature for younger readers.

B

By the middle of the 18th century there were enough eager child readers, and enough parents glad to cater to this interest, for publishers to specialize in children's books whose first aim was pleasure rather than education or morality. In Britain, a London merchant named Thomas Boreham produced *Cajanus, The Swedish Giant* in 1742, while the more famous John Newbery published *A Little Pretty Pocket Book* in 1744. Its contents — rhymes, stories, children's games plus a free gift ('A ball and a pincushion') — in many ways anticipated the similar lucky-dip contents of children's annuals this century. It is a tribute to Newbery's flair that he hit upon a winning formula quite so quickly, to be pirated almost immediately in America.

C

Such pleasing levity was not to last. Influenced by Rousseau, whose *Emile* (1762) decreed that all books for children save *Robinson Crusoe* were a dangerous diversion, contemporary critics saw to it that children's literature should be instructive and uplifting. Prominent among such voices was Mrs. Sarah Trimmer, whose magazine *The Guardian of Education* (1802) carried the first regular reviews of children's books. It was she who condemned fairy-tales for their violence and general absurdity; her own stories, *Fabulous Histories* (1786) described talking animals who were always models of sense and decorum.

D

So the moral story for children was always threatened from within, given the way children have of drawing out entertainment from the sternest moralists. But the greatest blow to the improving children's book was to come from an unlikely source indeed: early 19th-century interest in folklore. Both nursery rhymes, selected by James Orchard Halliwell for a folklore society in 1842, and collection of fairy-stories by the scholarly Grimm brothers, swiftly translated into English in 1823, soon rocket to popularity with the young, quickly leading to new editions, each one more child-centered than the last. From now on younger children could expect stories written for their particular interest and with the needs of their own limited experience of life kept well to the fore.

E

What eventually determined the reading of older children was often not the availability of special children's literature as such but access to books that contained characters, such as young people or animals, with whom they could more easily empathize, or action, such as exploring or fighting, that made few demands on adult maturity or understanding.

F

The final apotheosis of literary childhood as something to be protected from unpleasant reality came with the arrival in the late 1930s of child-centered best-sellers intent on entertainment at its most escapist. In Britain novelist such as Enid Blyton and Richmal Crompton described children who were always free to have the most unlikely adventures, secure in the knowledge that nothing bad could ever happen to them in the end. The fact that war broke out again during her books' greatest popularity fails to register at all in the self-enclosed world inhabited by Enid Blyton's young characters. Reaction against such dream-worlds was inevitable after World War II, coinciding with the growth of paperback sales, children's libraries and a new spirit of moral and social concern. Urged on by committed publishers and progressive librarians, writers slowly began to explore new areas of interest while also shifting the settings of their plots from the middle-class world to which their chiefly adult patrons had always previously belonged.

G

Critical emphasis, during this development, has been divided. For some the most important task was to rid children's books of the social prejudice and exclusiveness no longer found acceptable. Others concentrated more on the positive achievements of contemporary children's literature. That writers of these works are now often recommended to the attentions of adult as well as child readers echoes the 19th-century belief that children's literature can be shared by the generations, rather than being a defensive barrier between childhood and the necessary growth towards adult understanding.

Questions 14-18

Complete the table below.

Choose **NO MORE THAN TWO WORDS** from Reading Passage 2 for each answer.

Write your answers in boxes 14-18 on your answer sheet.

DATE	FEATURES	AIM	EXAMPLE
Before 1700	Not aimed at young children	Education and morality	Puritanical tract
By the middle of 18th century	Collection of rhymes and games 14 _____	Read for pleasure	A Little Pretty Pocket Book (exported to 15 _____)
Early 19th century	Growing interest in 16 _____	To be more children-centered	Nursery rhymes and 17 _____
Late 1930s	Stories of harm-free 18 _____	Entertainment	Enid Blyton and Richarnal Grompton's novels

Questions 19-21

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

Match each person with the correct statement.

Write the correct letter A-E in boxes 19-21 on your answer sheet.

