

Essential Reading

for IELTS

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NHÀ XUẤT BẢN TỔNG HỢP
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NTV

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Essential Reading *for* IELTS

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PREFACE

Essential Reading for IELTS is a comprehensive preparation course for the IELTS Reading Module. It is designed to target a broad range of IELTS test-takers, from the pre-intermediate learners to those who have a higher level of proficiency. **Essential Reading for IELTS** develops both test-taking skills and language necessary for you to achieve an IELTS Reading score between 5.0 and 6.5.

Main features of Essential Reading for IELTS:

- Preparation and practice material is organised into three levels: Pre-intermediate, Intermediate and Upper-intermediate. The book consists of 22 units with 52 lessons. The units in each level are based on topics which frequently appear in the real test. There are 3 sections in every lesson:
- 1. **Warm-up:** This section often takes the form of a discussion question, an interesting proverb, or an anecdote to introduce contexts and motivate the learners.
- 2. **Skill Focus:** Essential reading skills, especially those specific to the IELTS test, are introduced through this section.
- 3. **Main Reading Text:** This section provides targeted practice exercises so that you can apply what you have learned in the previous section and develop the test-taking and language skills in focus. These exercises are very similar to real-test items in terms of question types and the level of difficulty. Major question types include:
 - Multiple choice questions
 - Short-answer questions
 - Sentence completion
 - Notes / flowchart / table completion
 - Labelling a diagram / map
 - Summary completion
 - Classification
 - Matching lists / phrases
 - Matching paragraph headings
 - Identification of information – True / False / Not Given
- An integral workbook gives extra practice material as well as reinforces key points on language and test-taking skills.
- Keys to all textbook and workbook exercises are also included to help you check the answers and monitor your progress.



The material in **Essential Reading for IELTS** has been carefully selected and arranged in sequential order to facilitate systematic learning and building up your language proficiency as well as your test-taking skills. However, if you do not have time to do it all, you can always focus on those units, lessons, or exercises that suit your level and specific needs.

Based on extensive research on the real-test format and rubrics, **Essential Reading for IELTS** is designed so that it can effectively assist you in achieving your target score in the shortest time possible. The authors are convinced that you will find **Essential Reading for IELTS** extremely helpful on your path to success with the International English Language Testing System.



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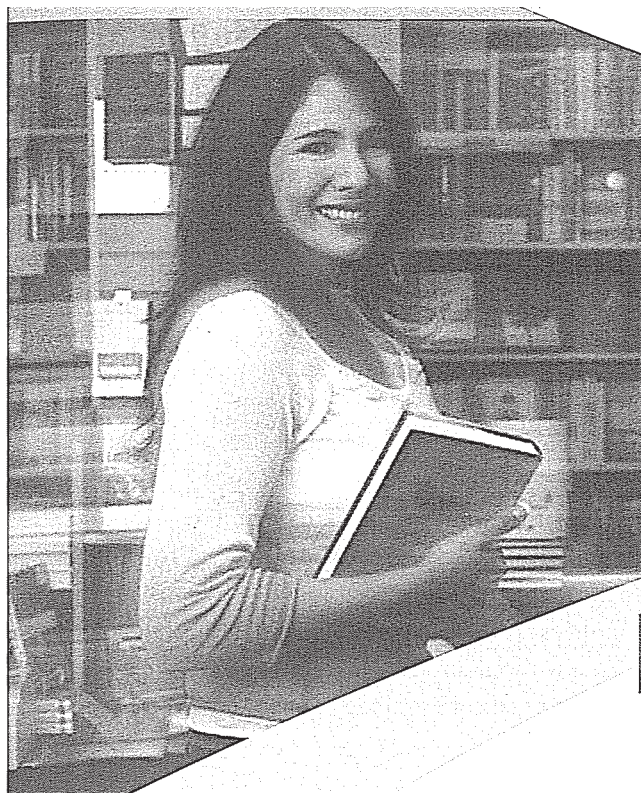
Textbook





Level one





Unit

1

Registration

Lesson 1

Warm-up

Classify the above 20 brand names into two groups: automobile brand names and cosmetics brand names.

Skill analysis

When doing the IELTS reading, a lot of examinees complain of the large reading load by citing the statistics that within 60 minutes, they have to read three passages and finish 40 questions attached after the three articles. They are in fact trapped by the designers of the test. It is most difficult for the average examinees to do intensive reading of the three articles within the given time. The way out is to employ a very important reading skill, which is called fast reading.

In general, fast reading is comprised of two sub-reading skills, namely, skimming and scanning. In the following several lessons, we will discuss the proper ways to employ the "scanning" strategy in IELTS reading. As the first step, scanning means "look, rather than read", that is, in order for the examinees to improve their reading speed, they just need to look for the exact words or phrases, without any efforts to understand the meaning in the context. So in the first lesson, the students are trained to "spot out" the proper names appearing in the sentences or paragraphs.

Skill training

Exercise 1

Questions 1-5

Underline the proper names referring to world-famous cities in the five given sentences.

1. As known to all, New York is one of the biggest financial centers, where you can see one of the three most important stock exchange centers.
2. There is a most developed underground system in London, but the traffic there is still terrible.
3. Paris is the capital of fashion and art, of which the name came from a prince of the ancient Greek mythology.
4. When in Rome, do as the Romans do.
5. There are many places of interest in Beijing, such as the Forbidden City, the Great Wall, the Summer Palace and so on.



Lesson 1

Exercise 2

Question 6

Circle the proper names referring to the places of campus in the paragraph.

Sparkhill University campus is small in comparison with most universities in Britain. As you enter the main gate, you will see the Student Union Building on the right. The building next to the Student Union is the Pentagon Canteen, named after its shape. Opposite the Student Union, there is the university bookshop, Boothby's, where students can buy most of the textbooks used in their courses at discounted prices. If you prefer to borrow books, go to the Wellington Library, which is about 200 metres north of the bookshop. If you get lost, go to the entrance to the Melrose Sports Centre; the library is directly opposite it.

Exercise 3

Question 7

Fill in the blanks with the relevant proper names from the passage.

Places	Numbers	Names	Others

The admission procedure at Sparkhill University involves two simple steps: application and enrollment. The application procedure is as follows. You must submit a completed Application for Admission together with a non-refundable application fee of 25 pounds to the Admissions Officer. Applications should be received by 1st August for students intending to begin their studies on 1st October. Application received after this date will only be considered at the discretion of the Admissions Officer. Check your Application for Admission carefully to ensure that there are no errors or omissions.

The Admissions Officer is Mrs. Jean Edwards, who has been dealing with admission affairs over 20 years now. Applications can be sent to her at the university address. Alternatively, you



may deliver your application in person to Mrs. Edwards or the Assistant Admissions Officer, Mr. Richard Cox, during office hours, Monday to Friday (9:00 a.m.–12:00 a.m., 1:00 p.m.–5:00 p.m.). The Admissions Office is located on the ground floor of the Keeling Building. The telephone number for the Admissions Office is (0363) 63 85 93 67.

Domestic students using the Computerised Admissions System do not need to send evidence of their academic results with their applications, but all other applicants must do so. Copies of transcripts, etc., may be sent separately from the Application for Admission, but please ensure that they are clearly marked with your name and address, so that they can be processed quickly. You can call the Admissions Office during working hours to check that your documents have arrived.

Enrollment takes place on the first day of term. Students who are unable to enroll on the first day of term must contact the Admissions Office to make alternative arrangements. Students sign up for courses with the Administration Officer at the faculties where those courses are taught. So, for example, if you wish to sign up for French Literature, you must go to the Foreign Language Faculty to enroll. A full list of courses and details of where to enroll will be published on our website at least 10 days before the start of term. Each faculty organizes its own orientation sessions on the second day of term. You should attend the orientation session at the faculty where you are taking most of your courses.



Unit

2

Campus

Lesson 2

Warm-up

◆ “but”—structural word

Let us not love with words or tongue **but** with actions and in truth.**S**kill analysis

The reading strategy suggested by IELTS experts is summarized as follows: first, read the topic sentence (in most cases, the beginning or ending sentence of a paragraph) of each paragraph very quickly (skim reading) to get a general idea of what the writer is saying and how the writer developed his article; secondly, read the questions to un-

derstand what is the most important information needed to finish the question (in most cases, a key word in the question sentence); thirdly, use the key words to scan the passage to locate the particular information in the text and then read the located sentence intensively to find the correct answer.

Based on the training in the first lesson, we will move on to discuss a more difficult task involving scanning, that is, try to scan for structural words and phrases. In English passages, there are a lot of such structural cues, through which the author indicates his or her train of thought. Structural cues are those that can serve as markers for the readers to understand how the central ideas are developed. Structural cues differ from proper nouns in that we don't have such obvious characteristics as capitalized initial letters of proper nouns. So we have to predict what sort of structural words and phrases will appear in the target text.

Skill training

Exercise 1

Questions 1–5

Underline the structural words and phrases in the five given sentences.

1. Several houses were destroyed by the storm as a result.
2. Then, Mike drank another bottle of water—in addition to the two he had already drunk!
3. Since some of us must fly to Beijing this evening, we should finish the meeting at 3 o'clock.
4. There are several problems with the project. However, we must still try to finish on time.
5. Our sales weren't as high as last year. Nonetheless, our profits increased a little.

Exercise 2

Question 6

Underline the structural words and phrases in the two given paragraphs.

Although small, the Sparkhill University campus has numerous activities for students. Campus social life revolves around the Student Union Building, since there is a bar on the ground floor and, in addition, there is a coffee shop and games room on the first floor. The coffee shop and games room are generally quiet. However, the bar hosts discos on the weekends and live music during the week. Since the coffee shop is open from 8:00 a.m., those of you who need an early morning cup of coffee will find yourselves taken care of. Alternatively, for those of you wishing to keep fit, there is a sports hall. Although it isn't an Olympic stadium, it has facilities for many



Lesson 2

sports and a fully-equipped fitness centre.

In addition to the campus facilities, there's plenty to do off-campus. The local swimming pool is nearby. However, it can get very crowded, so we recommend that you go early in the morning or during lunch. As there are only a few shops on campus, you will be doing most of your shopping in the town. Greenhill Road is very popular with students as it is only a short walk from the campus. However, the shops there close rather early, at 6:00 p.m.

Exercise 3

Question 7

Underline the structural words and phrases in the given passage.

Darston University has a wide range of facilities on campus. In addition to these, there are plenty of off-campus facilities available to students in the town itself. The Student Travel Service (STS) is located on the second floor of the Beacon Building. Whilst the STS offers a wide range of services, some students report finding even better deals at Dickson's Travel on Bridge Street and Shelly Tours on Middleton Road, both of which are off-campus. However, we suggest that you make the STS your first port of call, given that it is more convenient.

Sporty students should know that there is only a fitness center on campus. Nonetheless, the university runs a cooperative project with Darston Town Council to provide sports facilities for both students and local residents at the Riverside Sports Centre. The sports center is open from 7:00 a.m. to 10:00 p.m., so those of you who fancy an early-morning swim or a game of squash in the evening are well catered for. The sports center also features table tennis, track and field, volleyball, and 5-a-side football. Moreover, bicycles and canoes can be rented at the center—perfect for a day in the countryside or on the water.

There is a bar and a coffee shop on campus. "The Digs" is popular with students for its cheap selection of drinks, tasty snacks, and occasional live music, whereas the "Café Royale" provides a quiet, relaxing atmosphere for students to unwind after a hard day of lectures and seminars. There are three pubs in town: "The Lamb and Flag", "The Four Horses", and "The Sports Bar" at the sports centre. Even though "Starbucks" hasn't reached Darston yet, there are two cafés in town—"Claude's Patisserie" and "Café del Mar". Both serve snacks.

Despite the fact that Darston has a population of just over 10,000, there are several clubs. The philately club meets on the first Sunday of each month. The hiking club organises walks every weekend during July and August and every two weeks in June and September. "The Lamb and Flag" holds a pub quiz every Tuesday, starting at 8:00 p.m. and there's a lot of friendly rivalry between student teams and local ones. Remember that you may not have more than five people on your team! As for clubs on campus, these tend to come and go, so look out for flyers posted around the campus informing you of current club activities.



Which category can you put the italicized parts into, verb phrases or nominal phrases?

If you *come across* a *bird's nest* beside the road, either in a tree or on the ground, and the mother is sitting on the young or on the eggs, do not take the mother with the young. You may take the young, but be sure to leave the mother.



Lesson 3

Skill analysis

When we are scanning, we should bear in mind that in the very beginning, we should try to spot out the exact words or expressions in the reading passage without spending efforts in understanding its grammatical roles in the sentence. If we try to read too intensively in the very beginning, we will not achieve high reading speed. In this lesson, we are trained to adopt a proper way of fast reading, that is, when we are fast reading a passage, we should avoid reading word for word, but we should put our eyes in the middle of a sentence and scan the right half and the left half very quickly.

You may find it hard to do this in the beginning, so you can start by reading for sense groups. In other words, you should try to let your eyes move to chunks of words which can convey independent meanings.

Skill training

Exercise 1

Questions

Fill the appropriate answers in the table.

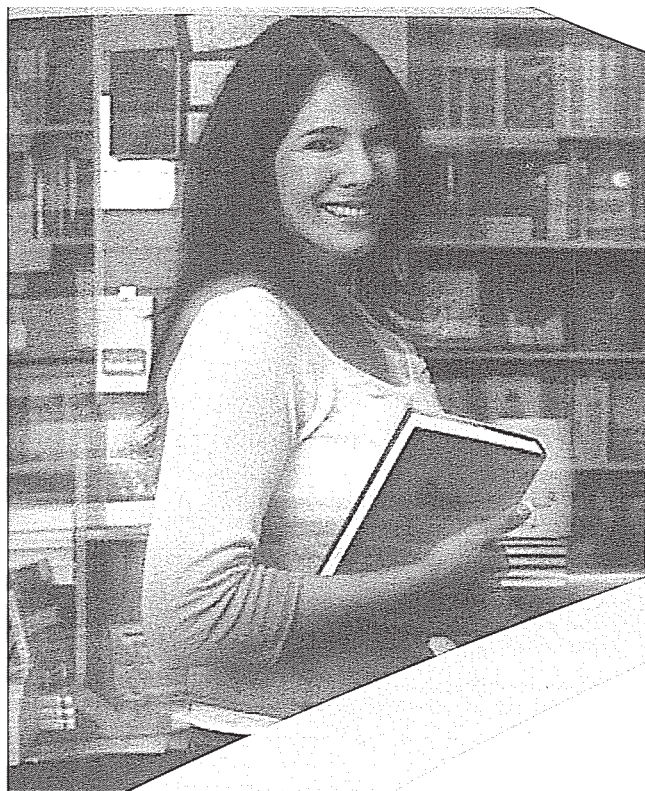
1. He walked through the gate into the garden.
2. The discussion went on for so long that I thought it would never end.
3. It took me hours to clean up the mess after the party on Saturday.
4. The police suspected him of carrying drugs so they went through his bag—but they found nothing.
5. Yuck, this milk stinks! I think it's gone off.
6. The amount that we export is largely dependent on exchange rates, which can make our products cheaper or more expensive.

Question	Answer	Answer

**Exercise 2****Question 2**

Underline the phrases (verb, nominal, prepositional) in the given paragraph.

Opening up a bank account in Britain as an overseas student is simple. You can apply for it one online, but many people prefer to drop into their local bank branch, because that way they can have a chat with a member of staff, ensuring that they get exactly what they want. When you stop by the bank for the first time, make sure that you have your passport and evidence that you are enrolled as a student at an educational institution. When you sign up for a bank account, you will need to provide details such as your address (to which correspondence can be sent) and possibly proof that you already have a bank account in your home country. One thing that many overseas students find surprising about British banks is that they provide many services free of charge. They do not charge for cheques, withdrawals from cash machines, automated bill payments and monthly statements. Most banks offer free Internet banking—check with the bank when you drop by. Generally speaking, you will receive your debit card and cheque book within five working days and your PIN (Personal Identification Number) within seven working days from the day you open your account, so you will be able to start using your bank account almost immediately.



Unit

4

Food

Lesson 4

Warm-up

Any phrases here?

Our destiny offers not the cup of despair, but the chalice of opportunity. So let us seize it, not in fear, but in gladness.

—R.M. Nixon

Skill analysis

When we are practicing “scanning” for “key” words and expressions, phrases are also very important signposts in helping us to locate the specific information. In order to scan what we need more quickly, we can practice another important skill of reading, that is prediction. Before we begin to scan for the given phrases, we should predict the possible places they will occur according to their “part of speech” and then we can jump from the irrelevant part to get the phrases very quickly.

When you are required to scan a long article within a limited time, you have to resort to this trick to improve your reading tempo.

Skill training

Exercise 1

Question 1

Underline the words which have been given in the passage.

In the late 1980s, British cuisine started to look for a new direction. Chefs began to look a little closer to home for inspiration. Calling on a rich tradition, and utilising many diverse and interesting ingredients, the basis was formed for modern British food. Game has enjoyed a resurgence in popularity although it always had a central role in the British diet, which reflects the abundant richness of the countryside.

In Britain, one can not only experiment with the best of British, but the best of the world as there are many distinct ethnic cuisines to sample—Chinese, Indian, Italian and Greek restaurants are amongst the most popular.

Although some traditional dishes such as roast beef and Yorkshire pudding, Cornish pasties, steak and kidney pie, bread and butter pudding, treacle tart, spotted dick or fish and chips, remain popular, there has been a significant shift in eating habits in Britain. Rice and pasta account for the decrease in potato consumption and the consumption of meat has also fallen. Vegetable and salad oils have largely replaced the use of butter.

Roast beef is still the national culinary pride. It is called a “joint,” and is served at midday on Sunday with roast potatoes, Yorkshire pudding, two vegetables, a good strong horseradish, gravy, and mustard.

Today there is more emphasis on fine, fresh ingredients in the better restaurants and markets in the UK offer food items from all over the world. Salmon, Dover sole, exotic fruit, Norwegian prawns and New Zealand lamb are choice items. Wild fowl and game are other specialties on offer. Fish is still important to the English diet. Britain is after all an island surrounded by some of the richest fishing areas of the world. Many species swim in the cold offshore waters, including cod—the most popular choice for fish and chips.



Lesson 4

LIST OF WORDS

interesting ingredients	
abundant richness	
in the cold offshore waters	
calling on	
with roast potatoes	
Yorkshire pudding	
in eating habits	
served at	
central role	
look for	

Exercise 2

Question 2

Underline the phrases in the passage, and fill them in the right column.

Verb phrases	Nominal phrases	Prepositional phrases

Americans are well known for their love of eating out, particularly at fast-food restaurants. Yet, it is worth remembering that 100 years ago, Americans almost always ate home-cooked meals, rarely going out to eat. What were the causes of this dramatic change? Well, the early twentieth century saw great changes in American domestic life that drew people out of their homes and kept them out: the automobile, women in the workforce, the rise of social clubs, and a range of city diversions such as going to the movies or the theatre. Wealthy New Yorkers began the trend by eating out at expensive restaurants and hotels. People who went out in the evenings, for example to the theater, would often dine out as well. As the American economy grew, more and more people found that they needed to eat out because of work and could eat out because they had more disposable income. In addition, cheaper restaurants opened up. Foreign restaurants grew in number, diversity, and popularity, with Chinese cuisine making the greatest gains. Cafeterias and diners, both invented in the 1890s, grew in popularity, and in 1925 Howard Johnson opened his first restaurant. This period also saw the rise of those famous American foods, the hot dog and the hamburger—and with them the founding of the first modern fast-food stands. At around the same time, Americans became fond of carbonated drinks. Coca-cola and lemonade were the most popular, though there were (and still are) many other kinds. These drinks were sold in stores and on the streets—like hot dogs and hamburgers. Perhaps it's not surprising that Americans still enjoy the combination of coca-cola and a hamburger as a quick and easy meal today.



Unit

5

Leisure

Lesson 5

Warm-up

Give a short story either in English or Vietnamese to show the difference between detailed information and specific information. (You can refer to the following explanation in the Skill analysis part.)

Skill analysis

Detailed information differs from specific information in that the former indicates “how”, while the latter shows “what”. Identifying specific information is a key ability in IELTS reading, which can be seen by the fact that 30% of the Reading Test assesses this skill. In order to grasp the specific information in the passage, we must be very sensitive to clues introducing specific information. The most commonly used clues include: *for example, for instance, for one thing, to illustrate, as an illustration, that is, namely*.

In this book, we define detailed information as the information we can locate by some cues, such as some nouns, verbs, adjectives or adverbs other than proper nouns or nouns indicating time, place, date, etc.

Skill training

Exercise 1

Question 11

Underline the word cues of detailed information in the passage.

Nowadays, people are taking care of their bodies more. Many people have joined, or are considering joining, a fitness centre. We realise that you have many choices open to you. However, we firmly believe that our fitness centre has the most, and the best, to offer you. Our fitness centre has the best equipment and programs to keep you feeling and looking your best. Program offerings will be individualized and tailored according to personal fitness level for the maximum enjoyment by each member. The fitness centre offers a full range of specialized Fitness and Recreational programs including aerobics, circuit training, tailor-made workouts, 90-plus pieces of equipment, free weights, and personal training.

Our fitness centre offers the Fitness Advisor Programme to members. The Fitness Advisor Programme is a comprehensive exercise and monitoring program using strength and cardiovascular equipment. The Fitness Advisor Programme records every exercise that a member performs. With a full membership, our fitness instructors will introduce program members to the Fitness Advisor Programme during a complimentary equipment orientation. This is just a part of the service we provide for our members. The benefits of the Fitness Advisor Programme include:

- individualized programmes to suit personal fitness needs, interests, and goals.
- custom-tailored workout programs and automatic monitoring providing feedback based on personal exercise programs.
- providing members with correct exercise methods and feedback.

Our personal trainers and exercise physiologists are here to assist you in reaching your personal goals in a safe and effective manner. Our staff are professionally trained and will utilize



Lesson 5

their education to motivate you toward a healthier and happier life. The fitness centre offers a wide variety of personal training packages to meet your needs. Our chief personal trainer, who is responsible for supervising our team, is Ben Alder. Contact him for further information.

The Group Exercise Department/Aerobic Training Department at the fitness centre offers a wide variety of group exercise, and aerobic classes to meet your fitness and wellness needs. Our class schedule is evaluated by our members and staff every six months. Adjustments are made to the schedule based on the quarterly evaluations and facility needs. Our group exercise instructors are nationally certified. They take pride in instructing classes that are member-friendly and that are safe and effective.

Exercise 2

Question 2

Circle the punctuations indicating detailed information in the passage.

People nowadays have a wide choice of leisure-time activities. Some people enjoy quiet leisure-time activities after a long hard day at work or school. Watching TV is certainly the most popular leisure-time activity in Britain. The average person watches a few hours every day. The most popular programmes are soap operas, which follow the (often extraordinary) activities of fictitious people, and news programmes. Most British people watch the TV news at some point in the evening, perhaps whilst eating dinner or just before going to bed.

British people often find entertainment in collecting things. There are people in Britain who collect any kind of object you care to name. By far the most common thing to collect is stamps. Most people are happy to collect whatever stamps come their way, but others collect thematically, i.e. they collect certain kinds of stamps, e.g. stamps with pictures of animals on them or stamps that come from a certain country. I know people who collect matchboxes, dolls, and even the free gifts from fast-food restaurants. Some people consider collecting not so much as a hobby, but as an investment, which is reasonable since many collections are worth a lot of money.

Although many people prefer to watch sports on TV, playing sports has always been popular in Britain. You must have heard of some of the big British football clubs. Of course, few people get to play sports at a high level, but British people are often happy to play a sport “just for fun”. Popular sports that British people enjoy playing include football(soccer), rugby, cricket, golf, tennis, badminton, and squash. Many people play sports to keep fit, but most British people do it “for the love of the game”.

Another form of entertainment in Britain is simply going out and socialising with friends. Contrary to popular belief, British people are very friendly and are usually quite happy to start up a conversation with a stranger. Socialising often involves going to a pub with friends, but there are many other alternatives. Coffee shops are becoming increasingly popular and British people also like to join clubs so that they can meet people who have similar interests. If you have an interest, you’ll be sure to find a British person who shares it!



Exercise 3

Question 3

Underline the sentence cues of detailed information in the passage.

Four popular British sports are football(soccer), rugby, cricket, and athletics. When the football season is on (from August to May), football fans look forward to spending Saturday afternoon watching their favourite team on TV or “live” at one of the 100 or so stadiums dotted around the country. Many men and women play football for amateur teams in leagues where the competition is fierce and players dream of being “talent” spotted by a “real” club. Schoolboys are fond of playing football during lunch hour at school, using their jackets as goalposts and arguing over who will “be” David Beckham or Michael Owen.

Rugby is a tough game and rugby players often regard football players as “weaklings”. Players, whether professionals or amateurs, can expect occasional injuries and even show them off at the obligatory post-match drink. Despite the fact that rugby is such an aggressive game, there is rarely trouble between fans of rival teams, as there often is in football. Rugby is obligatory at most British schools, at least for the boys, and is described by teachers as “character building”.

Cricket is a game that is popular in only a few countries. It is only played during the summer and the weather must be perfect. This has led many people to ask how cricket could ever be played in Britain, since the weather is so changeable. Cricket is a sport that requires very little effort on the part of players. There’s very little running and it is a strictly non-contact sport. This makes it the ideal sport for middle-aged gentlemen. It must be the only sport in the world that includes breaks for tea! Cricket is losing its popularity nowadays, since fewer young people are prepared (or able) to spend two or three days playing a sport.

Athletics has been popular in Britain for decades. Perhaps it’s because some people are faster, whereas others can jump higher or throw further. Athletics offers everyone an opportunity to shine. Although Britain doesn’t win many medals at the Olympics, there’s usually a Brit amongst the finalists in almost every athletics event. This gives the crowd someone to admire, cheer on, and then feel sorry for if an athlete from another country does better. At schools, the competitive spirit is kept alive as boys and girls try to outdo each other in different events and aim to be like Daley Thompson, who won Olympic gold in the Decathlon, an event in which athletes compete in 10 different athletic disciplines.



Lesson 6

Lesson 6

Warm-up

◆ Is it a simple sentence? If not, can you analyze its structure?

There is not a heart but has its moments of longing, yearning for something better, nobler and holier than it knows before.

Skill analysis

As we have discussed above, after we have located the specific information in the text, we have to do a focused intensive reading of the located part so as to find out the answer to the question. Therefore, we should have some basic ideas of the sentence patterns in English.

Generally speaking, there are three types of sentences, namely, simple sentences, compound sentences and complex sentences. In this lesson, you are required to classify different sentences and analyze their structures. Note that you must pay special attention to the sentence focus of compound and complex sentences. A clear idea of this will greatly help you to read effectively and efficiently.

For most English compound and complex sentences, the focus, or the information highlighted by the author, is put at the latter half of the sentence. In addition, you can rely on some punctuations to improve your reading efficiency; this will be elaborated in a later chapter.

Skill training

Exercise

Question 1

Put the sentences in the passage into three categories: Simple Sentence/Compound Sentence/Complex Sentence.

Question 2

Analyze the sentence structure.

Simple Sentence	Compound Sentence	Complex Sentence



Lesson 6

Michael Phelps must rank as one of the greatest swimmers ever. At the 2004 Athens Olympics, Phelps began on the first day of competition by winning the 400m individual medley and setting a world record. The next day he added a bronze medal in the 4x100m freestyle relay, and the day after that he picked up another bronze in the 200m freestyle. On 17 August Phelps won the 200m butterfly and, an hour later, he swam the first leg for the U.S. 4x200m freestyle relay team. Phelps' next gold-medal victory came in the 200m individual medley. In the 100m butterfly, he barely beat teammate Ian Crocker for his seventh medal. Finally, Phelps gained a gold medal in the 4x100m medley relay by swimming the preliminary heats.

Britain's Sebastian Coe arrived at the 1980 Moscow Olympics as the world record holder and favourite for the 800m. However he finished second, behind compatriot Steve Ovett. Six days later, a determined Coe redeemed himself in the 1,500m. He won the gold medal by four metres. At the 1984 Los Angeles Olympics, Coe won another silver medal in the 800m. Five days later, he entered the final of the 1,500m, where the favourite was his teammate, Steve Cram. This time he beat Cram to win by six metres. Sebastian Coe is the only male runner to win the Olympic 1,500m twice.

At the 1992 Barcelona Olympics, Zhang Shan, a 24-year-old from Nanchong in Sichuan Province, represented China in the skeet shooting event, which included both men and women. In skeet shooting, a target is fired into the air by a machine and the shooter has to hit it. Zhang caused a sensation by finishing first and becoming the first woman to win a mixed sex shooting event. The International Shooting Union barred women from shooting against men after the Barcelona Games. Women were not allowed to compete in skeet shooting at the 1996 Olympics, so Zhang was unable to defend her title.

Indonesians had been competing in the Olympics since 1952, but had never won a gold medal until badminton was added to the Olympic program in 1992. At the Barcelona Games, Susy Susanti qualified easily for the final. However, a determined Bang Soo-hyun of Korea won the first game 11-5. Then Susanti won the second game 11-5 and the third game 11-3. Two hours later, her fiancé, Allan Budi Kusuma, won the men's badminton title. When Susanti and Kusuma returned to Indonesia, the celebration in their honour included a two-hour parade through the streets of Jakarta that was led by a car carrying a gigantic shuttlecock.



Unit

6

Hospitals or Doctors

Lesson 7

Warm-up

◆ Get the general information for the following short passage.

Mark Twain was famous as a writer, but he was also famous as a public speaker and teller of funny stories. He often went from town to town giving lectures.

One day he was walking along the street of a small town where he was going to give a lecture that evening. He met a young man who said, "Mr. Twain, I'd like to talk to you for a minute, please. I have an uncle that I'm very fond of. The problem is he never laughs or smiles. Can you do anything?"

"Bring your uncle to my lecture this evening, young man. I guarantee that he'll laugh and smile. Don't worry about a thing."

That evening the young man and his uncle sat in the first row. Mark Twain spoke directly at them. He told some very funny stories, but the old man never smiled. Then he told the funniest stories he knew, but the old man's face still remained blank. At last, Mark Twain left the platform almost exhausted.



Lesson 7

Later Mark Twain was talking with a friend about this.

"Oh!" said the friend, "I know that old man. He has been deaf for years."

Skill analysis

When the Westerners write articles, they tend to develop the paragraph and the whole passage in a deductive way, that is, they present a general statement at the very beginning and then support the main idea with supporting facts. So, if we analyze the passage, we will find that almost all the paragraphs will be led by a topic sentence and all the topic sentences help to explain the central idea of the writer. In this lesson, you will be required to find out the topic sentences and central idea of some simple passages.

When writing a topic sentence, the writer always presents a "topic" and then confines it with a controlling idea. For example, "there are three kinds of researchers" can be considered as a topic sentence, wherein "researchers" is the topic and "three" is the controlling idea. A deep understanding of the structure of such kind of "topic sentence" will help you to know the writer's train of thought in developing the paragraph and the passage.

Skill training

Exercise

Questions 1-3

1. Circle the structural words in the given passage.
2. Underline the topic sentences in the given paragraphs.
3. Underline the topic sentence in the given passage.

Sparkhill General Hospital is a typical hospital offering a range of medical services to the population of the surrounding locality. It is located to the south of the city centre with good vehicle access from the grid road system and is well served by the public transport system. The hospital site also houses special facilities for psychiatric care and care for the elderly, as well as daycare and outpatient facilities. The site also houses a health centre, ambulance station and some staff accommodation.



Originally, the hospital was the first major health care development in the area, and was built on the site of the already existing community health centre, which the new general hospital effectively absorbed. The medical services provision included four fully-equipped operating theatres, an Accident & Emergency Department, Maternity Services, both general and specialised wards, full diagnostic x-ray facilities and a major Pathology Department. In addition, the hospital included an on-site ambulance station, as well as the usual supporting departments found in a general hospital, such as administration and logistical support. It was officially opened in April 1989.

The continued rapid population growth in the population of Sparkhill and the surrounding districts soon made it clear that the hospital would have to be enlarged to meet the increasing demand. Expansion started at the beginning of 1993. The development contained six additional 28-bed wards, a further four operating theatres, and a considerable amount of extra accommodation for stores, staff, offices and meeting rooms. The expanded areas were officially opened in May 1995.

The general hospital site has continued to grow since then. In recent years there has been a comprehensive building programme to add much needed capacity. This year has seen the opening in October of the biggest building project on the hospital site for ten years, a £2m 60-bed Treatment Centre. This has specifically been designed and built for the treatment of patients needing minor surgical operations that do not now require the patients to remain in the hospital overnight. This will enable the hospital to speed up the treatment of patients needing this type of surgery.

There was an announcement by the government in the summer of 2003 for plans to create four growth areas in Britain. Sparkhill, as one of those designated areas, is set for rapid expansion over the next 20 years. To meet the expected increase in population, the hospital is already looking ahead in its co-operation with the Regional Health Authority, the local council and regional planners to see what will be needed to meet the demands that will be placed on health care in the city in the future.



Lesson 8

Lesson 8

Warm-up



- ◆ Read the following passage and give one piece of specific information or detailed information to your partner.

Balzac, the famous French writer, wrote many books. His novels are read by people throughout the world. He was said to be good at many things. And his achievements were great!

It is said that Balzac had a very high opinion of his own handwriting and he spent much time practicing writing. In fact, he often told his friends that he could describe a person's character from a person's handwriting.

One day, a woman friend brought him a few sheets of a boy's handwriting. She said that she wanted to know what Balzac thought of the boy's character.

Balzac studied the handwriting carefully for a few minutes. Then he looked at the woman strangely. The woman, however, told him that the boy was no relative of hers and that he could tell her the truth.

"Good," said Balzac, "Then I can speak frankly."

He then went on to say that he thought the boy was a careless and lazy person. "He will grow up to be a good-for-nothing. His family will be ashamed of him," he added.

"Isn't that strange," said the woman, smiling.

"This happens to be pages you have on your own copybook, which you yourself used when you were a boy."

Skill analysis

In any given English article, there are two kinds of information; general information and detailed or specific information. A very important guiding principle for English writing is that the writer should switch between the two kinds of information. If the writer is too "general", or too "specific", he or she will commit a mistake called "deadline abstraction". When we are reading articles, we should be able to differentiate the general information from the detailed or specific information.

This kind of reading skill is still a component of the macro-reading skill for IELTS, which helps the reader to understand the structure of the passage so as to form a mental picture of the text.

Skill training*Exercise*

Questions 1–3

1. Find the detailed information in the first paragraph.
2. Find the detailed information in the given passage.
3. Tell apart the two kinds of information (detailed information and general information) in the given passage.

The hospital where your surgery is performed can have a strong impact on your odds of survival. According to the Institute of Medicine of the National Academy of Sciences, as many as 98,000 people die from preventable medical mistakes every year in America's hospitals, more than the number dying from car accidents, breast cancer or AIDS. Many of these mistakes occur because hospitals lack significant experience with the surgeries or procedures being performed. Too many hospitals try to be all things to all patients, rather than focusing on the things they do best. If you need hospital care, make sure you choose a hospital with the most experience and the best record of successful outcomes in treating patients with your condition.

Over 100 studies show that patients usually get better results at hospitals that perform a high volume of the surgery they need. Simply stated, the experience of the hospital and its surgical team counts a lot. The more experience a hospital has, the more likely you are to receive successful treatment—and the less likely you are to be a victim of preventable errors. More than 100 studies in leading medical publications, such as the *New England Journal of Medicine* and the *Journal of the American Medical Association*, have all reached the same conclusion.

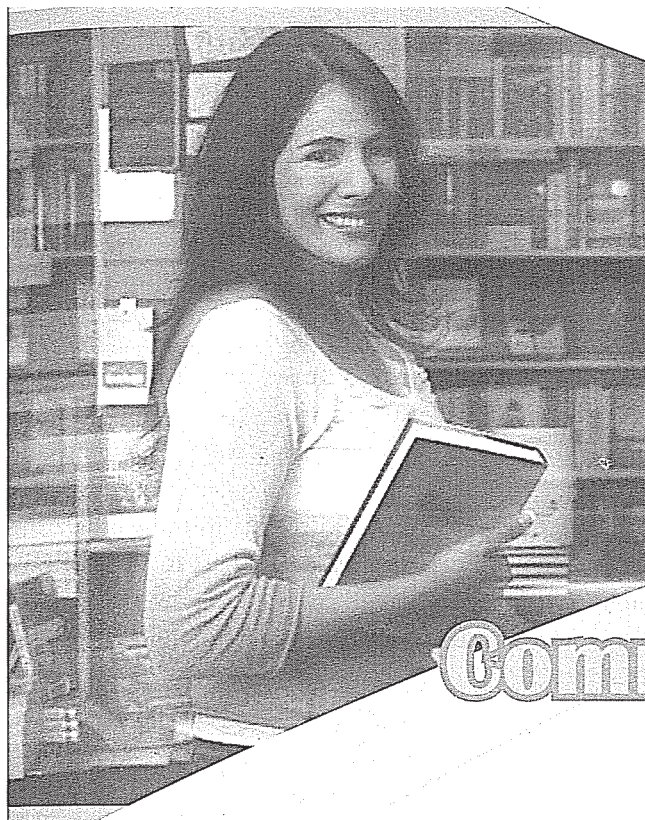
So before you choose a hospital, find out how many times each year the hospital performs the surgery you need. Medical experts have established minimum recommendations for a variety of procedures. For example, if you need coronary bypass surgery, you should make sure the hospital performs no fewer than 500 procedures per year. For this kind of information, visit www.healthcare.com and access the hospital rating sites.

However, please remember that volume alone is only one indicator of likely surgical success. In addition to raw numbers, ask your doctor if a hospital is known to have good outcomes for your type of surgery. After all, choosing a hospital with a proven track record of success can, quite literally, mean the difference between life and death. To review the experience of hospitals in your area, use the hospital rating tools on www.healthcare.com. You may also find rating tools on your health plan administrator's web site.



Level two





Unit

7

Communications

Lesson 9



Warm-up

◆ Are there any synonyms in the sentence?

Life itself, without the assistance of colleges and universities, is becoming an advanced institution of learning.

—Thomas Alva Edison



Skill analysis

Locating specific information in the reading text is considered to be one of the most important reading abilities in IELTS reading. As discussed in the previous chapters, we often have to identify the keywords in the question, which in most cases, are: time, place, date or proper names. Following this, we then use them as the signposts to return to the original text to locate the information we need. In IELTS, sometimes we cannot find nouns which indicate time, place and so on, and the exact words or expressions in the text don't appear in the reading passage—we can only find some equivalents to the words, phrases or expressions. So we have to develop an ability to “paraphrase”. That is, to convey the same meaning with simpler English. In order for you to cultivate this ability, we start by training you to sort out the synonyms of words and then move on to phrases and sentences.

Skill training

Exercise 1

Question 1

Find the six synonyms of the six given words among the eight words on the right.

1.

	sort
firm	middle
discussion	view
force	power
heart	motion
kind	frame
opinion	talk
	company



Lesson 9

Exercise 2

Questions 2-5

Underline the synonyms of the given words in 4 sentences.

- cheap produced strong beautiful
2. These inexpensive clothes are made from a tough yet attractive material.
- main cause selecting location huge
3. The primary reason for choosing this site is that it is large.
- have to reduce expenses jobless
4. We must decrease costs by laying off some workers.
- should match as practising
5. Ed ought to win the game because he has been training hard all week.

Exercise 3

Questions 6-8

Choose the best real word to replace the nonsense word.

6. "Ada" means: a) television b) mobile phone c) radio d) computer e) laptop

Adas used to be a lot larger than they are now. It was hardly surprising that few people wanted one! Now, they are pocket-sized. You can use adas in almost every country, but in less developed countries, you can only use them in some areas, usually cities. Nowadays, you can use your ada for many things apart from the original function of communicating on the move. Almost all adas come with games and you can use them for surfing the Internet and showing photos to your friends. I take my ada almost everywhere I go.

7. "Breta" means: a) email b) text message c) letter d) note e) package

Bretas are still common in every country, but I think they will be used as a means of communication less and less in the future as people turn to hi-tech alternatives. In societies that use a lot of modern technology, bretas are used when people don't want to risk sending personal information via electronic methods of communication. Many people believe (rightly or wrongly) that these methods are not very secure. Instead, bretas are usually delivered to your door by a friendly worker. I think that one kind of breta that will survive the arrival of hi-technology is the love breta. There's something really special about receiving one!

8. "Cran" means: a) feather b) brush c) pencil d) pen e) chopstick

Crans used to be used in many countries to write letters, but they are rarely used by anyone now. Even artistic people have given them up. Although there used to be plenty of crans around, finding just the right one was often difficult. The point had to be cut to ensure that it wrote well and many people had a favourite colour cran. I remember trying to write with a cran at school one day. I found it very difficult and slow. Perhaps I needed more practice.

Exercise 4

QUESTION 9

Find the synonyms of the given words in the following passage.

Instructions: you are going to read an article on generation gap. You should spend as little time as possible to scan for the synonyms of some words in the box below from each paragraph of the reading passage below. The maximum time is 2 minutes for each paragraph. Good luck!

Start Time: _____

The disappearing generation gap

Section 1

SOMETIMES	HOBBY	RECALLS	REMINISCE	PREFERENCE

Occasionally, when Tom Water and his 16-year-old daughter, Jane, listen to rock music together and talk about pop culture—an interest they both enjoy—he recollects his more-distant relationship with his parents when he was an adolescent. "I would never have said to my mom, 'Hey, this new album is really great! How do you like it?'" says Mr. Water, "There was just a complete imbalance in sensibility and taste, a virtual gulf."