- 19 Thomas Boreham
- 20 Mrs. Sarah Trimmer
- 21 Grimm Brothers

List of statements

- A Wrote criticisms of children's literature
- B Used animals to demonstrate the absurdity of fairy tales
- C Was not a writer originally
- D Translated a book into English
- E Didn't write in the English language

Questions 22-26

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

In boxes 22-26 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

- 22 Children didn't start to read books until 1700.
- 23 Sarah Trimmer believed that children's books should set good examples.
- 24 Parents were concerned about the violence in children's books.
- 25 An interest in the folklore changed the direction of the development of children's books.
- 26 Today children's book writers believe their works should appeal to both children and adults.

Answer keys:

- 14 stories
- 15 America
- 16 folklore
- 17 fairy-stories
- 18 adventures
- 19 C
- 20 A
- 21 E
- 22 FALSE
- 23 TRUE
- 24 NOT GIVEN
- 25 TRUE
- 26 TRUE



Tasmanian Tiger

A

Although it was called tiger, it looked like a clog with black stripes on its hack and it was the largest known carnivorous marsupial of modern times. Yet, despite its fame for being one of the most fabled animals in the world, it is one of the least understood of Tasmania's native animals. The scientific name for the Tasmanian tiger is Thylacine and it is believed that they have become extinct in the 20th century.

B

Fossils of thylacines dating from about almost 12 million years ago have been dug up at various places in Victoria, South Australia and Western Australia. They were widespread in Australia 7,000 years ago, but have probably been extinct on the continent for 2,000 years. This is believed to be because of the introduction of dingoes around 8,000 years ago. Because of disease, thylacine numbers may have been declining in Tasmania at the time of European settlement 200 years ago, but the decline was certainly accelerated by the new arrivals. The last known Tasmanian Tiger died in Iloilo Zoo in 1936 and the animal is officially classified as extinct. Technically, this means that it has not been officially sighted in the wild or captivity for 50 years. However, there are still unsubstantiated sightings.

C

Hans Naarding, whose study of animals had taken him around the world, was conducting a survey of a species of endangered migratory bird, what he saw that night is now regarded as the most credible sighting recorded of thylacine that many believe has been extinct for more than 70 years.

D

"I had to work at night." Naarding takes up the story. "I was in the habit of intermittently shining a spotlight around. The beam fell on an animal in front of the vehicle, less than 10m away. Instead of risking movement by grabbing for a camera, I decided to register very carefully what I was seeing. The animal was about the size of a small shepherd dog, a very healthy male in prime condition. What set it apart from a dog, though, was a slightly sloping hindquarter, with a fairly thick tail being a straight continuation of the backline of the animal. It had 12 distinct stripes on its back, continuing onto its butt. I knew perfectly well what I was seeing. As soon as I reached for the camera, it disappeared into the tea-tree undergrowth and scrub."

E

The director of Tasmania's National Parks at the time, Peter Morrow, decided in his wisdom to keep Naarding's sighting of the thylacine secret for two years. When the news finally broke, it was accompanied by pandemonium. "I was besieged by television crews, including four to five from Japan, and others from the United Kingdom, Germany, New Zealand and South America," said Naarding.

F

Government and private search parties combed the region, but no further sightings were made. The tiger, as always, had escaped to its lair, a place many insist exists only in our imagination. But since then, the thylacine has staged something of a comeback,

becoming part of Australian mythology.

G

There have been more than 4, 000 claimed sightings of the beast since it supposedly died out, and the average claims each year reported to authorities now number 150. Associate professor of zoology at the University of Tasmania, Randolph Rose, has said he dreams of seeing a thylacine. But Rose, who in his 35 years in Tasmanian academia has fielded countless reports of thylacine sightings, is now convinced that his dream will go unfulfilled.

H

"The consensus among conservationists is that, usually; any animal with a population base of less than 1, 000 is headed for extinction within 60 years," says Rose. "Sixty years ago, there was only one thylacine that we know of, and that was in Hobart Zoo," he says.

L

And Mooney has seen it all — the mistakes, the hoaxes, the illusions and the plausible accounts of sightings. Hoaxers aside, most people who report sightings end up believing they have seen a thylacine, and are themselves believable to the point they could pass a lie-detector test, according to Mooney. Others, having tabled a creditable report, then become utterly obsessed like the Tasmanian who has registered 99 thylacine sightings to date. Mooney has seen individuals bankrupted by the obsession, and families destroyed. "It is a blind optimism that something is, rather than a cynicism that something isn't," Mooney says. "If something crosses the road, it's not a case of 'I wonder what that was?' Rather, it is a case of 'that's a thylacine!' It is a bit like a gold prospector's blind faith, 'it has got to be there.'"

M

However, Mooney treats all reports on face value. "I never try to embarrass people, or make fools of them. But the fact that I don't pack the car immediately they ring can often be taken as ridicule. Obsessive characters get irate that someone in my position is not out there when they think the thylacine is there."

But Hans Naarding, whose sighting of a striped animal two decades ago was the highlight of "a life of animal spotting", remains bemused by the time and money people waste on tiger searches. He says resources would be better applied to saving the Tasmanian devil, and helping migratory bird populations that are declining as a result of shrinking wetlands across Australia.

O

Could the thylacine still be out there? "Sure," Naarding says. But he also says any discovery of surviving thylacines would be "rather pointless". "How do you save a species from extinction? What could you do with it? If there are thylacines out there, they are better off right where they are."

Questions 14-17

Complete the summary below.

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

Write your answers in boxes 14-17 on your answer sheet.

The Tasmanian tiger, also called thylacine, resembles the look of a dog and has 14 _____ on its fur coat. Many fossils have been found, showing that thylacines had existed as early as 15 _____ years ago. They lived throughout 16 _____ before disappearing from the mainland. And soon after the 17 _____ settlers arrived the size of thylacine population in Tasmania shrunk at a higher speed.

Questions 18-23

Look at the following statements (Questions 18-23) and the list of people below. Match each statement with the correct person, A, B, C or D.

Write the correct letter, A, B, C or D, in boxes 18-23 on your answer sheet.

NB You may use any letter more than once.

List of People

- A Hans Naarding
- B Randolph Rose
- C David Pemberton
- D Nick Mooney

- 18 His report of seeing a live thylacine in the wild attracted international interest.
- 19 Many eye-witnesses' reports are not trustworthy.
- 20 It doesn't require a certain number of animals to ensure the survival of a species.
- 21 There is no hope of finding a surviving Tasmanian tiger.
- 22 Do not disturb them if there are any Tasmanian tigers still living today.
- 23 The interpretation of evidence can be affected by people's beliefs.

Questions 24-26

Choose the correct A, B, C or D.

Write the correct letter in boxes 24-26 on your answer sheet.

- 24 Hans Naarding's sighting has resulted in
 - A government and organisations' cooperative efforts to protect thylacine
 - B extensive interests to find a living thylacine.
 - C increase of the number of reports of thylacine worldwide.
 - D growth of popularity of thylacine in literature.

- 25 The example of coelacanth is to illustrate
 - A it lived in the same period with dinosaurs.
 - B how dinosaurs evolved legs.
 - C some animals are difficult to catch in the wild.
 - D extinction of certain species can be mistaken.

- 26 Mooney believes that all sighting reports should be
 - A given some credit as they claim even if they are untrue.
 - B acted upon immediately.
 - C viewed as equally untrustworthy.
 - D questioned and carefully investigated.

Answer keys:

- 14 black stripes
- 15 12 million
- 16 Australia
- 17 European
- 18 A
- 19 D
- 20 C
- 21 B
- 22 A
- 23 D
- 24 B
- 25 D
- 26 A



Passage 3

Soviet's New Working Week

Historian investigates how Stalin changed the calendar to keep the Soviet people continually at work.

A

“There are no fortresses that Bolsheviks cannot storm.” With these words, Stalin expressed the dynamic self-confidence of the Soviet Union’s Five Year Plan: weak and backward Russia was to turn overnight into a powerful modern industrial country. Between 1928 and 1932, production of coal, iron and steel increased at a fantastic rate, and new industrial cities sprang up, along with the world’s biggest dam. Everyone’s life was affected, as collectivised farming drove millions from the land to swell the industrial proletariat. Private enterprise disappeared in city and country, leaving the State supreme under the dictatorship of Stalin. Unlimited enthusiasm was the mood of the day with the Communists believing that iron will and hard-working manpower alone would bring about a new world.