Lesson 9

Section 2

beliefs	seemed	narrowing	method	posture

Music was not the only gulf. From clothing and hairstyles to activities and expectations, earlier generations of parents and children appeared to resolve in separate orbits. Today the generation gap has not disappeared, but it is shrinking in many families. The old authoritarian approach to discipline—a starchy “Because I said so, that’s why”—is giving way to a new egalitarianism and a “come, let us reason together” attitude.

Section 3

effect	dialogues	awkward	common	include

The result can be a rewarding closeness among family members. Conversations that would not have taken place a generation ago, or that would have been strange, on subjects such as sex and drugs, now are comfortable and commonplace. And parent-child activities, from shopping to sports, involve an easy camaraderie that can continue into adulthood.

Section 4

information	specialists	downswing	school	alteration

No wonder greeting cards today carry the message, “To my mother, my best friend.” But family experts caution that the new equality can also have a downside—diminishing respect for parents. “There’s still a lot of strict, authoritarian parenting out there, but there is a change happening,” says Kerrie Laguna, a mother of two young children and a psychology professor at Lebanon Valley College in Annville, Pa. “However, in the middle of that change, there is a lot of confusion among parents.”

Finish Time: _____

Lesson 10

Warm-up

- ◆ Can you recollect some folk stories, in which an improper usage of synonyms caused some terrible misunderstandings? If not, please resort to www.google.com and key in the “folk story, synonym, misunderstanding”, and you will be greeted with a lot of examples.

Skill analysis

If you consult the dictionary for the term “paraphrase”, you will get the definition: “A restatement of a text or passage in another form or other words, often to clarify meaning.”

From an examination of previous IELTS tests, we find that the following key words should be paraphrased in order to locate the relevant information in the original text: nouns (when used as subject); verbs indicating changes or states; adjectives; and adverbs.

When you are doing the exercises in this unit, you should proceed in the following way. The given words, phrases and sentences are all the key words, phrases or sentences which will help you to locate specific information in the passage. What you need to do is to find the synonyms of them.

Skill training

Exercise 1

Questions 1-4

Underline the synonyms of the given words or phrases.

agreement, prior to, remarks, given, frustrating, since, follow, movie, hunted, worthy, person, fortune, believe, succeed, surely, attempt



Lesson 10

1. The contract was signed before the speeches were delivered by the directors.
2. It was very annoying because I couldn't understand what the film was about.
3. We searched for a suitable individual but without any luck at all.
4. I don't think that this technique will work, but we should certainly try it.

Exercise 2

Questions 5-7

Choose the best real word to replace the nonsense word.

5. "Dunch" means: a) computer b) the Internet c) TV channel d) website e) TV

It's probably true to say that every country in the world has dunches. Some of them are run by governments, others by groups of people with particular interests, and yet others by individuals who want to tell the world something perhaps about their daily lives, travels, experiences, or interests. However, the greatest number of dunches are run by businesses so that they can advertise and sell their products and services. If you are online, you can reach almost all dunches. It is far quicker if you know the dunch address, but if you don't you can always search for it using key words.

6. "Eker" means: a) the Internet b) TV channel c) telephone d) TV e) road

Ekers have been around for a very long time. They exist to make moving people, goods, and information from A to B faster and simpler. Most languages have several different words for ekers, usually depending on their size. Most ekers have two lanes, one going in each direction, but most countries have at least some ekers with four or six. You will see different things on ekers in different countries, especially different vehicles and animals. Unfortunately, you are likely to see accidents on ekers too, because not everyone who uses them is very careful.

7. "Flech" means: a) speech b) writing c) note d) gesture e) word

No one knows exactly when flech first developed as a form of communication, but it was certainly tens of thousands of years ago. The first forms of flech were probably just grunts to indicate satisfaction, anger, or danger. We can see this nowadays with monkeys and gorillas. Flech is still the most common method of communication, despite all of humanity's modern inventions, and people still sometimes use grunts to communicate! However, now flech is much more sophisticated than it was originally and involves the complex ordering of different sounds to create messages.

Exercise 3

Question 8

Find the synonyms of the given words or phrases in the following passage.

called together, chairing, requested, more and more, largely, apart from

Improve

Toastmasters International is a club any adult can join. It promotes communication through public speaking. Since Toastmasters began, more than three million men and women have benefited from the organization's communication and leadership programs. In October 1924, a group of men assembled by Dr. Ralph C. Smedley met in the basement of the YMCA in Santa Ana, California, U.S.A., forming a club "to afford practice and training in the art of public speaking and in presiding over meetings, and to promote sociability and good fellowship among its members." The group took the name "Toastmasters." Soon men in other communities and states asked for permission and help to start their own Toastmasters clubs. By 1930, a federation was necessary to coordinate activities of the many clubs and to provide a standard program. When a speaking club in New Westminster, British Columbia, Canada, expressed interest in forming a Toastmasters club, the group became known as Toastmasters International.

For many years the "Home Office" of Toastmasters International was based in a series of rented offices. In 1962, the Toastmasters International staff moved to its first World Headquarters building in Santa Ana, California, not far from where the first club began. By the late 1980s, however, this building could no longer adequately house the increased staff needed to provide services to the growing number of Toastmasters. In 1990 the World Headquarters was relocated to a new building in Rancho Santa Margarita, approximately 20 miles south of Santa Ana, designed to accommodate Toastmasters International's expected growth well into the 21st century.

Toastmasters International's success and growth is due in large part to the continued development of its educational programs. The organization has come a long way since the first speech manual, *Basic Training*, was developed more than 50 years ago. The current manual, now called the *Communication and Leadership Program*, was most recently updated in 2004. After members of Toastmasters complete all 10 speech projects in that manual, they may apply for their Competent Toastmaster (CTM) award and then choose from any combination of 15 advanced manuals.

Additional educational materials include the *Success/Leadership and Success/Communication Series*, *The Better Speaker Series*, and the *High Performance Leadership Program*. Toastmasters International's education system includes both a communication track and a leadership track. The communication track features the CTM, Advanced Toastmaster Bronze (ATM-B), Advanced Toastmaster Silver (ATM-S), and Advanced Toastmaster Gold (ATM-G) programs; the leadership track includes Competent Leader (CL) and Advanced Leader (AL) programs. The Distinguished Toastmaster (DTM) remains the highest award.

In addition to the various educational materials available through the Toastmasters International Supply Catalog, members receive the monthly publication, *The Toastmaster* magazine. Club and district officers receive a bimonthly newsletter, *TIPS*, and district officers receive District Newsletter each month. Toastmasters International enters the new century as the undisputed world leader in public speaking training, with over 10,500 clubs and more than 200,000 members in approximately 90 countries. In the years to come, more people than ever will benefit from Toastmasters' leadership and education training.



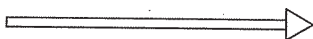
Lesson 11

Lesson 11

Warm-up

◆ Are they of the same meaning?

Let's get a bite.



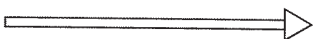
Let's go eat.

By all means



Definitely

What's your point?



What are you trying to say?

Skill analysis

If we analyze the questions attached to the reading passage of such tests as CET-4, CET-6, TOEFL and IELTS, we will find that there is a guiding principle for the correct answer to the questions. The correct answer is a paraphrase of the relevant sentence in the original text. In this lesson, you are trained to paraphrase some key sentences in the reading passage.

Skill training

Exercise 1

Questions 1-2

Find the synonymous sentences of the given sentences.

1. If you try to have a lot of eye contact with others, they might think it is aggressive.
2. Nobody wants to make trouble when they meet each other the first time.

When I meet someone for the first time, there are certain things that I do to try to ensure smooth interpersonal communication. First, I orient my body towards them to show that I am

interested in them. I make eye contact to show interest, but I don't make too much eye contact as some people find it aggressive. Smiling is also a good idea. I try to get the other person smiling or laughing, too. This creates a relaxed, friendly atmosphere. Let's face it—when you meet new people, the last thing you want to do is create conflict. I keep to simple, everyday topics, like hobbies, work, films, and music. These topics are much easier to discuss with new people than politics or religion. I try to talk for about 40% of the time and let the other person talk the rest of the time.

Exercise 2

Questions 3–7

Find the synonymous sentences of the given sentences in the passage.

3. The cartoon poked fun at a teenager who worried constantly about her weight and felt guilty about eating a satisfying hamburger.
4. Eating disorders are the third most common illness among adolescent girls in the United States, according to a 1998 report by the American Medical Association.
5. So what can parents do to give their children a healthy respect for the bodies they have?
6. "Encourage them to get involved in things that make them happy," she says. "They should know that exercise is more about movement that makes you feel good than 'I must get this weight off.'"
7. As cartoonist Weinstein wrote in response to the sad pleas she received from her teenage readers, "Imagine what we could do (and how much more fun we'd have) if we just focused on what we loved!"

Parents can help teens keep a healthy body self-image

The appearance of a cartoon entitled "*Am I fat?*" on a popular website triggered off an e-mail frenzy. The cartoon depicted a young girl worrying excessively about her weight and feeling guilty about eating a hamburger. But the e-mail messages were overwhelmingly calls for help to the distressed cartoon girl.

"I would become anorexic if I ate guts," said a thirteen-year-old girl. "I am at the end of my pitiful rope," responded another. Some others followed suit, saying: "I hate wearing a bathing suit in public." "Boys only like my body." "I am 5 feet 7 inches in height and 135 pounds in weight. Could you please tell me whether I am fat?"

In light of a report submitted by the American Medical Association, eating disorders rank third in illnesses among teenage girls in the U.S. Even more surprising is a California Department of Health Service study revealing that 80 percent of fourth-grade girls are dieting, a trend which is echoed in many other places. Girls are busy calculating calories and fretting that their thighs are chubby rather than reading such masterpieces as *Catcher in the Rye* or joining in a football match. The fear also hits boys, who are beginning to build up muscular shoulders and massive necks.



Lesson 11

Then what can parents do to help their children develop a healthy attitude towards the bodies they have?

Karen Johnson, the deputy of the National Organization for Women has prescribed a two-fold solution to anxious parents.

First, parents themselves should get rid of the habit of looking in the mirror and saying such things as "I am too fat?" "Parents can begin by coming to terms with their own bodies," says Johnson. "They should set a good example for their children."

Secondly, parents can encourage their children to foster a strong scepticism towards whether the models on the pages of *Vogue* represent a realistic ideal. "Models today weigh 23 percent less than the average women," observes Johnson, "Twenty years ago, models weighed only 8 percent less."

Exactly what does it take for models to maintain their perfect shape? Lauren R. Weinstein, who draws the "*Am I fat?*" cartoon, gives a vivid description of the models: "I am a 16-year-old junkie," says one popular model. "I have been surgically altered," says another. As for those legendary figures these models date, says one model, "They are mostly rich upstarts who use me to show their power."

Teaching children sane eating habits is important. According to a registered dietician, the rule is surprisingly simple. "When you feel hungry, just eat," she says, "When you are full, stop."

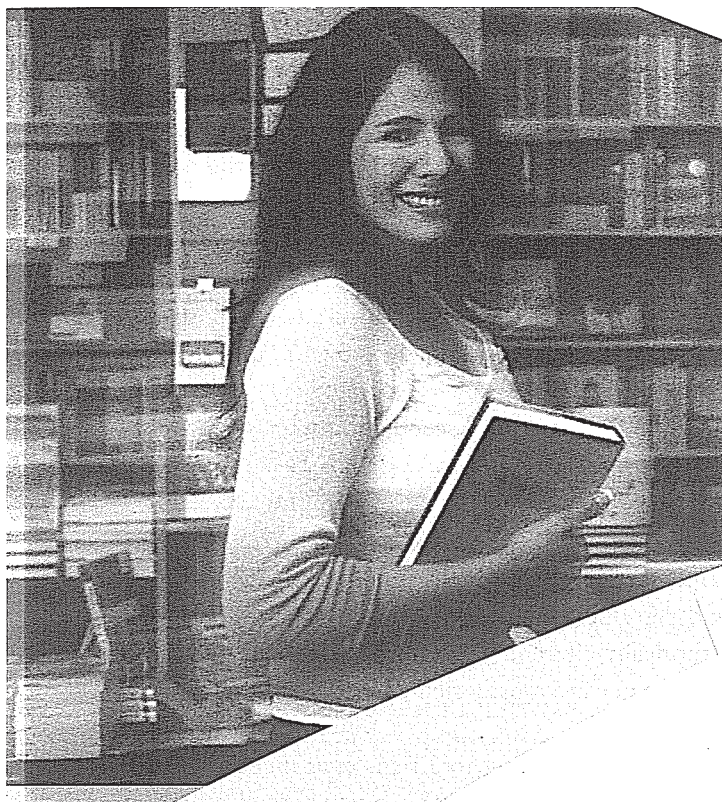
"We don't suggest that parents ask kids to be on diet," she says. "It forces people to crave what they can't eat. Instead, put healthy food around the house, don't get too much involved in how much the children are eating and make exercise a natural part of everyday life."

Considering that food is closely associated with comfort, Storper also suggests being sensitive to the emotional message conveyed through overeating or undereating by the children. "Avoid being a judge, but a good listener," she says. "They might be saying, 'I am really thirsty for attention.'"

Encourage children to pursue their interests with passion. The more they are crazy about maths, the less likely it will be that they dream of looking like Jennifer Aniston or Brad Pitt. Children should have fun and develop a sense of self, says Heather McDonald.

"Encourage them to get involved in things that make them happy," she says. "They should be aware that exercise is more about movement that can make you happy than the thought that 'I should lose weight.'"

As Weinstein wrote in response to the sad cries she got from her teenage readers, "Just think about the thing we can do if we just do what we loved!"



Unit

8

Job

Lesson 12

Warm-up

◆ Laughing time

“Anger” and “Exasperation”

A girl doing her homework asked her father to explain the difference between anger and exasperation. Going to the telephone, he dialled a number and had his daughter listen, “Hello,” he said to the man who answered, “Is Mark Twain there?” “There’s no one here named Mark Twain.” was the reply, “Why don’t you look up numbers before you dial them?”

The father dialled the number again. “Hello, is Mark Twain there?” he asked. “No look!” the man yelled, “I just told you that there’s no Mark Twain here!” Then he slammed down the receiver. “You see,” the father explained, “that was anger. Now I’ll show you exasperation.”



Lesson 12

Again he dialled the number, and when a voice roared “Hello!” he calmly said, “this is Mark Twain. Have there been any calls for me?”

Skill analysis

In order to make a passage coherent, the author often uses connectives or referential devices. Personal pronouns and demonstrative pronouns are likely to be employed by the author very frequently. There is no exception to IELTS reading passages. If we want to have a clear idea of how the writer is organizing his ideas and work out correct answers to the IELTS questions, we should cultivate a good sense of identifying what pronouns are referring to. Generally speaking, for 80% of personal pronouns, we should look back rather than ahead to read the immediately preceding sentence. To be more specific, nouns always refer to the subject, object, or complement of the preceding sentence.

Skill training

Exercise

The Executive Management Team of CommTrack consists of five highly qualified people with years of experience. It is headed by Bernard Goody, who is the Executive Chairman. He joined the company following a 14-year career at Nortel where he was Chief Executive of that company's international services business. There, Bernard built a profitable £100 million turnover business, which employed 700 people and provided telecommunication consulting and other services to clients worldwide, who consistently rated them as amongst the best in the business. He currently also holds a position with Netcall, an organisation that develops and markets telecommunication solutions for businesses.

Delia Timble is the company's Finance Director. Following university, she qualified as a Chartered Accountant and has had 7 years' experience with Ernst & Young Corporate Finance. This was followed by 6 years of senior financial management posts in industry, including Exel Logistics. She now manages the Finance, Administration and Commercial functions of the company.

Brad Cooper is our Technical Director. After studying for a degree in Systems Engineering, Brad joined us as a Systems Analyst trainee and subsequently worked on a number of projects within the operating divisions here. He has 18 years' experience in systems development, including working on the Control System—which tracks over 14 million packages a year through the distribution network for Marks and Spencer (a leading UK retailer)—and the Warehousing



System, which stores and dispatches goods. Brad manages the technical development of the business and now runs the Research and Development Department.

Simon Mardle is the Operations Director. Following the completion of his degree in Mechanical Engineering, Simon spent seven years as a Supply Chain consultant with Accenture. That company is known as one of the leaders in its field. After an initial focus on the design, building and commissioning of new automated warehouses across the world within numerous industries, he moved onto broader supply-chain projects for many clients. These included the implementation of a new European-wide home delivery network and the setting up of a National Transport Planning Centre for a major UK retailer. He is responsible for the day-to-day technical operation of the company, and manages the Customer Care & Support programme.

Craig Sears-Black is our Marketing Director. He studied Electrical & Electronic Engineering, and started his career in Engineering. Following a move into sales and marketing, he spent 12 years working in senior management positions at first with Olivetti and then with Apple Computer, where he worked in Europe and the USA respectively. Craig has worked with us since 1995, when he joined to set up the commercial part of our organisation, including the sales, marketing and project management functions. In addition to managing the marketing function, he is responsible for managing customer relations.

Activity 1

Pair work

Team A: Circle the personal pronouns in one paragraph, understand the referents.

Team B: Circle the demonstrative pronouns in one paragraph, understand the referents.

Each team then give a short presentation, clearly stating both the pronouns and the referents.

Activity 2

Peer competition

Underline the personal or demonstrative pronouns in the passage, and find the referents.



Lesson 13

Lesson 13

Warm-up

- ◆ Can you figure out the relationship between the part before the subject (we) and latter part of the following sentence?

Life being very short, and the quiet hour of it few; we ought to waste none of them in reading valueless books.

—John Ruskin

Skill analysis

The cause-effect relation, or causal relation is considered to be a very important device in developing a passage. In IELTS tests, you are often required to understand the logical relations indicating cause and effect. Sometimes, there are important cues helping you to understand this relation, such as *on account of*, *because of* and so on, but you will also be required to analyze this relation when there is no such cue.

Cohesive devices indicating cause-effect relations: because, because of this, being that, another important factor of/reason for, since, as, for, in that, owing to, due to, for the reason that, in view of, the reason seems to be obvious, there are about, for this reason, as a result of this, therefore, and so, consequently, as a result, thus, hence, so, so that, in consequence, as a consequence, accordingly, inevitably, under these conditions, thereupon.

Skill training

Exercise

A Day in the Life of an Entry-Level Scientist

8:15 a.m.	I come in and check my e-mail then plan the day. I usually have to communicate with the Operations Group to check on the status of ongoing experiments so I can go from primary to secondary classifications.
9:15 a.m.	I go to the lab after about an hour to check on samples left overnight. I also classify samples from the previous afternoon to integrate the data collected the previous day, and classify new samples that have come in that day.
12:00 p.m.	The company runs presentations during lunch, where we learn what else is going on both within the company and with the big pharmaceutical companies who supply us with compounds. The speaker might be a group member from a different group giving an update, a patent lawyer briefing us on legal issues in patent protection or a member of the Products Group describing ongoing product development work.
1:00 p.m.	Do data analysis at my desk.
3:00 p.m.	Go to group meeting (my group has 6 members) to update our supervisor on the status of projects, either independent projects or larger projects that have several team members. The supervisor will ask questions and give advice on running further experiments or recommend additional data points to be collected. The supervisor also gives us a heads up on what compounds are coming in during the next few weeks. As a result of this meeting, we get an idea of the workload in the group.
4:00 p.m.	Update lab notebook with either data collected that day or experiments started. Get started on experiments that can be set up and run overnight.
5:00 p.m.	Prepare for weekly meetings with the entire Solid State Chemistry Group (15 members). Typically, I make a PowerPoint presentation using tables and charts of data, a summary and discussion points.
5:30 p.m.	Commute home.



Lesson 13

I like having a variety of tasks, gathering data through multiple methods and trying to interpret data from both high-throughput experiments as well as from bench-top experiments. I like the sense of contributing to understanding drug candidates that are likely to get into clinical trials. I like being exposed to industry and to the various issues in the pharmaceutical industry—both within my field and outside—from the senior scientists and other experts.

I sometimes have tedious tasks, such as weighing out lots of samples from high-throughput experiments or doing the same technique on many samples. Sometimes, I feel limited by having only a BS degree since so many people have PhDs. They have more in their heads to work with. That has created a great desire in me to earn an advanced degree in order to be able to make a bigger contribution.

Question 1

Identify two or three sentences with cohesive devices indicating causal relations.

Question 2

Circle the cohesive devices indicating causal relations from the passage and analyze the relations between sentences or clauses.

Question 3

Analyze the relations between sentences or clauses (without cohesive devices) in a paragraph.

Question 4

Analyze the relations between sentences or clauses (without cohesive devices) in a passage.

Lesson 14

Warm-up

◆ Can you figure out the relationship of the following sentence?

If we command our wealth, we shall be rich and free; if our wealth commands us, we are poor indeed.

—Edmund Burke

Skill analysis

In almost all kinds of English reading tests, contrast is often taken as a source of questions. IELTS also places high emphasis on contrast relations. So, we must pay special attention to such cues as *unless*, *unlike*, and the innate relations without such kind of connectives.

Cohesive devices indicating contrast relations: yet, still, for all of that, notwithstanding, rather, neither ... nor, although, though, but, however, yet, conversely, unlike, opposed to, as opposed to, in contrast (to), different from this, as opposed to this, nevertheless, contrary to, whereas, while, but on the other hand.

Skill training

Exercise

Computer Programmers

While most people think of the prototypical geek when describing computer programmers, the field is becoming more diverse as more people enter the field, attracted by high salaries. However, successful software developers are intelligent, abstract thinkers who are good at mathematics and logical reasoning. A programmer must be able to pay attention to details, since as Sean Tierney, an IT manager at an Internet start-up, notes, "Abstract thinking is needed, not ambiguous thinking. You have to be able to pay attention to details. A misplaced comma will stop



Lesson 14

the application from functioning. In programming, either the application works or it doesn't."

Software development is still a male-dominated field. The current programming culture is still known for relaxed attitudes towards time-keeping and dress codes, not to mention a distaste for authority. The combination of high salaries and high demand allows these professionals to have more control over their working conditions. "Managing programmers is like herding cats" is a common expression in the industry.

Contrary to the geek stereotype, communication skills both written and verbal are very important. Good software engineers employ clearly defined specifications and well documented code so that future programmers will have a clear understanding of what has already been done. A typical dot-com will have only a few software engineers because of high costs. Therefore, a staff programmer may be called upon to represent and explain technical requirements to other staff, clients, and partners.

The salaries are quite high in this field, ranging from \$50K to \$120K+, depending on years of experience, educational background, range of languages and skills, management level (such as development leader), and industry. Note that start-ups may pay significantly less than banks or other major corporations; and consultants may earn significantly more than their full-time, one-company counterparts. Nevertheless, many employees prefer to work at lower-paying dot-coms and software development houses because they prefer a more relaxed, egalitarian company culture. No matter what industry, benefits include stock options and bonuses, although these also vary from place to place.

Most top salary positions include some management responsibilities as well as programming. There is a cap for those who wish to avoid management and just code for the rest of their lives. Programmers who decide to move into management or who start their own businesses often stop programming eventually because business requirements take up most of their time and they are unable to keep current in the field.

Question 1

Identify two or three sentences with cohesive devices indicating contrast.

Question 2

Circle the cohesive devices indicating contrast from the passage and analyze the relations between sentences or clauses.

Question 3

Analyze the relations between sentences or clauses (without cohesive devices) in a paragraph.

Question 4

Analyze the relations between sentences or clauses (without cohesive devices) in a passage.

Lesson 15

Warm-up

- ◆ Can you figure out the relationship of different parts within the following sentence?

Ideas are like the stars—we never reach them, but like mariners, we chart our course by them.

—C. Schurz

Skill analysis

Analogy is often employed by the writer to explain something that is very abstract. IELTS tends to choose the sentences underlying these analogies to use in questions. These questions test whether the examinees understand the analogy, and that has a direct bearing on whether they understand the overall meaning of the author. Such expressions as *like*, serve as very important cues for the correct understanding of analogy. Examinees should understand this kind of relation. The formula for the question is summarized as follows: 'A is (like) B' in the original text. Then the question will be: 'B has the nature of X, what about A?' The answer is: A has the nature of X.

Cohesive devices indicating analogy: similarly, in like manner, in comparison with, when compared with, compared with, when in fact ..., like ..., likewise, similarly important, by doing so, both ... and ..., in the same way, not only ... but (also)

Skill training

Exercise

A Job in International Business Development

Harvard Business School graduate, Sarah Smith, is a Director of International Business De-



Lesson 15

velopment at Paramount. After graduating from business school, she spent two years as a consultant with Hamilton, and joined Paramount in 1997. We asked her to describe her career path, as well as a typical day on the job.

"I used my Harvard alumni network to find out about jobs in the entertainment industry. Through a connection, I met with my current boss to have an informational interview. Coincidentally, a position opened up, and they brought me into the ranks of Paramount. Now I wake up every morning at 5:30 or 6:00 a.m. and do exercise and yoga on the beach near my house. A lot of people here think I work a really long day, but compared to the other MBAs in consulting and banking, it's a great life. I'm sure I make more money, too, when you put it by the hour.

I am fortunate in the sense that I am in International Business Development, working closely on deals and mixing between the creative and financial worlds, which is exactly what I wanted to be doing. I do get calls from Internet entertainment companies from time to time, though I am dubious that this is the best route for me to take—I might feel like a duck out of water. My immediate goal is to levitate myself to the next level at Paramount. My giant-step goal is to be the head of my own company or studio.

My advice to MBAs is this. MBAs tend to want the power seat. If you are an MBA in the entertainment industry, the creative types of people are driving the bus. You have to be a very balanced person to achieve a comfortable niche within this. You're working in an industry that is working from another perspective. I feel very comfortable walking into a meeting and talking to a film's sound editors and sitting down to crunch numbers. Hollywood is not a bastioned intellectual environment, like a research laboratory. Decisions are made quickly and impulsively. MBAs need to be wary of their own arrogance if they wish to enter the entertainment industry."

Question 1

Identify two or three sentences with cohesive devices indicating analogy.

Question 2

Circle the cohesive devices indicating analogy from the passage and analyze the relations between sentences or clauses.

Question 3

Analyze the relations between sentences or clauses (without cohesive devices) in a paragraph.

Question 4

Analyze the relations between sentences or clauses (without cohesive devices) in a passage.

Lesson 16

Warm-up

- ◆ Can you figure out the relationship of different parts within the following sentence?

The people who get on in this world are the people who get up and look for circumstances they want, and if they cannot find them, they make them.

—George Bernard Shaw

Skill analysis

When examining the innate relationship between two paragraphs, we find that many paragraphs have a relationship called 'progressive development', that is, the author develops his idea in a gradual, progressive way. To understand this relationship, it is very important for us to look at the structure of the text and, from this, quickly locate the information we need in the text. When we come across such expressions as *in addition to*, *then*, we can understand the relations very quickly, but sometimes we also need to 'read between the lines' of paragraphs to know the relations between two sentences or two paragraphs.

Cohesive devices indicating progressive development relations: furthermore, moreover, further, in this way, still, not only ... but (also) ..., not ... but ..., in addition (to), additionally, much more interesting is/are, more specifically, next, besides, as far as ... is concerned, moreover, in other words, along this line of consideration, on the one hand ..., on the other hand ..., even, as a popular saying goes ..., in order to do it ..., meanwhile, at the same time, accordingly, in the first place ..., in the second place ..., equally important, of even greater appeal.



Lesson 16

Skill training

Exercise

Lawyers, also called attorneys in the US, act as both advocates and advisors in the legal system. As advocates, they represent a party in a criminal or civil trial by presenting evidence and arguing to support their clients in court. As advisors, lawyers counsel their clients concerning their legal rights and obligations, and suggest particular courses of action in business and personal matters. Lawyers research the intent of laws and judicial decisions and apply the law to their clients' circumstances. They may specialize in a number of different areas, including bankruptcy, intellectual property, probate, international or environmental law.

A good lawyer requires several skills. These include proficiency in writing, speaking with ease and authority, reading, researching, analysing and logical thinking. Perseverance, creativity and reasoning ability are also essential for lawyers, as they must often analyse complex cases and handle new and unique legal problems. A lawyer must also be familiar with courtroom rules and strategies.

With regard to education, a four-year college degree, three years in law school and successful completion of a written bar examination are required. After graduation, lawyers need to stay informed about legal and non-legal developments affecting their practices. Currently, in the USA, 39 States and jurisdictions require lawyers to undergo continuing legal education.

If you're interested in pursuing a career as a lawyer, you'll probably encounter stiff competition until 2008. This is because the number of law school graduates is expected to surpass the economy's capacity to absorb them. The continuing demand for lawyers will mostly come from population growth and the general level of business activities, as well as an increase in legal actions in healthcare, intellectual property, international law, environmental law and sexual harassment.

The growth in demand for lawyers will continue to be concentrated in salaried jobs as businesses and all levels of government employ a growing number of staff attorneys; employment in the legal services industry will also increase in larger law firms. The number of self-employed lawyers is expected to increase slowly because establishing a profitable new practice to compete against larger, established law firms will continue to be difficult.

Question 1

Identify two or three sentences with cohesive devices indicating progressive development relations.

Essential Reading for IELTS



Question 2

Circle the cohesive devices indicating progressive development relations from the passage and analyze the relations between sentences or clauses.

Question 3

Analyze the relations between sentences or clauses (without cohesive devices) in a paragraph.

Question 4

Analyze the relations between sentences or clauses (without cohesive devices) in a passage.

PHI
IELTS

Lesson 17

Lesson 17

Warm-up

◆ Can you figure out the relationship of different parts within the following sentence?

The reasonable man adapts himself to the world; the unreasonable one persists in trying to adapt the world to himself.

—George Bernard Shaw

Skill analysis

Parallel relations are also very common in developing the author's idea, especially when the author is going to explain two similar things or two aspects of the same thing. Such connectives as *and*, *similarly* and so on, help us to see parallel relations between two sentences or paragraphs. A good understanding of this relation will also speed up our ability to locate specific information in the reading passage.

Cohesive devices indicating parallel relations: and, also, too, as well as, either ... or ..., both ... and

Skill training

Exercise

Teachers act as facilitators or coaches, using interactive discussions and hands-on learning to help students learn and apply concepts in subjects such as science, math or English. Kindergarten and primary school teachers play a vital role in the development of children. What children learn and experience during their early years can, first of all, help shape their views of themselves and the world, and, as a result, can lead to either success or failure in school, work and in their personal lives. Secondary school teachers help students delve more deeply into subjects introduced in elementary school and expose them to more information about the world.

Essential Reading for IELTS



Kindergarten, primary, and secondary school teaching requires a variety of skills and aptitudes, including a talent for working with children and the ability to create an effective classroom learning environment. Teachers must also possess excellent organizational, administrative, problem-solving, conflict-resolving, and record-keeping abilities. In addition, research and communication skills are essential, as is the power to influence, motivate, and train others. Moreover, teaching also requires a high level of patience and creativity.

All 50 US states and the District of Columbia require public school teachers to be licensed, but it is not required for teachers in private schools. Requirements for regular licenses vary by state. However, all states require a bachelor's degree and completion of an approved training program with a prescribed number of subject and education credits as well as supervised practice teaching.

Overall employment of kindergarten, elementary and secondary school teachers is expected to increase about as fast as the average for all occupations until the year 2008. The job market for teachers varies widely by both geographic area and subject specialty. Many inner cities and rural areas have difficulty attracting enough teachers, so job prospects should continue to be better in these areas than suburban districts. With enrolments of minorities and non-English speaking students increasing, coupled with a shortage of minority teachers, efforts to recruit minority or bilingual teachers should intensify.

Question 1

Identify two or three sentences with cohesive devices indicating parallel relations.

Question 2

Circle the cohesive devices indicating parallel relations from the passage and analyze the relations between sentences or clauses.

Question 3

Analyze the relations between sentences or clauses (without cohesive devices) in a paragraph.

Question 4

Analyze the relations between sentences or clauses (without cohesive devices) in a passage.

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IELTS

Lesson 18

Lesson 18

Warm-up

- ◆ Can you figure out the relationship of different parts within the following sentence?

Bodily exercise, when compulsory, does no harm to the body; but knowledge which is acquired under compulsion obtains no hold on the mind.

—Plato

Skill analysis

It is a common practice for test designers to set some traps where transition is used, because the real intention of the author is “hidden” or “masked” through the use of *but*, *however* and so on. When we encounter such expressions, we should bear in mind that the reading focus should be put on the ***latter half*** of the sentence. This principle also applies when we examine the relationship between two paragraphs. The author uses the transition to emphasize something “after the transitional cues”, so when we are fast reading, we can jump directly to the content indicating the transition.

Cohesive devices indicating adversative relations: but, even so, however, though, even though, independent of, despite that, in spite of that, regardless of, yet ..., and yet, but unless.

Skill training

Exercise

Some people will disagree, but I think that if you decide to come to China to work as an English teacher, the question of salary is important. First, you need to honestly evaluate what type of lifestyle you want in China. If you are in Shanghai and want to go out every weekend, or if you want to go to the market and buy material and have custom-made clothes, then you are going to need at least 5,000 RMB per month to exist. This is, if your apartment is already paid for

Essential Reading for IELTS

by your employer. Add a few thousand more if you need to rent your own place. If you are in a smaller city the cost of living is much, much less. Remember that salaries in smaller cities will be less too. However, if you can live without Pizza Hut, then you can live for a lot less.

The location of your school will probably be the biggest single influence on your China experience. If you teach in Shanghai, in one of the better high schools, you may be in the classroom with international students and spending weekends with other westerners. It is easy to see how your exposure to China could be somewhat limited. By contrast, if you are employed at a school in rural China, you may be the only foreigner for miles. For what it is worth, I'd suggest taking a placement in a major city for the first year and then go inland if you decide to stay for a second year. Many people have found that they pick up Chinese quicker if they are in the countryside for their first year or two.

If your reason for coming to China is to learn Chinese, then you may find the opportunities for learning a bit limited. For example, my school provides free Chinese classes (actually allowing me to sit in on Chinese classes offered to Korean and Japanese students) but the classes conflict with my teaching schedule. Other teachers have been able to negotiate around this problem. Some teachers have had good success with hiring tutors. On the other hand, beware of language exchanges. Often the entire time is spent speaking English and little Chinese is spoken. Most of your students will want to practice English outside the classroom. In short, it is very easy to spend a year in China and realize that you have learned very little Chinese.

I think that a good many people come to China to get their foot in the door and then start looking for other employment. Jobs aren't hard to find but good jobs seem to be difficult to obtain. If you want to tutor part-time or edit some companies' web pages then you can find that type of work fairly easy. If you want to be a mid-level decision maker, then you might have a difficult time finding that type of opportunity. Whilst a few people have succeeded in finding such jobs, this seems to have had a lot to do with luck and personal connections rather than ability.

Question 1

Identify two or three sentences with cohesive devices indicating adversative relations.

Question 2

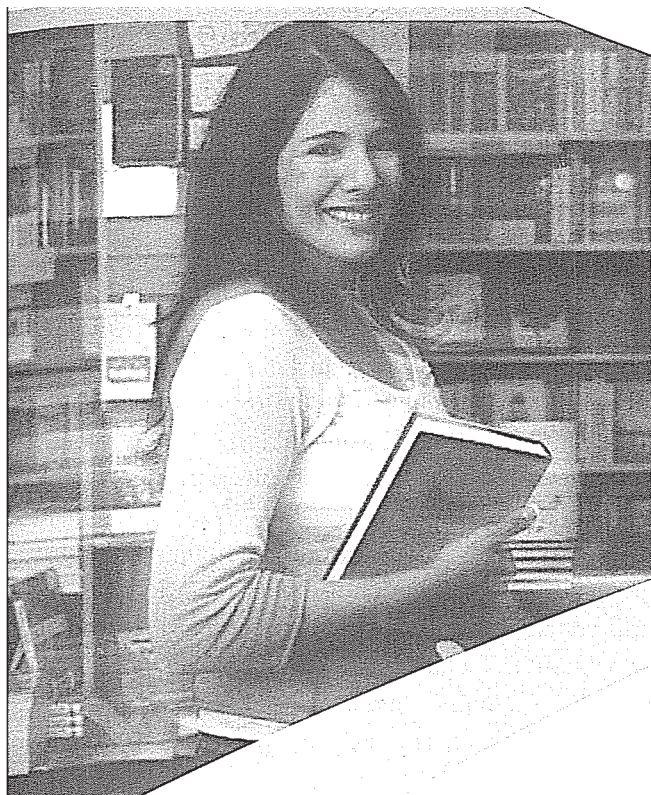
Circle the cohesive devices indicating adversative relations from the passage and analyze the relations between sentences or clauses.

Question 3

Analyze the relations between sentences or clauses (without cohesive devices) in a paragraph.

Question 4

Analyze the relations between sentences or clauses (without cohesive devices) in a passage.



Unit

9

Travel

Lesson 19

Warm-up



- ◆ In small groups, discuss what a summary is and how or why to summarize the paragraphs or passages.

S kill analysis

Cohesive devices in the reading texts are certain expressions which serve as signals for the meaning and structure of the text. They tell the readers how the texts are organized; and they indicate the relationship between the sentences before and the sentences following. When making preparations for the IELTS, students should train themselves

to dig out the cohesive devices hidden in the text, which will greatly help them to deconstruct the text, that is, to understand the structure of the text, and as a result, understand the meaning.

Cohesive devices indicating other relations:

- 1) Exemplification: for example; for instance; in this case; namely; as you know; as he explains; like; such as; a case in point is ...; consider ...; in particular; including ...; for one thing ...; for another ...; to put it simply; stated roughly; as an illustration, I will say ...; a good example (of ...) would be ...; to detail this, I would like to ...; It is interesting to note that ...; in this situation; as proof; take the case of; take as an example; as for; as regards; as to; according to; on this occasion.
- 2) Stress: in fact; especially; particularly; moreover; naturally; what is more important; in reality; certainly; of course; indeed; in particular; not to mention ...; believe it or not; undeniably; other thing being equal; it is certain; sure that ...; to be strict; to be true; by definition; definitely; undoubtedly; without a doubt; in truth; in any event; without reservation; obviously; not only ... but (also) ...; both ... and
- 3) Condition: if; unless; provided that; if it is the case; in this sense; once ...; if possible; if necessary; if so; if not all; if anything.
- 4) Generalization: in other words; on the whole; in sum; therefore; hence; in short; in brief; to sum up; in conclusion; in summary; to conclude; the conclusion can be drawn that ...; for this reason.
- 5) Position: beyond; opposite to; adjacent to; at the same place; there; over; in the middle; around; in front of; in the distance; farther; here and there; above; below; at the right; between; on this side.
- 6) Aim: lest; with this objective; for this purpose; in order that; in this way; since; so that; on that account; in case; with a view to; for the same reason.
- 7) Restatement: in other words; that is to say; as I have said; again; once again.
- 8) Sequence: first; second; thirdly; next; then; at the outset; following this; at this time; now; at this point; after; afterward; after this; subsequently; lastly; finally; consequently; before this; previously; preceding this; simultaneously; concurrently.
- 9) Time: at once; immediately; at length; in the mean time; meanwhile; at the same time; in the end; then; soon; not long after; later; at once; at last; finally; some time ago; at present; all of a sudden; from this time on; from time to time; since then; when; whenever; next point; a few minutes later; formerly; as; once; since; occasionally; in a moment; shortly; whereupon; previously.



Lesson 19

Skill training

Exercise 1

Question 1

Circle the cohesive devices in the given paragraph and analyze the structure.

I think that it's wonderful that people can travel to most parts of the world quickly and easily. Unfortunately, only a small proportion of the world's people actually do this. Most people rarely travel outside their own area or country, even if they would like to do so. Firstly, people don't have the money to do much travelling. Once people have taken care of their everyday cost of living, they don't have too much left over to take a trip to the exotic places that they have heard about on TV and from friends, or read about in newspapers or on the Internet. Secondly, people have other things to do with their lives, such as commitments to family, friends, and (sad to say) work. I am sure these people wish that they could travel more, but I am also sure that they are reasonably happy with their lives in their own areas.

Exercise 2

Question 2

Fill in the blanks with the corresponding cohesive devices.

Question 3

Analyze the structure of the paragraph.

This is what you do when you take a flight from an airport. _____ you need to check in. Present your ticket at the check-in counter and hand over any large pieces of baggage. Checking in early is often a good idea, _____ you can request a seat in a particular part of the plane, _____ at the back beside a window. _____, make your way to the security check. You will need to walk through a metal detector and have your carry-on baggage put through an x-ray machine. Remove any keys, coins, or other metallic objects, _____ you do not set the metal detector off. _____ you are waiting for your flight to board, you can browse through the shops, read a book, or buy yourself a drink. _____, refreshments at airports do tend to be expensive, _____ you might prefer to bring your own.



Unit 10

People (1)

Lesson 20

Warm-up

- ◆ Try to comprehend the article's structure by looking at the different cohesive devices.

Skill analysis

Now, we will try to get familiar with the function of cohesive devices through some specific examples. The expression such as *for instance* tells us that the writer will give some specific examples to illustrate the main points just presented. Another expression, often used in the text which shows us the cause and effect relationship between one idea



Lesson 20

and another, is *because*. Such devices show logical connections of ideas, thus helping you to understand the meaning.