B

Enthusiasm spread to time itself, in the desire to make the state a huge efficient machine, where not a moment would be wasted, especially in the workplace. Lenin had already been intrigued by the ideas of the American Frederick Winslow Taylor (1856-1915), whose time-motion studies had discovered ways of stream-lining effort so that every worker could produce the maximum. The Bolsheviks were also great admirers of Henry Ford’s assembly line mass production and of his Fordson tractors that were imported by the thousands. The engineers who came with them to train their users helped spread what became a real cult of Ford. Emulating and surpassing such capitalist models formed part of the training of the new Soviet Man, a heroic figure whose unlimited capacity for work would benefit everyone in the dynamic new society. All this culminated in the Plan, which has been characterized as the triumph of the machine, where workers would become supremely efficient robot-like creatures.

C

Yet this was Communism whose goals had always included improving the lives of the proletariat. One major step in that direction was the sudden announcement in 1927 that reduced the working day from eight to seven hours. In January 1929, all Industries were ordered to adopt the shorter day by the end of the Plan. Workers were also to have an extra hour off on the eve of Sundays and holidays. Typically though, the state took away more than it gave, for this was part of a scheme to increase production by establishing a three-shift system. This meant that the factories were open day and night and that many had to work at highly undesirable hours.

D

Hardly had that policy been announced, though, than Yuri Larin, who had been a close associate of Lenin and architect of his radical economic policy, came up with an idea for even greater efficiency. Workers were free and plants were closed on Sundays. Why not abolish that wasted day by instituting a continuous work week so that the machines could operate to their full capacity every day of the week? When Larin presented his idea to the Congress of Soviets in May 1929, no one paid much attention. Soon after, though, he got the ear of Stalin, who approved. Suddenly, in June, the Soviet press was filled with

articles praising the new scheme. In August, the Council of Peoples' Commissars ordered that the continuous work week be brought into immediate effect, during the height of enthusiasm for the Plan, whose goals the new schedule seemed guaranteed to forward.

E

The idea seemed simple enough, but turned out to be very complicated in practice. Obviously, the workers couldn't be made to work seven days a week, nor should their total work hours be increased. The Solution was ingenious: a new five-day week would have the workers on the job for four days, with the fifth day free; holidays would be reduced from ten to five, and the extra hour off on the eve of rest days would be abolished. Staggering the rest-days between groups of workers meant that each worker would spend the same number of hours on the job, but the factories would be working a full 360 days a year instead of 300. The 360 divided neatly into 72 five-day weeks. Workers in each establishment (at first factories, then stores and offices) were divided into five groups, each assigned a colour which appeared on the new Uninterrupted Work Week calendars distributed all over the country. Colour-coding was a valuable mnemonic device, since workers might have trouble remembering what their day off was going to be, for it would change every week. A glance at the colour on the calendar would reveal the free day, and allow workers to plan their activities. This system, however, did not apply to construction or seasonal occupations, which followed a six-day week, or to factories or mines which had to close regularly for maintenance: they also had a six-day week, whether interrupted (with the same day off for everyone) or continuous. In all cases, though, Sunday was treated like any other day.

F

Official propaganda touted the material and cultural benefits of the new scheme. Workers would get more rest; production and employment would increase (for more workers would be needed to keep the factories running continuously); the standard of living would improve. Leisure time would be more rationally employed, for cultural activities (theatre, clubs, sports) would no longer have to be crammed into a weekend, but could flourish every day, with their facilities far less crowded. Shopping would be easier for the same reasons. Ignorance and superstition, as represented by organized religion, would suffer a mortal blow, since 80 per cent of the workers would be on the job on any given Sunday. The only objection concerned the family, where normally more than one member was working: well, the Soviets insisted, the narrow family was far less important than the vast common good and besides, arrangements could be made for husband and wife to share a common schedule. In fact, the regime had long wanted to weaken or sideline the two greatest potential threats to its total dominance: organized religion and the nuclear family. Religion succumbed, but the family, as even Stalin finally had to admit, proved much more resistant.

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G

The continuous work week, hailed as a Utopia where time itself was conquered and the sluggish Sunday abolished forever, spread like an epidemic. According to official figures, 63 percent of industrial workers were so employed by April 1930; in June, all industry was ordered to convert during the next year. The fad reached its peak in October when it affected 73 per cent of workers. In fact, many managers simply claimed that their factories had gone over to the new week, without actually applying it. Conforming to the demands of the Plan was important; practical matters could wait. By then, though,

problems were becoming obvious. Most serious (though never officially admitted), the workers hated it. Coordination of family schedules was virtually impossible and usually ignored, so husbands and wives only saw each other before or after work; rest days were empty without any loved ones to share them — even friends were likely to be on a different schedule. Confusion reigned: the new plan was introduced haphazardly, with some factories operating five-, six- and seven-day weeks at the same time, and the workers often not getting their rest days at all.

H

The Soviet government might have ignored all that (It didn't depend on public approval), but the new week was far from having the vaunted effect on production. With the complicated rotation system, the work teams necessarily found themselves doing different kinds of work in successive weeks. Machines, no longer consistently in the hands of people who knew how to tend them, were often poorly maintained or even broken. Workers lost a sense of responsibility for the special tasks they had normally performed.

As a result, the new week started to lose ground. Stalin's speech of June 1931, which criticised the "depersonalised labor", its too hasty application had brought, marked the beginning of the end. In November, the government ordered the widespread adoption of the six-day week, which had its own calendar, with regular breaks on the 6th, 12th, 18th, 24th, and 30th, with Sunday usually as a working day. By July 1935, only 26 per cent of workers still followed the continuous schedule, and the six-day week was soon on its way out. Finally, in 1940, as part of the general reversion to more traditional methods, both the continuous five-day week and the novel six-day week were abandoned, and Sunday returned as the universal day of rest. A bold but typically ill-conceived experiment was at an end.



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Questions 27-34

Reading Passage 2 has nine paragraphs A-I.

Choose the correct heading for each paragraph from the list of headings below. Write the correct number i-xii in boxes 27-34 on your answer sheet.

List of Headings

- | | |
|------|--|
| i | Benefits of the new scheme and its resistance |
| ii | Making use of the once wasted weekends |
| iii | Cutting work hours for better efficiency |
| iv | Optimism of the great future |
| v | Negative effects on production itself |
| vi | Soviet Union's five year plan |
| vii | The abolishment of the new work-week scheme |
| viii | The Ford model |
| ix | Reaction from factory workers and their families |
| x | The color-coding scheme |
| xi | Establishing a three-shift system |
| xii | Foreign inspiration |

27 Paragraph A

28 Paragraph B

Example

Answer

Paragraph C

iii

29 Paragraph D

30 Paragraph E

31 Paragraph F

32 Paragraph G

33 Paragraph H

34 Paragraph I

Questions 35-37

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

Write your answers in boxes 35-37 on your answer sheet.

35 According to paragraph A, Soviet's five year plan was a success because

- A Bolsheviks built a strong fortress.
- B Russia was weak and backward.
- C industrial production increased.
- D Stalin was confident about Soviet's potential.

36 Daily working hours were cut from eight to seven to

- A improve the lives of all people.
- B boost industrial productivity.
- C get rid of undesirable work hours.
- D change the already establish three-shift work system.

37 Many factory managers claimed to have complied with the demands of the new work week because

- A they were pressurized by the state to do so.
- B they believed there would not be any practical problems.
- C they were able to apply it.
- D workers hated the new plan.



Questions 38-40

Answer the questions below using **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 38-40 on your answer sheet.

- 38 Whose idea of continuous work week did Stalin approve and helped to implement?
- 39 What method was used to help workers to remember the rotation of their off days?
- 40 What was the most resistant force to the new work week scheme?