In order for you to have a better understanding of the cohesive devices, you will be required to read a passage where the cohesive devices are dug out. By filling in the blanks, you will get a sufficient idea of the organizing structure of the passage.

Exercise 1**Question 1**

Circle the cohesive devices in the passage and analyze the structure of the passage.

The investigation into an accident at a railroad crossing involving an old lady driving her car across the railroad when it was hit by a train continues. A Spring Lake Heights resident, who requested anonymity was sitting on the back seat of a police car when police officer asked her what had happened. "I was right behind her car," she said, her voice shaking. "The gates were down and she just went right around them." She then stared up at the officer and asked, "What would possess someone to do that?" That is a question officials will be looking into in the coming weeks, especially as they try to determine which of several eyewitness accounts of the accident is accurate.

The victim was killed instantly when a train struck her car at approximately 4:20 p.m. on Monday, sending it into the air. The car landed 60 yards away and hit a tree, according to Janet Hines, a NJ Transit spokeswoman. The train involved was travelling north from Bay Head to Long Branch during the time of the collision, Ms. Hines said. "According to the engineer's account," she said, "he witnessed the car on the track and blew his horn at her and used the emergency brake but was unable to stop before striking the car." Ms. Hines added that at the time of the collision the railroad gates were down and the driver drove around the gates to get onto the track after already being stopped.

According to Spring Lake Police Chief Robert Dawson, the Spring Lake Heights woman was returning to her home when the accident occurred. "Witness accounts stated that she pulled onto the railroad crossing and the gates started coming down and she froze, and once that happened, she didn't move the car one way or another," he said. That account differs dramatically from what the witness who was stopped directly behind the victim's car said. "The wait at that particular crossing has always been long as far as I, my husband and my mother can remember," she said. "We have sat there time after time for at least 10 minutes." "I know that we sat at the railroad gates for at least five to seven minutes, before she backed up and tried to go around," she said. "I looked up all of a sudden and noticed that the car in front was starting to drive around the gate after it had come down."

Chief Dawson said that the police department did not believe the accident to be a suicide, but simply a motor vehicle accident. The witness from the car behind said she does not know

Essential Reading for IELTS



why the victim waited as long as she did before driving around the gates or why she did not see the train approaching at approximately 50 mph. "I don't know, I think she could've been just impatient; maybe she had some place to go, and maybe she had already sat there for a time and decided she didn't want to sit there anymore," she said.

According to Monmouth County First Assistant Prosecutor Robert Honecker, preliminary evidence suggested that the victim drove between the gates and possibly froze. "Some witnesses say she got caught in between when the gates came down and some say she manoeuvred around, once they had already come down," he said. "Right now we're considering everything and we will also be doing a toxicology test on the body but won't have the results for four to six weeks."

Skill training

Exercise 2

Questions 2-4

2. Fill in the blanks of the passage with the appropriate cohesive devices.
3. Underline the topic sentence of paragraph A.
4. Draw a chart revealing the passage structure.

Halloween

- A. Halloween's origins date back to the ancient Celtic festival of Samhain (pronounced sow-in). The Celts, who lived 2,000 years ago in the area that is now Ireland, the United Kingdom, and northern France, celebrated their new year on November 1. This day marked the end of summer and the harvest and the beginning of the dark, cold winter, a time of year that was often associated with human death. Celts believed that on the night before the new year, the boundary between the worlds of the living and the dead became blurred. So it was that the night of October 31, they celebrated Samhain, believing that the ghosts of the dead had returned to earth. Celts thought that, (1) _____ causing trouble and damaging crops, the presence of the other worldly spirits made it easier for the Druids, or Celtic priests, to make predictions about the future. For a people entirely dependent on the volatile natural world, these prophecies were an important source of comfort and direction during the long, dark winter.
- B. To commemorate the event, Druids built huge sacred bonfires, where the people gathered to burn crops and animals as sacrifices to the Celtic deities. During the celebration, the Celts wore costumes, typically consisting of animal heads and skins, and attempted to tell each other's fortunes. When the celebration was over, they re-lit their hearth fires, which they had extinguished earlier that evening, from the sacred bonfires to help protect them during the coming winter.

- C. By A.D. 43, Romans had conquered the majority of Celtic territory. In the course of the four hundred years that they ruled the Celtic lands, two festivals of Roman origin were combined with the traditional Celtic celebration of Samhain. (2) _____ was Feralia, a day in late October when the Romans traditionally commemorated the passing of the dead. (3) _____ was a day to honor Pomona, the Roman goddess of fruit and trees. The symbol of Pomona is the apple and the incorporation of this celebration into Samhain probably explains the tradition of “bobbing” for apples that is practiced today on Halloween.
- D. By the 800s, the influence of Christianity had spread into Celtic lands. In the seventh century, Pope Boniface IV designated November 1 All Saints’ Day, a time to honor saints and martyrs. It is widely believed today that the pope was attempting to replace the Celtic festival of the dead with a related, but church-sanctioned holiday. The celebration was also called All-hallows or All-hallowmas (from Middle English Alholowmesse meaning All Saints’ Day) and the night before it, the night of Samhain, began to be called All-hallows Eve and, eventually, Halloween. Even later, in A.D. 1000, the church would make November 2 All Souls’ Day, a day to honor the dead. It was celebrated similarly to Samhain, with big bonfires, parades, and dressing up in costumes as saints, angels, and devils. Together, the three celebrations, the Eve of All Saints’, Halloween and All Souls’, were called Hallowmas.

Lesson 21

Warm-up

- ◆ Form yourselves into groups of four. One person tells a story and then another person should summarize what the storyteller said.

Skill analysis

- ◆ Now you will be given a list of some of the most commonly used markers and the functions they perform.
1. Listing: *such as, first, in the first place, my next point is, last, but not the least, first and foremost*
 2. Summing up: *to summarize, in other words, to sum up, to wrap up the story, in all*
 3. Indicating the extension or further development of previously mentioned ideas: *furthermore, moreover, in addition*

Skill training

Exercise 1

Find the key sentence of each paragraph and then find the topic sentence of the passage through cohesive devices.

Brinks Mat

On November 26th, 1983, six robbers broke into the Brinks Mat warehouse at Heathrow Airport. Presumably, it was to be a relatively easy job, stealing £3 million in cash when there was an inside man, but this was drastically changed when, instead of the cash, they found gold bullion worth £26 million.



Lesson 21

It seemed at first as if the robbery was a major operation that had been extraordinarily well planned. And in reality, the operation was supported by a very detailed planning, but the robbers had hoped to find money, not ten tonnes of gold bullion, ready to be transported to the Far East.

The £26 million in gold wasn't just lying in a warehouse waiting to be stolen. It was locked in a safe, deep inside a secure airport building surrounded by guards, but that didn't deter the robbers.

Clearly having some insight into the layout of the building, the gang burst into the secure area, disabled the guards and tied them up. But to make matters worse, in order to force the guards to reveal the combination to the safe, the robbers poured petrol over them and threatened them with lighted matches until they gave in.

When the safe was finally opened, they looked in disbelief on a haul of gold bullion that was far beyond any previous 'cash-only' heists they had ever been involved in. What should have been a five-minute "smash 'n' grab" robbery, turned out to be a lengthy operation that made several members of the gang leave the airport to get some different transport because the booty was so big and heavy that their getaway vehicle couldn't handle it.

Nearly two hours after they had entered the building, the gang managed to make their getaway.

The usual suspects

The Brinks Mat robbery was a bold and very skillful operation, so shortly afterwards the police were able to trace the core figures of the gang from the usual suspects. The word had it that Mickey McAvoy and Brian Robinson had been scouting for trustworthy recruits weeks before the robbery, rumoured to be a mammoth inside job.

Robinson was already quite familiar to the police, and was nicknamed "the Colonel." His partner in crime, Mickey McAvoy, also had a bad reputation and was considered to be one of South London's most prolific armed robbers.

After the robbery, the first problem McAvoy and Robinson faced was to come up with a proper way to deal with £26 million worth of gold bullion—not the easiest thing in the world to hide. And to get away with the job, they would have had to arrange for it to be carefully laundered and discreetly transferred into their own pockets. This kind of operation requires a large degree of care—and an element of subtlety—both of which Robinson and McAvoy lacked.

Before the robbery, they were both living in modest council houses in South London, but only a few weeks after the heist they were living in a very large house in Kent, paid for in cash. And to make things worse, it was rumoured that McAvoy had bought two Rottweiler dogs to protect his mansion and named them "Brinks" and "Mat".

Deciding how to deal with such a large physical amount of gold would have been extremely difficult for the two main robbers, and there would not have been many people in their immediate circle who would have known what to do with it, or who might have been interested in such vast amounts of gold. Some bigger fish from the London end of the criminal pond had to be called in.

The Brinks Mat gang called upon the services of a criminal figure known only as "The Fox". The Fox was a well-known figure in the criminal underworld, and had risen to become one of the senior figures around the country due to his associations with many London gangs, particularly the infamous Adams family.



Using his contacts, the Fox arranged for the Brinks Mat gold to be delivered to a variety of different people so it could be smelted down into more manageable forms. The Adams family were happy to oblige, for a small cut of the proceeds. They involved the services of a jeweller named Solly Nahome, who was willing to sell on the smelted-down goods.

Exercise 2

Find the key sentence of each paragraph and then find the topic sentence of the passage according to its logical relations.

Organizing a Class Reunion

Should we have a single day or multi-day event? Some classes just have a one-evening reunion event. Other classes host multi-day reunions. Classmates repeatedly echo the same words after the reunion is over ... 'the evening went by too fast' ... 'there just wasn't enough time to talk with everyone'. How do you pack 5, 10, 20, 30 years of each other's lives into 5 hours? The answer is you can't. Hosting a multi-day reunion however gives your classmates additional time to relax and get reacquainted. This is far more attractive for those travelling from afar to attend the reunion. It may involve a little more work to host a multi-day reunion. But it offers many advantages to your classmates.

Many classes kick off their reunion activities with an informal Friday night party. This event is intended to loosen classmates up in an informal and relaxed atmosphere. These are held at a local restaurant or bar where snacks are served and classmates pay for their own cocktails. Keep this event simple—don't put a lot of stress on yourselves.

Saturday evening is typically reserved for the big event. Consider adding some daytime events. One popular event you might want to consider is arranging a tour of your old high school. After 10, 20, or 30 years this can be a wonderfully rejuvenating experience. You might hold your event to coincide with your school's homecoming or a school football game. This encourages classmate participation. Try to organize special seating arrangements so your class can all sit together. Some classes also organize activities—a morning golf outing, a local site seeing tour or a group shopping trip.

Aren't you tired yet? On Sunday, you might want to consider a relaxing event, such as a picnic. This is a chance for any last minute catching up and saying your goodbyes in a less hectic atmosphere. You could make it a family event with spouses and children invited.

What kinds of activities should you provide at the reunion? If you are planning a more formal evening event, certainly the night should contain a sit-down dinner and lively music entertainment. You can add some formality to the evening, such as having an official opening ceremony and a few brief speeches and awards before dinner. You could hold a tribute to classmates who have passed away. One thing you need to remember is that people are coming to the reunion to catch up with old friends. You need to allocate the majority of the evening to free socializing.

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Lesson 21

You might want to consider setting up a continuously running slide show of old class photos in one corner of the room. This is always a great attraction. Consider setting up a nostalgia table for classmates to view memorabilia and artifacts from your schooldays. This is a great way to jog faded memories and spark discussions amongst classmates. Ask each of your classmates to bring one piece of personal memorabilia for the nostalgia display. If you want to encourage dancing, make sure your music provider plays music from your era.



Unit

11

People (2)

Lesson 22



Warm-up

- ◆ Can you add any cohesive devices in the following text to make it more coherent?

Ladies and gentlemen, many people in the world have a dream that one day they could come to China and visit Beijing. My countrymen have a very strong desire to stage an excellent Olympic Games in Beijing which will be a great contribution to the Olympic movement and its history. I therefore hope from the bottom of my heart that you, distinguished IOC members, will help them realize their long-cherished aspirations.

The Chinese sage Confucius said, "Isn't it a delight after all to have friends come from afar?" Indeed, it is our delight to welcome all guests with open arms to Beijing in the year 2008. I'm sure you will have a great games in Beijing! Thank you!



Lesson 22

Skill analysis

Coherence is one of the most important organizing principles for essay writing, which means that each sentence in a paragraph leads naturally and logically to the next in explaining the central idea. When we are reading articles written by the Westerners, we often find that we are at a loss how the writer develops his or her ideas. In this lesson, you will be given some “isolated”, “fragmented” short sentences. You should read them to detect their logical relations and glue them together by using the proper cohesive devices.

Skill training*Exercise 1*

Question 1

Connect any sentences below by using the appropriate cohesive devices.

My best friend is quite tall. He has short, brown hair. His eyes are bright blue. Girls find them very attractive! He has very good dress sense. He wears a suit to work in winter. In summer it is warmer. He wears a shirt and tie. He likes to wear jeans and T-shirts outside work. They help him to feel more relaxed and comfortable. My best friend is optimistic. He is kind to his friends. He visits his parents. He doesn't live with them. He is independent. He is not married. He is looking for a girlfriend. You can meet him at my next party!

Exercise 2

Question 2

Put in the appropriate cohesive devices as much as you can in the passage.

Many Chinese people are famous all over the world. Here are a few examples.

Yao Ming was drafted by the Houston Rockets of the National Basketball Association (NBA) in 2002. He became only the third Chinese national ever to play in the NBA. Yao was already famous, and famously tall. At 2.26 metres, he towered over most professional players. He had played for China's national team in the 2000 Olympic Games. He played five seasons with the Shanghai Sharks of the China Basketball Association. Yao wears uniform #11. Yao's parents

played for the national basketball teams of China. His mother, Fang Feng Di, is 6'3" tall. His father Yao Zhi Yuan is 6'7". Previous Chinese players in the NBA were Wang Zhizhi (joined the Dallas Mavericks in 2001), and Mengke (or Menk) Bateer (joined the Denver Nuggets in 2001).

Zhang Ziyi played fist-fighting heroines in *Crouching Tiger, Hidden Dragon* (2000) and *House of Flying Daggers* (2004). Zhang was born in China. She spent six years at the Beijing Dance Academy. She continued acting studies at the Central Academy of Drama. Her first leading role was in the poetic village romance *The Road Home* (1999). One year later she landed a high-profile part. She played the aristocratic young rebel Jen Yu in Ang Lee's *Crouching Tiger, Hidden Dragon*. The role brought Zhang to the attention of international audiences. Her porcelain good looks and tough image proved to be a popular combination. She co-starred with Jackie Chan in the action comedy *Rush Hour II*. In 2004 she played a mysterious samurai-like courtesan in the action film *House of Flying Daggers*.

Ang Lee has directed a diverse series of films. He directed the clash-of-cultures comedy *The Wedding Banquet* (1993). He directed the Jane Austen period romance *Sense and Sensibility* (1995). He directed the martial arts epic *Crouching Tiger, Hidden Dragon* (2000). It was nominated for 10 Academy Awards. It was nominated for best director and best film. *Sense and Sensibility* was nominated for best picture of 1995. *The Wedding Banquet* was nominated as best foreign picture of 1993. Lee was born in Taiwan, China. Lee attended college at the University of Illinois. He attended film school at New York University. In 2003 he released the blockbuster comic book film *The Hulk*. This maintained his reputation for taking on new challenges.

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Lesson 23

Lesson 23

Warm-up

The teacher will give an oral presentation on the topic of “people” and then ask the students to respond to the questions so as to introduce the “information-locating” ability, which is required of the students.

Skill analysis

A core reading ability tested in the IELTS is to identify the proper ‘locating words’ or expressions from the question and then locate the information that will help you to find out the answer in the text. More than 80% of the IELTS questions should be dealt with through the ‘locating words’. When there are words indicating time, place, date, name in the question, we should single them out and use them to help us to locate the information we need. If there are some nouns acting as subject, the superlatives of adjectives and adverbs, we should also pay special attention to them. Besides, verbs indicating changes deserve our attention, too. All the above are potential keywords in IELTS.

Skill training

Exercise 1

Questions 1–3

Underline the locating words in a sentence and anticipate the possible positions of the sentence, then locate the sentence in the paragraph.

1. Beckham is famous for his professional skills, such as a memorable goal from midfield against Wimbledon in 1996.
2. However, at Real Madrid he changed his number, since the number 7 had already been taken by his teammate.



3. Beckham typically plays midfield.

David Beckham is a leading English footballer and also a former star of the legendary team Manchester United. He was already a favourite of fans when he married Spice Girls star Victoria Adams (Posh Spice) in July, 1999. The combination of the two heartthrobs proved irresistible to the press and public. As a result, they became one of Britain's most famous couples. As a player, Beckham is particularly known for his free kick expertise, hot temper and spectacular long-range shots, including a famous goal from midfield against Wimbledon in 1996. In June, 2003, Manchester United sold Beckham to the Spanish team Real Madrid for a transfer fee of £25 million—in other words about US \$45 million. Beckham wore uniform number 7 with Manchester United. However, at Real Madrid he switched to number 23, since the number 7 had already been taken by his teammate, Raul. Beckham is not as special at Real Madrid, because the team was already home to several other superstars, including Luis Figo, Ronaldo and Zinedine Zidane. Beckham typically plays midfield. His popular nickname is “Becks”. He has three sons with Victoria Beckham. Brooklyn was born on 4 March 1999, Romeo was born on 1 September 2002, and Cruz was born on 20 February 2005. Beckham was disqualified from the 1998 World Cup after a rough foul in England's loss to Argentina. However, in 2002 he returned to the World Cup as captain of the English side, alongside fellow star Michael Owen.

Exercise 2**Questions 4–6**

Underline the locating words in a sentence and anticipate the possible positions of the sentence, then locate the sentence in the paragraph.

4. Paul McCartney plays guitar with his left hand.
5. McCartney wrote most of the songs for The Beatles.
6. Paul became more publicly active in charitable work after his wife Linda died of cancer in 1998.

Paul McCartney was a member of The Beatles. He is a singer, a songwriter, and a guitarist. McCartney plays the guitar left-handed. The Beatles were the biggest rock band of the 1960s. In 1957 Paul McCartney was invited to join John Lennon's band The Quarrymen. George Harrison and Ringo Starr also joined. The new band became The Beatles. Their songs were usually written by McCartney and Lennon. Some of their famous songs were *A Hard Day's Night*, *Yesterday*, *Let It Be*, and *Hey Jude*. McCartney released his first solo album in 1970. In the 1970s, McCartney formed the band Wings. His wife, Linda, who had previously been a model, was also in the band. They toured extensively and recorded albums. Their most famous albums were *Band*



Lesson 23

on the Run and *Venus & Mars*. In 1979 McCartney was awarded a special award for having sold over 200 million albums. In the 1980s and 1990s McCartney continued to record and perform. He was awarded the title, Member of the British Empire (MBE) in 1997. This made him Sir Paul McCartney. Paul and Linda's daughter became a popular model and fashion designer. After Linda McCartney died of cancer in 1998, Paul became more publicly active in charitable causes. In July 2001 McCartney announced his engagement to model and activist Heather Mills and the pair married on 11 June 2002 at Castle Leslie in Ireland.

Lesson 24

Warm-up

◆ **What advice did the lady give to the woman?**

A woman got a dent in her car and took it in to the repair shop.

The repairman decided to have a wee bit of fun. So he told her all she had to do was to take it home and blow in the tailpipe until the dent popped itself out.

After 15 minutes of this, a lady, one of the woman's friends, came over and asked what she was doing. "I'm trying to pop out this dent, but it's not really working." "Duh, you have to roll up the windows first!"

Skill analysis

Sometimes, it is very hard for us to locate the needed information only through the keywords or phrases when the passage is too long for us to come directly to the place where the question exists. This time, an overall idea of the structure of the article will come out to our rescue. If we have a clear picture of what is discussed, and where, we can locate the desired part very quickly through the help of the locating words.

A clear idea of the structure of the passage can be achieved through a reading of the opening and ending paragraphs and the topic sentence of each paragraph, through which you can form a mental picture of the reading text. This mental picture will offer great help when you are looking for information. A thorough investigation of the reading comprehension of IELTS has proved that up to 80% of the questions have a lot to do with this understanding of the structure of the whole passage.



Lesson 24

Skill training

Exercise 1

Questions 1-3

Find the relevant information in the passage according to the questions.

1. Why are “doers” enthusiastic and excitable?
2. What is the unique characteristic of “scientists” compared with other personalities?
3. Whose goal is to find meaning in life and why?

Psychologists generally agree that there are 16 broad personality types. Of course, many people are a mixture of two or more of them. Here are introductions to four of the sixteen personality types. Can you recognise any of the characteristics in yourself?

“Doers” are outgoing, straight-talking types. They are also enthusiastic and excitable, because “doers” are people who live in the world of action. They are blunt, straightforward risk-takers. As a result, they are willing to plunge right into things and get their hands dirty. They live in the practical world, so they place little importance on theory. Consequently, they look at the facts of a situation, then quickly decide what should be done before taking action, and finally moving on to the next thing. “Doers” have an uncanny ability to perceive people’s attitudes and motivations. Therefore, they see things which go completely unnoticed by most other personality types, such as facial expressions and stance. The result is that they are typically a couple of steps ahead of the person they’re interacting with.

“Scientists” live in the world of ideas and planning. As a consequence, they value intelligence, knowledge, and competence. Usually, they have high standards in these regards, which they continuously strive to fulfil. To a somewhat lesser extent, they have similar expectations of others. With an introverted and intuitive personality, “scientists” focus their energy on observing the world, thereby generating ideas and possibilities. Their mind constantly gathers information and makes associations about it. As a result, they are tremendously insightful and usually are very quick to understand new ideas. However, their primary interest is not understanding a concept, but rather applying that concept in a useful way. Unlike some other personality types, they do not follow an idea as far as they possibly could, because they seek only to understand it fully.

“Idealists” are focused on making the world a better place for people. Consequently, their primary goal is to find meaning in life. They also want to discover how they can best serve humanity in their lives. They are also perfectionists, who drive themselves hard in their quest to achieve the goals they have set themselves. “Idealists” are highly intuitive about people. They rely heavily on their intuitions to guide them, and use their discoveries to constantly search for value in life. They are on a mission to find the truth. Every meeting and every piece of knowledge they gain is evaluated to see if it has any potential to help them. The goal at the end of the path is always the same: to help people and so make the world a better place. Because they are generally thoughtful and considerate, “idealists” are good listeners.

Exercise 2

QUESTIONS 4-7

Find the relevant information in the passage according to the questions.

4. What happened to Margaret Thatcher in the first year of the 1990s?
5. Why was Hugh Grant arrested in 1995?
6. What is Michael Owen famous for?
7. What was the marriage between Diana and Charles like?

Have you heard of these famous British people?

Margaret Thatcher was the United Kingdom's first woman Prime Minister. She held the office of PM longer than anyone in the 20th century after being elected Prime Minister in 1979. She favoured privatisation plans and she led the country in the Falklands War with Argentina. She had a stern, no-nonsense style which earned her the nickname "The Iron Lady." Thatcher was elected to three consecutive terms as Prime Minister. Political disputes in her party forced her to resign in 1990. She was succeeded by John Major. In 1992, Thatcher then entered the House of Lords. She holds the title Baroness Thatcher of Kesteven. She has often been compared with her conservative American counterpart, Ronald Reagan. Thatcher's husband, Denis, died in 2003. The couple's twin children, Carol and Mark, were born in 1953.

Hugh Grant is an actor who specializes in playing charming twits and rogues. He became an international star in the 1994 comedy *Four Weddings and a Funeral*. His other films include *Sense and Sensibility* (1995), the pregnancy comedy *Nine Months* (1996), the romance *Notting Hill* (1999, with Julia Roberts), *Bridget Jones's Diary* (2001) and *About a Boy* (2002). Grant was arrested in 1995 when he was found in a car with a Hollywood prostitute named Divine Brown. He had to pay a fine for this. He had a long-running romance with model Elizabeth Hurley which ended in 2000. They remained partners in a production company. It is called Simian Films.

Michael Owen made England's 1998 World Cup squad aged 18. He became the youngest national team member in 100 years. Owen quickly became an international star. He is renowned for his speed and killer instinct around the goal and was named European Footballer of the Year in 2001. He played professionally for Liverpool for several years. He signed a four-year contract in 2004 to play for the Spanish team Real Madrid. Owen wears number 10 for England but number 11 for Real Madrid. He has lived nearly all his life in Wales although he was born in Chester, England. Owen's long-time girlfriend is Louise Bonsall whom he met in primary school. Their daughter is named Gemma Rose. She was born in 2003.

Lady Diana Frances Spencer married Prince Charles at the age of 20 on July 29, 1981. Diana's youth and beauty made her a favourite of the public and she was often followed by news-



Lesson 24

paper reporters and photographers. These photographers are often called “paparazzi”. She and Charles had two sons. William was born in 1982 and Harry was born in 1984. Her marriage to Charles was troubled almost from the start. Diana and Charles were divorced in 1996. Diana devoted her life to her two sons. She worked for charities worldwide. She worked with AIDS victims. She also helped achieve a global ban on land mines. She and her boyfriend, Dodi Fayed, were killed in 1997 in a high-speed car crash in Paris, France.





Level three





Unit

12

Interpersonal Relationships

Lesson 25

Warm-up

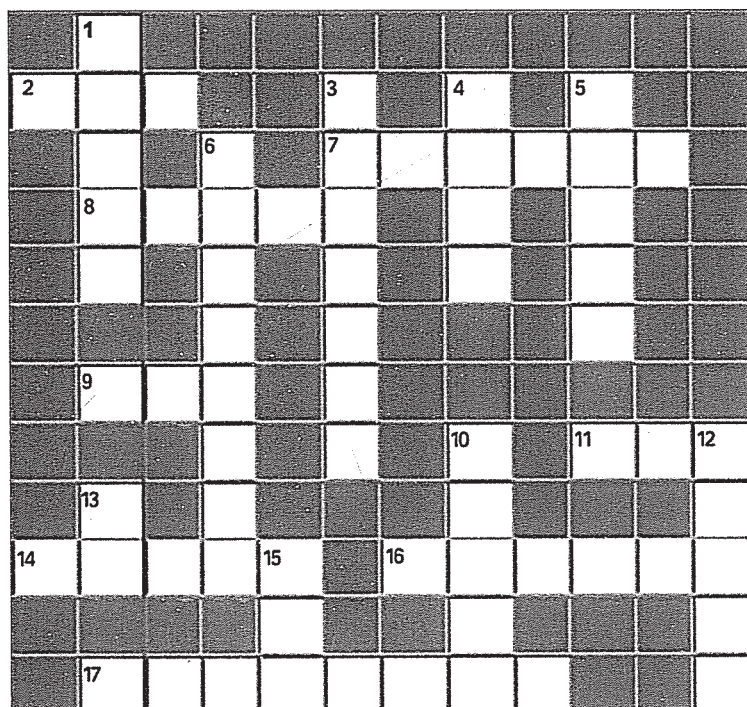
◆ Based on the 17 sentences, fill up the Crossword Puzzle.

DOWN

1. Please don't _____ that. It is dangerous.
3. An _____ has eight legs.
4. She walked _____ the bank.
5. A mechanical man is sometimes called a _____.
6. If you have a _____, ask your teacher.
10. The opposite of long is _____.
12. You shouldn't _____ rocks at people.
13. Let's listen _____ some music.
15. My brother will go, _____.

ACROSS

2. _____ home at 6:00 yesterday.
7. I _____ go swimming with you tomorrow.
8. Don't _____ your money now.
9. My father is _____ a woman.
11. He went _____ of the house.
14. Don't _____ your finger at people.
16. My _____ is a housewife.
17. What is your _____ song?



Skill analysis

Chart completion

This section will provide you with an incomplete graph. There may be several categories on this graph, including dates, names, place names, etc. One or two pieces of this information will be missing for each item on the table.

Classifying categories and scanning for specific information

When scanning for information you don't have to read the whole of the text. You just follow the natural order to read the sentences and find the words, numbers or dates that you need. When you decide that you have found the information, you can just read the sentence or sentences that contain the word, number or date and answer the question. The keywords are often names, dates and proper nouns.



Lesson 25

Skill training

Exercise 1

Questions 1-5

Fill in the chart with the specific information.

Name	Place of Birth	Age
Zahara	1.	
2.	3.	four years old
4.	the USA	5.

My children motivate me

Ask Angelina Jolie about her children and like any proud mother, she'll brag about them. "They give me so much joy, and I want to make a better world for them," the Oscar-winning actress said.

Jolie has a 4-year-old son, Maddox, who was adopted from Cambodia, and a daughter, Zahara, adopted this summer from Ethiopia. When she brought Zahara home, "she was 6 months old and not 9 pounds," Jolie said. "Her skin, you could squeeze it, it stuck together. Like, it was terrifying! Now, she has gained 6 pounds. So we call her 'chubby'. She's, you know, she's just a totally different baby."

Jolie says Maddox loves being a big brother. "He came to the orphanage. He saw where Zahara was living, and he saw she needed care. Kids understand sadness and poverty and hunger."

The 30-year-old actress, who is a U.N. Goodwill Ambassador, said her children motivate her to continue her humanitarian work. "I'm fortunate to do what I get to do, to be here, to talk about these issues," she said. "I'm just grateful every day that I have this chance."

Question 6

Find the appropriate synonyms from the passage for following phrases.

show off press family euphemism for slightly fat



Exercise 2

Question 7

Fill in the chart with the specific information.

When the couple are getting divorced:

Items that women want to keep	Items that men want to keep	Items that women want men to keep	Items that men want woman to keep



Lesson 25

Women—keep more after divorce

An authoritative research company, McCoy, found that when couples are in the midst of getting divorced, women are more likely than men to keep joint possessions.

Men on average wanted their ex-wife to keep 19 items out of a list of 24 including the home, photographs and pets, while women wanted the men to get just eight. While women did not particularly want items including the television, CDs, DVDs, and toaster, they were keen to see that their ex-husband did not get them.

McCoy polled 3,515 people in May and June. The poll found that men were keen for their ex-wife to keep items including the bed, the television, the wedding album, the lawnmower and garden accessories, house plants, the coffee machine and the family pet. One item that men were determined to keep for themselves was the house—32% wanted to keep it outright, compared with 30% who were happy to wholly hand it over to their ex-wife. The men also wanted the car, the laptop computer, digital camera and CD and DVD collections.

Half of the women wanted the family home outright, but even more, 64%, wanted the dog or cat. They were happy for their former husband to keep the bed, sofa, lawnmower, coffee machine, laptop, digital camera, PlayStation and any wine and drinks they had. Ultimately 46% of the women did keep the house, compared with 29% of the men, with other couples selling.

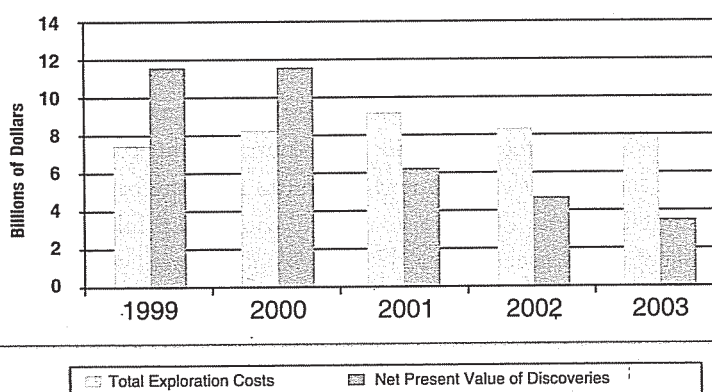
Denise Knowles, a counselor, said: "These findings reflect the hugely different emotional attachment that divorcing men and women feel towards their shared possessions." Men are far keener than women to put their past behind them and want to move on, which is why they are happy to let their ex-wife keep almost all of their shared possessions—apart from those items that provide entertainment such as the car, digital camera and music system. "Women, by contrast, have a far greater emotional attachment to their home and its contents, seeing these things as the fabric of their lives and things that should be preserved both for themselves and their children as symbols of their family history and life."

Lesson 26

Warm-up

Diminishing Returns

Exploration spending vs. value of discoveries



Which of the following expressions is *NOT TRUE* according to the chart?

- A. The value of discoveries before 2000 is higher than the exploration costs.
- B. The value of discoveries after 2000 is lower than the exploration costs.
- C. Exploration brings fewer and fewer valuable discoveries.
- D. More and more money is spent on exploration.

Skill analysis

When reading a chart, you should read both the vertical axis and the horizontal one so as to have a clear idea of how the chart summarizes the corresponding part of the text. Then scan the chart to pick out the signposts or keywords, which will lead you to locate the relevant information in the text.

In most cases, we can locate the contents of the table or chart in one or two paragraphs in the IELTS tests. The most important thing for you to do is to make a comparative reading between the information on the chart and the corresponding parts of the text and then find out what information is missing and fill in with the needed information.

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Lesson 26

Skill training

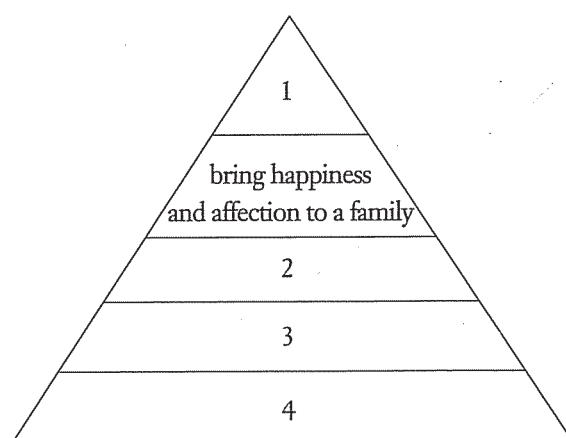
Exercise 1

Questions 1-4

Using the information in the paragraph, complete the chart below.

Use **NO MORE THAN THREE WORDS** from the paragraph for each answer.

DINK, "Double Income No Kids", refers to families that consist of a husband and wife who both work but have no children. The number of such families has hit 600,000 in major cities, revealed by the Fifth National Population Census. It has been reported that 17 million adults are inclined to become DINK families. There seem to be some relationship between DINK families and people with high educational backgrounds. Based on questionnaires collected from couples who have been married for five years and are of childbearing age, Horizon Research, a professional research firm, announced that about 10% of the Beijing families with an average education of junior colleges do not want any child. At the same time, a survey among female undergraduates, conducted by the China Social Investigation Institute, found that 42.4% of them do not want kids after marriage. Another survey further confirmed that more and more people in the Chinese mainland have begun embracing the concept of DINK families. In big cities such as Beijing, Shanghai, Guangzhou and Chengdu, over one-fifth of women aged 15 to 59, prefer to maintain a DINK status, while 24.7% of young and middle-aged women advocate marriage without children. For holders of Master's degree or above, the main reasons for childbearing have been sequenced from top to bottom as "to complete a family, to bring happiness and affection to a family, to make parents happy, to maintain conjugal relations, and to reproduce."



Main reasons for childbearing

Exercise 2

Questions 5–9

Using the information in the passage, complete the chart below.

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

5. _____

6. _____

7. _____

8. _____

9. _____

The Generation Gap

What is the generation gap? The generation gap refers to a vast difference in cultural norms between a younger generation and their elders. It's a distressing phenomenon which occurs around the world. In my opinion, a lack of communication, different views on certain problems and different attitudes towards life cause the generation gap or even widen it.

First, one of the major factors for this misunderstanding between the two generations is that parents and children lack communication. Young people seldom reveal their feelings to their parents and have several complaints about their parents: they are out of touch with modern times; they are dominant; they do not trust their children to deal with crises; and they talk too much about certain problems. So when young people encounter some problems, they prefer to turn to their classmates or their friends for help. This lack of communication widens the generation gap.

Another factor is that parents and their children see almost everything from different perspectives. Take choosing career as an example. Parents generally believe it is their responsibility to make career plans for their children. Some hope their children will go in for professions that will bring them the greatest prestige and economic benefits, while others simply hope their children will have a stable job with a regular income. But young people think they should be free to make their own decisions as to their future career. Young people explain that true success is not a matter of money or position, instead, it is a matter of self-fulfillment. While children often complain that their parents are out of touch with modern ways, their parents criticize their children for the radical ways of dealing with things.

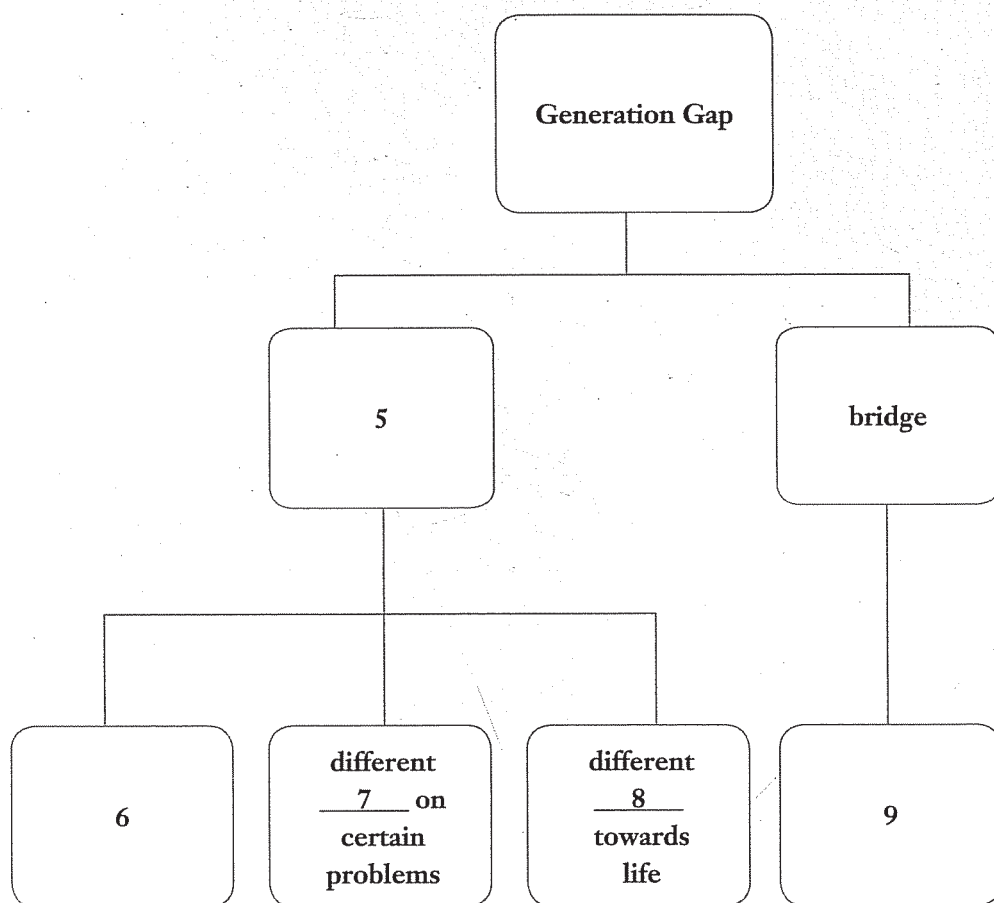
Finally, with the changes in the world over the decades, the attitudes of the young have altered too. There are differences in such matters as musical tastes, fashions, drug use, sex and politics between young people and their parents. Nowadays, long hair on young males is viewed as

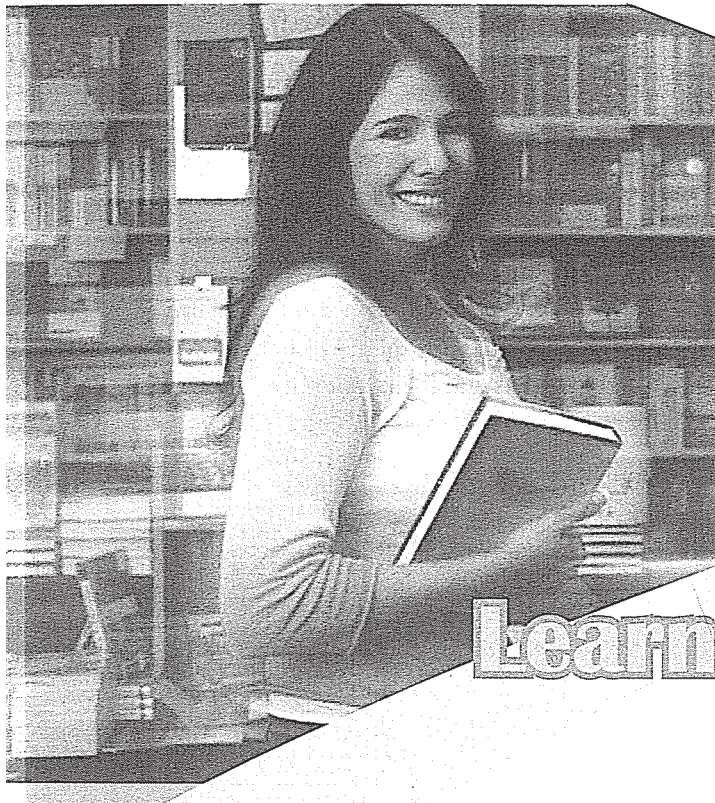


Lesson 26

fashionable by the young, but it is frequently considered to be a shocking act of rebellion against social norms by parents. Most parents find it hard to accept their children's attitudes because they themselves have been brought up to respect traditional values.

With the factors mentioned above, I think that mutual understanding is vital in order to narrow the generation gap. On the one hand, parents' views do reflect their concern for the bright future of their children. On the other hand, children should talk with their parents and try to understand them better. Therefore, it would be wisest for parents and their children to view each other as friends.



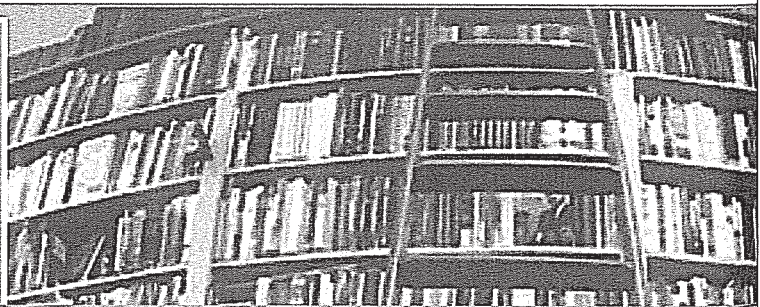


Unit

13

Learning Methods

Lesson 27



Warm-up

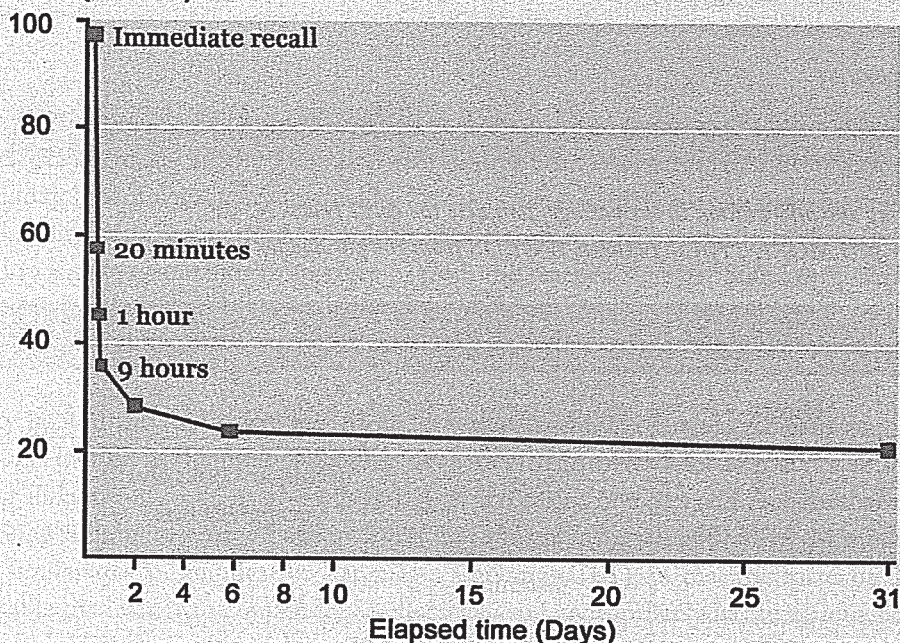
◆ This is the Forgetting Curve of Hermann Ebbinghaus, the curve mainly shows that:

- A. Not everybody has immediate recall.
- B. The rate of forgetting levels off over time.
- C. The more you memorize, the more you forget.
- D. Practice helps one to remember better.



Lesson 27

Retention (Percent)



Source: Hermann Ebbinghaus, Memory; A Contribution to Experimental Psychology, 1885/1913

Skill analysis

◆ How to find the general information according to the chart?

As we have discussed above, there are two types of information that should be filled into the blanks of the table, of which one is some general information. For this type of information, what we should do is to observe the following procedure:

1. Find the relevant paragraph according to the chart.
 - 1) read the chart and find the characteristics of the required information
 - 2) find the relevant paragraph and locate the relevant sentences
2. Summarize the relevant information in the located sentences.
 - 1) read the located sentences and classify the information
 - 2) summarize the classified information.



Skill training

Exercise

Question

Using the information in the passage, complete the chart below.

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

Method	Focus	Materials	Mother Tongue
Direct			
		grammar books and vocabulary lists	
	listening		
Audio-Lingual			
Communicative Language Teaching			
	grammar		
	vocabulary		
Community Language Learning			
		objects and pictures	
	the learner		
	similarities between the first and second languages		
		books and the Internet	
	task completion		



Lesson 27

Listed below are brief summaries of some of the more popular second language teaching methods of the last half century.

The Direct Method involves teaching entirely in the target language. The learner is not allowed to use his or her mother tongue. The explanation of grammar rules is avoided by the teacher and there is emphasis on good pronunciation. Tapes are often used. In many ways, it is the opposite of the Grammar-Translation Method, whereby learning is largely by translation to and from the target language. In the Grammar-Translation Method, grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed on developing oral ability. Another method—Total Physical Response (TPR)—works by having the learner respond to simple commands from tapes or from the teacher, such as “Stand up”, “Close your book”, “Go to the window and open it.” This method, not using the student’s mother tongue, stresses the importance of listening comprehension, rather than pronunciation or grammar rules.

The theory behind the Audio-Lingual Method is that learning a language means acquiring habits, without the use of the mother tongue. This method involves a lot of practice of dialogues involving all kinds of situations. New language is first heard on tapes and then extensively drilled before being seen in its written form in books. In terms of materials and use of the mother tongue, this is similar to Communicative Language Teaching (CLT), in that the focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to find herself in. The contents of CLT courses are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, or location. Hence, with CLT, the focus is on functions rather than situations.

The Structural Approach sees language as a complex of grammatical rules which are to be learned one at a time in a set order using textbooks. So for example, the verb “to be” is introduced and practiced before the present continuous tense which uses “to be” as an auxiliary. The Lexical Syllabus approach is based on a computer analysis of language which identifies the most common (and hence most useful) words in the language and their various uses. The syllabus teaches these words in broadly the order of their frequency, and great emphasis is placed on the use of authentic texts from books and dialogues from tapes. It can be seen that the Structural Approach focuses on grammar, whereas the Lexical Syllabus approach focuses on vocabulary, though both make use of the student’s native language.

The Community Language Learning approach relies on building strong personal links between the teacher and student so that there are no blocks to learning. There is much talk in the mother tongue, which is translated by the teacher for repetition by the student. Suggestopedia is also based on the idea that a language can be acquired only when the learner is receptive and has no mental blocks. By various methods it is suggested to the student that the language is easy—and in this way the mental blocks to learning are removed. Familiar objects and pictures are used to teach vocabulary. Use of the student’s native tongue is not forbidden, but only used when necessary.

An unusual method is the Silent Way, so called because the aim of the teacher is to say as little as possible in order that the learner can be in control of what he wants to say. No use is made of the mother tongue and the student says as much as he can. On the other hand, the Natural

Approach uses both the target language and the student's native language. This approach stresses the similarities between learning the first and second languages. There is no correction of mistakes. Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them through books and other media.

The Immersion Method has no specific focus, as it views all skills as important. It is widely used and uses a wide range of materials, such as books and the Internet. ESL students are immersed in the English language for the whole of the school day and are expected to learn math, science, humanities, and other subjects through the medium of the target language, English. Immigrant students who attend local schools find themselves in an immersion situation, for example Puerto Ricans in American schools.

Task-Based language learning focuses on the completion of a task which in itself is interesting to the learners. In other words, students find the task interesting and can use it to learn language. Learners use the language they already have (rather than their native tongue) to complete the task and there is little correction of errors. This is the predominant method in middle school ESL teaching. The tasks are subsumed in a major topic that is studied for a number of weeks. In the topic of ecology, for example, students are engaged in a number of tasks culminating in a poster presentation to the rest of the class. The tasks include reading, searching the Internet, and listening to taped material.

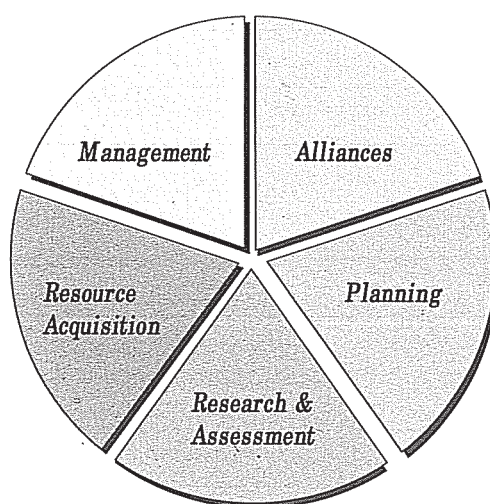


Lesson 28

Lesson 28

Warm-up

◆ Use your imagination and try to guess what the chart talks about.



Skill analysis

◆ Get to know the relationship between the chart and the questions.

Then when it comes to finding specific and detailed information, we begin by correlating the chart and the text. Firstly, we select the locating words and identify which part of the text deserves our great attention. Then we work out a proper way to arrange the information and decide on which words to be filled in the blanks.

1. Read the chart and get to know the information, then classify the information.
2. Answer the questions according to the chart.
 - 1) analyze the chart and get the information
 - 2) read the questions and find the characteristics of the required information
 - 3) answer the questions

Skill training**Exercise****Question**

Read the passage and from the list below, select the best information for each paragraph A–K. Write the appropriate letter A–K in the following blanks. Each letter might be used more than once.

The Brain Takes a Break When It Digests Your Effort	
Avoid the Frustration Energy	
Set Reasonable Goals	
Create a Study Routine	
Respect Brain Fade	
Prepare Your Study Environment	
Use Exaggeration	
Review the Same Day	
Honor Your Emotional State	
Take Guilt-Free Days of Rest	
Study in Short, Frequent Sessions	
Observe the Natural Learning Sequence	

Improve Studying Results

- A One of the main reasons people do not reach their goals is because they set them too high. If you set goals that are manageable, even if they seem too simple, you get in the habit of accomplishing them and gradually you can set higher goals. Also, recognize the difference between long-term and short-term goals. Set your vision on the long-term dream, but your day-to-day activity should be focused exclusively on the short-term, enabling steps.
- B Do not study if you are tired, angry, distracted, or in a hurry. When the brain is relaxed, it is like a sponge and it naturally absorbs data without effort. If you are emotionally stressed, your brain literally repels data. Forcing yourself to sit and study when your mind is on other things is a complete waste of time!
- C It has been proved that short bursts of concentration repeated frequently are much more



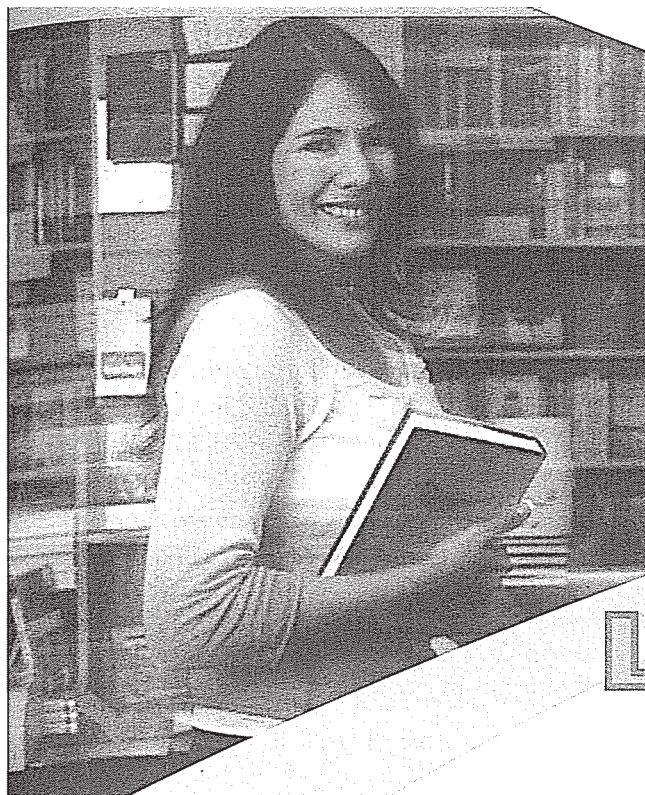
Lesson 28

effective than one long session. So, even if you only have 10 minutes, DO IT. Take a break. Then study another 10 minutes. This “distributed learning” approach is highly efficient because it suits the way the brain likes to work. The brain needs recovery and recharging time for “protein synthesis.” The rest periods are when your brain assimilates your effort. They are a powerful tool which many teachers do not acknowledge. To sit and study for hours and hours is not only boring, it creates fatigue, stress, and distraction. You cannot learn if you are fatigued, stressed, and distracted!

- D Think of the activities you did when you were in nursery school. Using your whole arms, you probably performed the song that goes: put your right hand in, put your right hand out. Then, in kindergarten, using your hand, you might have been asked to draw lines or circles with crayons. Later, in first grade, now holding the pencil with your fingers, you drew smaller lines and circles to create letters. Believe it or not, this natural learning sequence, moving from large to small, coarse to fine, still remains effective even though we are now older. When you study, if you try first to grasp the big picture and then fill in the details, you often have a more likely chance of success.
- E This follows the same principle as above, but on a longer, daily-time cycle. The reason for resting is to refresh oneself. However, if you feel guilty (“I really should be studying”), then your precious rest period has been used to create more stress. The brain will not absorb new data if it is stressed. On days off from studying, really enjoy yourself and do not feel bad about not studying.
- F If you require certain elements in your environment to help you study, try to always make these a priority. For example, do you need special lighting, silence, music, privacy, available snacks, etc.? Pay attention to what works for you and repeat it each time you study for best success.
- G When you learn something new, try to go over the points the same day. If you wait a few days and then make efforts to review the material, it will seem much less familiar. However, a quick review later in the day will tend to cement the information into your brain so that the next “official” study session, you will recognize it and it will seem easy.
- H Why does a baseball batter warm up by swinging two or three bats? Why do runners sometimes strap lead weights to their legs? In both cases, exaggeration during practice makes the final result seem easy. This concept can be applied to studying anything. For example, if you are studying spelling, exaggerate the sound of the letters to help to remember them. So for studying purposes, “naive” would be pronounced “NAY-IVY”. By getting used to this exaggerated pronunciation, the correct spelling seems obvious.
- I Generally, if you schedule certain times of the day to study, you will get into a routine and accomplish more. If you just “fit it in” during your day, chances are that there will never be any time. An effective way to do this is to literally mark it down in your date book calendar as if you have an appointment, like going to the doctor. For example: “Tuesday 3-4:30 P.M.—Study.”
- J Ironically, the quicker the person’s nervous system is, the faster they learn. Yet, this fast nervous system also works overtime in being self-critical. So they are the ones who always think they aren’t going fast enough! In contrast, the “Type B”, less intense person who learns slow-

er yet is more self-accepting, ends up ultimately learning the material in a shorter period of time. This is because he/she doesn't waste energy blocking, getting upset, and thinking that they're not good enough—they simply keep moving forward at a slower (but un-blocked) pace.

- K It is normal for the brain to have an attrition rate and to forget things. This does not mean that you are stupid! Instead of getting mad about this fact, you should expect it and deal with it accordingly. See your brain as depositing layers of knowledge. As you place more information on top, the lower levels become older and less available to your immediate recall. The trick here is simply to review. Since we can anticipate the eventual fading of our memory, creating a review aspect to our study session will solve the problem. Once every two or three study sessions, simply review older material that you will be still needing to remember. Often, a quick overview is sufficient. Sometimes, a complete detailed study session of the older material is required. "Brain Fade" is completely normal. (Unless you are gifted with a photographic memory, which is extremely rare.)



Unit

14

Life Planning

Lesson 29



Warm-up

❖ Is it true that company matching retirement fund to 50% of salary?

Reaching the end of a job interview, the Technical recruiter asked a young engineer fresh out of MIT, “And what starting salary were you looking for?” The engineer said, “In the neighborhood of \$125,000 a year, depending on the benefits package.” The recruiter said, “Well, what would you say to a package of 5 weeks vacation, 14 paid holidays, full medical and dental, company matching retirement fund to 50% of salary, and a company car leased every 2 years—say, a red Corvette?” The engineer sat up straight and said, “Wow! Are you kidding?” And the recruiter replied, “Yes, but you started it.”

Skill analysis

Scanning for specific information (1)

When you scan a text, as with skimming, you look quickly through it. However, unlike skimming, scanning involves looking for specific words; scanning involves rapid reading for the specific rather than the general, for particular details rather than the over-all idea.

When you read a text, for example, you may want to find only a percentage figure or the dates of particular historical events instead of the main ideas. Scanning will help you find such information more efficiently.

Skill training

Exercise 1

Choose the appropriate letter (A–D) for each question.

1. The Library's acquisition policy is to subscribe to the following except
 - A) political parties.
 - B) research institutions.
 - C) foreign governments.
 - D) current-day pressure groups.
2. What subject is not included in the Library?
 - A) Labor and the Trade Unions
 - B) Social policy
 - C) Entertainment
 - D) Industry
3. What is the policy taken by the Library in acquiring pamphlets?
 - A) Build a long-term connection with other libraries
 - B) Purchase the material from Industrial Welfare Society
 - C) Subscribing from the relevant political parties, research groups and pressure groups
 - D) Contact the League of Nations



Lesson 29

The Library holds 90,000 old pamphlets, many published in the 19th century or the early part of the 20th century. This is primary source material, published and written by pressure groups, political parties and individual campaigners. Much of the original collection was donated to the Library in its early years. It is therefore a unique resource for historical research. Subjects covered include:

- British history
- Politics
- Economic history
- International history
- Social policy
- The Poor Laws and the origins of the Welfare State
- The origins of the National Health Service
- Housing
- Industry
- Labor and the Trade Unions
- Unemployment
- Transport, with a particularly large collection on railways

The collection has an international flavor; material is in most European languages, with a particularly large proportion in German. There are publications from France published since 1848 and Russia and Germany from the 1930s. The material on Labor and the Trade Unions covers a vast range of countries including South Africa and Latin America. International history is also well covered, including material on the League of Nations, disarmament, pacifism and the two World Wars. Disputes such as the Middle East are also well documented.

There is a comprehensive collection of material from political parties, including election manifestos and political cartoons. Issues in British political history include the Corn Laws, land questions, the Church and the state, and home rule for Ireland. There is a wealth of material on the cooperative movements, including the Cooperative Women Guild.

Pamphlets can be found from long-standing pressure groups such as the Fabian Society and organizations which have long disappeared such as the Industrial Welfare Society, the Minority Movements in the trades unions, the League of Nations Union and the Commonwealth Party.

The Library has maintained its policy of acquiring this type of material, by subscription to political parties, research bodies and current-day pressure groups of all persuasions.

4. Why did Congress give money to Yosemite National Park?
- A) It's the most popular park in the country.
 - B) No other park is in worse shape.
 - C) They wanted more motels and stores built there.
 - D) The 1997 flood had damaged the park.
5. According to the Sierra Club, the Merced River is
- A) damaged beyond repair.
 - B) being covered over by a road.
 - C) unsafe for drinking water because of trash.
 - D) the lifeblood of the park.

The national parks are areas of diverse interests and it is precisely because the national parks enjoy a tremendous popularity that many scientific issues have come to the fore. The ultimate result of our love affair with the parks has been that with ever-increasing use of these areas the very problems of urban living have found their way into the parks. The irony is that these areas were originally thought of as places to escape the pressures and problems of civilization. Popularity has its price. The largely unseen "infrastructures", sewage systems, water supplies and roads are, in national parks across the country, beginning to crack. In addition to getting old, some parks are also handling two to three times as many visitors as thirty years ago, so they are experiencing increasing impacts on their resources from visitors.

The National Park Service says the solution is money. About three and a half billion dollars of it to fix up the nation's 378 parks, monuments and wilderness areas. Sometimes even money doesn't seem to do the trick. Yosemite, for example, does have money for repairs, nearly two hundred million dollars. It's just that it can't spend it, at least not the way it wants. Congress gave Yosemite the money to repair damage from the 1997 flood, but after the park service tried to widen a road into the park, the Sierra Club sued to stop road construction, claiming the work was damaging the park's lifeblood, the Merced River. Sierra claims they are developing roads, widening roads into the Merced River area, developing more hotels, and increasing the basic infrastructure in Yosemite, rather than moving infrastructure out of Yosemite.

Thus, before we say the solution is money we must ask where it goes, for if we continue to spend it on the wrong things it only adds to the problem. It's not just three hundred million national park visitors who suffer when the infrastructure falls apart. It's the country as well.



Lesson 29

Exercise 2

Questions 6–10

Underline the key words of each sentence.

6. When examining life planning, it often appears that many of the main things have been decided for us, according to where we were born and raised, our natural talents, and who our parents are.
7. I wouldn't rely on university rankings too much when choosing a university as they tend to be based on very broad criteria unrelated to the quality of specific courses.
8. Choosing a job is something you should think about long before you complete your studies, assuming you haven't already decided on a career path.
9. It's worth remembering right from the start that things will not always go according to plan, so have back-up plans.
10. Success at work and in one's personal life is possible, provided you manage your life, your time, and your priorities correctly.

Lesson 30

Warm-up

- ◆ What is the meaning of “but now it’s my fault”?

I Can Guess Your Job

A man was flying in a hot-air balloon and realized he was lost. He reduced height and spotted a man down below. He lowered the balloon further and shouted, “Excuse me, can you tell me where I am?”

The man below said, “Yes, you’re in a hot-air balloon, hovering 30 feet above this field.”

“You must be an engineer,” replied the balloonist.

“I am,” said the man. “How did you know?”

“Well,” the balloonist said, “everything you have told me is technically correct, but it’s of absolutely no use to me.”

The man below said, “You must be in management.”

“I am,” replied the balloonist, “but how did you know that?”

“Well,” said the man, “you don’t know where you are, or where you’re going; you’re in the same position you were in before we met, ... but now it’s my fault.”

Skill analysis

Scanning for specific information (2)

When scanning for information you don’t have to read the whole of the text. You just follow the natural order to read the sentences and find the words, numbers or dates that you need. When you have found the information, you can just read the sentence or sentences that contain the word, number or date and answer the question. The keywords are often names, dates and proper nouns.



Lesson 30

Skill training

Exercise 1

Questions 1–4

Choose the appropriate letter (A–D) for each question.

1. Now Katherine Goldstein is
 - A. a senior in Harvard Law School.
 - B. a professor in Harvard Law School.
 - C. a clerk in a bank in Cleveland.
 - D. unmarried.
2. Katherine Goldstein plans to
 - A. be a full-time housewife.
 - B. do things like her mother.
 - C. have a full-time job and raise a family.
 - D. have a law career without children.
3. What does Katherine Goldstein plan to do first?
 - A. To have kids
 - B. To tackle the more demanding facets of her profession
 - C. To become a fearsome trial lawyer
 - D. To become a federal judge
4. What does the word “mentor” mean?
 - A. adviser
 - B. partner
 - C. lawyer
 - D. judge

When Katherine Goldstein was growing up in the suburbs of Washington, D.C., her mom, an artist, was usually home waiting for her after school. Goldstein, now 26, is grateful that her mother was around. But she plans to do things differently. A recent graduate of Harvard Law School, Goldstein works as a clerk for a circuit-court judge in Cleveland and is engaged to be married in October. “I view having a full-time job and children as an eventuality and a reality,” she says. Already she is anticipating what it will take to combine a law career with raising a family. Her calculation: tackle the more demanding facets of her profession—such as trial law—now, before she starts having kids. That way, “I can transition to a more family-friendly role when I have children,” she explains. She has been deeply influenced by one of her “mentors,” a law partner in her mid-30s who recently gave birth to her first child. “She told me that when she dies, she just wants to say that she was a good wife and mother,” says Goldstein. “It’s less important to her to become a federal judge or a fearsome trial lawyer. I find that advice really useful.”

Exercise 2**Questions 5–9**

Choose the appropriate letter (A–D) for each question.

5. Which of the following statements is true?
 - A. The cost of education was high in the old days.
 - B. Now it is easy to make a choice on what course to pursue.
 - C. There were many diverse knowledge domains to choose from in the old days.
 - D. Now there are many varieties of selection criteria for careers.
6. Which of the following techniques is not one of the usual ones?
 - A. student counseling sessions
 - B. road shows
 - C. surveys
 - D. talks
7. What does the statement “my choice of course to study is to secure a good job for a decent living” mean?
 - A. My choice of course to study is to have the appropriate knowledge and skills to manage the 30-year of career life.
 - B. My choice of course to study is to choose a course that offers the skills which can be carried through my complete life.
 - C. My choice of course to study is to choose a course that offers the skills which can only be carried to manage my 20-year of retirement life.
 - D. I needn't invest in study and high education costs to acquire the necessary knowledge and skills to cater for a larger time frame.
8. The teenager who has inclination to science, logic and rational thinking
 - A. caters for a larger time frame to choose automation engineering as his course of study.
 - B. probably can't get hired by a large manufacturing company.
 - C. neglects human skills and management capability which will limit his career advancement.
 - D. won't climb up the career ladder to a fairly high position and retire with handsome economic benefits.
9. A person who is misfit for the life may
 - A. find new career ladder goals.
 - B. wander through life without a goal and purpose.
 - C. be accustomed to the corporate language and rituals.
 - D. be satisfied with day-to-day social and community life.



Lesson 30

Which Course Should You Study at University?

As teenagers approach university level, a decision has to be made on what course to pursue. In this world of diverse specializations, it can be an overwhelming task to make such choice for both the children and parents. In the old days, it was not too much a problem to make a choice as there were not so many diverse knowledge domains to choose from, and there were only a few distinctive professional careers like doctor, engineer, accountant, nurse, teacher, etc. to think about. Also, in the old world of stability and certainty, most higher learning led to a financially successful life. In addition, the cost of education was not so prohibitively high.

Today's world is entirely different from what was just described. There are a good variety of career talks, university open days, and well-organized student counseling workshops to guide and help teens make up their minds about what course to pursue. Again in the old world, the selection criteria were simple—what is the teenager's interest, which course will have more job opportunities in the future, what type of jobs can make more money?

Although the criteria can still be applied in today's world, it is not so straightforward. Most teenagers have difficulty in identifying their own interests. The current job scenario is a constantly changing landscape in the sense that jobs can become redundant overnight, with new type of jobs appearing that most academic institutions do not yet have the syllabus to teach. Sunset industries may be wiping out certain types of jobs. There are other techniques which can be used besides the usual road shows, talks or student counseling sessions. Psychological profile mapping is also used. Questionnaires, surveys, interviews, and computer software are used to determine preference, interest-inclination, or learning types of students.

Generally, students, parents, counselors, and career-talk speakers have a future time frame that is only focused on the career. This itself presents a problem that is usually realized when the career person reaches older age, say, before or during retirement. The underlying thinking is that my choice of course to study, with all the self-discipline and high education costs, will lead to a secure job and a decent living. Looking at the time frame again, if we take the average retirement age as 55, then there are 30 years of career life, and 20 years of retirement life. Should we invest in study and high education costs to acquire the necessary knowledge and skills, just to cater for 30 years of career life? What about the remaining 20 years of post-career life?

Today we also witness much instability and uncertainty during the 30 years of career life. We also observe many highly educated retirees do not have the appropriate knowledge and skills to manage their 20 years of retirement life creatively, productively and meaningfully. Children should be guided by adults to ponder future scenarios with a longer time frame. As one of the factors in choosing a course, they should consider studying a course that offers skills which can be carried through one's whole life.

Consider a teenager who has an inclination to science, logic and rational thinking. He chooses automation engineering as his course of study. It is satisfying for him to carry out projects on, say, automating a manufacturing process in an assembly line. With a good degree or a doctorate, he gets hired by a large manufacturing company. Again there is much job

satisfaction in terms of technical challenges. Then a few things happen.

As he gets more and more engrossed in the technical world, he tends to neglect human skills and management capability which limit his career advancement. As age catches up with him, he feels a great sense of dissatisfaction at seeing others in non-technical fields become more financially successful than him. Or, he somehow picks up some management skills, and climbs up the career ladder to a fairly high position. Suddenly there is an economic downturn or closing down of that particular company. Or, he somehow gets through his career life successfully, and retires with handsome economic benefits. He soon realizes that he has been in the corporate world too long. He is accustomed to the corporate language and rituals which are not so relevant in day-to-day social and community life. There are no more goals in life because all he knows is his career. He finds himself a misfit for the rest of his life, wandering through life without a goal and purpose, and waiting for the final day.

The above may sound too negative a picture. However, think about it for a minute. The modern world is uncertain and unpredictable. Will tomorrow's world be more uncertain and unpredictable, or less?



Unit

15

Education

Lesson 31

Warm-up

Logical Reasoning

A fourth-grade teacher was giving her pupils a lesson in logic. "Here is the situation," she said. "A man is standing up in a boat in the middle of a river, fishing. He loses his balance, falls in, and begins splashing and yelling for help. His wife hears the commotion, knows that he can't swim, and runs down to the bank. Why do you think she ran to the bank?"

A girl raised her hand and asked, "To draw out all of his savings?"

Skill analysis

Inferring

Sometimes a writer suggests or expresses something indirectly in a text. In other words, the writer implies something and leaves it to the reader to infer or understand what is meant. When writers do this, they rely to some extent on the knowledge of their readers—knowledge of a subject or cultural knowledge, for example. Inferring a writer's meaning is sometimes important in the process of understanding a reading text.

When doing the inferring, bear in mind one important rule: don't over-infer. That is, we should base our inference only on the information in the text. For example, if we read a passage arguing that the Earth is flat, then we should base our inference on this prerequisite rather than resorting to our own intuition that the Earth is round.

Skill training

Exercise

Questions 1–10

Do the following statements agree with the information given in the previous 10 sentences?

TRUE	if the statement agrees with the text
FALSE	if the statement contradicts the text
NOT GIVEN	if no information is given

1. Children shouldn't watch TV because it interferes with their studies.
2. Children who spend a lot of time watching TV are more likely to be aggressive, smoke, be overweight and do badly at school.
3. There is evidence to suggest that not all TV programs are bad for children.
4. IQ and socio-economic status do not have a great influence on whether a child will graduate from university.
5. TV influences children with below average IQs and above average IQs equally.
6. The amount of TV watched by very young children appears to influence their initial education.
7. Many TV programs for 3- to 5-year-olds are not solely for entertainment.
8. TV doesn't really stop children doing better at school.
9. The time spent watching TV matters more than what is watched on TV.
10. Parents need to play a role in supervising what their children watch on TV.

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Lesson 31

- I Too much time in front of the TV reduces children's learning abilities, academic achievement, and even the likelihood of their graduating from university, suggest three new studies.
- II Decades of studies have linked childhood hours in front of the TV with aggressive behavior, earlier sexual activity, smoking, obesity, and poor school performance.
- III Some researchers have found that high-quality, educational TV programs are a boon for learning.
- IV Kids who watched the least TV—especially between the ages of 5 and 11—had the highest probability of graduating from university by the age of 26, regardless of IQ or socioeconomic status.
- V The effects seemed to be strongest for those who had an average IQ level, probably because the outcomes for the children at either IQ extreme are less likely to be affected by TV watching.
- VI Kids who watched the most TV before the age of 3 performed poorest on reading and mathematics tests at ages 6 and 7.
- VII There did seem to be some benefit for TV watching in 3- to 5-year-olds, because many programs targeted at this age range are educational.
- VIII One idea of how TV harms educational achievement is that TV takes time away from creative play, reading or doing homework.
- IX Research suggests that it is not the amount of viewing that matters but the content that is viewed.
- X They suggest that parents should encourage kids to watch high-quality, educational programming.

Lesson 32

Warm-up

Below is an excerpt from a letter that a medical school sent to an applicant:

We regret that we will not be offering you a position at our school. The committee has been forced to reject many highly qualified applicants because we must restrict our class size to fewer than 200 students.

◆ Which one of the following can be logically inferred from the information in the letter mentioned above?

- (A) Only highly qualified applicants were accepted by the medical school.
- (B) The applicant was considered to be highly qualified.
- (C) The school had already taken its maximum number of students.
- (D) Most of the applicants were highly qualified.
- (E) The qualifications of applicants were not the only factor affecting admissions.

Skill analysis

An explanation of 'False / Not Given' in 'True / False / Not Given' exercises

Students generally find this type of exercise in the IELTS rather difficult. One reason is that they are used to doing True / False exercises where the False covers False and Not Given. Then when they come to do True / False / Not Given, they cannot make the distinction between the three different types of contradictions and Not Given. It is therefore important that students are able to understand what False means in True / False / Not Given.

There are three types of contradictions:

- statements which are the opposite of the original text.
- statements which are the opposite of the original text, because they are negative.
- statements where the information is not the opposite or negative, but the information in the statements contradicts that given in the text.



Lesson 32

Skill training

Exercise 1

Questions 1–5

Do the following statements agree with the information given in the paragraph?

TRUE	if the statement agrees with the text
FALSE	if the statement contradicts the text
NOT GIVEN	if no information is given

1. The writer believes that video games which are not designed to be educational can still encourage children to learn.
2. The writer believes that decision-making in video games is educational.
3. According to the writer, people who don't play video games know the games are educational but choose to ignore this fact.
4. The writer believes that, for gamers, violent games are not the most attractive ones.
5. According to the writer, "Sim City" is unrealistic because the amount of money a player spends on health care is never high enough.

Many parents are concerned about the fact that their children play many video and computer games. Perhaps the best way to address concerns over the effects of video games is to emphasize their vast potential to educate. Even games with no educational intentions require players to learn a great deal. Games are complex, adaptive and force players to make a huge number of decisions. Gamers must learn rules through trials and errors, solve problems and puzzles, develop strategies and get help from other players via the Internet when they get stuck. The problem-solving mechanism that underlies most games is like the 90% of an iceberg below the waterline—invisible to non-gamers. It is the pleasure of this problem-solving, not the violence which is sometimes included in games, that can make gaming such a satisfying experience. Nobody is using violent games in schools, of course, but other off-the-shelf games such as "Sim City", which contain model economies, are used in education. By playing them it is possible to understand how such models work. In "Sim City", for example, in which the player assumes the role of a city mayor, no amount of spending on health care is ever enough to satisfy patients, and the fastest route to popularity is to cut taxes.

Exercise 2

Questions 6–15

Do the following statements agree with the information given in the passage?

TRUE	if the statement agrees with the text
FALSE	if the statement contradicts the text
NOT GIVEN	if no information is given

6. Kids at Potomac Elementary School learn different subjects in Chinese.
7. The kids at Potomac Elementary are learning Chinese primarily because their parents want them to.
8. The number of students learning Chinese is increasing faster than the numbers for most other languages.
9. Zhang Zhan uses a mixture of fun and hard work in his classes.
10. The children at Potomac Elementary cannot understand that Chinese characters often reflect what a word means through a picture.
11. Most US colleges offer Chinese programs.
12. The US government believes that national security will be increased if more Americans speak Chinese.
13. Quentin West plans to work in China.
14. Chloe Hand's mother definitely wants her daughter to work for a company doing business with China when she finishes her education.
15. John Skolnik doesn't believe that he will be able to speak Chinese fluently.

Studying geometry can be taxing for a 10-year-old, but Dr. Zhang's classes of young American students are not merely learning all the angles, they are doing it in Chinese. Maryland's Potomac Elementary School, in a prosperous suburb north of Washington, D.C., is one of a growing number of U.S. schools that teach Chinese—a popular language thanks to China's surging economy and growing world clout.

At Potomac Elementary, children as young as 6 are honing their Chinese, motivated by a mix of parental prodding and their own desire to do something different. "It's pretty amazing, especially the first few months at school, when you walk into a kindergarten classroom, and the children are understanding what the teacher is saying and it's all in Chinese," said Linda Goldberg, the school's principal. "Half of the time the kids aren't even aware that the teacher is speaking a different language. They just fall right into it," said Holly Hand, whose daughter Chloe is in Zhang's immersion class.

The United States has declared 2005 the "year of languages" although few Americans are aware of the designation. According to a 2002 Modern Language Association survey, more college students are studying foreign languages than ever before. Enrolment in Chinese rose 20 per-



Lesson 32

cent over 1998. The 1.4 million students learning 15 leading languages represented a 17 percent increase over 1998. But only 9.3 percent of Americans are able to speak both their native language and a second tongue, compared with 52.7 percent of Europeans, according to the Census Bureau.

At first glance, weighty national priorities take a back seat to the fun of cultural exchange at Potomac Elementary. Hallways are festooned with Chinese art and learning aids, such as stuffed animals labelled with Chinese names. Children sing Chinese folk songs and U.S. nursery rhymes in Chinese. However, in Zhang Zhan's fifth-grade immersion class, songs and games come only after a rigorous vocabulary drill and lessons on triangles and trapezoids—all taught in Chinese. "My students are good at listening and do pretty well at reading, but writing is a weak point," said Zhang, who has a Ph.D. in education and was a teacher in his native Beijing.

Ian Alers said mastering Chinese characters was tough. "Writing's pretty hard because you have to do the strokes in the right order," said the fifth grader. Chloe Hand, 10, says Chinese is "cool" and that she is starting to catch on to the complex writing system of characters that contain elements of meaning and sound. "It's a totally different language. There's nothing to refer to," she said. "I can write Coca-Cola in Chinese and it has a lot of little boxes that refer to a mouth."

Dreams of selling Coca-Cola and other U.S. products to China have helped drive interest in Chinese studies. According to the Center for Advanced Research on Language Acquisition, 640 U.S. colleges offer Chinese programs, while 102 schools from kindergarten to 12th-grade teach Chinese. Teaching Chinese is also of keen interest to the U.S. government, which launched the National Security Education Program (NSEP) in 1994 to fund university studies of languages of key world regions, including East Asia and the Middle East. The NSEP in 2002 inaugurated the National Flagship Language Initiative, a pilot program in Arabic, Chinese, Korean and Russian—languages deemed critical to U.S. security.

At the London School, a private boy school in nearby Bethesda, Maryland, 17-year-old Quentin West said he started Chinese six years ago because "I thought it would be pretty fun." But as he contemplates college, the Clinton, Maryland native recognizes good opportunities in China. "China's expanding, and now they need services and what's more, I guess lawyers and businessmen," West said.

Parents of Potomac students, some of whom are taking Chinese night classes to keep up with their children, say they are loath to plan careers for 10-year-olds. "Even if my child doesn't use her Chinese going forward, she's learned so much about another culture," said Chloe Hand's mother. Learning Chinese helps kids by "making their brains work in a more different way than if they just learn their ABCs," she said. Allison Rosenstock, 10, said she wants to follow her father and "start my own business and have an office in China." London student John Skolnik, 17, said his studies would bring national gain as well as personal achievement. "When a lot of kids like us grow up and hopefully are able to speak Chinese, and get jobs with businesses that are trading and doing business with China, it will be a big leap for a country like the United States," he said.

Lesson 33

Warm-up

A woman, while at the funeral of her own mother, met this guy whom she did not know. She thought this guy was amazing. She believed him to be her dream man and she fell in love with him right there. But she did not ask for his number and, no matter how hard she tried, she could not find him. A few days later she killed her sister.

◆ Question: What is her motive in killing her sister?

Skill analysis

Logical inferring among sentences

The first step to do the inference is to do the logical inferring amongst sentences. The best strategy to deal with this kind of exercise is to firstly paraphrase the original sentence, especially some key elements there within, then try to check read the paraphrased sentence with the choices provided to see if the key words can match. If yes, chances are that the choice is the correct answer. And then if the choice doesn't contradict the original sentence, we can conclude that we have found the correct answer.

So just observe the following two steps:

1. be familiar with the common logical relationships in sentences
2. make inference according to the logical relationships in sentences



Lesson 33

Skill training

Exercise

Questions 1-10

Choose the best sentence whose meaning is closest to the original sentence.

1. We live in a modern detached house on the edge of Stonehouse, Gloucestershire and have been interested in renewable energy for many years.
 - A. The family live in a new house and have been interested in alternative energy for a long time.
 - B. The family live in a modern house and use different forms of energy.
 - C. The family live in a modern house, joined to a neighbouring house and use alternative energy.
 - D. The family live in a country house, made of stone, that they wish they could use renewable energy.
2. Solar panels produced 100% of the hot water from March to mid-September in 2000, proving to us that solar power really does work in England.
 - A. Many people don't think that solar power is suitable for England.
 - B. There is enough sunlight to provide energy for their heating needs for half the year.
 - C. The solar panels provide all their electricity for half the year.
 - D. The solar panels heated all their water for half the year.
3. We sell all the electricity we produce, including what we use ourselves, to "Good Energy" and this has reduced our electricity bill down to only £2 a month.
 - A. The family makes a profit on the electricity they produce, even taking into account the electricity they use.
 - B. The family sells all the electricity their home generates and buys back what they need, reducing their electricity costs.
 - C. "Good Energy" makes a profit by buying and selling electricity from small family producers.
 - D. The family uses the electricity they produce for free.