Answer keys:

- 27 iv
- 28 xii
- 29 ii
- 30 x
- 31 i
- 32 ix
- 33 v
- 34 vii
- 35 C
- 36 B
- 37 A
- 38 Yuri Larin
- 39 Colour-coding / colour
- 40 family



Save Endangered Language

“Obviously we must do some serious rethinking of our priorities, lest linguistics go down in history as the only science that presided obviously over the disappearance of 90 percent of the very field to which it is dedicated.” - Michael Krauss, “The World’s Languages in Crisis.”

A

Ten years ago Michael Krauss sent a shudder through the discipline of linguistics with his prediction that half the 6,000 or so languages spoken in the world would cease to be uttered within a century. Unless scientists and community leaders directed a worldwide effort to stabilize the decline of local languages, he warned, nine tenths of the linguistic diversity of humankind would probably be doomed to extinction. Krauss’s prediction was little more than an educated guess, but other respected linguists had been clanging out similar alarms. Kenneth L. Hale of the Massachusetts Institute of Technology noted in the same journal issue that eight languages on which he had done fieldwork had since passed into extinction. A 1990 survey in Australia found that 70 of the 90 surviving Aboriginal languages were no longer used regularly by all age groups. The same was true for all but 20 of the 175 Native American languages spoken or remembered in the US, Krauss told a congressional panel in 1992.

B

Many experts in the field mourn the loss of rare languages, for several reasons. To start, there is scientific self-interest: some of the most basic questions in linguistics have to do with the limits of human speech, which are far from fully explored. Many researchers would like to know which structural elements of grammar and vocabulary — if any — are truly universal and probably therefore hardwired into the human brain. Other scientists try to reconstruct ancient migration patterns by comparing borrowed words that appear in otherwise unrelated languages. In each of these cases, the wider the portfolio of languages you study, the more likely you are to get the right answers.

Despite the near constant buzz in linguistics about endangered languages over the past 10 years, the field has accomplished depressingly little. “You would think that there would be some organized response to this dire situation, some attempt to determine which language can be saved and which should be documented before they disappear,” says Sarah G. Thomason, a linguist at the University of Michigan at Ann Arbor. “But there isn’t any such effort organized in the profession. It is only recently that it has become fashionable enough to work on endangered languages. Six years ago, recalls Douglas H. Whalen of Yale University, “when I asked linguists who was raising money to deal with these problems, I mostly got blank stares.” So Whalen and a few other linguists founded the Endangered Languages Fund. In the five years to 2001 they were able to collect only \$80,000 for research grants. A similar foundation in England, directed by Nicholas Ostler, has raised just \$8,000 since 1995.

D

But there are encouraging signs that the field has turned a corner. The Volkswagen Foundation, a German charity, just issued its second round of grants totaling more than \$2 million. It has created a multimedia archive at the Max Planck Institute for Psycholinguistics in the Netherlands that can house recordings, grammars, dictionaries and other data on endangered languages. To fill the archive, the foundation has dispatched field linguists to document Aweti (100 or so speakers in Brazil), Ega (about 300 speakers in Ivory Coast), Waima'a (a few hundred speakers in East Timor), and a dozen or so other languages unlikely to survive the century. The Ford Foundation has also edged into the arena. Its contributions helped to reinvigorate a master-apprentice program created in 1992 by Leanne Hinton of Berkeley and Native Americans worried about the imminent demise of about 50 indigenous languages in California. Fluent speakers receive \$3,000 to teach a younger relative (who is also paid) their native tongue through 300 hours of shared activities, spread over six months. So far about 5 teams have completed the program, Hinton says, transmitting at least some knowledge of 25 languages. "It's too early to call this language revitalization," Hinton admits. "In California the death rate of elderly speakers will always be greater than the recruitment rate of young speakers. But at least we prolong the survival of the language." That will give linguists more time to record these tongues before they vanish.