Essential Reading for IELTS

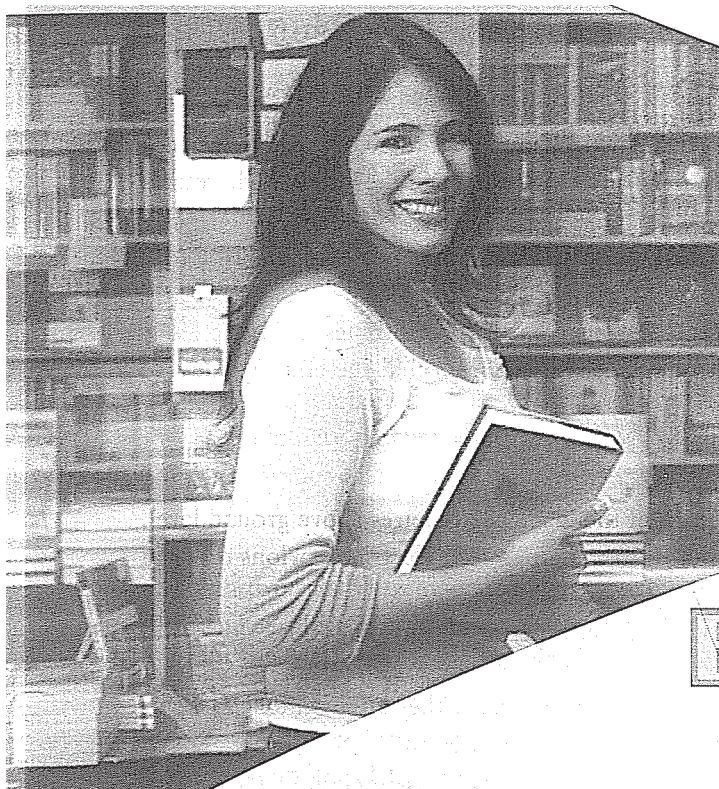


4. In Britain, by law, electricity supply companies have to satisfy a certain proportion of renewable energy generation, so they are prepared to pay a premium for that.
- A. Electricity is produced in several different ways by law and each method costs a different amount to produce.
 - B. Renewable energy costs more than other forms of energy generation, but electricity suppliers must still buy a certain amount of it by law.
 - C. Electricity suppliers are prepared to pay a higher price for electricity generated from renewable sources because of legal requirements.
 - D. Electricity suppliers are required by law to pay a higher price for electricity generated using renewable resources.
5. With the money we raise, we're hoping to give grants to local people for electricity reduction projects, thereby encouraging people to demand less energy which will enable us to produce electricity from renewable sources.
- A. Grants are an effective way of reducing electricity use, but are only used locally.
 - B. People need to reduce their demand for electricity before producing from renewable sources can become profitable.
 - C. Grants for electricity reduction projects will lead to the production of more electricity from renewable sources and reduce the amount of energy people use.
 - D. Grants will be given to local people to encourage them to demand less energy.
6. My investment began when a similar council-run project to install a second-hand wind turbine in a nearby village fell through.
- A. Projects involving second-hand wind turbines are often unsuccessful.
 - B. The writer decided to invest in a wind turbine even though a similar project didn't succeed in a nearby village.
 - C. The writer decided to invest in a wind turbine because a similar project didn't succeed in a nearby village.
 - D. Projects run by councils have less chance of success than projects run by individuals.
7. You can even buy used wind turbines on the Internet that sell for 10% of their original price and have a lot of life left in them.
- A. Used wind turbines that are bought on the Internet are generally the best ones.
 - B. Used wind turbines save money in the short term, but not necessarily in the long term.
 - C. Used wind turbines are easy to buy and use.
 - D. You can buy good used wind turbines for a fraction of their original cost.



Lesson 33

8. Opponents claim that a wind turbine will blight the landscape, but these opponents are people who have moved in recently and don't want anything to change the countryside setting they bought into, not locally born people.
- A. Locally born people are more concerned about saving money than recent arrivals to the countryside.
 - B. The landscape can be changed dramatically for the worse if wind turbines are used.
 - C. Opponents of wind turbines are often recent arrivals worried that the countryside will change in appearance.
 - D. Locally born people are not concerned about how the countryside looks.
9. It's worth bearing in mind that the highest tip of the blade is 20 metres above ground level, whereas typical electricity pylons are 35 metres to the top, so the electricity pylons that run adjacently actually dwarf the turbine.
- A. Electricity pylons have a more dramatic effect on how the countryside looks than wind turbines do.
 - B. Wind turbines are not as effective as electricity pylons because they are smaller.
 - C. Wind turbines need to be made bigger so that they can be effective.
 - D. Electricity pylons and wind turbines are generally built close to each other.
10. With regard to the wind turbine, I did everything myself—the planning application, noise assessment, visual impact and television interference assessment.
- A. There was a lot of planning involved in getting a wind turbine, but the writer had previous experience of this work.
 - B. There was a lot of planning involved in getting a wind turbine, but the writer managed it alone.
 - C. Previous experience of wind turbines is not necessary for the successful completion of a small project.
 - D. There are four things that need to be done in order to get a wind turbine, of which three relate to the environment.



Unit 16

Environment

Lesson 34



Warm-up

◆ **Can you get it?**

'Your honor,' the accused hit-and-run driver's lawyer pleaded, 'that man who was injured must have been careless. My client is an experienced driver of more than 20 years.'
'If experience is the issue here,' the other attorney countered, 'my client has been walking for over fifty years.'



Lesson 34

Skill analysis**Strategies to help students tackle True/False/Not Given Questions**

If we take the sentence in the example below, we can look at some basic ways to help you understand what is being asked.

Sentence:

There are plans to slightly increase the space for displaying art in Paris.

- Turn the above statement into a question: Are there plans to slightly increase the space for displaying art in Paris?
- Tell me which words or phrases qualify the basic information in the statement: There are plans to increase the space for displaying art.
- Tell me which word or words are most likely to carry the main stress in the statement: Slightly. This helps to see the main focus of the statement.
- Match the individual pieces of information to the text.
- Look from the statement to the text and not from the text to the statement. In True/False exercises, the answer going both ways is the same, but with True/False/Not Given you may have a different answer!
- Do True/False/Not Given statements as if they were True/False only. Then decide whether the False are Contradictions or Not given and then decide what kind of contradictions they are.

Skill training**Exercise 1****One**

Do the following statements agree with the information given in the passage?

TRUE	if the statement agrees with the text
FALSE	if the statement contradicts the text
NOT GIVEN	if no information is given

1. The polar regions are colder than other parts of the world mainly because they receive less light.
2. The sun is rarely high in the sky in the polar regions.
3. The fact that there is land at the South Pole means that it is colder than the North Pole.
4. Even without the ice that covers it, Antarctica would be the highest continent on earth.

5. The ice is roughly of the same thickness at the North and South Poles.

Why is the South Pole colder than the North Pole? Both polar regions of the earth are cold, primarily because they receive far less solar radiation than the tropics and mid-latitudes do. At either pole the sun never rises more than 23.5 degrees above the horizon and both locations experience six months of continuous darkness. Moreover, most of the sunlight that does shine on the polar regions is reflected by the bright white surface.

What makes the South Pole so much colder than the North Pole is that it sits on top of a very thick ice sheet, which itself sits on a continent. The surface of the ice sheet at the South Pole is more than 9,000 feet in elevation—more than a mile and a half above sea level. Antarctica is by far the highest continent on the earth. In comparison, the North Pole rests in the middle of the Arctic Ocean, where the surface of floating ice rides only a foot or so above the surrounding sea. The Arctic Ocean also acts as an effective heat reservoir, warming the cold atmosphere in the winter and drawing heat from the atmosphere in the summer.

Exercise 2

Questions 6–15

Do the following statements agree with the information given in the passage?

TRUE	if the statement agrees with the text
FALSE	if the statement contradicts the text
NOT GIVEN	if no information is given

6. The International Whaling Commission (IWC) has decided to continue with a ban on commercial whaling, but may change that policy in the future.
7. According to Rune Frovik, the Japanese are blocking progress on the whaling issue.
8. An area has already been established around Antarctica where whales cannot be hunted.
9. Japan, Norway, Iceland, and Greenland are breaking international law by killing whales for local food consumption and scientific purposes.
10. The Whale and Dolphin Conservation Society was formed to oppose the RMS proposed by Japan and other whaling countries.
11. Norway has increased its quota of whales to kill to 800 this year.
12. Wildlife groups claim that whales are hunted mainly for food, not for scientific research.
13. Research by the IWC supports Japan's argument that whale numbers are rising in some areas.
14. Japan says that if it cannot hunt whales, Australians should not hunt kangaroos.
15. Japan only began hunting whales after World War II.



Lesson 34

Japan's efforts to relax whaling restrictions were voted down this week at the annual meeting of the International Whaling Commission (IWC). Yet the possible return of commercial whaling across the world's oceans still worries conservationists. At the IWC gathering in Ulsan, Korea, which ended today, Japan failed in its bid to lift a ban on commercial whaling. But IWC members agreed to meet again to reconsider the issue with a view to ending the 19-year moratorium. In the wake of this latest impasse, some groups have called for the IWC to be reformed. Among those voicing criticism was Rune Frovik, secretary of the High North Alliance, which represents fishermen and whalers in Nordic countries. "It's just conflict all the time," he told the BBC. "They say they want to continue with a process, but in fact they are blocking progress."

Despite setbacks for pro-whaling nations, such as Japan and Norway, they managed to further undermine the IWC: The countries indicated they will press ahead with plans to increase the number of whales killed under the rubric of scientific research programs. Japan signalled its intention to double its annual scientific catch of minke whales to about 900. It also aims to hunt 50 fin and humpback whales—species conservationists say are threatened. The commission criticized those plans and shot down Japan's bid to allow communities on its northern Pacific coast to hunt 150 minke whales a year. It also rejected Japan's push to abolish the whale sanctuary in what many refer to as the Southern Ocean—the Indian, Atlantic, and Pacific Ocean regions that surround Antarctica.

The International Whaling Commission was formed in 1946 to regulate whaling and to conserve the world's largest living animals. In 1982, with many whale populations close to extinction following centuries of exploitation, IWC member nations agreed to a ban on all commercial whaling. While the ban remains in effect, Japan, Norway, Iceland, and Greenland continue to hunt limited numbers of whales. The mammals are killed either as food for local consumption or for scientific purposes.

Since 1994, the IWC has sought to negotiate a sustainable commercial whaling strategy to replace the ban. Pro-whaling nations say it's time for their proposal, known as the Revised Management Scheme (RMS), to be implemented. Japan has threatened to quit the IWC if the plan isn't adopted. Anti-whaling groups, such as the Whale and Dolphin Conservation Society based in Chippenham, England, oppose the RMS. Groups say the scheme wouldn't detect, prevent, or penalize whaling violations and would jeopardize endangered whale populations. "Those that believe whaling can be brought under control have had their eyes closed to the past century," said Niki Entrup of the Whale and Dolphin Conservation Society. Entrup added that the whaling that has occurred, despite the current moratorium, shows that countries like Japan do not respect the decisions of the IWC.

Currently Japan kills about 400 whales a year under the rubric of scientific research. Such programs don't fall within IWC jurisdiction. Norway has also set a quota to kill nearly 800 minke whales this summer. The nation is also considering scientific whaling of other species in future. Wildlife groups say most of the whales hunted under the aegis of scientific research end up being sold as food. Conservationists add that researchers don't need to kill a whale to study it. Non-lethal biopsy darts can potentially tell researchers as much about a whale's age, sex, diet, reproduc-

tive status, and genetics as a carcass can, argues Sue Lieberman, director of the Global Species Program for Conservation of the nonprofit World Wildlife Fund. “I think what this is about is the commercial market for whale meat in Japan,” she said.

However, Japan argues that a total ban on commercial hunting is no longer justified. The nation says whale populations have recovered in the past two decades and that sustainable harvests are now possible. Japan notes that the IWC’s scientific committee agrees that humpback whale numbers are increasing by around 10 percent each year. The committee’s most recent estimate also suggests that as many as a million minke whales live around Antarctica alone. Surveys by the North Atlantic Marine Mammal Commission, based in Tromsø, Norway, suggest minke whale numbers are either stable or increasing in all areas of the North Atlantic. The commission says current whaling quotas present no threat to the species.

Joji Morishita, head of the Japanese IWC delegation, says the Revised Management Scheme, together with monitoring and inspection, would ensure regulated, sustainable whaling. “Science and law should prevail over emotions,” he said. Japan’s Fisheries Ministry accuses nations opposed to any commercial whaling of “cultural imperialism.” Officials ask how Australia and the United States would take to being told they couldn’t hunt kangaroos or deer. As a cheap source of protein, whale meat became a staple in Japan after World War II. Authorities are currently promoting whale meat to younger generations who are more used to Western-style foods. In the western coastal region of Wakayama, Japan, around 280 schools are being supplied with whale meat. Education officials say they are trying to rekindle a centuries-old culinary tradition. And this week a Japanese fast-food chain, Lucky Pierrot, announced that it’s putting whale burgers on its menus.

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Lesson 35

Warm-up

- ◆ Find out the point that Sir Winston Churchill has made.

A lie gets halfway around the world before the truth has a chance to get its pants on.

—Sir Winston Churchill (1874-1965)

Skill analysis

- ◆ Locate the words, expressions and sentences that describe a point of view.

When expressing one's point of view, the author tends to employ two important devices. The first one is direct speech, that is, the author will use some quotation marks to indicate that he is quoting from some direct sources. The other approach is to cite indirectly, where the author will use some expressions denoting belief, assertion and so on. In this sense, we should follow the two steps in understanding one's point of view:

1. locate the punctuations, such as: “ ” / “ ”
2. locate words and expressions, such as:
... say ... / ... state that ... / ... think that ... / ... believe that ... / in one's point of view ... / ...
in the statement of ...



Skill training

Exercise

- A. Though there are still some scientists and others who disagree, a broad scientific census says that the Earth is already experiencing significant global warming. So how hot will it get, how soon, and to what effect? Some climate scientists warn that the pace of global warming could be much more rapid than that predicted even a few years ago. Any time you get into projections, you get into a lot of uncertainties. Some scientists claim some current projections point to a rise in average global temperature of 0.5°C by the year 2030.
- B. The estimates are based on greenhouse gasses already in the atmosphere. While the temperature increase is small, it would be significant, according to many scientists and environmentalists. Over the past century, the Earth has warmed about 0.5°C . The scientists caution, however, that warming rates depend on many factors, some of which have yet to be discovered. One of the big unknowns is how society will react. Are we, the human race, going to change the way we think about our environment?
- C. John Harte, an ecosystem sciences professor at the University of California, Berkeley, is already seeing, as well as studying, the possible future outcomes of global warming. For 15 years, he has artificially heated sections of a Rocky Mountain meadow by about 2°C to study the projected effects of global warming. Harte has documented dramatic changes in the meadow's plant community. Sagebrush, a plant at the local altitude limit of its natural range, is replacing alpine flowers.
- D. More tellingly, soils in test plots have lost about 20 percent of their natural carbon. This effect, if widespread, could dramatically increase Earth's atmospheric CO_2 levels far above even conventional worst-case models. Soils around the world hold about five times more carbon than the atmosphere in the form of organic matter. If similar carbon loss was repeated on a global scale, it could double the amount of carbon in the atmosphere. This is just one ecosystem, and you can't make global claims from one alpine meadow, Harte cautions, but bogs, prairie, and tundra ecosystem studies are beginning to show similar results.
- E. Elsewhere, real-life signs of global climate change blanket the globe. When the American state of Montana's Glacier National Park was established in 1910, it held some 150 glaciers. But now fewer than 30 glaciers remain and they are greatly reduced in size. In Tanzania the legendary snows of Mount Kilimanjaro have melted by some 80 percent since 1912 and could be gone by 2020. Scientists know that most of the world's small glaciers are shrinking. However, a few are still advancing, but if you want to see the snows of Kilimanjaro or go to Glacier National Park to see glaciers, you'd better go soon, because they're on their way out.

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- F. Arctic regions are feeling even more heat and will be among the most altered over the next few decades. Temperatures there have already increased as much as 3°C to 4°C in the past 50 years—nearly twice the global average. They're projected to rise 4°C to 7°C over the next hundred years, according to the Arctic Climate Impact Assessment, a multinational study. Some Arctic coastal communities are already pondering relocation. Thawing permafrost poses an infrastructure disaster, as homes, roads, and pipelines that were built on once-frozen ground begin to shift or sink. Shrinking Arctic sea ice is melting some three weeks earlier than it did three decades ago, and the trend is expected to continue.
- G. This means bad news not only for Arctic peoples but also for species like the polar bear, which hunts seals on the sea ice. Global polar bear populations are likely to decline 30 percent over the next 35 to 50 years, according to a recent study issue by the polar bear specialist group of the World Conservation Union. The bears are not alone. Animals and ecosystems across the planet are likely to be affected by global warming.
- H. The surprise is how rapidly global warming is happening and how sensitive ecological resources are to climate change, says ecologist Hector Galbraith, who expects that over the next two decades, the Earth will see an acceleration of ecosystem changes already underway. Such alterations will include different migration and breeding seasons for some animals and new flowering seasons for plants. He points out that there are also changes in species distribution, because things like trees can't react too quickly to climate change. However, mobile organisms, like birds, can simply move. A lot of forests are very susceptible to insect attacks, and songbirds are a major source of insect control. If the birds move, forests may be more susceptible to insect attacks.

Question 1

Underline the words and expressions which are employed to describe one's point of view in paragraph D.

Question 2

Underline the words and expressions which are employed to describe one's point of view in the passage.

Question 3

Underline the sentences which are employed to describe one's point of view in paragraph H.

Question 4

Underline the sentences which are employed to describe one's point of view in the passage.

Lesson 36

Warm-up

◆ Who is your idol?

Can you give me some reasons to justify your choosing him or her as your idol?

The reasons serve as the supporting details for the central idea "X is my idol."

Skill analysis

◆ Locate the words, expressions and sentences that provide supporting information for a certain point of view.

As we have discussed, when arguing his point, the author will rely on a lot of useful devices to support his argument. We often find that the author uses the following two devices: in the first place, the author will resort to some data to show his statement is correct; in the second place, he will present some specific examples to reinforce his argument because "facts speak louder than words". So when we are reading for the supporting information, we should:

1. Pay attention to the relevant information about data, which are often used to support a certain point.
2. Locate such words and expressions as:
for example / for instance / ... the facts that ... / ... shows that ... / ... may support the point



Lesson 36

Skill training*Exercise*

- A. Seeds prefer to travel away from their parents. Several studies have shown that seeds that stick too close to home have to put up with their parent's diseases and fight with them for access to life's essentials: light, water, and nutrients. Seeds that stay close to home are also easier targets for predators. Some plants, like those that specialize in colonizing gaps in forests or regenerating areas destroyed by fire, can only find fertile ground away from home. Life, at least for a seed, is better out in the world. "In general, seed dispersal away from the parent plant increases the chances that a seed will reach maturity," said Chris Birkinshaw, a biologist with Missouri Botanical Garden in St. Louis.
- B. Seeds know how to get around. Some fly with the wind, others go with the flow. Many hitch a ride with unsuspecting critters. But they all have the same goal: to take root and give rise to the next generation. Scientists can understand what type of dispersal strategy a plant employs by looking at its environment. For example, dispersal by sea currents is important for plants that grow on seashores; wind is important in open grasslands.
- C. For each type of dispersal, there is a type of design. Wind-dispersed seeds are generally lightweight and have adaptations such as wings and parachutes so they can catch a ride on the breeze. Water-dispersed seeds, such as coconuts, are buoyant. Seeds dispersed by animals usually offer a nutritional reward so that they are eaten, or they are sticky or barbed so they can latch on to passing bodies.
- D. "Among species with seeds dispersed by animals, the size, its color, and the presence of a protective shell, reflects the swallowing, visual, and processing abilities of the seed disperser," Birkinshaw said. Seeds spread by small birds are small in size, covered with fruit (to give the birds a reward for eating it), without a shell (since most birds cannot remove one), and brightly colored (since birds have good color vision). Lemurs, a group of primates on the African island of Madagascar, go after a wide range of seeds, including big seeds in a shell. However, owing to the lemurs' poor color vision, the fruits are dull in color.
- E. Some seeds have no specific dispersal strategy, like the coco-de-mer, a tree that only grows in the Seychelles, an island chain in the Indian Ocean. These trees have the largest seeds of any plant and lack any seed dispersal method other than gravity. In other cases, as with the rare Malagasy palms *Satranala Decussilvae* and *Voanioala Gerardii*, the seeds collect in piles beneath their parent trees. Researchers believe that perhaps their animal dispersers are long extinct.
- F. According to John Dransfield, an expert on Malagasy palms, these palms have very large seeds that animals today cannot move. "You start thinking that they could have been distributed by an extinct animal," he said. Possible extinct dispersers of the palms are large lemurs or flightless elephant birds, which were the largest birds known to have lived and were com-

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- mon on Madagascar. Only a few of these Malagasy palms are left. If researchers can confirm that the animal dispersers of the palms' seeds are extinct, the only way to prevent the trees becoming extinct may be to reintroduce seedlings into the forest with a controlled program of replanting.
- G. Donald Drake is a botanist with the University of Hawaii in Honolulu who studies how plant and animal interaction affects reproduction of native plants and food for native animals in the Pacific Ocean islands. He said loss of animals to disperse seeds certainly impacts a plant's viability, but "hard, conclusive data are difficult to come by." He and colleague Kim McConkey are currently engaged in research that suggests animals may stop performing ecological functions such as seed dispersal long before they go extinct. "We found this to be the case with flying foxes," Drake said. "Flying foxes are among the few remaining large animals that disperse seeds on islands in the Pacific and Indian Oceans."
- H. Drake and McConkey found that the flying foxes cease being effective seed dispersers when their population densities fall below a point that induces them to compete over food resources—the foxes stop bothering to scatter and hide their food stores. In order to maintain effective seed-dispersing populations, the researchers say it is important to take conservation actions before seed-dispersing animal species drop below this threshold. "Many flying foxes are either rare or extinct," Drake said. "If they cease to be effective dispersers long before reaching that stage, there is a possibility that the results we found are of wide applicability."

Question 1

Underline the words and expressions which are employed to support one's point of view in paragraph A.

Question 2

Underline the words and expressions which are employed to support one's point of view in the passage.

Question 3

Underline the sentences which are employed to support one's point of view in paragraph D.

Question 4

Underline the sentences which are employed to support one's point of view in the passage.



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Warm-up



What is your favorite newspaper? How can you extract the most valuable information from a news story in a piece of paper in this information age when we are drowned by deluges or floods of information?

As a normal starting point in most cases, we should have a quick look through of the headlines of a paper of which we are frequent readers. Then we should single out the news that catches our greatest attention or interest. The next step is to read the first and/or last sentence of each paragraph in the newspaper to see that we are on the right track. This process constitutes the core of what we called “skimming”, which helps us to grasp the main points of a news story and keep us informed of the most important information in the current society.

Skill analysis**Skimming an article**

Skimming is a quick way of getting a general idea of what an article is talking about, and more importantly, it gives you an idea of the information it contains. This enables you to form a map of the contents of the article and is an essential skill to practice so that you can improve your reading comprehension.

When skimming, you simply read the first one or two sentences of each paragraph to get a “feel” for what the paragraph is saying.

Skill training**Exercise****Question 1**

Find the key sentences of the paragraphs by skimming.

Question 2

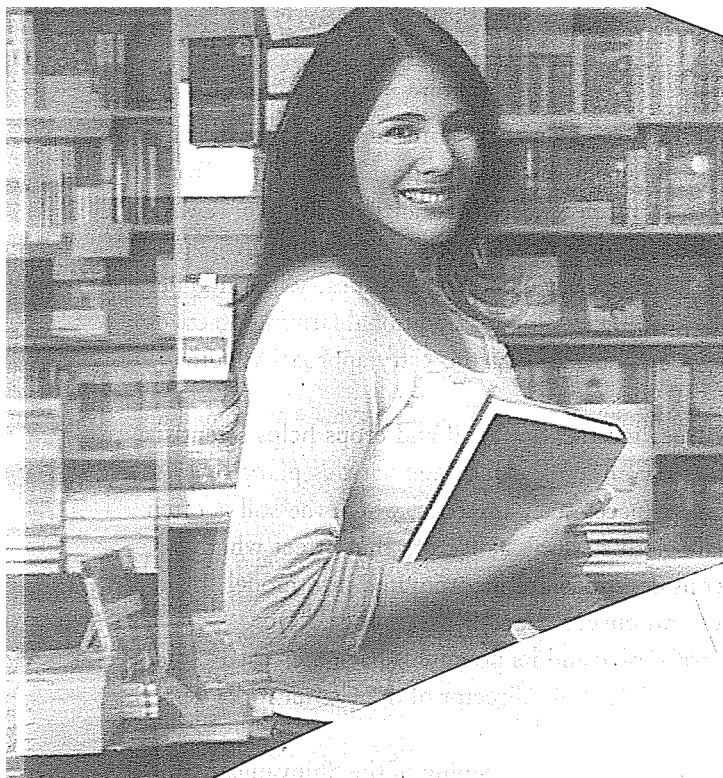
Find the topic sentence of the passage by skimming.

- A. Growing trees on farms can enrich the lives of the world's rural poor, says an international research centre aiming to help farmers in developing countries plant 5.5 billion trees by the end of this decade. The tree-planting campaign, if successful, will create the equivalent of another major tropical forest while improving the livelihood of as many as 80 million people, according to the International Center for Research in Agroforestry (ICRAF), which is spearheading the project. Scientists at ICRAF study ways of encouraging poor farmers to incorporate trees into their land holdings, a practice known as agroforestry, because of the benefits trees can provide.
- B. "Agroforestry is not trying to convert agricultural land to forestry land," said Greg Ruark, director of the National Agroforestry Center in Lincoln, Nebraska. "What it tries to do is integrate trees and shrubs into ongoing agricultural operations, trying to bring conservation benefits and economic diversification to the land owner." Planting trees on farms reduces erosion, improves plant nutrition for crops, and renews the fertility of poor soil, says ICRAF. Trees also provide shade in the tropics and help regulate the microclimate of farms. "These benefits improve the welfare of farmers and improve the production of crops," said Anne-Marie Izac of ICRAF.
- C. In addition, trees and shrubs are a major source of products for trade and household use. They provide edible fruits, firewood, timber needed to build houses and other buildings, and in some cases other products of high commercial value. On a bigger scale, trees provide a habitat for a wider range of biological diversity, and they reduce global warming by using carbon. ICRAF sees agroforestry as a way to reduce poverty in the tropics, take carbon out of the atmosphere and put it back into soil and vegetation. Planting 5.5 billion trees would increase the incomes and assets of people in the developing world by U.S. \$3 billion and remove more than 100 tons of carbon from the air, according to ICRAF's estimates.



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- D. Agroforestry is hardly new. Farmers have grown trees on their farms and pasture lands for thousands of years. About 25 years ago, researchers at the International Institute for Tropical Agriculture, coined the word “agroforestry” in reference to that ancient practice. ICRAF works with many local organizations to make agroforestry possible and economically beneficial to poor families in tropical regions. Researchers have studied agroforestry in a number of countries to find out what methods work best. By combining traditional farming practices with modern ecology and social science, ICRAF develops agroforestry approaches suitable for a variety of local conditions.
- E. Acquiring a better understanding of how trees interact with soil and crops helps scientists develop agroforestry methods that minimize competition between various plant species. That kind of knowledge is especially useful in places such as Africa, where the soil is often poor and its nutrients are minimal. Social scientists look at factors that affect whether poor farmers adopt agroforestry. These considerations are incorporated into model agroforestry systems to provide incentives and ensure broader acceptance. “Our understanding of the scientific basis of agroforestry and its potentials have increased substantially during the past two decades,” said P.K. Nair, director of the Center for Subtropical Agroforestry.
- F. The potential benefits of agroforestry are evident in the re-greening of the Shinyanga region of Tanzania, which has been deforested and overgrazed. Most of the trees in the region were cut down in an effort to halt infestation by tsetse flies, which carry a parasite that spreads disease to people and livestock. The remaining trees were cleared for cattle grazing and cotton plantations. ICRAF established a partnership with a local development agency to promote agroforestry in the area. The government later joined the efforts. Farmers in the region became enthusiastic about agroforestry. Local people now grow trees that provide wood for fuel and construction. The trees have also reduced soil erosion.
- G. Today the project is considered a success in part because agroforestry practices were widely adopted without force. At their own initiative, Anthony Paulo and his wife, Agnes Saidi Shabane, planted 100 trees on their farm in 1997 to provide wood for fuel. After their neighbors told them about the ICRAF project, the couple joined the local efforts. They have trained more than 1,000 farmers in 14 villages in how to implement agroforestry techniques. ICRAF does not pay the couple, but gives them seeds and the knowledge they share with others. They were also given bicycles on which to travel from village to village.
- H. Through similar partnerships and “multiplier” efforts in many other countries, ICRAF is working to expand agroforestry in other parts of Africa and in South Asia, China, and Latin America. If this networking effort is successful, farmers in tropical countries could help ICRAF meet its goal of planting 5.5 billion trees. Although the campaign is ambitious, Nair said it’s highly promising. “If the right types of trees could be planted in the right manner at the right places at the right times,” he said, “and if the trees are taken care of properly and if the enthusiasm does not stop with planting, as is usually the case—it will certainly be a good thing.”



Unit 17

History

Lesson 38



Warm-up

◆ Types of writing

As far as the purpose of writing is concerned, compositions can mainly be classified into four types: narration, description, exposition and argumentation.

Narration is a form of writing that relates to real events or fictitious stories. Novels, short stories, histories, biographies and news reports are forms of narration.

Description is a form of writing that depicts people, things, places or scenes. Description is also a composition or an account of a person or a thing, but also describes people's psychology, feelings, characteristics and qualities.

Exposition is a speech or a piece of writing explaining a process, a thing or an idea. In a piece of expository writing we explain how a house is built, how the underground railroad system is centrally controlled, how natural calamities happen or how a problem is solved.

In argumentation writing we try to prove or justify an idea or a conviction, and repu-

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diate other people's arguments; that is, we try to use facts and reasons to convince others.

As a matter of fact, no hard and fast line can be drawn to divide up the four categories of writing. Sometimes both narrative and descriptive features or both expository and argumentative features can be found in one article. We may classify these articles according to their main features.

Skill analysis**Understanding text organization**

Writers structure, or organize, their writing in many different ways. Recognizing the way in which a text has been organized will help you understand its meaning more fully. For example, a writer may want to outline a situation, discuss a problem and propose a solution. This usually results in a particular pattern of organization. Or a writer may want to compare and contrast two ideas and will choose one of two basic structures commonly used to compare and contrast.

Another feature related to organization is a writer's use of time. To give an account of events or describe a process, writers often use chronological order, in which events are recounted in the order in which they have occurred. Other writers choose to organize an account of events in different ways, perhaps with repeated contrasts between past and present time.

Skill training**Exercise 1****Question 1**

Analyze the structure of the following passage.

Candy History

The idea of a sweet treat was first invented by cavemen who ate honey from beehives.

During ancient times the Egyptians, the Arabs and the Chinese prepared confections of fruit and nuts candied in honey.

In Europe during the Middle Ages, the high cost of sugar made sugar candy a delicacy available only to the wealthy.

Boiled sugar candies were enjoyed in the seventeenth century in England and in the American colonies.

Candy is made simply by dissolving sugar in water. The different heating levels determine the types of candy: hot temperatures make hard candy, medium heat will make soft candy and cool temperatures make chewy candy.

Sweet-making developed rapidly into an industry during the early nineteenth century through the discovery of sugar beet juice and the advance of mechanical appliances. Homemade hard candies, such as peppermints and lemon drops became popular in America during that time.

By the mid-1800s, over 380 American factories were producing candy, primarily “penny candy”, which was sold loose from glass cases in general stores.

A Brief History of the American Candy Bar

Chocolate, as a drink, was a favorite of Montezuma, Emperor of the Aztecs. Hernando Cortez, the Spanish conquistador, brought the drink back to Spain in 1529. It remained a favorite of Spanish royalty for many years before becoming consumed widely throughout Europe. Three centuries later in England chocolate was first used as a non-liquid confection.

The early eating bars of chocolate were made of bittersweet chocolate. Milk chocolate was introduced in 1875 when Henry Nestle, a maker of evaporated milk and Daniel Peter, a chocolate maker, got together and invented milk chocolate, which today is preferred by 80% of the world's population.

At the 1893 Columbian Exposition, a World's Fair held in Chicago, chocolate-making machinery made in Dresden, Germany, was displayed. It caught the eye of Milton S. Hershey, who had made his fortune in caramels and saw the potential for chocolate. He installed chocolate machinery in his factory in Lancaster, and produced his first chocolate bars in 1894.

Other Americans began mixing in other ingredients to make up new candy bars throughout the end of the 1890s and the early 1900s. But it was World War I that really brought attention to the candy bar.

The U.S. Army Quartermaster Corps commissioned various American chocolate manufacturers to provide 20 to 40 pound blocks of chocolate to be shipped to quartermaster bases. The blocks were chopped up into smaller pieces and distributed to doughboys in Europe. Eventually the task of making smaller pieces was turned back to the manufacturers. By the end of the war when the doughboys arrived home, the American candy bar business was assured. Why? Because the returning doughboys had grown fond of chocolate candy and now as civilians wanted more of the same. As a result, from that time on and through the 1920s, candy bar manufacturers became established throughout the United States, and as many as 40,000 different candy bars appeared on the scene. The Twenties became the decade that, among other things, was the high point of the candy bar industry.

The original candy bar industry had its start on the eastern seaboard in such cities as Philadelphia, Boston, and New York. The industry soon spread to the Midwest, because shipping and raw materials such as sugar, corn syrup, and milk were readily available. Chicago became the seat of the candy bar industry and is even today an important base.



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History of the Candy Cane

The symbol of the shepherds' crook is an ancient one, representing the humble shepherds who were the first to worship the newborn Christ. Its counterpart is our candy cane, so old as a symbol that we have nearly forgotten its humble origin.

Legend has it that in 1670, the choirmaster at the Cologne Cathedral handed out sugar sticks among his young singers to keep them quiet during the long Living Creche ceremony. In honor of the occasion, he had the candies bent into shepherds' crooks. In 1847, a German-Swedish immigrant named August Imgard of Wooster, Ohio, decorated a small blue spruce with paper ornaments and candy canes.

It wasn't until the turn of the century that the red and white stripes and peppermint flavors became the norm. The body of the cane is white, representing the life that is pure. The broad red stripe is symbolic of the Lord's sacrifice for man.

In the 1920s, Bob McCormack began making candy canes as special Christmas treats for his children, friends and local shopkeepers in Albany, Georgia. It was a laborious process—pulling, twisting, cutting and bending the candy by hand. It could only be done on a local scale.

In the 1950s, Bob's brother-in-law, Gregory Keller, a Catholic priest, invented a machine to automate candy cane production. Packaging innovations by the younger McCormacks made it possible to transport the delicate canes on a scale that transformed Bobs Candies, Inc. into the largest producer of candy canes in the world.

Although modern technology has made candy canes accessible and plentiful, they have not lost their purity and simplicity as a traditional holiday food and symbol of the humble roots of Christianity.

Exercise 2

Question 2

Analyze the structure of the following passage.

Building the Great Pyramids

Recent explorations of the 'air-shafts' in the Great Pyramid have demonstrated that there are still many mysteries surrounding the ancient monument. Here, we discuss the debate around the building of the great structure and investigate the methods used in its construction. There has been considerable debate about exactly how the Egyptians constructed King Khufu's Great Pyramid at Giza. Few texts concerning Egyptian engineering methods have survived and in recent years experimental archaeology has been the main means for discovering the methods used for building the structure. Despite this, there are still many questions remaining.

Between 1880 and 1882, Flinders Petrie undertook some careful survey work on the Giza plateau. This was the site of the pyramids of the rulers Khufu, Khafra and Menkaura. The results of Petrie's work suggested to him that the Egyptians had levelled the area intended for the Great



Pyramid by cutting a grid of shallow trenches into the bedrock, flooding them with water, and reducing the intervening 'islands' of stone to the necessary height. In the 1980s the American Egyptologist Mark Lehner began to produce a new map of the plateau. Lehner argued that the Egyptians had not levelled the whole area for the pyramids, but had simply ensured the narrow perimeter around the edges of the pyramid was as horizontal as possible.

Egyptian architects are known to have used two specialised surveying tools, the merkhet (the 'instrument of knowing') and the bay (a sighting tool). These allowed construction workers to lay out straight lines and right angles, and also to orient the sides and corners of structures, in accordance with astronomical alignments. It is clear that the Egyptians were using their knowledge of the stars to assist them in their architectural projects from around 3100 BC. This 'pedj shes' ceremony relied on sightings of the Great Bear and Orion constellations, aligning the foundations of the pyramids and sun temples very precisely with the north, south, east and west. They usually achieved this with an error of less than half a degree.

The British Egyptologist I.E.S. Edwards argued that true north was found by measuring the place where a particular star rose and fell in the west and east, then bisecting the angle between these two points. Kate Spence, an Egyptologist at the University of Cambridge, has put forward a theory that the architects of the Great Pyramid used two stars (β-Ursae Minoris and ζ-Ursae Majoris), rotating around the position of the north pole, which would have been in perfect alignment in around 2467 BC, the precise date when Khufu's pyramid is thought to have been constructed. This hypothesis is bolstered by the fact that inaccuracies in the orientations of earlier and later pyramids can be closely correlated with the degree to which the alignment of the two aforementioned stars deviates from true north.

Most archaeologists agree that a system of ramps must have been used to drag the millions of blocks into their positions in the various pyramids. No such ramps have actually survived at the Great Pyramid itself, but enough traces can be seen around some of the other Old Kingdom pyramids to suggest that at least five different systems of ramp might have been used. The most straightforward method would have been the so-called linear ramp, probably used in the Third-Dynasty pyramid of Sekhemkhet, at Saqqara. Such ramps, however, were probably rarely used, because they would have had to be very wide.

Experts have also talked a lot about the methods by which individual stone blocks were raised into position. It is usually assumed that wooden and bronze levers were used to manoeuvre the blocks into position. The level of structural engineering was incredibly high in the internal chambers of the Great Pyramid. The architects surmounted particularly difficult logistics in the creation of the corridor leading up to the main burial chamber of the Great Pyramid (the so-called King's Chamber). The corridors in other pyramids are all either level or sloping downwards, whereas this one slopes steeply upwards, which would have presented problems when it came to blocking the passage with granite plugs, after the king's body had been placed in the chamber.

The King's Chamber was made from blocks of Aswan granite. Since the Second Dynasty, granite had frequently been used in the construction of royal tombs. The burial chambers and corridors of many pyramids from the Third to the Twelfth Dynasty were lined with pink granite, and some pyramids were also given granite external casing. The Aswan quarries are the only



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Egyptian hard-stone workings that have been studied in detail. It has been estimated, on the basis of surviving monuments, that around 45,000 cubic metres of stone were removed from the Aswan quarries during the Old Kingdom (Third to Sixth Dynasties).

There has been much debate concerning the techniques used by ancient Egyptians to cut rough-quarried granite boulders or blocks for use in masonry. No remnants of the actual drilling equipment or saws have survived, leaving Egyptologists to make guesses about drilling and sawing techniques on the basis of tomb-scenes, or the many marks left on surviving granite items such as statues. British Egyptologist Denys Stocks has researched this. Stocks recognised that the drills or saws would have worn away rapidly if used to cut through granite without assistance. He therefore experimented with quartz sand, poured in between the cutting edge of a drill and the granite, so the sharp crystals could give the drill the necessary 'bite' into the rock, and found that this method could work. It seems a practical solution, as it would have been needed only a good supply of desert sand.

As the recent explorations of the so-called air-shafts in the Great Pyramid have demonstrated, there is still a great deal that remains mysterious about the basic structure of pyramids, and the technology that created them. If we are to gain a better understanding of pyramid-building, the best way seems to be a blend of detailed study of the archaeological remains and various kinds of innovative experimental work. Above all, this is the kind of research that relies on collaboration between Egyptologists and specialists in other disciplines, such as engineering, geology and astronomy.

Lesson 39

Warm-up

- ◆ Find out the features of a piece of argumentation.

The speech delivered by Jiang Zemin on the opening of Fortune Global Forum 2001

I am delighted to be with you here in the Hong Kong Special Administrative Region of China on this beautiful evening. I wish to express, on behalf of the Chinese Government and people, a warm welcome to all of you who have come here for the Fortune Global Forum 2001, sponsored by AOL Time Warner.

The theme of this Forum, "Next Generation Asia", is of great significance, as the development of Asia bears on the development and prosperity of all countries and regions not only in the continent but also worldwide.

Asia is the largest continent on earth. More importantly, the Asian peoples have a strong sense of self-esteem, self-confidence, self-reliance, and self-improvement. This is an important driving force for transformation and innovation.

I hope that all of us here today will join hands with all other peace-loving people and work for lasting world peace and common development and prosperity of all nations and regions.

Skill analysis

Understanding how different parts of the article are linked

It is also a must for you to know how different parts of an article are linked. The authors often use such pronouns as it, they, he, this, that to refer to something that has already been mentioned. Through the identification of the referents of these pronouns, you can glue the different parts of the article into a whole. And you can also resort to these road markers to understand the innate structure of the whole reading passage.

Road markers can help you know where the author has developed or changed his idea. Once you have detected all the road markers, you will have a crystal clear idea of the text structure.

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Skill training

Exercise 1

Question 1

Analyze the structure of the following passage.

Millions are dying because of American policy

President Bush last week brazenly brushed aside British Prime Minister Tony Blair's call for a doubling of aid to Africa. Blair and other European leaders have taken on the task of fighting extreme poverty—and Bush watches from the sidelines. To justify its dereliction, the Bush administration perpetuates a mythology that contributes to the premature deaths of millions of people each year.

The U.S. is a generous provider of aid to Africa, the mythology says, but Africa is corrupt and mismanaged and thus cannot absorb more aid. In addition, there is no room in the budget to do any more than what we are currently doing. This multipart fantasy is widely shared in the U.S. and recalls Napoleon's dictum that "history is a fable often told."

The facts are otherwise. Total annual U.S. aid for all of Africa is about \$3 billion, equivalent to about two days of Pentagon spending. About \$1 billion pays for emergency food aid, of which half is for transport. About \$1.5 billion is for "technical cooperation," essentially salaries of U.S. consultants. Only about \$500 million a year—less than \$1 per African—finances clinics, schools, food production, roads, power, Internet connectivity, safe drinking water, sanitation, family planning and lifesaving health interventions to fight malaria, AIDS and other diseases.

The myth that more aid would be squandered is pernicious. Once in a while, the industrialized countries try to accomplish something real in Africa. Notable examples are smallpox eradication begun in the 1960s, control of river blindness in the 1970s, increased child immunization in the 1980s, Jimmy Carter's initiatives to fight Guinea worm, trachoma and leprosy in the 1990s and Rotary International's bold efforts to eliminate polio this decade.

These interventions throughout Africa were remarkably successful. That they could be easily monitored was a key to their success. More victories could have been achieved—in food production, malaria control and AIDS treatment—if the efforts had been undertaken. Instead, U.S. aid was minuscule and misdirected into consultants' salaries and emergency food shipments.

If the administration were more than modestly interested in helping Africa, it could learn about the huge gains made possible by Blair's plan to provide about \$50 billion a year to Africa by 2010, with the U.S. kicking in \$15 billion to \$20 billion. With that money, Africa could control killer diseases, triple food production and cut hunger, and improve transportation and communications.

These steps, incidentally, would accelerate the continent's transition to lower fertility rates

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and slower population growth because they would contribute to a lower child mortality rate and economic gains, which would help persuade couples to have fewer children.

The new aid would not involve guesswork or be a blank cheque. Consider one example. Malaria will kill up to 3 million children this year, overwhelming Africa's meager hospitals. Yet five measures could end this: long-lasting insecticide-treated bed nets (cost: \$7 per net); effective medications freely available to the poor; community health workers trained in malaria control; medical diagnostic capacity at the local level; and indoor insecticide spraying where appropriate. The cost: \$3 billion a year for the industrialized countries, \$1 billion for the U.S.—about 10 times what's currently spent on malaria control.

The administration's claim that budget restraints prevent more spending on Africa is the most cynical of its contentions. The president has cut taxes by more than \$200 billion a year, with the wealthiest Americans the chief beneficiaries, and has raised military spending by \$200 billion a year. But when \$20 billion is needed to keep the poorest of the poor in Africa alive and put the continent's economies on a path toward long-term growth, there's no money available.

The millions of Africans who die young and the hundreds of millions going hungry are not victims of fate. They are the consequences of U.S. policy.

Exercise 2**Question 2**

Analyze the structure of the following passage.

Censorship in music is a topic that has brought about much controversy in the past two decades. There have been many different arguments on the topic, however the question still remaining is whether it should or should not be censored.

Before you can come up with an opinion on this, you must hear both sides of the argument on this much-debated topic. Some people believe that music should be censored so all audiences can hear it without it containing any controversial lyrics. Others believe it should not be censored and musical artists should be able to speak, sing, rap, or rhyme freely without anyone censoring them.

"Whether a person finds a work obscene depends largely on his or her moral or religious beliefs. These views change with each generation and further complicate the censorship dilemma." The quote above is very true. Religious or moral beliefs have a great influence on how a person feels about censorship, and as generations rethink common beliefs, it may change. Right now, America is more uncensored than ever. However, things were very different a few generations ago.

Some people believe music should be censored in light of the following reasons. They believe some of the language musical artists use is vulgar, obscene, and crude. Also the fact that



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music is played on media such as radio and television, which are free to listen to by all audiences, and there are many parents that would not wish for their kids to hear foul language. So on radio and television any controversial language is either silenced, edited out by a soft sound, or some artists make two versions of their songs; one that is made for the artist's album, which is uncensored; and one for television and radio with any controversial words changed to be acceptable for all audiences. This does not include cable television, which can be edited by parents since the parents must order and pay for the channel to be viewed.

"Preventing or punishing speech is a clear violation of the First Amendment."

This quote here is the "battle cry" of many anti-censorship groups. When you really think about it, it is a violation of the First Amendment of the American constitution, which says: "Congress shall make no law abridging the freedom of speech or of the press". The First Amendment guarantees the right to freedom of speech, and censorship is violating peoples' rights to say whatever they want to say. It is sometimes difficult to understand when a child gets punished for using foul language meanwhile the child's parents have the right to criticize and petition the government whenever they feel the need to do so. Many musical artists feel that when they are forced to change lyrics their rights are being violated. In some artists' songs they like to express their feelings towards somebody or something, and it hurts them to be censored because the new words implemented are not from his or her heart. They feel that they are being held down.

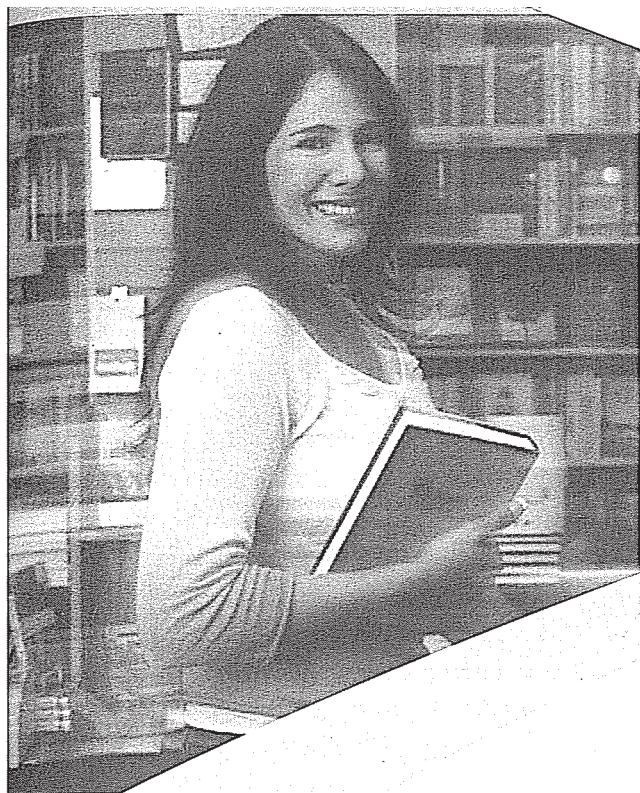
Due to the amendment made by our founding fathers I do not believe there will ever be an answer to the question whether or not music should be censored. The way I see it, it should not be censored. Many children often hear explicit language from older siblings or parents at an early age. They believe that since someone they look up to uses those words, they should too. Eventually, everyone will be exposed to language they do not find acceptable. Foul language is not permitted on media such as television or radio because it is an all audience media. However, on albums the artist is allowed to use any words he or she sees fit.

"The vexing question, of course, is, who should decide what you read or view, the church, the state or you?" In my opinion, the answer to that question is you. Censorship on television channels such as Nickelodeon or PBS is understandable due to the fact that mostly young children programming is broadcasted on those stations. However I find it unnecessary to censor stations generally viewed by older audiences. It is now a requirement by law for record companies to put stickers on tapes and compact discs that say: "Parental Advisory. Explicit Lyrics". The reason that law was passed was because many angry mothers and fathers sued artists and/or record companies for releasing albums that contained explicit lyrics, and now their child goes and repeats their newly learned words to people such as their teachers, principals, and other friends who then spread words around to their parents. I tend to believe that many of those parents used those same bad words in front of their children at one time or another. They probably did not say it to their face, but the fact still remains that the child heard his or her parents say those words, thus the child assumes it is normal to say that word. Many parents also complain about the art on the covers and insides of music albums. They argue that too is vulgar and should not be allowed.

I believe music should not be censored due to our First Amendment right. When a parent hears foul language on their child's stereo or television, they should not complain to the network or record company; they should complain to themselves. The government is doing all they legally

can to protect children's young ears from the foul language that is out there. If a parent hears their child listening to foul language, they should not complain to anyone but themselves. If they do not wish for their child to hear foul language they should have supervised their child more closely. If they take their child to a record store and buy them a new tape or CD, the parent should have listened to the music themselves and scanned for anything questionable. If they don't like the content, they can always return it to the store. This way they can be positive that their child is listening to music that is acceptable.

In conclusion, censorship of music is wrong. Artists should be allowed to say whatever they want. That is what our founding fathers based this country upon, freedom. The government is doing an excellent job in making the First Amendment applicable to all. If parents have a problem with it, it is because they did not properly supervise their children.



Unit

18

Media

Lesson 40

Warm-up

Can you give a proper title to the short article below?

The silence was suddenly broken by a pop at night. A man was killed in his house while only his wife was at home. The police came to the location at once and asked the woman about the process. The young lady was so frightened and kept crying. She told the police that while she was taking a shower, she heard a big noise and then a man barged into the bathroom and escaped through the window at a fantastic speed. When she went out, she found her husband dead. After that, the police asked her about the killer's facial features and she said that she saw him in the mirror and described it to the police. After hearing her words, the police knew that she was lying. Do you know how the police knew?

Skill analysis

Predicting

Before you read a text in detail, it is possible to predict what information you may find in it. You will probably have some knowledge of the subject already, and you can use this knowledge to help you anticipate what the text contains.

After looking at the title, for example, you can ask yourself what you know and do not know about the subject before you read the text. Or you can formulate questions that you would like to have answered by reading the text. These exercises will help you focus more effectively on the ideas in a text when you actually start reading.

Skill training

Exercise

Question 1

Predict structures of the passages by the headings below.

1. Digital camera makers eye China sales
2. The secret of a big movie—get people talking before it opens
3. How do stars make so much money?
4. Media strategy—*The Times* eyes female readers

Question 2

Choose the best heading for each passage from the four choices of headings.

- A. Media strategy—*The Times* eyes female readers
- B. How do stars make so much money?
- C. The secret of a big movie—get people talking before it opens
- D. Digital camera makers eye China sales

1

When translator Yu Xiaofei of Beijing wanted to buy a new digital camera, she set her sights on the best from Japan.

“My photographer friends told me either Canon or Olympus would be top quality,” said the

30-year-old, showing off a black Canon Powershot G5 she bought for 5,150 yuan (US\$622) at a bustling electronics flea market in the capital.

Young, well-heeled professionals like Yu are the reason China is no longer just a manufacturing base for the likes of Sony, Canon and Olympus, but also a market on the cusp of explosive growth.

Most of China's 1.3 billion people cannot afford a digital camera, but analysts say there is a pool of some 400 million potential customers living in Beijing, Shanghai, Guangzhou and other large cities near the coast.

Not surprisingly, key players in the US\$15 billion worldwide digital camera market are gearing up to tap what China has to offer, eager to find new customers as growth rates in Japan and other more mature markets begin to slow.

"China is probably the only untapped big market remaining with real growth potential," said Makoto Kimura, managing director and head of digital camera operations at Nikon, the world's sixth best-selling digital camera brand.

Sales in the Chinese market doubled last year to 1.4 million units—still relatively tiny in absolute terms. Shipments reached 15.6 million units in Western Europe and 8.5 million in Japan, according to research firm International Data Corp (IDC).

IDC expects digital camera shipments in China to rise 65 percent to 2.32 million units this year and climb steadily to 6.5 million in 2008.

Canon is more bullish, predicting 3 million units this year and 15 million by 2008, overtaking Japan. By comparison, Canon has forecast it will sell 15.2 million digital cameras worldwide this year.

One reason for Canon's optimism over China is the Beijing Olympics in 2008 and the Shanghai World Expo in 2010, which analysts have singled out as events likely to boost digital camera sales.

"By 2008, China will join Europe and the United States as one of the world's top three digital camera markets," said Takashi Oshiyama, head of Canon's digital imaging business group. A bold statement, but such a development would not be unprecedented in the world of electronics. Mobile phones and personal computers are just a few of the products where shipments in China now outstrip those in Japan.

Even so, camera makers acknowledge that there are still many obstacles to overcome. Canon's Oshiyama expressed worries about the lack of warehouses or a network of big electronics chains such as U.S.-based Best Buy that are willing to take on inventory in bulk.

Moreover, China's distribution network is underdeveloped, with top shipping companies such as FedEx Corp. still in the process of adding major cities to their routes. But none of this alters Canon's bullish view.

"The infrastructure is not yet ready," Oshiyama said. "But there is no other country in the world that has 1.3 billion people and an economy growing faster than 7 percent a year."

Some analysts are less optimistic about China's market, however, saying the lack of convenient digital printing services and the growing popularity of camera-equipped mobile phones could hinder the industry's expansion.

"Camera phones are a potential inhibitor of growth," said IDC China analyst Charles Jiang.



"There are not enough digital printing stores to satisfy most digital camera users and the cost of buying a printer to print photos is very high."

Analysts say camera makers will have to lower prices significantly to spur sales. While salaries are rising among the middle class and professionals, the average yearly disposable income is still just US\$1,000 per person.

Sony, the world's best-selling digital camera brand, is also the leading player in China with about 30 percent of the market. Canon comes second with 20 percent, while the rest of the market is controlled by other Japanese and domestic firms.

Nikon said it hoped to boost its market share in the country to above 10 percent from 8 percent last year, although it was worried about growing competition from local makers.

Kimura said Lenovo Group, China's biggest personal computer maker, was gaining ground in its home market by launching cameras with 2 and 3 mega-pixels of resolution at prices much lower than Japanese brands.

"One of the biggest challenges facing us is how to differentiate our products from those made by those Chinese mainland firms and Taiwan firms," Kimura said. "This is not an issue that can be ignored." (SD-Agencies)

2

The final *Star Wars* film, *Revenge of the Sith*, has scored the most successful film opening in UK cinema history, making £14m in four days.

But why should this be? According to a study by Dr. David Lane, reader in management science in LSE's Operational Research Department, the secret of earning movie millions in such a short time is less about the film itself than about the success of pre-publicity and word-of-mouth recommendations before release.

Dr. Lane, alongside research collaborator Elke Husemann, studied the way companies release and distribute movies. The results give insight into how the marketing strategy of movies has changed in the last two or three decades.

The research found that:

Films are being opened on a bigger number of screens than previously. Why has *Revenge of the Sith* advertising and merchandising been ubiquitous for weeks and why was it opened on 490 screens? To get people talking about the film, creating pre-release interest and then to sell tickets fast. The rush of sales is a classic 'blitz' opening.

Such movies have a short product life but can make money very fast. *The Incredibles* is another example of this strategy.

Not all movies are released in a 'blitz' of screenings. Some are 'platformed' in a few locations, building interest over weeks or months via word-of-mouth based on the actual experience of seeing the movie. This is known in the industry as 'demand discovery'. *Sideways* is a recent example.

As film budgets have risen and multiplex capacity has grown, the last few decades have seen increasing use of the blitzing approach to movie marketing. This is a relatively new feature of the industry. What might be behind the increased reliance on this strategy?



Lesson 40

Not all movies will discover high demand. Despite extensive research and test screenings, studios continue to be surprised by how audiences respond to movies. A movie like *Alexander* fails whilst *The Fast and the Furious* comes from nowhere to be a huge hit.

Platforming is for low-budget films, foreign films, idiosyncratic films. Blitzing is for expensive films; those that might turn into 'blockbusters', but also those that might be too expensive to expose to audience opinion, too expensive to 'discover' that demand is low.

Some commentators suggest that blitzing makes unappealing films 'audience-proof' but this is not so. Blitzing does not guarantee success. But it is a robust strategy: it improves things if the film does appeal to audiences and if it does not then it will still sell a few more tickets.

Dr. Lane says: 'The movie industry seems to have settled on a shared concept; don't sell the movie, sell the anticipation of it. Create a frenzy of interest in a movie and then release in large volume which converts that 'hyped' interest into sales very fast. This can leave movie-goers standing outside the cinema in the rain thinking "That wasn't really very good". But a ticket has been sold. If they liked it, it is even better. They can tell all their friends about it and more ticket sales will follow.'

So what about *Revenge of the Sith*? 'The same mechanisms are operating but there are extra elements,' says Dr. Lane. 'Each film generated interest in the next one, which is why studios are always interested in sequels. Plus you see parents who enjoyed the first *Star Wars* movie in 1977 taking their children to this new series. And there is a merchandising juggernaut telling you about the film whether you are in a burger joint or a bookshop.'

Elke Husemann takes up this last point: Pre-sales of computer games and merchandising, and follow-on sales of merchandising and DVDs are becoming ever more important. In some cases they are bringing in more earnings than the actual film viewings. In marketing terms, the theatrical release could be viewed almost as just the catalyst, the hook for the network of ancillary products.

Finally, how can we see these effects in action? Dr. Lane has a suggestion. 'The campaign for *Batman Begins* is already on. The film opens on 16th June. Look out for the advertising frenzy and the toys and games, for how many screens it opens on and how quickly it goes away. The same kind of marketing effects is in play; it's still about getting people talking, creating public interest and then opening the film to convert that interest into ticket sales.'

3

Sports and entertainment personalities have higher value than professional workers like doctors, nurses and teachers in some society, why this happened in some society and do you think it is good or bad development?

Why do athletes and movie stars make more money more quickly than professionals such as doctors, nurses and school teachers? Though this seems unfair to many people, there are good reasons for such a phenomenon.

There is no other business that spends millions of dollars to promote a singer or movie actor. By the laws of the market economy, the higher the demand for certain goods or services, the higher the value such goods or services have. Movie stars or famous athletes entertain a nation or

even the whole world. The box office takings of an internationally popular movie star hit millions weeks after a movie is released. Advertising income from major sports events such as the World Cup reaches billions during the playing season. Stars satisfy the needs of very large populations with greater efficiency than medical professionals or teachers, who usually work for one hospital or school. As a result, stars are able to create greater value for their employers and deserve higher income.

However, the value of many stars is more superficial. Unlike other professionals, stars are made to cater to the constantly changing pop culture. In most cases, no matter how popular the stars are now, they will be forgotten as time goes by. Professionals like doctors and teachers create the true value for their society. Their experience and knowledge drives our society forward. By contrast, stars create demand and make their fortune mainly by making news to attract attention. Many stars work as endorsement people even for shoddy products, causing harm to consumers in various degrees.

Due to the powerful influences of show business, many young people are more interested in getting famous and rich overnight than working hard in more worthy professions. Such ideas and action could make young people throw away their ambition to become good doctors or lawyers.

To conclude, the value of stars is more superficial and does not form the real value of a society. The true value of our world is created by people with real knowledge and skills such as doctors and teachers. We should not encourage young people to spend time and money being only fans when they should also be working hard to be someone more useful to their society.

4

The Times' recent announcement that T2 was to be re-launched as the newly-improved Times 2 on September 5th is more than a simple redesign or change of format.

As an overt attempt to attract more female readers to the newspaper, this is the first time *The Times* has had a marketing campaign specifically targeting women.

A reported seven-figure marketing investment will be needed to make sure the revamped supplement catches the eye of their discerning target audience.

The Times has credited T2 with playing a major role in its circulation growth and this re-launch demonstrates the high value placed on the supplement.

Rather than continuing to develop its main news format and offering, *The Times* has turned to T2 to lure new readers, which is further evidence that it is increasingly seen as the "heart of *The Times*" moving forward.

It has room to grow this market. *The Times* has one of the lowest percentage of total female readers among middle-aged and old females, but a good record of younger females and so needs to make an effort to close the gap between the male/female skew and lead the pack on this younger female readership.

A model it must have looked to for inspiration is *The Daily Mail*, with its successful Femail and Lifestyle sections, so a revamp of T2 could prove an enticing edge to its more indifferent readers.

Working hard to invite the more lifestyle (and female) brand advertisers, T2 will also be an improved environment for advertisers.

The actual format is changing, with increased pagination and more colour capacity being available each day.

With this comes the potential to carry new ad formats previously not possible and allow advertisers to benefit from more flexible editorial integration and positional guarantees.

As a regular T2 reader, however, I'm keen to see what changes are going to be made over and above the improved advertising proposition to draw those sophisticated, upmarket 30- to 50-year-old men and, more crucially, women they want.

Health, food, fashion and the usual columnists will still feature, but each day will now be themed to highlight the breadth of content T2 has always offered but packaged up in a more design-led, female-orientated way.

The familiar Screen (Thursday) and Sounds (Friday) are joined by Health, Men and Style (Monday to Wednesday respectively) and it is these new additions that *The Times* is hoping will really carry the punch for its "renaissance readers".

It is important that the balance isn't swayed too far and Times 2 avoids becoming positioned as a female "lite" version of the old T2 in favour of more cursory health, beauty and fashion-orientated "lifestyle" editorial, packaged up in a good-looking way.

This could alienate current readership and would undervalue the quality and scope of current content.

You can't blame *The Times* for seeing the necessity of pursuing the female reader, but it could also be right (and maybe truer to *The Times*' quality foundation) that further investment in the main newspaper (format, news and analysis) would also serve to build that discerning female readership without having to rely on makeup and handbags.

Lesson 41

Warm-up

- ◆ Read the story and summarize the main idea in simple English.

Four Sons

These 4 gents go out to play golf one sunny morning. One is detained in the clubhouse, and the other three are discussing their children while walking to the first tee.

"My son Kent," says one, "has made quite a name for himself in the home-building industry. He began as a carpenter, but now owns his own design and construction firm. He's so successful in fact, in the last year he was able to give a good friend a brand-new home as a gift."

The second man, no to be outdone, tells how his son began his career as a car salesman, but now owns a multi-line dealership. "Norm's so successful, in fact, in the last six months he gave his friend two brand-new cars as a gift."

The third man's son, Greg, has worked his way up through a stock brokerage, and in the last few weeks has given a good friend a large stock portfolio as a gift.

As the fourth man arrives at the tee, another tells him that they have been discussing their progeny and asks what line his son is in.

"To tell the truth, I'm not very pleased with how my son turned out," he replies. "For 15 years, Chico's been a hairdresser, and I've just recently discovered he's gay. However, on the bright side, he must be good at what he does because his last three boyfriends have given him a brand-new house, two cars, and a big pile of stock certificates."

Skill analysis

Summarizing an article

When you summarize an article you have to find all the main points contained in the reading. More to the point, you have to distinguish between the main ideas, which is the most important information, and the supporting ideas used to convince the reader that the ideas are relevant and important. The main ideas should be retained while the sup-

porting details are to be omitted unless necessary.

In the IELTS reading, there are mainly two types of summary questions. You may be asked to summarize one or more paragraphs of the given text. In this case, what you have to do is to locate the paragraphs through the keywords in the questions and then find the proper words to fill in the blanks to make it coherent and complete. You may also be required to summarize a whole passage. Then you have to read the topic sentences of all the paragraphs and then check the given script and complete the blanks with the relevant information.

Skill training

Exercise

Questions 1-10

Match the headings below with paragraphs (A-I). There are more headings than you will use.

1. The function of media and the consideration of concentration of media ownership
2. "Corporate media" and "mainstream media"
3. The definition of mass media
4. The advent of the World Wide Web
5. The future of mass media
6. The wide use of "Cross media"
7. Media is a truncation of the term "media of communication"
8. Electronic media and print media
9. The purposes of mass media
10. The advent of mass media was driven by technology that allowed the massive duplication of material at a low price

Question 11

Choose the appropriate letter (A-D) from the list below.

Which of the following is the topic sentence of the passage?

- A. The origin, function and development of mass media.
- B. The origin, function and development of World Wide Web.
- C. Electronic media and print media.
- D. "Cross-media" awareness.



- A. Mass media is the term used to denote, as a class, that section of the media specifically conceived and designed to reach a very large audience (typically at least as large as the whole population of a nation state). It was coined in the 1920s with the advent of nationwide radio networks and of mass-circulation newspapers and magazines. The mass-media audience has been viewed by some commentators as forming a mass society with special characteristics, notably a lack of social connections, which render it especially susceptible to the influence of modern mass-media techniques such as advertising and propaganda.
- B. Media (the plural of medium) is a truncation of the term “media of communication”, referring to those organized means of dissemination of fact, opinion, entertainment, and other information, such as newspapers, magazines, cinema films, radio, television, the World Wide Web, billboards, books, compact discs, DVDs, video cassettes, and other forms of publishing. Academic programs for the study of mass media are usually referred to as mass communication programs.
- C. During the 20th century, the advent of mass media was driven by technology that allowed the massive duplication of material at a low price. Physical duplication technologies such as printing, record pressing and film duplication allowed the duplication of books, newspapers and movies at low prices to huge audiences. Television and radio allowed the electronic duplication of content for the first time. Mass media had the economics of linear replication: a single work makes money proportional to the number of copies sold, and as volumes go up, unit costs go down, increasing profit margins further. Vast fortunes are to be made in mass media.
- D. In most societies, the media serves to educate the public about issues regarding government and corporate entities. Consequently, some consider concentration of media ownership in a few hands to be the single greatest threat to democracy.
- E. Sometimes mass media is referred to either as “corporate media” or as the “mainstream media”, and abbreviated as “MSM”. Especially in the United States, usage of these terms often depends on the connotations the speaker wants to invoke. The term “corporate media” is often used by leftist media critics to imply that the mainstream media is manipulated by large multinational corporations. This is countered by right-leaning commentators with the term “MSM”, the acronym implying that the majority of mass media sources are dominated by leftist powers which are furthering their own agenda.
- F. The mass media has several purposes. One of the main ones is advocacy, both for business and social concerns. This can include advertising, marketing, propaganda, public relations, and political communication. Another purpose is enrichment and education, such as literature and educational TV programmes. Another key function is entertainment, traditionally through acting, music, and sports, as well as light reading. Since the late 20th century, this function has also included video and computer games. A fourth purpose is journalism—the reporting of news—ideally in a neutral and unbiased fashion. Another purpose is public service announcements, that is, announcements by the government or government agencies, most commonly when there is a natural disaster, such as a hurricane or a flood.



Lesson 41

- G. Electronic media and print media appear in many forms, including radio and television broadcasting, and print publishing, through books, magazines, and newspapers. With the advent of the Internet, published materials have become widely available on computer screens. Media is also distributed via various types of discs (DVDs, VCDs, CDs) and tapes. In the 20th century, these were mainly used for music, but now they are used to distribute a far wider range of materials. Film is another form of media, most often used for entertainment, but also for documentaries. Blogs are a new form of media and are unique to the Internet.
- H. Toward the end of the 20th century, the advent of the World Wide Web marked the first era in which any individual could have a means of exposure on a scale comparable to that of mass media. For the first time, anyone with a web site can address a global audience, although serving high levels of web traffic is still expensive. It is possible that the rise of peer-to-peer technologies may have begun the process of making the cost of bandwidth affordable. Although a vast amount of information, imagery, and commentary (i.e. “content”) has been made available, it is often difficult to determine the authenticity and reliability of information contained in (in many cases, self-published) web pages. The invention of the Internet has also allowed breaking news stories to reach a global audience within minutes. This rapid growth of instantaneous, decentralized communication is considered likely to greatly alter mass media and its relationship to society.
- I. “Cross media” means the idea of distributing the same message through different media channels. A similar idea is expressed in the news industry as “convergence”. Many authors understand cross-media publishing to be the ability to publish in both print and on the web without manual conversion effort. However, increasing number of wireless devices with mutually incompatible data and screen formats make it even more difficult to achieve the objective “create once, publish many”.

Lesson 42

Warm-up

If you get hooked up to the Internet these days, you will find that the hottest key-word for almost every search engine will be “super girl”. Do you think it necessary for TV stations to sponsor such campaign as “super girls”? Give your reasons.

Skill analysis

Understanding main ideas

You will practice recognizing the main ideas contained within a text. In the process of skimming you will already have identified some of these main ideas. During a second and third reading you can recognize and understand them more fully. Each paragraph will usually contain one main idea, referred to as the paragraph topic.

The reading materials provide several exercises which help you identify and understand the main ideas in a text. Knowing the key points in a reading text is vital in assessing its importance and relevance for your needs. Understanding the main ideas will also lead you to an understanding of a writer's organization of his ideas.

Skill training

Exercise

Question 1

Choose the appropriate letter (A–D) from the list below.

1. What does the author think of the intellect?
 - A. It is second to intelligence.
 - B. It evolves from common sense.
 - C. It is to be pursued.
 - D. It underlies power.



Lesson 42

Questions 2–5

Look at the following statements (2–5) and the list of people below.

Match each statement with the correct person A–F.

Write the appropriate letter A–F in boxes 2–5 on your answer sheet.

NB You may use any letter more than once.

2. School education has restrained children's development.
3. Americans have always hated intellect as a form of power and prejudice.
4. The U.S. would become a second-rate country if the Americans didn't think critically.
5. Schools should be a place to counterbalance the practical and the intellectual.

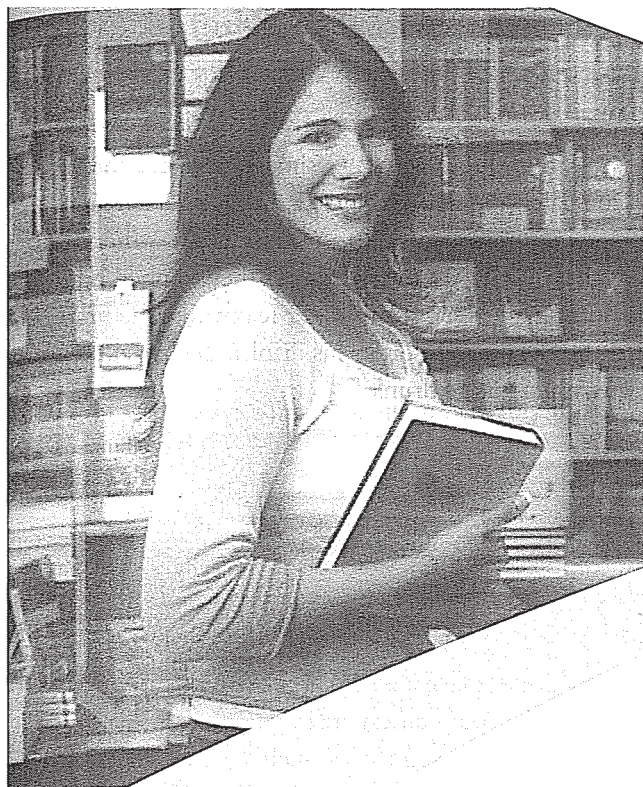
- A. the author
- B. Ralph W Emerson
- C. Mark Twain
- D. Hofstadter
- E. Diane Ravitch
- F. Earl Shorris

- A. Americans today don't place a very high value on intellect. Our heroes are athletes, entertainers, and entrepreneurs, not scholars. Even our schools are where we send our children to get a practical education—not to pursue knowledge for the sake of knowledge. Symptoms of pervasive anti-intellectualism in our schools aren't difficult to find. "Our schools have always been in a society where the practical is considered more important than the intellectual," says education writer Diane Ravitch. "Schools could be a counterbalance." Ravitch's latest book, *Left Back: A Century of Failed School Reforms*, traces the roots of anti-intellectualism in our schools, concluding they are anything but a counterbalance to the American preference for the practical.
- B. But they could and should be. Encouraging kids to reject the life of the mind leaves them vulnerable to exploitation and control. Without the ability to think critically, to defend their ideas and understand the ideas of others, they cannot fully participate in our democracy. Continuing along this path, says writer Earl Shorris, "We will become a second-rate country. We will have a less civil society."
- C. "The intellect is resented as a form of power or privilege," writes historian and professor Richard Hofstadter in *Anti-Intellectualism in American life*, a Pulitzer Prize winning book on the roots of anti-intellectualism in US politics, religion, and education. From the beginning of our history, says Hofstadter, our democratic and populist urges have driven us to reject anything that smells of elitism. Practicality, common sense, and native intelligence have been considered more noble qualities than anything you could learn from a book.

Essential Reading for IELTS



- D. Ralph Waldo Emerson and other Transcendentalist philosophers thought schooling and rigorous book learning put unnatural restraints on children: "We are shut up in schools and college recitation rooms for 10 or 15 years and come out at last with a bellyful of words and do not know a thing." Mark Twain's *Huckleberry Finn* exemplified American anti-intellectualism. Its hero avoids being civilized by going to school and learning to read, thus preserving his innate goodness.
- E. The intellect, according to Hofstadter, is different from native intelligence, a quality we reluctantly admire. The intellect is the critical, creative, and contemplative side of the mind. Intelligence seeks to grasp, manipulate, re-order, and adjust, while the intellect examines, ponders, wonders, theorizes, criticizes and imagines.
- F. School remains a place where the intellect is mistrusted. Hofstadter says our country's educational system is in the grips of people who "joyfully and militantly proclaim their hostility to the intellect and their eagerness to identify with children who show the least intellectual promise."



Unit

19

Commerce

Lesson 43

Warm-up



- ◆ Is anyone willing to tell the following story to the whole class? Then the rest of the class should retell the story by generalizing the main ideas.

The Bar Story

This guy goes to a bar that's on the tenth floor of a hotel. He sits down and has a couple of drinks, then stands up, announces loudly that he has had enough, and goes over and jumps out the window. Now, there are two men who are sitting at a window table, and having that natural human curiosity about the grotesque, watch as this man plummets to certain death. However, just as he is about to hit the ground, he rights himself, pulls his feet underneath himself, and lands gracefully. He then turns and comes back into the building. Naturally, the two men are amazed. The guy comes back into the bar, orders a few drinks, then repeats the process. The two men at the window seat are astounded! When the guy returns and repeats the procedure AGAIN, the two men stop him before

he jumps and ask him how on earth he does that. He replies "It's simple, really. There's an air vent down by the ground, and if you catch the updraft, you can right yourself and land on the ground with no problems." Then he proceeded to jump out the window again. Well, these two men decided that they just HAD to try this, so they jumped out the window, and SPLAT!—made a mess hitting all over the ground. Meanwhile, the first guy has made it back up to the bar. When he sits down to order his drinks, the bartender says "Superman, you're not a very nice guy when you're drunk!"

Skill analysis

As far as viewpoints are concerned, you have to make a distinction between the views of the author and that of quoted source, which is always an expert in a particular field in the case of IELTS. It will be an easy job, if you can spot some cues, such as, "in my view", "as for me", "according to me", and so on, but in some cases, you have to intensively read the relevant part of the passage to detect the "owner" of the views.

In the IELTS tests, there is a type of question, which requires you to match the viewpoints with the speaker. When doing this kind of question, you have to start by scan-reading the names of the speakers and underline what they have said and then return to the question to find out the key words. What follows is a comparative reading between the question keywords with those of the underlined parts to get the answer.

Skill training

Exercise 1

Question 11

Choose the appropriate letter (A–D) from the list below.

Which of the following is the main idea of the passage?

- A. Your image speaks volumes before you say a word.
- B. Some key areas of image that should look good.
- C. Body language matters right down to the bottom line.
- D. Pay attention to your body language while doing a presentation.



Lesson 43

For your small business, image matters right down to the bottom line, so here are some key areas where you should look good. Let's start with a true story. The other day I was filling my car with gas when a van drove up behind me. It was old and filthy, with a crack down the entire windshield, and a front bumper so badly smashed that a small part of the engine was exposed. The sign on the van read: "Cleaning Service—Honest, Dependable, Flexible—Homes, Apartments, Offices." For all we know, this could be a five-star cleaning service. But its image says otherwise. Your image speaks volumes before you say a word.

I'm always impressed by impeccably dressed business leaders—men and women who hold themselves to above-average standards. They look like leaders. So should you. I once asked a top recruiter about the first thing he notices when meeting potential candidates. "Do they look the part?" he said. "Do they dress appropriately to fit the culture?" If someone walks into the room and looks like a leader, the interviewer can relax and mentally check off the "appearance box".

Ellen spends a lot of time studying body language. She once said a slumping, slouching posture is associated with a lack of confidence and leadership ability, while good posture is most often associated with confidence, competence, and control. This reminds me of a client, a top executive for a technology outfit, who was preparing to give a major presentation to the company's primary investor, a famous CEO who is one of the wealthiest men in the world.

In addition to positive news about the product, its patents, and engineering milestones, my client also had to address the uncomfortable fact that his company had hit a snag in development and would have to delay the launch of the product. His body language presented a problem. Everything about it said, "We're in deep trouble." Of course, that wasn't the case at all. In fact, my client's engineering team had jumped far greater hurdles in the past. The team members all felt confident they could easily overcome the current stall, and the product would go on to become a smashing success (which it eventually did).

I watched as this executive rehearsed his PowerPoint presentation. The problem resided not with the content on the slides but rather with the delivery. His body language was a mess—eyes cast downward, hands awkwardly tucked in his pockets, swaying back and forth. This guy was a perfect example of poor body language. He seemed insecure.

Fortunately, this story has a good ending. Once he eliminated the distracting habits, he rocked the house during his presentation. He made solid eye contact with everybody in the room, pulled his hands out of his pockets, and used purposeful, assertive hand gestures. His posture and stance exuded power, confidence, and competence—he had charisma. In fact, I heard later that the lead investor expressed confidence that the project was in good hands.



Exercise 2

Question 2

Choose the appropriate letter (A–D) from the list below.

Which of the following is the topic sentence of the passage?

- A. Different levels of job satisfaction between top businessmen and businesswomen in America.
- B. Reasons why more and more top businesswomen in America reach “C-level”.
- C. Reasons why so few top businesswomen in America reach “C-level”.
- D. Feminism in the business world of America.

Top businesswomen in America give three main explanations for why so few of them reach “C-level”—that group of executives who preface their titles with the word “chief”. First comes the exclusion from informal networks. In many firms jock-talk and late-night boozing still oil the wheels of progress. In America and elsewhere it has become almost traditional for sales teams to take potential clients to strip clubs and the like. These activities specifically exclude most women.

Yasmin Jetha, a Muslim of Asian origin who made it to the board of Abbey, a British bank and a FTSE100 company until it was taken over last year by Spain’s Banco Santander, says that although she neither drinks alcohol nor supports a rugby team, she made it a point in her career of participating in industry-wide events where the opportunities for exclusion are less. More and more women in business are forming their own networks, which also help to counter male clubbishness.

The second hurdle is what Ms Lang calls “pervasive stereotyping of women’s capacity for leadership”. Everyone is unconsciously biased and there is strong evidence that men are biased against promoting women inside companies. This was a central point in the landmark 1989 case in the U.S. of Price Waterhouse v Hopkins, where Ann Hopkins sued her employer when she was not given a partnership. She eventually won her case in the Supreme Court. Since then some companies have begun to take special steps to guard against bias. Deloitte, for example, carefully scrutinises its pay and promotion decisions for bias, especially its list of new partners announced annually in June.

The third hurdle is the lack of role models. There are too few women in top jobs to show how it is done. Helen Alexander, the chief executive of The Economist Group and one of very few female CEOs to have succeeded a female CEO (Ms Scardino) says, however, that the role models that matter come earlier in life, at school or in the family. In addition, it seems to be important for many successful businesswomen to have had a supportive father.

Chris Bones, a senior human-resources executive with Cadbury Schweppes before he took over as head of Henley Management College at the beginning of this year, suggests another reason. The flattening of organisations in recent years, as layers of management have been stripped out, has meant that promotions now are far steeper steps than they used to be. This leaves fewer opportunities for people to re-enter the workforce at higher levels. And many women inevitably need to take time off during their careers. In America, there is evidence to suggest that more women with children under the age of one are taking time off work than was the case some years ago.

More and more too are withdrawing to care for elderly parents at a time when they are on the cusp of the higher echelons. Ben Rosen, a professor at the Kenan-Flagler Business School in North Carolina who has done research on the topic, says that many women bail out of corporate life to become self-employed consultants and entrepreneurs, roles where they can have greater freedom and autonomy to manage the rest of their lives. This may be reinforcing companies' long-held belief that they should invest less in women's careers because they are unlikely to stay the course.

Ms Maier's Gallic analysis of the issue is that French men spend more time at work than women, which "can be explained by their insatiable predatory instincts as well as by their casual approach to banal household chores." This leaves women with so much to do at home that they are more than twice as likely as men to work part-time, "which makes it all the more impossible to break the glass ceiling." In the U.S., a survey by the Centre for Work-Life Policy found that 40% of highly qualified women with spouses felt that their husbands did less work around the home than they created.

Another finding of the study was that qualified women leave work for a mixture of reasons: some pull them away (home and family life), and some push them away (the type of work, the people they are working with). In business, the push factors were found to be particularly powerful, "unlike, say, in medicine or teaching". The vast majority of women (93%) said they wanted to return to work, but found the options available to them "few and far between, and extremely costly". Across sectors, women lost 37% of their earning power when they spent three or more years out of the workforce.

Very few (5%) wanted to return to the companies they had left, claiming the work they had been doing there was not particularly satisfying. In Britain, women are increasingly dissatisfied with work. A recent study by the University of Bath of female employees between 1992 and 2003 showed an overall decline in their stated levels of job satisfaction. For full-time female managers the decline was an above-average 6%. For men, job satisfaction over the same period went up.

The only category of female workers with a significant rise in satisfaction (of 19%) was that of part-time craft workers. It has become a lot more rewarding to blow glass or design gardens than to strive forever in a vain bid to reach the boardroom.

Lesson 44

Warm-up

- ◆ What is the hottest issue in the major media in your city? What is your view on this issue? Can you give one or two supporting ideas to your opinion?

Skill analysis

Most English articles are composed of one central topic sentence and several supporting details which can be attributed to the deductive thinking models characteristic of the Westerners. The ability to distinguish the main idea and the supporting details is of paramount importance in discerning English articles. You will be trained to map out the structure of the article by finding out all the supporting details of a central idea.

Skill training

Exercise 1

Questions 1–5

Look at the following supporting information (1–5) and the list of views below.