E

But the master-apprentice approach hasn't caught on outside the U.S., and Hinton's effort is a drop in the sea. At least 440 languages have been reduced to a mere handful of elders, according to the Ethnologue, a catalogue of languages produced by the Dallas-based group SIL International that comes closest to global coverage. For the vast majority of these languages, there is little or no record of their grammar, vocabulary, pronunciation or use in daily life. Even if a language has been fully documented, all that remains once it vanishes from active use is a fossil skeleton, a scattering of features that the scientist was lucky and astute enough to capture. Linguists may be able to sketch an outline of the forgotten language and fix its place on the evolutionary tree, but little more. "How did people start conversations and talk to babies? How did husbands and wives converse?" Hinton asks. "Those are the first things you want to learn when you want to revitalize the language."

F

But there is as yet no discipline of "conservation linguistics", as there is for biology. Almost every strategy tried so far has succeeded in some places but failed in others, and there seems to be no way to predict with certainty what will work where. Twenty years ago in New Zealand, Maori speakers set up "language nests", in which preschoolers were immersed in the native language. Additional Maori-only classes were added as the children progressed through elementary and secondary school. A similar approach was tried in Hawaii, with some success — the number of native speakers has stabilized at 1,000 or so, reports Joseph E. Grimes of SIL International, who is working on Oahu. Students can now get instruction in Hawaiian all the way through university.

G

One factor that always seems to occur in the demise of a language is that the speakers begin to have collective doubts about the usefulness of language loyalty. Once they start regarding their own language as inferior to the majority language, people stop using it for all situations. Kids pick up on the attitude and prefer the dominant language. In many cases, people don't notice until they suddenly realize that their kids never speak the language, even at home. This is how Cornish and some dialects of Scottish Gaelic is still only rarely used for daily home life in Ireland, 80 years after the republic was founded with Irish as its first official language.

H

Linguists agree that ultimately, the answer to the problem of language extinction is multilingualism. Even uneducated people can learn several languages, as long as they start as children. Indeed, most people in the world speak more than one tongue, and in places such as Cameroon (279 languages), Papua New Guinea (823) and India (387) it is common to speak three or four distinct languages and a dialect or two as well. Most Americans and Canadians, to the west of Quebec, have a gut reaction that anyone speaking another language in front of them is committing an immoral act. You get the same reaction in Australia and Russia. It is no coincidence that these are the areas where languages are disappearing the fastest. The first step in saving dying languages is to persuade the world's majorities to allow the minorities among them to speak with their own voices.



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Questions 27-33

The reading passage has eight paragraphs, A-H

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

Write the correct number, i-xi, in boxes 27-33 on your answer sheet.

List of Headings

- i data consistency needed for language
- ii consensus on an initiative recommendation for saving dying out languages
- iii positive gains for protection
- iv minimum requirement for saving a language
- v Potential threat to minority language
- vi a period when there was absent of real effort made.
- vii native language programs launched
- viii Lack in confidence in young speakers as a negative factor
- ix Practise in several developing countries
- x Value of minority language to linguists.
- xi government participation in language field

27 Paragraph A

28 Paragraph B

Example

Answer

Paragraph C

vi

29 Paragraph D

30 Paragraph E

31 Paragraph F

32 Paragraph G

33 Paragraph H

Questions 34-38

Use the information in the passage to match the people (listed A-F) with opinions or deeds below. Write the appropriate letters A-F in boxes 34-38 on your answer sheet.

A Nicholas Ostler

B Michael Krauss

C Joseph E. Grimes

D Sarah G. Thomason

E Keneth L. Hale

F Douglas H. Whalen

34 Reported language conservation practice in Hawaii

35 Predicted that many languages would disappear soon

36 Experienced process that languages die out personally

37 Raised language fund in England

38 Not enough effort on saving until recent work

Questions 39-40

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

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

39 What is real result of master-apprentice program sponsored by The Ford Foundation?

- A Teach children how to speak
- B Revive some endangered languages in California
- C postpone the dying date for some endangered languages
- D Increase communication between students

40 What should majority language speakers do according to the last paragraph?

- A They should teach their children endangered language in free lessons
- B They should learn at least four languages
- C They should show their loyalty to a dying language
- D They should be more tolerant to minority language speaker



Answer keys:

- 27 v
- 28 x
- 29 iii
- 30 i
- 31 vii
- 32 viii
- 33 ii
- 34 C
- 35 B
- 36 E
- 37 A
- 38 D
- 39 C
- 40 B