Match each supporting information with the correct view A–E and write the appropriate letter A–E.

NB You may use any letter more than once.

1. In a global economy you are competing not only with people from your own country but also with those of other countries, including the well-educated who are willing to work for a fraction of your salary.
2. Despite the broad international tendency toward genuine free trade, expressions of protectionist sentiment by various groups in the U.S. are most vivid to other countries.
3. There is no better way to get a bigger piece of the pie than to have the pie itself grow.



Lesson 44

4. U.S. companies need to focus their more expensive resources on product development, marketing, and sales, and allow assembly and manufacturing to take place offshore in developing countries, which both have a lower cost basis.
 5. Using offshoring to India as an example, for every dollar offshored, they estimate the U.S. accrues between \$1.12 and \$1.14, while the receiving country gets just 33 cents.
-
- A. The U.S. government and business leaders need to focus on the upper end of the supply chain, which is after all where the high-paying jobs lie.
 - B. We need to upgrade our educational system, encourage students to study foreign languages and cultures and make sure we develop, attract, and retain the most innovative minds.
 - C. If the U.S. is to remain the standard-bearer of free trade in the global economy, it has to project the reality of its trade environment more forcefully.
 - D. Offshoring creates additional value for the exporting country.
 - E. The most important thing to do as a nation is to continue to push for reforms that foster growth.

Exercise 2

Question 6

Choose the appropriate letter (A–D) from the list below.

How can the U.S. keep high-paying jobs?

- A. The U.S. should blend creative thinking with analytical market projection, resulting in innovation that drives/leads the market.
- B. The U.S. should innovate itself in the areas of marketing, planning, management, and finance.
- C. The U.S. should encourage partnerships with China and India.
- D. The U.S. should understand where their key competitive edge is and create an environment and enhanced education system to foster those talents.

Americans are worried about losing jobs to Indians and Chinese. What should the U.S. and individual Americans do to keep good, high-paying jobs in the U.S.?

Donald Straszheim thinks that the most important thing to do as a nation is to continue to push for reforms that foster growth-efficient regulation, low tax rates, incentives for investment and saving, promotion of technology, and much more focus on education, training, and retraining. Root out social welfare—like practices which remain too common in America. Individuals need to build their human capital—knowledge, education, work skills, and habits. Find compa-

nies to work for that are innovative, with managements that look to the future and attempt to position themselves for the future, and operate in an efficient and cost-effective manner. Combining these macro and individual comments, the central theme is this: There is no better way to get a bigger piece of the pie than to have the pie itself grow.

Oded Shenkar believes that in a global economy you are competing not only with your fellow nationals but also with people from other countries, including the well-educated who are willing to work for a fraction of your salary. To keep high-paying jobs in the U.S., we need to upgrade our educational system from the ground (elementary school) up to the business school, where international business is not even a requirement; encourage students to study foreign languages and cultures; and make sure we develop, attract, and retain the most innovative minds. We also need to make sure we defend, and get paid for, our hard-earned innovations in the form of intellectual property rights protection.

Manoj Singh says that American labour organizations have been worried about jobs going offshore since the first car rolled off the Ford assembly line, yet the U.S. economy continues to gain strength, and the U.S. continues to keep good, high-quality jobs. As a previous commentator noted, "there is no better way to get a bigger piece of the pie than to have the pie itself grow." To grow the pie, the U.S. government and business leaders need to focus on the upper end of the supply chain, which is after all where the high-paying jobs lie. As the manufacturing industry transformed itself 30 years ago, U.S. companies need to focus their more expensive resources on product development, marketing, and sales, and allow assembly and manufacturing to take place offshore in developing countries which have a lower cost basis. By focusing on innovation rather than brawn and ensuring labour and regulatory conditions are attractive—low tax rates, investment incentives, social cohesion, quality education and training, etc.—the U.S. will continue to attract and retain the best and brightest. By making their impact of the upper end of the value chain and partnering with countries such as India and China, U.S. companies need not fear any labour readjustment.

Subir Gokarn states that people in the U.S. have been concerned with job losses since the early 1970s. Quotas on textile imports were one manifestation of this. Voluntary export restraints against Japan in automobiles were another. Rising sentiment against Chinese exchange rate policy is merely the latest. Despite these concerns, by and large the U.S. has acted in a manner consistent with the interests of domestic consumers, i.e., it has not allowed barriers to become too high or stay too long. I expect a similar position to prevail in the outsourcing area as well. However, despite the broad tendency toward genuine free trade, expressions of protectionist sentiment by various groups in the U.S. are most vivid to other countries. There is, therefore, a perception of double standards. If the U.S. is to remain the standard-bearer of free trade in the global economy, it has to project the reality of its trade environment more forcefully.

Viveca Chan thinks that calculating China's and India's impact on the job market in the U.S. is difficult. McKinsey argues that offshoring creates additional value for the exporting country. (Using offshoring to India as an example, for every dollar offshored, they estimate the U.S. accrues between \$1.12 and \$1.14, while the receiving country gets just 33 cents.) Others argue otherwise. I am in favour of the McKinsey argument. Nike is a famous example of a company that does not have its own manufacturing but gets better ROI and business growth by concen-



Lesson 44

trating on building its brand. As our experts say, the U.S. should focus their resources on higher-value services such as product development, sales, and marketing, and concentrate on education, training, and developing a knowledge economy. The U.S. will be better off with a government that encourages competition and partnerships rather than protectionist policies. The U.S. people should have more confidence in building value-added propositions and moving up the value chain. The U.S. should put more effort in marketing their culture and their proven education system and should relax their immigration policy to allow more students to come to the U.S. for continued education. Foreign investments from China and India should be encouraged, so more Chinese business will expand to the U.S. rather than other countries. It will also increase the demand for the export of U.S. services.

To keep high-paying jobs, the U.S. should understand where their key competitive edge is and create an environment and enhanced education system to foster those talents. This should be in the area of marketing and planning, management, and finance. The result should be the best blending of creative thinking with analytical market projection, resulting in innovation that drives/leads the market. While there may be scientists and technology gurus in other markets like India and Russia, U.S. innovation is market-driven. If the U.S. concentrates on fostering these strengths through training and education, and encourages partnerships with China and India, it will continue to lead the global economy and has nothing to fear.



Unit 20

Science and Technology

Lesson 45

Warm-up

- ◆ Now, turn your eyes to the partner sitting immediately next to you and have a close observation of him or her. Try to judge whether he or she has had the breakfast and give your reasons for the judgement.

Skill analysis

It is considered as a core rule for writing argumentations to keep the purity of idea in a paragraph, that is, there is one and only one central idea in a paragraph. This principle can be applied to the whole passage. In this sense, all the supporting details should support the central argument, which means that we can pin down a passage by identifying a central idea and sorting out various supporting details.

Skill training*Exercise**Question*

Choose the appropriate letter (A–D) from the list below.

What is the key way in which population structure in developed countries will influence the tourist industry?

- A. There will be more people on welfare.
- B. There will be more retired people.
- C. There will be fewer jobs for young people.
- D. Young people will be better educated.

Developments in Tourism

Tourism is facing new challenges worldwide. In the course of the globalisation of economies and societies, tourism is also showing many indicators of development leaps and distortions: continuing growth in tourist flows as a source of environmental damage, new destinations and markets, with resulting increase in competition, risk of overcapacity, particularly in the key tourist areas of air traffic and accommodation, polarisation and increased trend towards concentration among industry providers. There is also the expectation of growth in “manmade” travel and adventure environments worldwide and major expansion in tourist offers and infrastructures (mega-events, leisure parks, transport systems) with uncertain economic, social and ecological prospects. The growth rates predicted for tourism and its anticipated continuing expansion, with the associated potential for employment and macroeconomic welfare effects are, however, dependent on specific conditions, such as a growing world economy, low energy prices and a global decline in conflicts.

Significant growth is predicted for tourism in the new millennium. International tourist arrivals will continue to grow, although more slowly than before. Despite ongoing globalisation, international tourism will still be concentrated mainly within the individual regions of the world. The heaviest international flows will continue to be within Europe and the USA. Other countries regarded as dynamic growth markets are the Middle East, China and the south-east Asia/Oceania region. High growth rates are also predicted in some cases for the Mediterranean and eastern European countries. In contrast to German international tourism, incoming tourism is comparatively insignificant for Germany. Despite some growth, Germany seems to be mainly a tourist destination for Germans. Given the shifts in global tourism (new source markets, new target groups), new prospects may emerge for Germany as a tourist market. In future, however, Germany as a destination for tourism is expected to suffer a relative loss of importance, despite growth in absolute terms. An increase in travellers from other European countries will have only limited benefit for the German tourist industry.

Besides economic factors, the structure of the tourist markets is affected by demographic and socio-cultural factors and changes in these. For several decades to come, for example, there will be enormous population growth, particularly in the poor countries. In the industrialised nations the most critical aspect of population growth is the inverted age pyramid. The relationship between the population age groups (child, youth, working population, retired) is shifting so that fewer and fewer working people have to support more and more retired people. The comparatively large proportion of retired people in the total population will influence the structure of tourist demand. Among the socio-cultural factors, a number of trends are emerging which will continue. The ongoing rise in the educational level of the population in recent years is closely related to growing demands in the labour market. Here, basic and medium qualifications will lose out, while highly-qualified employees will win. Within employment there is a clear shift towards services, with particular demand for qualified service jobs.

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Lesson 46

Warm-up

◆ Match the typical specialties with the right country.

Whisky	Japan
Peking Roast Duck	Spain
Kimono	Scotland
Kim-Chi	Hong Kong
Tortilla Espanola	Korea

Skill analysis

Tip 1 The matching-headings task is very common in the exam. The other task that tests reading for gist is multiple-choice questions: Here students choose between possible topics, but this is not as common as the matching-headings task.

Tip 2 Students should read the instructions very carefully. There are always more headings than paragraphs to label. Students do not need to label all of the paragraphs. The instructions say that you may use headings more than once, but this rarely occurs.

Tip 3 There is often an example given, so the first thing students can do is to cross off that heading from the list (but see they may use more than once tips above).

Tip 4 The greatest skill needed for this task is speed! There is probably not enough time for students to read through the whole text to do this task. They do need to do so for the detailed comprehension task (e.g. multiple-choice questions) which is done later, and this can take more time. That leaves 5 to 8 minutes to do the matching-headings task.

Tip 5 The way to work fast is to read all the headings quickly, choose one paragraph and try to find information quickly that tells them which of the headings it could and could not match. There is no need for them to narrow it down to one option at this point, because that will become easier as they cross headings off after using them for other paragraphs.



Tip 6 Finding the information quickly entails 2 tactics. The first is scanning the first sentence—you can practise in class for this by giving them just the first sentence of each paragraph and seeing how much they can do with this limited information (usually quite a lot). They can then look at the whole text and practise the second skill—skimming through for specific information.

Tip 7 Students do not need to narrow the possibilities down to one before they move onto the detailed comprehension task, they just need to keep the questions they are unsure about at the back of their mind when they start reading for more details. It is also useful for them to underline parts of the text where they find clues about matching headings. It will then be easier for them to check back when they make their final decision/guess. They can then transfer all their answers to the answer sheet at the same time. Note that, unlike the listening paper, no extra time is given to do this.

Tip 8 Training students to deal with fast reading tasks means you can create snappier lessons than your average reading class. This can be exploited by turning reading tasks into races. These can be made more realistic by using contexts where reading fast can actually be necessary, like stockbrokers reading business reports quickly and therefore buying shares quickly before prices go up.

Tip 9 More speaking can be added to the class by giving the students the headings first and asking them to write one question about each topic that they would ask an expert on that subject. They then change partners and take turns pretending to be the expert and answering the questions. Emphasise that accuracy of information is not at all important! When they go on to read the text, it should now be easier as they have already tried to predict the kind of information that would be in such paragraphs. This task can be used as a nice warmer.

Skill training

Exercise

Questions 1–5

Look at the following supporting information (1–5) and the list of views below.

Match each supporting information with the correct view A–D, and write the appropriate letter from it.

NB You may use any letter more than once.

1. The noise dampening is thanks to new engine and wing technology, Airbus says.
2. Two of the A380 customers, Emirates Airlines and Singapore Airlines, both announced that they will configure their A380s with fewer than 500 seats.



Lesson 46

3. The United Nations Intergovernmental Panel on Climate Change estimates that aviation causes 3.5 percent of man-made global warming, and that figure could rise to 15 percent by 2050.
 4. The new plane, the company boasts, will help ease the increasingly congested airspace. By transporting more people, the plane's fuel-burn per passenger will make it more environmentally friendly than most cars, Airbus says.
 5. It is able to do this through a host of new technology—newer, more efficient engines from either Rolls-Royce or Engine Alliance (a joint venture of General Electric and Pratt & Whitney), better aerodynamic design, and the use of newer and lighter materials.
- A. Experts warn that the environmental challenges will only increase.
B. Airbus claims greater size equals greater environmental benefits.
C. In spite of its more powerful engines, the A380 will make less noise than its closest competitor, the Boeing 747.
D. Boeing, not surprisingly, says the seat-mile cost differential between its 747 airliner and the A380 is very slim.

Airbus calls it the “green giant”. The new Airbus A380 “superjumbo” jet, unveiled today in Toulouse, France, will carry 555 passengers (when configured for three classes of seating). Its wingspan stretches nearly the length of a football field—50 feet (15 meters) wider than any commercial plane in the air today. Airbus claims greater size equals greater environmental benefits. The new plane, the company boasts, will help ease the increasingly congested airspace. By transporting more people, the plane's fuel-burn per passenger will make it more environmentally friendly than most cars, Airbus says. Many critics are not so sure. They say Airbus officials may be stretching their math by calculating for more passengers than most A380 flights will actually carry. Furthermore, critics argue, the plane's technological improvements are simply what is to be expected in any new airplane. “Megajets are not the way to greener, or cleaner, skies,” said Alan Durning, executive director of Northwest Environment Watch in Seattle, Washington. “On almost no count is the A380 particularly green.”

In spite of its more powerful engines, the A380 will make less noise than its closest competitor, the Boeing 747. The noise dampening is thanks to new engine and wing technology, Airbus says. The company says the plane's fuel consumption will be 2.9 liters (0.76 gallon) per passenger per 100 kilometers (60 miles). “The Airbus A380 will generate about half of the noise of a 747-400 (the biggest of the 747s), for example, and is also more fuel-efficient than a small car,” said David Velupillai, a spokesperson for Airbus in Toulouse. “It is able to do this through a host of new technology—newer, more efficient engines from either Rolls-Royce or Engine Alliance (a joint venture of General Electric and Pratt & Whitney), better aerodynamic design, and the use of newer and lighter materials.”

But analysts have questioned the Airbus numbers. Boeing, not surprisingly, says the seat-mile cost differential between its 747 airliner and the A380 is very slim. “The problem in analysing the claims is that the companies make different underlying assumptions, particularly on the number of passengers the respective aircraft carry and the average flight length,” said Kieran Daly, group



editor with the publisher of Flight International magazine, in London. Airbus envisions that airlines will use the ample space aboard the A380 for cocktail lounges and business conference rooms. That would reduce passenger capacity and cause the fuel consumption ratio to go up. Two of the A380 customers, Emirates Airlines and Singapore Airlines, both announced that they will configure their A380s with fewer than 500 seats. What if the Airbus flies at less than full capacity? If you're flying a vast aircraft with half of the seats empty, the economics and the emissions per passenger mile might look very different.

Airbus officials say increased demand and greater air congestion are driving the need for bigger planes. "Traffic is doubling every 15 years, and airlines, airports and air traffic controllers have to find a way of facing up to this challenge," Velupillai said. "This challenge exists, whether the A380 exists or not." Airbus envisions a network of international hubs that will ease congestion problems at major gateways. Most of the large airports that will be served by the A380—from Munich, Germany, to Bangkok, Thailand—are already ready to handle the giant planes. However, Los Angeles International Airport, which is expected to be one of the biggest hosts of A380 planes, is planning to build a new terminal for A380s. The bigger quarters would allow two A380s to park next to each other. If two A380 planes parked side-by-side in the biggest LA terminal today, their wings would hit each other.

While Airbus is banking on its giant plane, its main competitor, Boeing, is scheduling to debut—in 2008—its 7E7, a double-aisle aircraft aimed at the growing market for midsize aircraft flown by low-fare carriers. The two ventures illustrate the companies' opposing views of the future of commercial aviation, experts say. The A380 will serve routes between large cities, using so-called megahubs. Many of those airports have a lot of congestion for takeoffs and landings, and the A380 is designed to solve that problem. But Boeing believes passengers will prefer to fly smaller planes on services that connect more directly to destinations. Its 7E7 will be the lightest commercial airliner in the sky, Boeing claims, and the plane will be powered by the most efficient engines by far. These innovations, some experts say, more than compensate for the economies of scale that the A380 achieves. "It would take less energy, and emit fewer pollutants, to fly several 7E7s from point A to point B than to put the same number of passengers on a single A380 for the trip," Durning said.

Whichever way the wind takes the airline industry, experts warn that the environmental challenges will only increase. Airliners rate as one of the most polluting forms of transportation, with the world's 16,000 commercial jets producing over 600 million metric tons of carbon dioxide every year, according to one estimate. The United Nations Intergovernmental Panel on Climate Change estimates that aviation causes 3.5 percent of man-made global warming, and that figure could rise to 15 percent by 2050. Thomas, of Trucost, says technological improvements will help trim airline emissions by one percent a year. However, the aviation industry is forecasting 5 percent annual traffic growth worldwide for the next decades. "Better technology alone is not going to solve this problem," he said.

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Lesson 47

Lesson 47

Warm-up

We have discussed the proper way to deal with the reading of a favorite newspaper. Have you applied it in your everyday practice? Now, is there anybody who can share his or her experience with the rest of the class? From what the classmates say, we can see clearly that we are, consciously or unconsciously applying the skimming skills when we are reading the newspapers. It is also one of the key skills we are required of in dealing with IELTS reading.

Skill analysis

Skim reading an article

Skim reading is a quick way of getting a general idea of what the article is talking about, and more importantly, give you an idea of the information it contains. This enables you to form a map of the contents of the article and is an essential skill to practice so that you can improve your reading comprehension.

Skill training

Exercise 1

Question 1

Understand more about skimming and scanning.

Many people consider skimming and scanning to be search techniques rather than reading strategies. However when reading large volumes of information, they may be more practical than reading. For example, you might be searching for specific information, looking for clues, or reviewing information. Web pages, novels, textbooks, manuals, magazines, newspapers, and mail are just a few of the things that people read every day. Effective and efficient readers learn to use many styles of reading for different purposes.

Essential Reading for IELTS



Skimming is used to quickly identify the main idea of a text. When you read the newspaper, you're probably not reading it word-by-word, instead you're scanning the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. For example, you use skimming when you want to see if an article may be of interest in your research.

There are many strategies that can be used when skimming. Some people read the first and last paragraphs using headings, summaries and other organizers as they move down the page or screen. You might read the titles, subtitles, subheadings, and illustrations. Consider reading the first sentence of each paragraph. This technique is useful when you're seeking specific information rather than reading for comprehension. Skimming works well to find dates, names, and places. It might be used to review graphs, tables, and charts.

There is one last thing to bear in mind and that is that reading off a computer screen has become a growing concern. Research shows that people have more difficulty reading off a computer screen than off paper. Although they can read and comprehend at the same rate as paper, skimming on the computer is much slower than on paper.

Exercise 2

Questions 2-7

Match the headings below with the paragraphs (2-7). There are more headings than you will use.

- A. ENV is going to be introduced due to its advantages
- B. ENV has utilized a new power-supplying method
- C. The reason why ENV has not been well accepted
- D. The motorcycle boasts a high speed
- E. ENV produced very little noise
- F. Electricity is very important
- G. The working mechanism of the cell
- H. Core can generate the needed electricity

2. A

3.

4.

5.

6.

7.



Lesson 47

Question 8

Underline the key sentence of each paragraph.

Question 9

Choose the appropriate letter (A–D) for the topic sentence of the passage.

What is this passage mainly about?

- A. Energy is produced by a cell.
 - B. A brand-new car using new power-generating mechanism is to be put in use.
 - C. Noise is a kind of environmental pollution.
 - D. Hydrogen can become a new source of clean energy.
2. A sleek, almost silent, non-polluting fuel cell-powered motorcycle is set to begin gliding down U.S. streets by the end of 2006. The bike is dubbed the ENV (pronounced “envy”), short for Emissions Neutral Vehicle. The London-based company Intelligent Energy decided to develop the bike itself after years of cool reception to its fuel cell technology from manufacturers. “We wanted to show how good the technology is right now and basically build what we thought would be a technical example, albeit an example that’s wonderful and stimulates interest,” said Andy Eggleston, ENV project director. Since its unveiling earlier this year, the ENV has generated enormous interest—proof that the public is ready to embrace fuel cell technology, Eggleston said.
3. The motorcycle has a top speed of 50 miles an hour (80 kilometres an hour) and can run for 100 miles (160 kilometres) or up to four hours on a tank of compressed hydrogen. A fill-up costs about four dollars (U.S.). ENV makes no more noise than a home computer and emits only heat and water. Users have compared riding the nearly silent motorbike to skiing, sailing, surfing, and glider flying. “If you go for a ride in the countryside, as you ride through it, you can smell the countryside, hear the birds singing, and you are not disturbing nature,” Eggleston said. “Birds will not fly out of the way because they are terrified of the noise.” Intelligent Energy plans to sell the motorbike for between U.S. \$6,000 and \$8,000. The company believes the ENV will appeal to both urban commuters and recreational riders.
4. At the heart of the hydrogen-fuelled motorbike is a compact, proton exchange membrane (PEM) fuel cell. The cell converts the chemical energy of hydrogen and an oxidant (in this case, oxygen) to generate electricity. Air ducts in the ENV’s handlebars supply the fuel cell with oxygen, while hydrogen stored in a pressurized bottle serves as the gas tank. The fuel cell itself is composed of layers of metal plates fitted with membranes and electrodes. The fuel cell “separates the hydrogen atom into protons and electrons, and the electrons are then collected to form an electric current to power the motor,” Eggleston explained. “The protons recombine with the oxygen in the air that’s also flowing through the fuel cell and is then expelled as water vapor.”

5. Electricity produced by the fuel cell is routed to a stack of batteries and an electric motor, which provides the bike's propulsive power. A cooling fan emits the fuel cell's only noise. Intelligent Energy's fuel cell, called the Core, generates a kilowatt of electricity. By pairing the cell with a battery pack, the bike achieves a maximum load of six kilowatts to provide added punch during acceleration. Eggleston notes that the Core is detachable from the bike and can be used to power a home or anything else, as long as a hydrogen supply is available.
6. NASA embraced fuel cell technology in the 1960s to power spacecraft, but fuel cells have largely eluded the general marketplace. High material costs, such as those of platinum catalysts (which facilitate the reaction of hydrogen and oxygen), have prevented widespread commercialization of fuel cells, said Douglas Nelson. Nelson is a mechanical engineer and director of the Center for Automotive Fuel Cell Systems at the Virginia Polytechnic Institute in Blacksburg. However design refinements are beginning to lower fuel cell costs, Nelson says. "Designers are getting better and using less and less platinum, and membrane costs have come down too," he said, adding that mass production would further reduce costs. Nelson has not seen the ENV but is familiar with the concept. He says the biggest hurdle Intelligent Energy must clear to successfully sell their technology is a lack of hydrogen infrastructure—gas pumps, if you will.
7. Hydrogen is the most abundant element in the universe. But the element is usually found as part of other compounds, such as fossil fuels, plant material, and water. Canisters of pure hydrogen are readily available from hydrogen producers. But roadside hydrogen stations are few and far between. To overcome this hurdle, Intelligent Energy is currently developing devices called reformers that extract hydrogen from bio-diesel fuels (typically made from vegetable oils or animal fats) and ethanol (generally made from grain or corn). The units would sell for around U.S. \$1,500 and could produce enough hydrogen to fill up the ENV for about 25 cents per tank, Eggleston said. The process, he added, contributes no more atmospheric emissions than plant-based raw materials of bio-diesel or ethanol would emit if left to rot on the ground. "So you can get on the ENV motorbike and, for a quarter, do one hundred miles of silent, emissions—free biking," Eggleston said. "That to me is a compelling thing."



Unit 21

Culture

Lesson 48



Warm-up

Did Nasreddin help the young man out of poverty and loneliness?

An old man died and left his son a lot of money. But the son was a foolish young man, and he quickly spent all the money, so that soon he had nothing left. Of course, when that happened, all his friends left him. When he was quite poor and alone, he went to see Nasreddin, who was a kind, clever old man and often helped people when they had troubles.

"My money has finished and my friends have gone," said the young man. "What will happen to me now?"

"Don't worry, young man," answered Nasreddin. "Everything will soon be all right again. Wait, and you will soon feel much happier."

The young man was very glad. "Am I going to get rich again then?" he asked Nasreddin.

"No, I didn't mean that," said the old man. "I meant that you would soon get used to being poor and to having no friends."

Skill analysis

Detailed reading

A second and third reading of a text will also focus on the secondary ideas and details which support, explain and develop the main ideas. This can be described as a more comprehensive reading. It involves a slower and more careful reading process. At this stage you can also try to guess the meaning of unfamiliar vocabulary.

Skill training

Exercise 1

Developing General Training Reading Skills

IELTS General Training Reading tests students' ability to read, understand and answer questions on a range of text types at a reasonable level. Both global reading skills (skills needed to comprehend the main ideas of a text) and micro-skills (skills needed to locate and interpret detailed information in the text) are tested. Students may be expected to understand opinion and attitude and be able to distinguish these from fact. They will also be expected to distinguish main ideas from supporting points.

General reading vs. test practice

Students often feel that reading materials other than those from IELTS practice books are somehow irrelevant, and they may wish to do a great deal of test practice. While it is important to become familiar with the test, teachers should explain that improving their reading skills in general will inevitably improve their chances in the test, and that test practice alone may not result in this improvement of reading skills.

What to read

In training students to undertake IELTS General Training Reading, it is important for teachers to concentrate on improving students' reading skills in these areas, using generally available reading materials at a suitable level, rather than concentrating too much on test practice. Suitable practice materials might include leaflets; brochures; advertisements; college prospectuses; book extracts; newspapers; feature articles (those which deal with topics of general interest rather than daily news); general interest magazines; journals and the Internet. If none of these are available, reading texts from coursebooks could be used with specially adapted tasks provided by the teacher.

How to read

Many students are unfamiliar with the idea of adapting their reading habits according to the text and the task. They may have been trained (at school, for example) to read every word slowly and carefully, and not to move on until they have understood everything. It is important to break these habits. The paragraphs which follow outline some of the skills that students need to acquire or practise.



Lesson 48

Guessing the meaning of unknown words from context

Teachers can introduce this idea by offering sentences containing a nonsense word, for example “When I got home I found that the postman had delivered several xxxyls,” and asking questions such as:

What could a xxxyl be? (Answers might include a letter, a parcel, a magazine, a bill, etc.)

Teachers could then move on to short paragraphs, using an unknown word in one or two of the sentences, preferably where the word would not have much impact on the general meaning of the sentence. Short periods of this sort of practice may move students away from the belief that an unknown word spells disaster.

Activities where speed is emphasised

Many students feel daunted by the idea that they must read quickly. Any activity where speed is emphasised can help to break down the idea that reading slowly and carefully is the only way to understanding. Teachers could begin by setting very simple scanning tasks (asking students to locate names or other nouns that occur in the text). This can help to build up confidence. Teachers could then move on to ask students to locate simple synonyms (asking students to find a word meaning “a building”—“house” perhaps, or a word meaning “a vehicle”—maybe “truck”). Gradually increase the difficulty of the exercise; tasks should be moderately challenging, but should not be too far beyond the ability level of the majority of your students.

Locating the main idea

You can help your students to separate the main idea from attendant details by teaching them how paragraphs are constructed:

- a main idea expressed in a topic sentence which often comes at or close to the beginning of the paragraph, or sometimes at the end
- explanations, examples or other detailed information designed to expand on or clarify the main idea

Vocabulary

Any activity which helps to expand students’ vocabularies will be useful in helping them to perform tasks based on understanding paraphrase. Encourage your students to use learners’ dictionaries which offer a lot of example sentences to help them with usage. You should discourage the use of bilingual dictionaries which, while useful for elementary students, prevent more advanced students from experiencing the constant paraphrase practice they get from using an English-English dictionary.

Vocabulary of special interest

It is important to make students aware of vocabulary which may occur frequently in certain text types. For example, in discussion texts, or those which report on a variety of opinions, students need to be familiar with a range of words and phrases such as “x agreed with/disagreed with/questioned the findings of y” or “x claimed that y’s conclusions were not well-supported”. Further examples of statements of agreement or disagreement could be collected from a suitable text. Verbs used in quoting may also be useful for this type of text; you could, for example, teach students to differentiate between words such as “stated”, “claimed”, “denied”, “admitted”, “implied”, etc.

Exercise 2

Questions 1-6

Complete the summary below.

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

Write your answers in boxes 1-6 on your answer sheet.

American culture is a mixture of other cultures as a result of immigration, but there are also numerous subcultures as a result of (1) _____. Most immigrants to the United States, whether hundreds of years ago or more recently, have gone there to find (2) _____ and economic opportunity. Americans believe that the pursuit of individual economic self-interest leads to the best results for (3) _____. They accept that the economy is constantly changing and the (4) _____ to American society that this leads to. Some Americans are insular, leading to foreign books, films, and TV programs being (5) _____ than those made in America. New arrivals to the US tend to live with people from their own ethnic group, but their (6) _____ have looser ties and are more integrated.

Exercise 3

Questions 7-12

Do the following statements agree with the information given in the passage?

TRUE if the statement agrees with the text

FALSE if the statement contradicts the text

NOT GIVEN if no information is given

7. The physical size of the United States still has a large influence on its culture.
8. Americans generally dislike totalitarianism because it interferes with individual goals and freedoms.
9. Americans do not donate money to foreign aid because they believe that everyone should be self-reliant.
10. The amount of freedom Americans have within their society varies according to the economic climate.
11. Most Americans believe that their actors are better than British ones.
12. Americans rarely do volunteer work.

As the United States is an immense country, with many residents and citizens being descended from relatively recent immigrants, defining a common set of customs, traditions, behavior and way of life is difficult. Unlike many Old World nation-states, the United States does not have a homogenous population or a traditional homeland.

However, American culture can be interpreted as being largely based on Western culture and British culture, with influences from the native peoples, Africans brought to the U.S. as slaves and to a lesser extent other more recent immigrants from Asia and elsewhere. Additionally, due to its large size and the value placed on individualism, there are many integrated but unique subcultures within the U.S.

America's formative years were in the late 18th century, and a great deal of American culture is couched in the ideals of The Enlightenment. The Declaration of Independence, with its mission statement about securing life, liberty and the pursuit of happiness; the French revolution's ideals of liberty, equality and fraternity; and the national motto of 'E pluribus Unum' ("One out of many") reflect the country's values and social development. Another primary influence on American culture is the constant stream of new immigrants, many of whom had fled persecution or oppression in their home countries, and were seeking freedom (including religious freedom) and economic opportunity, leading them to reject totalitarian practices.

By and large, Americans value the ideals of individual liberty, individualism, self-sufficiency, altruism, equality, Judeo-Christian morals, free markets, a republican form of government, democracy, populism, pluralism, feminism, and patriotism. (Americans often believe that their patriotism has nuances that differentiate it from nationalism and nationalism's negative connotations.)

There is a close relationship between America's political and economic traditions: that the individual pursuit of self-interest leads to the best result both for the individual and for society as a whole is believed to be a successful formula for both economic success and optimal political function. An effect of this can be seen by the fact that while the United States government is not the most generous donor of international aid, Americans are by far the most generous in terms of individual charitable contributions. The precise amount of individual economic freedom that Americans should have is often debated, with the (usually slight) differences in opinion marking the major differences between political parties. The end result, however, is that the U.S. economy has become the largest on earth, with most of its citizens enjoying comparatively high living standards.

The fact that the United States is the largest English-speaking marketplace allows firms to compete across the country and to enjoy economies of scale (cost reductions that arise from the huge scale of manufacturing) that reduce prices and benefit consumers. The relatively uniform commercial culture—with many large stores or "chains" operating nationwide—produces a commercial atmosphere that is relatively homogeneous throughout the country. The American tradition of free-market capitalism has led the populace (and their leaders) to generally accept the vicissitudes of the free market and the continuous alterations to society that a changing economy implies, although social and economic displacement are common. The result is a flexible, profit-oriented socioeconomic system.

Some Americans exhibit ethnocentric or insular outlooks, with little interest in the culture or political developments of other countries. For example, as a possible result of this trait, comparatively few books from European countries or Japan are translated for sale in the United States and sales of those that are translated tend to be slow. Imported television shows are rare, except

on PBS, although remakes of foreign shows are increasingly common. Imported films are generally less successful than domestic productions. This is emphasized in the Americanization of such television shows as the Office, Queer as Folk, and Red Dwarf. In this process, the show is often rewritten and localized with American actors cast in the place of their British counterparts.

Americans also tend to travel abroad less than citizens of European countries, for example, partly because international travel from the United States typically entails much further distances than for Europeans, and much higher cost.

Recent immigrants tend to congregate with other immigrants from their country of origin, often establishing neighborhoods (sometimes called ethnic enclaves) in cities with popular names like "Chinatown", "Pole town", or "Little Saigon". Second- and third-generation descendants of immigrants tend to have looser affiliations with their ethnic groups.

America has tens of thousands of clubs and organizations, and if a group has a charitable or service orientation, Americans may volunteer their time through those groups. Examples of these groups include the Rotary Club, the Boy Scouts of America, Little League, etc.



Lesson 49

Lesson 49

Warm-up



◆ What does “that’s a microwave” mean here?

A blonde went to the appliance store sale and found a bargain. “I would like to buy this TV,” she told the salesman. “Sorry, we don’t sell to blondes,” he replied. She hurried home and dyed her hair, then came back and again told the salesman “I would like to buy this TV.” “Sorry, we don’t sell to blondes,” he replied. “Dumb, he recognized me,” she thought. She went for a complete disguise this time; haircut and new color, new outfit, big sunglasses, then waited a few days before she again approached the salesman. “I would like to buy this TV.” “Sorry, we don’t sell to blondes,” he replied. Frustrated, she exclaimed, “How do you know I’m a blonde?” “Because,” he replied, “that’s a microwave.”

Skill analysis

Predicting

For a typical IELTS test, the questions of a given reading passage revolve around the main and important information of the passage. So a practical suggestion for an examinee is to firstly skim read the article and then read the questions to form a mental map on how to find the answers to the questions in the corresponding part of the article.

Skill training**Exercise 1**

Questions 1–5

Choose the appropriate letter (A–D) for each question.

1. Why did the Norse celebrate Yule?
 - A. To see how many pigs and calves would be born in the next year.
 - B. To celebrate the return of the sun.
 - C. Because they were early Christians.
 - D. Because they lived in Scandinavia.
2. Why was the end of December a good time for a celebration?
 - A. Because many cows were slaughtered at that time of year.
 - B. Because German tribes honoured Oden at that time.
 - C. Because meat and alcohol were widely available.
 - D. Because the weather was cooler.
3. The three Roman holidays which were around the time of the winter solstice were celebrations of
 - A. the sun, food, and youth.
 - B. slaves, peasants, and schools.
 - C. agriculture, children, and the earth.
 - D. business, rocks, and hedonism.
4. Many people do not believe that Jesus was actually born on 25th December. Which of the following do they NOT use to support their viewpoint?
 - A. The Bible.
 - B. The fact that the Romans already celebrated at that time.
 - C. The fact that the Greek and Russian churches celebrate on a different day.
 - D. Shepherds don't usually herd sheep in winter.
5. How was Christmas in the Middle Ages similar to pre-Christian Roman winter celebrations?
 - A. People went to church.
 - B. People celebrated youth.
 - C. They replaced pagan rituals and celebrations.
 - D. The social order was temporarily reversed.

The middle of winter has long been a time of celebration around the world. Centuries before the arrival of the man called Jesus, early Europeans celebrated light and birth in the darkest days of winter. Many peoples rejoiced during the winter solstice, when the worst of the winter was behind them and they could look forward to longer days and extended hours of sunlight. In Scandinavia, the Norse celebrated Yule from December 21, the winter solstice, through January.



Lesson 49

In recognition of the return of the sun, fathers and sons would bring home large logs, which they would set on fire. The people would feast until the logs burned out, which could take as many as 12 days. The Norse believed that each spark from the fire represented a new pig or calf that would be born during the coming year.

The end of December was a perfect time for celebration in most areas of Europe. At that time of year, most cattle were slaughtered so they would not have to be fed during the winter. For many, it was the only time of year when they had a supply of fresh meat. In addition, most wine and beer made during the year was finally fermented and ready for drinking. In Germany, people honoured the pagan god Oden during the mid-winter holiday. Germans were terrified of Oden, as they believed he made nocturnal flights through the sky to observe his people, and then decided who would prosper or perish. Because of his presence, many people chose to stay inside.

In Rome, where winters were not as harsh as those in the far north, Saturnalia—a holiday in honour of Saturn, the god of agriculture—was celebrated. Beginning in the week leading up to the winter solstice and continuing for a full month, Saturnalia was a hedonistic time, when food and drink were plentiful and the normal Roman social order was turned upside down. For a month, slaves would become masters. Peasants were in command of the city. Business and schools were closed so that everyone could join in the fun. Also around the time of the winter solstice, Romans observed Juvenalia, a feast honouring the children of Rome. In addition, members of the upper classes often celebrated the birthday of Mithra, the god of the unconquerable sun, on December 25. It was believed that Mithra, an infant god, was born of a rock. For some Romans, Mithra's birthday was the most sacred day of the year.

In the early years of Christianity, Easter was the main holiday; the birth of Jesus was not celebrated. In the fourth century, church officials decided to institute the birth of Jesus as a holiday. Unfortunately, the Bible does not mention a date for his birth (a fact Puritans later pointed out in order to deny the legitimacy of the celebration). Although some evidence suggests that his birth may have occurred in the spring (why would shepherds be herding in the middle of winter?), Pope Julius I chose December 25. It is commonly believed that the church chose this date in an effort to adopt and absorb the traditions of the pagan Saturnalia festival. First called the Feast of the Nativity, the custom spread to Egypt by 432 and to England by the end of the sixth century. By the end of the eighth century, the celebration of Christmas had spread all the way to Scandinavia. Today, in the Greek and Russian orthodox churches, Christmas is celebrated 13 days after the 25th, which is also referred to as the Epiphany or Three Kings Day. This is the day it is believed that the three wise men finally found Jesus in the manger.

By holding Christmas at the same time as traditional winter solstice festivals, church leaders increased the chances that Christmas would be popularly embraced, but gave up the ability to dictate how it was celebrated. By the Middle Ages, Christianity had, for the most part, replaced pagan religion. At Christmas, believers attended church, then celebrated raucously in a drunken, carnival-like atmosphere. Each year, a beggar or student would be crowned the “lord of misrule” and eager celebrants played the part of his subjects. The poor would go to the houses of the rich and demand their best food and drink. If owners failed to comply, their visitors would most likely terrorize them with mischief. Christmas became the time of year when the upper classes could repay their real or imagined “debt” to society by entertaining less fortunate citizens.

Exercise 2

Questions 6–10

Choose the appropriate letter (A–D) for each question.

6. The agents used in the experiment will be as realistic as possible because
 - A. the researchers want to see how human societies might have developed.
 - B. unrealistic characters are only suitable for fantasy computer games.
 - C. computer characters are usually only good for fighting aliens and monsters.
 - D. they have the ability to learn and communicate.
7. From paragraph 2, we can infer that the agents will certainly differ in terms of their
 - A. ability to learn.
 - B. characters.
 - C. ability to communicate.
 - D. ability to carry out simple tasks.
8. Why might the language that the agents develop “bear little resemblance to anything spoken in human societies”?
 - A. Because they are computer-generated characters, not real people.
 - B. Because this is normal in small human societies.
 - C. Because they will not use words.
 - D. Because they will not be prompted by humans on how to construct a language.
9. Which of the following is an example of “using non-functional items in a symbolic way”?
 - A. Wearing a cross or a necklace around one’s neck.
 - B. Giving a friend a vase, but no flowers to put in them.
 - C. Using waste paper to light a fire.
 - D. Carrying an umbrella when it is not raining.
10. How do Castronova and Gilbert differ in their viewpoints?
 - A. Castronova believes that nothing useful will come from the project.
 - B. Gilbert is less sure of how long the experiment might take.
 - C. Castronova believes that other research methods would gain better results.
 - D. Gilbert believes in computer-generated worlds, whereas Castronova does not.

Virtual computer characters more accustomed to battling strange alien monsters are about to take part in a unique social experiment. A virtual society consisting of virtual “agents”—each with a remarkably realistic personality and the ability to learn and communicate—is being created by scientists from five European research institutes who hope to gain insights into the way human societies evolve. The project, known as New and Emergent World models Through Individual, Evolutionary and Social Learning—or NEW-TIES—brings together experts in artificial intelligence, linguistics, computer science and sociology. It is backed by a consortium consisting of the University of Surrey and Napier University in the UK, Tilburg and Vrije Universities in the Netherlands and Eötvös Loránd University in Hungary.



Lesson 49

The experiment will see about 1,000 agents live together in a simulated world hosted on a network of 50 computers based at the various institutions involved. Each agent will be capable of various simple tasks, like moving around and building simple structures. However, the agents will also have the ability to communicate and cooperate with its cohabitants. Though simple social interaction, the researchers hope to watch these characters create their very own society entirely from scratch. Every agent in the simulated world will need to eat to survive, and will be able to learn from their environment through trial and error. For example, they will learn how to grow edible plants with water and sunlight. In addition, the agents will be able to reproduce by mating with agents of the opposite sex and their children will inherit a random collection of their parents' "genetic" characteristics.

Perhaps most importantly, however, by pointing to objects and using randomly generated "words", the agents should be able to invent their very own language and thereby communicate with other agents inside their world. This language may bear little resemblance to anything spoken in human societies. "It's quite possible they will develop a language that we will then have to interpret," says Ben Paechter at Napier University in Scotland. "They may discuss things in ways we find difficult to understand." However, the ability to communicate could enable these agents to develop complex cultural activities resembling those found in small human societies. "One of the long-term aims is to see if we can get a culture to emerge," Paechter adds. "This way, we might learn something about the way human societies evolve."

So far, the project scientists have built half of the engine needed to power the virtual world and have begun experimenting with individual agents. They have also adapted a graphical engine used by the popular shoot-em-up game Counter Strike, in order to render their agents visually. Nigel Gilbert, another of the project researchers at the University of Surrey, says it would be particularly interesting if the agents were to start using non-functional items in a symbolic way, or develop ritual practices. "One can't do experiments with real societies," he said. "But it should be better than anything we've had before." Gilbert adds that a programming interface will be made publicly available, enabling other researchers to carry out similar experiments using the parameters of the NEW-TIES virtual world.

However, not everyone is convinced that it will yield valuable results. "We have real human societies that grow up on their own within computer-generated fantasy worlds," says Edward Castronova, an expert in online gaming worlds at Indiana University in the US. "The most sensible research project, it seems to me, would be to study these societies directly, rather than to invent artificial ones." Castronova suggests that the synthetic nature of such a world will undermine its potential. "Inferences from an entirely artificial system are always going to be weakened by the artificiality," he said. "There's no reality check." Nevertheless, the researchers behind NEW-TIES hope to have seen some spectacular results by the time the project comes to an end in 2007. "It's incredibly ambitious, and it may be that, at the end of 3 years, we say we need at least another 30," Gilbert admits. "But it's worth a try."

Lesson 50

Warm-up

◆ What has happened to the boy and his tree?

A long time ago, there was a huge apple tree. A little boy loved to come and play around it every day. He climbed to the tree top, ate the apples, took a nap under the shadow ... He loved the tree and the tree loved to play with him.

Time went by ... The little boy had grown up and he no longer played around the tree.

One day, the boy came back to the tree and looked sad. "Come and play with me," the tree asked the boy.

"I am no longer a kid, I don't play around trees anymore." The boy replied, "I want toys. I need money to buy them." "Sorry, but I don't have money ... but you can pick all my apples and sell them. So, you will have money." The boy was so excited. He picked all the apples on the tree and left happily. The boy didn't come back after he picked the apples. The tree was sad.

One day, the boy returned and the tree was so excited. "Come and play with me." The tree said. "I don't have time to play. I have to work for my family. We need a house for shelter. Can you help me?" "Sorry, but I don't have a house. But you can cut off my branches to build your house." So the boy cut all the branches of the tree and left happily.

The tree was glad to see him happy but the boy didn't appear for a long time. The tree was again lonely and sad. One hot summer day, the boy returned and the tree was delighted. "Come and play with me!" the tree said.

"I am sad and getting old. I want to go sailing to relax myself. Can you give me a boat?" "Use my trunk to build the boat. You can sail and be happy." So the boy cut the tree trunk to make a boat. He went sailing and did not show up for a long time.

Finally, the boy returned after being away for so many years. "Sorry, my boy. But I don't have anything for you anymore. No more apples for you," the tree said. "I don't have teeth to bite." The boy replied. "No more trunk for you to climb on." "I am too old for that now," the boy said. "I really want to give you something ... the only thing left is my dying roots." The tree said with tears. "I don't need much now, just a place to rest. I am tired after all these years." The boy replied. "Good! Old tree roots are the best place to lean on and rest. Come here, please sit down with me and have a rest." The boy sat down and the tree was glad and smiled with tears ...

This is a story of everyone. The tree is our parents. When we were young, we loved

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Lesson 50

to play with Mom and Dad ... When we grow up, we leave them, and only come to them when we need something or when we are in trouble. No matter what, parents will always be there and give everything they could to make you happy. You may think that the boy is cruel to the tree but that's how all of us are treating our parents.

Skill analysis

Forming a mental image

This technique is considered to be one of the best in improving your reading skills. In order to understand a text clearly, even if it is written in our native language, we have to imagine what the text is saying by forming a picture in our mind. That is try your best to construct a map in your mind what is discussed where rather than reading word for word.

Skill training

Exercise

Question

Using the information in the passage, complete the chart below.

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

Icon			Yoda	
a.k.a. (also known as)	007	The Caped Crusader / Bruce Wayne	...	Clark Kent
First appearance (year)				
Job				
Created by				Joe Shuster and Jerry Siegel

Essential Reading for IELTS



Played by	Sean Connery	Michael Keaton, Christian Bale		Christopher Reeve
Enemy(-ies)		The Joker, Cat- woman, The Pen- guin	Darth Vader (a.k.a. Anakin Skywalker)	
Works with (char- acters)	'M' and 'Q'		Obi-wan Kenobi and Luke Sky- walker	

Here are biographies of four cultural icons from the United States and Britain. You will notice that none of the icons are real people or characters.

James Bond was created by author Ian Fleming and remains one of the most famous secret agents in modern fiction. Bond is a cool, handsome, dangerous agent for British Intelligence. His code number is 007 and his boss is known as "M". Bond travels the globe and uses his wits, fighting skills and high-tech gadgets to battle super-villains, such as Blofeld, who are often aiming at world domination. The gadgets, which played only a small role in Fleming's early novels, became a Bond trademark in the movies and are provided by "Q". A few of Bond's personal traits have become famous, including his preference for martinis made with vodka and "shaken, not stirred," and his habit of introducing himself as "Bond ... James Bond." Fleming wrote about Bond in a series of novels that ran from 1953 to 1964. The first Bond book was *Casino Royale*. Later the series was continued by authors John Gardner and Raymond Benson. The popular Bond movie series began with 1962's *Dr. No* and continues to this day, with Bond played by a string of actors including, most famously, Sean Connery.

The superhero Batman was the brainchild of cartoonist Bob Kane. The character first appeared in *Detective Comics* in 1939, and was such a hit that Batman comics remained in print in one form or another throughout the 20th century. Batman is the "caped crusader", the crime-fighting alter-ego of millionaire Bruce Wayne. According to the storyline, Wayne inherited a fortune as a boy after his parents were killed by robbers; when Wayne grew up he dedicated himself to fighting crime and chose the guise of a bat in order to strike fear into the hearts of criminals. Unlike Superman and Spider-Man, Batman is a human with no supernatural powers. Batman lives in Gotham City. He battles exotic super-villains including The Joker, Catwoman and The Penguin, and is often aided by a sidekick, Robin the Boy Wonder. Batman was reinvigorated by the 1986 publication of Frank Miller's gloomy, graphic Batman novel. Miller's work inspired a popular Batman feature film, directed by and starring Michael Keaton as the caped crusader and Jack Nicholson as the Joker. Other actors played Batman in the sequels. In 2005 yet another century of Batman kicked off with the feature film *Batman Begins*, starring Christian Bale as Batman and Michael Caine as his faithful butler, Alfred.

The wizened Jedi master Yoda is a character in the long-running Star Wars film series created by George Lucas. According to the saga, the venerable Yoda has taught the secrets of The Force to generations of Jedi knights—including the good Obi-Wan Kenobi and his not-so-good



Lesson 50

pupil Anakin Skywalker, later known as his enemy Darth Vader. Yoda first appeared in the 1980 film *The Empire Strikes Back*, where Luke Skywalker tracked him down on the planet Dagobah. Yoda's gnome-like wrinkles and backward speech patterns—"Evil you are!"—helped make him a hit with audiences. In the first four films in the series, Yoda was performed and voiced by Muppets veteran Frank Oz. For the fifth and sixth films, *Attack of the Clones* (2002) and *Revenge of the Sith* (2005), Yoda was voiced by Oz but created by computer animation.

One of the most loved characters in comic book history, Superman was created in 1938 by artist Joe Shuster and writer Jerry Siegel. Superman came to Earth as a baby from the planet Krypton. On Earth he had super strength, X-ray vision and could fly. His only weakness was the substance Kryptonite, which rendered him powerless. He kept his identity secret, posing as mild-mannered reporter Clark Kent and changing into his Superman costume with the distinctive "S" on the chest whenever he set out to do good deeds. Other key characters included his colleague and love interest Lois Lane and the villainous Lex Luthor. Superman was played in the movies by British actor Christopher Reeve. His popularity was renewed by the 1990s TV series *Lois and Clark*. In 2001 a new Superman series, *Smallville*, recounted the early adventures of the teenaged Superman. Traditionally Superman is "more powerful than a locomotive, faster than a speeding bullet and able to leap tall buildings in a single bound."



Unit 22

Law

Lesson 51



Warm-up

Quotation of Cat Garfield

1. Money is not everything. There's MasterCard & Visa.
2. One should love animals. They are so tasty.
3. Love thy neighbor. But don't get caught.
4. Every man should marry. After all, happiness is not the only thing in life.
5. The wise never marry, and when they marry they become otherwise.
6. Success is a relative term. It brings so many relatives.
7. Never put off the work till tomorrow what you can put off today.
8. Love is photogenic. It needs darkness to develop.
9. Your future depends on your dreams. So go to sleep.
10. There should be a better way to start a day than waking up every morning.
11. Hard work never killed anybody. But why take the risk?



Lesson 51

Skill analysis

In a typical IELTS reading passage, not all the information is important for you to finish the questions attached. If you attempt to grasp all the information, you are bound to fail the exam. So a sensible strategy to take is to read the questions and find out what sort of information is helpful in dealing with the questions. In some questions, such as summary completion and chart completion, it is very important for the examinees to read the questions and extract the criteria to reorganize the information so as to give correct answers to the questions.

Skill training**Exercise**

Questions 1-10

Choose the appropriate letter (A–D) for each question.

1. Why doesn't the writer give any examples of frivolous lawsuits?
A. He can't think of any.
B. There aren't any frivolous lawsuits.
C. There are too many examples.
D. The writer is lazy.
2. According to paragraph 1, why are there so many lawsuits in America?
A. Because America is a democracy.
B. Because there are hardly any limits on them.
C. Because Americans are stupid.
D. Because lawyers are clever.
3. Why is virtually everyone in America a litigation magnet?
A. Because Americans are very rich.
B. Because Americans are not interested in other pastimes.
C. Because there are millions of frivolous lawsuits clogging America's courts.
D. Because it is so easy to sue people.
4. The writer believes that there
A. are no good lawyers.
B. are a few good lawyers.
C. are many good lawyers.
D. is a majority of good lawyers.

5. Why are all Americans paying for the cost of frivolous lawsuits?
 - A. Because companies that are sued add the cost to the prices of goods and services.
 - B. Because the money to pay for lawsuits comes from taxes.
 - C. Because many lawyers are paid by the state.
 - D. Because many companies don't have enough money to pay for lawsuits, so the state pays from taxes.
6. Which of the following words is closest to the meaning of "coffers" mentioned in paragraph 3?
 - A. offices
 - B. desks
 - C. pockets
 - D. courts
7. What does "at the drop of a hat" in paragraph 3 mean?
 - A. without hesitation
 - B. often
 - C. wherever they are located
 - D. anyone they dislike
8. Which of the following is NOT given in paragraph 4 as a reason why American lawyers file so many frivolous lawsuits?
 - A. So that they can become rich.
 - B. Because if they file lots of lawsuits, a few will be successful.
 - C. Because some people might give them some money simply to leave them in peace.
 - D. Because America's legal system is so confusing.
9. Which of the following comes closest to defining lawsuit abuse, as defined in paragraph 5?
 - A. Filing meritorious lawsuits.
 - B. Trying to get money for people who do not deserve it.
 - C. Trying to get money for lawyers rather than for clients.
 - D. Making people wait for years if they have a legitimate lawsuit.
10. Which of the following means "put on the back burner" (paragraph 5)?
 - A. ignored
 - B. delayed
 - C. meritorious
 - D. frivolous

There can be no argument against the fact that stupid lawsuits abound in 21st century America. It should be noted that any attempt to list even a fraction of the frivolous lawsuits going on at the moment is an impossible task. There are just too many crackpot lawyers and lame brain clients to keep up with all of the stupid lawsuits in America. Let's face the facts. Anyone (and I do mean anyone) can sue anybody (and I do mean anybody) over anything (the list is virtually endless) at anytime. That pretty much throws the doors wide open for greedy lawyers and their even greedier clients, doesn't it? That fact alone should scare the hell out of all of us. But we're too busy suing someone, getting sued or conjuring up a way to sue somebody else to even notice any more. Nowadays in America, we seem to be operating under a new golden rule where we sue others before they have the chance to sue us.

Outrageous awards. Sky-high legal fees. Millions upon millions of frivolous lawsuits clogging America's courts. These are sure-fire signs of a legal system that's spinning completely out of control. With virtually anyone and everyone in America having become a litigation magnet, we are quickly becoming a country of the lawyers, by the lawyers and for the lawyers. While there still are a number of good lawyers out there professionally plying their trade and upholding the letter of the law, there are way too many opportunistic lawyers using the legal system for their own greedy and self-serving benefit. Isn't it about time to reign in the insanity and stop lawsuit abuse in America? In today's sue or be sued society, it sometimes seems that litigation, lawyers and lawsuits have replaced baseball as America's favourite pastime. Personal responsibility, once a cornerstone principle that propelled America to prominence as the greatest country of all time, has been methodically replaced by runaway civil litigation.

Americans are paying more for everything they buy thanks to lawyers. Junk lawsuits exact a heavy financial toll from each and every American, efficiently siphoning wealth from hard working American families and redistributing the assets into the overflowing coffers of the super rich trial lawyers. Every loaf of bread we buy, every gallon of gas we pump and even the clothes on our backs come burdened with an additional cost thanks to lawyers. In today's cutthroat, lawsuit crazed culture, lawyers routinely sue companies at the drop of a hat. These companies then pass the ensuing litigation costs right on down the line to their customers. Who ultimately ends up paying for this? You and me, that's who!

We all pay—and we all lose. Except for the lawyers, who keep getting richer and richer at our expenses. These filthy rich trial lawyers are getting a whole lot richer at your expense. Hordes of irresponsible lawyers, along with their culpably negligent plaintiffs, sling thousands upon thousands of lawsuits at every imaginable moving target each and every day, hoping something will stick or that someone will toss them a bone to just go away. These unscrupulous attempts to extort money are wrecking havoc on a legal system ill equipped to handle the crushing onslaught of litigation careening out of control. Left unchecked, the plundering trial lawyers will continue using and abusing America's legal system in their fiendish quest to systematically turn each of us against the other until they have it all—if they don't already.

You may be asking yourself, "What exactly is lawsuit abuse?" Lawsuit abuse, at its very core, is the filing of disingenuous lawsuits for the purpose of extracting money from somebody else—rather than to compensate someone for legitimate claims. Short and sweet, we're talking legalized extortion. Meritorious cases, those legitimate claims filed by people who deserve to collect for their injuries, can often take countless years to wind their way through the muddled, chaotic and busting at the seams court system. These deserving folks are put on the back burner and forced to wait their turn in line behind innumerable frivolous lawsuits that are choking virtually every court across the country. These junk lawsuits, which are nothing more than lightly veiled blackmail attempts to squeeze money from an assortment of defendants, are the root of lawsuit abuse.

These irresponsible and reckless lawsuits are wrong, unethical and immoral—and so are the lawyers who repeatedly bring these kinds of suits to America's courts. The greedy, gluttonous lawyers who make a living off frivolous litigation need to be drummed out and banished from our legal system once and for all.

Lesson 52

Warm-up

- ◆ Discuss and analyze how to reorganize the information scattered in a passage.

Skill analysis

How to approach sentence completion questions?

Step 1: Read the instructions carefully. Note that in the sample task you must only use words from the reading passage, and that you may use no more than three words to complete each sentence.

Step 2: Briefly read through all the incomplete sentences to get an idea of what information you will have to find in the text.

Step 3: Read the first sentence more carefully. Decide what information you will need. In this case, you will look for a section discussing inquiries about improving safety procedures.

Step 4: Once you have found the relevant section of the reading text, look back at the incomplete sentence and decide what specific information you need to complete it. In this case, you need to find what was initiated.

Step 5: Read that part of the text more carefully to find the answer. Remember that the correct answer you find in the text should fit the incomplete sentence grammatically. If not, you may need to look for another answer. In some IELTS tests the instructions will not say “using words taken from the text”, in which case you can use your own words or change the form of the words in the reading text.



Lesson 52

Skill training

Exercise 1

Questions 1–8

Complete the following summary. Choose your answers from the box below. There are more words than spaces so you will not use them all.

Capital punishment is usually used as the punishment for a (1) _____, though in some countries it is used to punish a (2) _____. In the USA, a (3) _____ support it, but there is a large minority against it. In many Asian countries, there is high (4) _____ and little opposition. In many countries that don't have the death penalty, governments (5) _____ anywhere. However, exceptional crimes may cause a government to (6) _____. There is no conclusive evidence regarding whether capital punishment (7) _____ and many people actually think this point (8) _____.

reduces crime rates

public support

majority of adults

encourage murder

is largely irrelevant

oppose its use

ignore this policy

death penalty

serious offence

wider range of offences

Capital punishment, also referred to as the death penalty, is the judicially ordered execution of a prisoner as a punishment for a serious crime, often called a capital offence or a capital crime. Some jurisdictions that practice capital punishment restrict its use to a small number of criminal offences, principally treason and murder. Prisoners who have been sentenced to death are usually kept segregated from other prisoners in a special part of the prison pending their execution. In some places this segregated area is known as "Death Row". Historically—and still today under certain systems of law—the death penalty was applied to a wider range of offences, including robbery or theft. It has also been frequently used by the military for crimes including looting, insubordination, and mutiny.

Support for the death penalty varies widely, and it can be a highly contentious political issue,

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particularly in democracies that use it. A majority of adults in the United States appear to support its continuance (though like most political issues, the numbers vary widely depending on the exact question asked), but a highly vocal, organised minority of people in that country do not, and non-governmental organisations like Amnesty International and Human Rights Watch lobby against it globally. In many parts of Asia where it is maintained including China, Malaysia, Singapore and Indonesia the death penalty appears to have large amounts of public support, and there is little public movement to abolish it.

In countries where it has been abolished, debate is sometimes revived by particularly brutal murders, though few countries have brought it back after abolition. However, most opinion polls in Europe and Canada suggest that the death penalty has similar support there to the United States. In many countries that have abolished it, it is a matter of policy that the government will oppose its use in any country. This is generally based on the idea that the capital punishment is inherently wrong and can never be justified which is frequently the reason given for maintaining an abolishment of capital punishment. However, controversially, on some specific occasions the government chooses to ignore this policy, for example, the Australian government has refused to condemn, and in fact has on occasion even seemed to offer tacit support of the use of capital punishment against those involved in the Bali bombing.

There is an ongoing debate as to whether capital punishment reduces crime rates; ideally, potential offenders would be too scared of the punishment to commit the crime. The counterargument is that it doesn't affect the crime rate, because potential criminals think that they won't be caught, so they do not care about punishment until it is too late. There are even studies that have concluded that the death penalty appears to encourage murder. However, like many questions in the social sciences, actual research data on this question can be (and is) interpreted very differently by people with differing predispositions towards capital punishment. In any event, the actual effectiveness (or lack thereof) is largely irrelevant to many who feel strongly about the debate, as their views are based on other factors.

Exercise 2

Questions 9–16

Complete the following summary. Choose your answers from the box below. There are more words than spaces so you will not use them all.

People should support the anti-terrorism laws introduced by Tony Blair, which (9) _____ of speech for supporters of terrorism, because they are aimed at extremists. There are other reasons. First, the laws are aimed at supporters of violence, not those (10) _____ some aspects of British foreign policy. Secondly, the legislation defines what is (11) _____. Thirdly, Britain's previous experiences with terrorism demonstrate that (12) _____ are reinstated when the danger has passed. Fourthly, British people are worried about (13) _____ and, if extremist Islamic preachers are not dealt with by the law, it could lead to increased violence against

Muslims generally. Fifth, the laws make a clear distinction between Britain accepting the opinion of moderate Muslims and not (14) _____. In addition, it must be made clear that norms observed by the majority will (15) _____ on extremists. The essential nature of a democracy is that (16) _____ for its health but terrorism does not need to be accepted.

that of the extremists	permissible
these rights	limit the freedom
an extreme version of Islam	a liberal polity
who oppose	opposition is necessary
be imposed	be counted

There are many reasons why liberals, as many of the readers of *The Guardian* are, should support the measures proposed by Tony Blair last Friday to limit the freedom of those who speak up for terrorism. Fundamentally, it is because they—like the recently departed Omar Bakri Mohammed—are the cheerleaders for one or other brands of Islamo-fascism which, were it to come with a swastika armband or a Ku Klux Klan hood, we would have no hesitation in condemning. But here are five more reasons.

First, the proposed measures are clearly aimed at those who preach violence. The objection that such legislation would be unable to discriminate between those in the Muslim community who strongly object to British policy in Iraq and Afghanistan and those who encourage mass murder is disingenuous. It is clearly not the government's intention (nor is it in its interest) to label war protestors as supporters of terrorism—and in so far as there would be, in practice, confusion, then that should form part of the normal arguments between the state and the courts.

Second, legislation to screen more carefully those who enter the UK and expel those who abuse their welcome by advocating violence against it, or against other democratic governments, sets boundaries on the permissible—in a way similar to that already existing in race relations legislation. Both the existing legislation on racism, and that adumbrated by the prime minister on the “preachers of hate”, have an illiberal potential—that is, they do restrict freedom of expression. But they do so on considerations of public safety and good community relations. No democracy, or any system of human and civil rights, can be absolute and beyond amendment.

Third, the experience of this country, faced with a terrorist threat, has not been to use a restriction of civil and human rights as a ratchet whereby these rights, once lost, are never reinstated. The history of the challenge to the state of IRA terrorism over nearly four decades has told the opposite story. There are dark pages, but the measures taken to restrict rights of movement

and expression, and to limit trials by jury, have not remained, while a series of reforms to end discriminatory practices have. Indeed, a much better argument can be made against over-optimism and an over-“liberal” reaction to the IRA’s ambiguous call for an end to hostilities than can be made for the view that IRA terrorism, with a mountain of corpses at its back, revealed the British system as irredeemably brutal.

Fourth, many people, judging by the polls, are fearful of a terrorism springing from an extreme version of Islam; and they could become, in large numbers, hateful and fearful. Blair’s description last Friday of a popular reaction of unity and dignity seems right, but it was a reaction at a point in time, not a fixed sentiment. There’s no reason why it cannot change—and it will change, faced with further attempts at mass murder. Constant and violent imprecations against the British government and people will cause anger to grow. Anger and fear require outlets: and we have already seen, in the so-far relatively minor attacks on mosques and innocent Muslims, what outlets these would be.

There’s a further consideration. Leaders and opinion formers among Muslims who oppose extremism require a firm base on which to stand. If they are to support democratic politics—including protest and opposition—they need to see that bolstered by the state. To see instead the state extend a welcome and benefits to those whose main aim is to call down violence on the population is to give the moderates little help: it is to signal an indifference between their opinion and that of the extremists.

Finally, support for a liberal form of government, whether led by a party of the left or right, together with support for civil and human rights, ultimately comes from the electorate. From where else, in a democracy, could it proceed? Politicians must give a lead, and must support and defend liberalism in law and action, and in the month since the July 7 murders Blair has done so. But no government can remain liberal if support for its liberalism wanes; and support for a government that seeks assent to a society undergoing relatively rapid change as a consequence of immigration can be counted on only through a strong reassurance that limits observed naturally by the majority will be imposed by law on the extremist minority.

These pages have been host to several pieces arguing, in essence, that we British had it coming (it being terrorist attacks by those acting in the name of extreme Islamism). Such arguments blur, at the very least, the essential nature of democratic societies. That is, that opposition is necessary to their health and it is that which must carry the burden of anger and protest. As long as that is the case, we don’t have to accept terrorism as our guilty due; we have to entertain argument as our responsibility, our privilege and our patrimony.



Workbook



Unit 1

Exercise

A Brief History of King's College

The young Henry VI laid the first stone of the King's College of Our Lady and St. Nicholas in Cambridge on Passion Sunday, 1441. King's was to have a Provost and 70 poor scholars, drawn exclusively from Eton College, Henry's other foundation near Windsor. From the first, the College's buildings were intended to be a magnificent display of the power of royal patronage and Henry went to great lengths to ensure that King's College Chapel would be without equal in size and beauty.



Henry drew up detailed instructions for the construction of a "great court" but only the Chapel was ever completed and even that took nearly a century. Despite its apparent unity of style, the Chapel is a product of three separate periods of construction. One of the Chapel's most striking features is the painting Adoration of the Magi by Rubens, originally painted in 1634 for the convent of the White Nuns at Louvain in Belgium.

The Chapel pages of the website include a full history of the Chapel.

The next major addition to the college's present site was the Gibbs' building, begun in 1724 and named after its architect. The building was part of a more elaborate scheme which was to include two more similar buildings on the south and east sides of the front court.

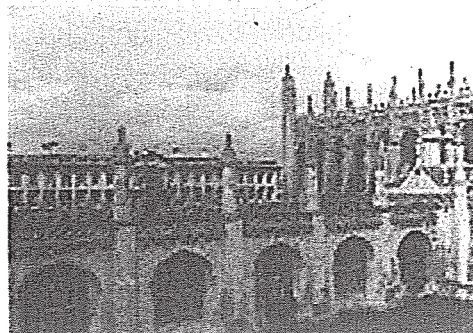


Following this in the early 19th century William Wilkins built the gate-house (Porters' Lodge) and screen in

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the neo-Gothic fashion of the time. This work involved the controversial demolition of half the buildings in King's Parade. Wilkins also designed the Dining Hall, Library and Old Lodge. The Dining Hall is a major part of college life. In the sombre, sparsely lit Hall, the gowned students would rise as the Fellows entered and walked the length of the Hall to the High Table. After a Latin Grace, intoned by a scholar, the Fellows would wine and dine, while the undergraduates would have to be content with food of indifferent quality, served in the body of the Hall. Nowadays the self-service arrangements offer informality and an improvement in the quality of the meals.

**QUESTION**

Underline the proper names from the given passage.

A large rectangular box for writing the answer, intended for underlining proper names from the passage.

Unit 2

Exercise

Managing Your Finances at a British University

Tuition fees

It is vital that you manage your finances carefully. To start, there are tuition fees. How much are they likely to be? It is not possible to give one overall figure since universities and colleges set their own fees—some parts of the UK are more expensive to live in than others. You can get accurate information from the international offices of individual universities. As general guide, tuition fees for 1999-2000 were around £7,000 for an undergraduate humanities or social science degree, £9,000 for a natural science degree and £17,500 for clinical courses, and they usually rise by 3-5 percent annually. Many institutions allow international students to pay their tuition fees in installments—so it is worth enquiring whether this is the case at the university or college where you intend to study. Many also guarantee not to increase fees, during the course.

Accommodation

Universities and colleges usually advise you to budget for between £6,000 and £8,000 per academic year. The cost of living will also vary, not only according to where you live but also according to personal tastes. University and college accommodation costs, for instance, can vary from under £40 a week for a room in a self-catering hall to over £100 for one with suite facilities and all meals provided. One university says that a two-course cooked meal and a drink would cost £3.75 to purchase in the refectory. Another says £2.50. So you can see that prices vary a great deal depending on your own tastes and needs.

Food

In halls of residence, your breakfast and evening meal will be included in the accommodation cost. But those living in self-catering accommodation or in a privately rented house or flat should expect to pay around £20 a week.

Travel

Most universities and colleges operate a cheap bus service between residential halls and the campus. Otherwise, prices can vary. Expect to pay £5-10 a week. Often, it would be best to walk or cycle.

QUESTION

Underline the structural words from the given passage.

Unit 3

Exercise

Laughing Time

No Answer

Jim: Tom, you promised to help me fix my door-bell and I was waiting for you all the afternoon. But why didn't you come?

Tom: I did come this afternoon.

Jim: Really?

Tom: Yes. When I got here, I rang the door-bell three times, but there was no answer. I thought you were not in at that time. So I could do nothing but go away.

Once, there was an advertisement in a newspaper. It said, "Do you want to make your hands beautiful and attractive? I only ask you to pay ten dollars for my advice."

Many people were interested in the advertisement, especially middle-aged women. and they sent the money to the advertiser.

A few days later, all the women received a letter. On it were the words: "Let your husband wash the dishes."

QUESTION

Find out all the phrases from the given text.



Workbook

Unit 4

Exercise

Do You Know About Alcohol?

What is alcohol?

Alcohol is a compound of carbon, hydrogen and oxygen, which is produced when glucose is fermented by yeast. The alcohol content of a particular drink is controlled by the amount of yeast and the duration of fermentation. Fruits are used to make wines and ciders, while cereals such as barley and rye form the basis of beers and spirits.

Alcohol is a drug which has the immediate effect of altering mood. Because drinking makes people feel relaxed, happy and even euphoric, you may find it surprising to learn that alcohol is in fact a depressant. As such, it switches off the part of the brain that controls judgment, leading to loss of inhibitions. As most people are aware, alcohol also affects physical coordination.

The more alcohol consumed, the greater the effect—speech becomes slurred, vision blurred, balance is lost and movements are clumsy. Apart from cases of extreme intoxication, however, these effects are short-term. The liver breaks down and eliminates alcohol from the body, taking about an hour to deal with one typical alcoholic drink.

The benefits and risks

Alcohol consumed in moderation is thought to be beneficial in reducing the risk of coronary heart disease. Indeed, alcohol consumption in conjunction with high intakes of fruit and vegetables may well explain the so-called “French paradox”. The French diet is considered to be very high in fat, especially saturated fat, yet the death rate from coronary heart disease remains relatively low. It is thought this is at least partly due to people’s consumption of red wine.

The key word, though, is moderation. In 1997, the World Health Organisation concluded that the reduced risk from coronary heart disease was found at the level of one drink consumed every second day.

Alcohol has been linked to a wide range of illnesses, such as the increased risk of mouth, pharyngeal and esophageal cancers (this risk being greatly increased if combined with smoking). Furthermore, alcohol probably increases the risk of colorectal and breast cancer.

And the list doesn’t stop there: high blood pressure, gastrointestinal complications, such as gastritis, ulcers, and liver disease, and the depletion of certain vitamins and minerals can all be caused by alcohol consumption. Excessive alcohol consumption can also have detrimental social and psychological consequences.

QUESTION

Find out all the phrases from the given text.

Unit 5

Exercise 1

Why the Yogic Way for Food?

Yoga is the only science that has placed great emphasis on food over centuries. In fact, there is a whole branch—called Anna Yoga—devoted to food for health and happiness.

Over centuries, Yoga has developed a concept of a balanced whole-food diet and an eating philosophy. These principles of good eating use powerful techniques which help in maintaining a strong and healthy body, a stress-free mind and a positive spirituality within this mixed-up world.

Never has this yogic philosophy of a balanced whole-food diet been needed more than today when 97% of all health disorders can be traced to a faulty nutrition and diet.

It has been observed that (East) Indian civilizations suffer least from bowel problems, constipation, indigestion and other food related disorders such as obesity. Do you know why? Because the Indian philosophy of cooking and eating draws heavily from the yogic philosophy of eating!

Yoga does not dissect food into vitamins, minerals, protein, etc. The yogic philosophy is that the true benefits of these ingredients can be had only when they are NOT isolated but are kept as much in their natural form as possible.

The key to true health is to have a balanced whole-food diet. A balanced diet ensures that all the faculties of digestion work smoothly—absorption, assimilation and elimination. A balanced whole-food diet ensures a healthy you!

It is extremely important that all these 3 aspects work well together. If all these aspects work in harmony, it is extremely unlikely that you'll suffer from health disorders and even obesity. Often "synthetic" or "processed" foods create conditions that disrupt this balance. This leads to several physical and psychological problems. Over years, this can have dangerous consequences.

What are whole foods?

Whole foods are edible substances which are as close to their "whole" or natural state as possible. They have not been pre-processed in any way which would disturb their nutrition or flavour. They are therefore free of all processing additives or preservatives.

The overall idea of whole foods is to buy foods which are:



Workbook

- * as whole and in their most simple form as possible.
- * in season and from as close to the source as possible.
- * as chemically and additive-free as possible.
- * in bulk and not pre-packaged.

QUESTION

Find out all the cues (words, sentences and punctuations) for detailed information.

Exercise 2**Nose Tackle Has Special Abilities**

Bobby Martin doesn't want pity. He only wants to make tackles. "I don't care who's in front of me, I just want to find the ball carrier and cause a fumble. That's my job," says Martin, a senior nose tackle for Colonel White High in Dayton, Ohio.

He recorded his first varsity tackle Aug. 28 against Valley View (Germantown). After shedding the center, he found the quarterback, stopping him behind the line of scrimmage. It's a typical tackle for some, but not for Martin, who was born without legs.

His body ends just below the waist. Prosthetic legs aren't an option because he lacks the body parts in which to affix them.

Martin, 17, uses his arms to walk on field. He measures 3 feet 1 inch, 110 pounds and is thigh-high to his teammates. Off the field, he uses a specially-designed skateboard to get around, nixing a wheelchair. He's already the school's most popular student and would like to design computer software and play football after finishing college.

"I don't want it (football) to end here," he says.

Colonel White coach Earl White has known Martin since elementary school. White coached wrestling at Roth Middle School and encouraged Martin to try out for the team. He took to the sport quickly, placing second in the city tournament as an eighth-grader. But he strayed from sports for his first three years of high school while attending two other schools, but has found a home at Colonel White and on the field.

"People who've been around Bobby for a while view him as normal," White says. "Not many could overcome what he has, but Bobby has and can walk. He just does it differently."

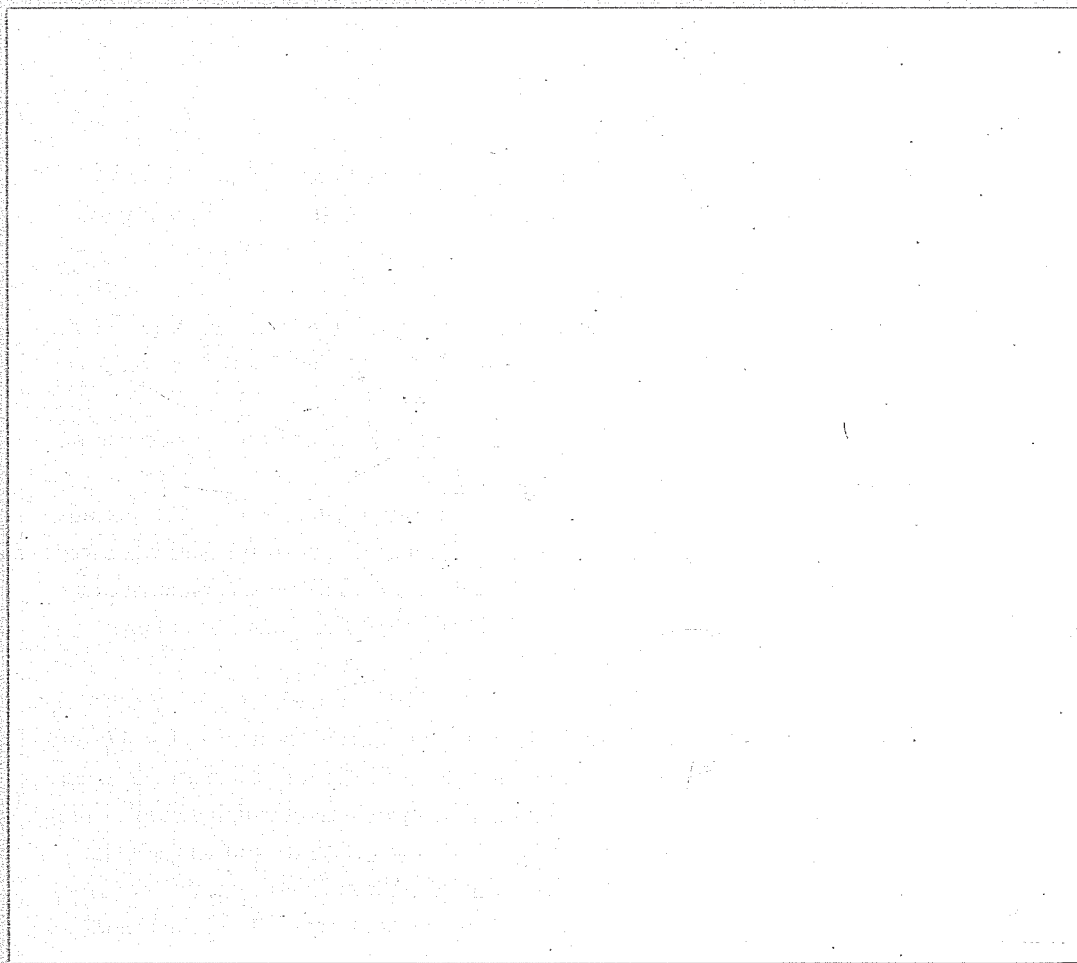
Martin's muscular upper torso allows him to walk on his hands. He shifts his body back and forth. "My arms are my legs," Martin says. "When I tackle, I must wrap my arms around their legs and just squeeze as hard as I can. He has no choice but go down to the ground."

His decision to play football received the endorsement of his mother, Gloria Martin. "She raised me to be dependent on myself," he says.

Said White: "Determination is what separates him from others. It's hard to deny him."

QUESTION

Analyze the patterns of all the sentences.





Unit 6

Exercise 1

Patients Say NHS Is Improving

NHS hospital patients say they are waiting less time than before for emergency treatment and outpatient departments, two major national surveys have found.

More than three quarters (77 percent) of patients told the Healthcare Commission they were treated in accident and emergency departments within the Government's key four-hour target.

Outpatients also reported shorter waiting time, with 80 percent given an appointment within three months—up five percent on the previous year.

Some patients though are still unhappy with standards of cleanliness and also want more information to help them to make decisions about their healthcare.

The findings were welcomed by the Department of Health as a valuable way for the NHS to gauge what it was doing well and where it needed to improve.

Healthcare Commission chief executive Anna Walker said: "This survey is very encouraging and it is particularly good to see patients beginning to experience a reduction in waiting time.

"There is much to celebrate but patients still, and rightly so, expect further improvement in their health services. Patients are sending a very clear message that they want more involvement in decisions on their treatment and that current standards of cleanliness are still not good enough. That must improve."

Health minister Rosie Winterton added: "The findings give the NHS an indication as to what they are doing well and more importantly, areas in which there is room for improvement, so that they can focus on delivering the standards that patients have a right to expect in the NHS.

"Since these surveys were conducted, the NHS has embarked upon a major initiative to improve cleanliness and reduce healthcare-associated infection. The chief nursing officer Chris Beasley has this as one of her key objectives."

NHS

The National Health Service or NHS as it is more commonly known, was set up on the 5th July, 1948 to provide healthcare for all citizens, based on need, not the ability to pay.

The NHS is funded by the taxpayer and managed by the Department of Health,

which sets overall policy on health issues. It is the responsibility of the Department of Health to provide health services to the general public through the NHS.

It was launched as a single organisation based on 14 regional hospital boards. This new NHS was originally split into three parts:

- hospital services
- family doctors, dentists, opticians and pharmacists
- local authority health services, including community nursing and health visiting

Since 1948 there have been huge changes to both the organisational structure of the NHS and the way that patient services are provided.

QUESTION

Find out all the general information in the passage.

Exercise 2

Breakfast Helps Teenage Girls Stay Slim

BALTIMORE (AP)—Girls who regularly ate breakfast, particularly one that includes cereal, were slimmer than those who skipped the morning meal, according to a study that tracked nearly 2,400 girls for 10 years.

Girls who ate breakfast of any type had a lower average body mass index, a common obesity gauge, than those who said they didn't. The index was even lower for girls who said they ate cereal for breakfast, according to findings of the study conducted by the Maryland Medical Research Institute. The study received funding from the National Institutes of Health and cereal-maker General Mills.

"Not eating breakfast is the worst thing you can do, that's really the take-home message for teenage girls," said study author Bruce Barton, the Maryland Institute's president and CEO.

The fiber in cereal and healthier foods that normally accompany cereal, such as milk and orange juice, may account for the lower body mass index among cereal eaters, Barton said.

The results were gleaned from a larger NIH survey of 2,379 girls in California, Ohio and Maryland who were tracked between ages 9 and 19. Results of the study ap-



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pear in the September issue of the Journal of the American Dietetic Association.

Nearly one in three adolescent girls in the United States is overweight, according to the association. The problem is particularly troubling because research shows becoming overweight as a child can lead to a lifetime struggle with obesity.

As part of the survey, the girls were asked once a year what they had eaten during the previous three days. The data were adjusted to compensate for factors such as differences in physical activity among the girls and normal increases in body fat during adolescence.

A girl who reported eating breakfast on all three days had, on average, a body mass index 0.7 units lower than a girl who did not eat breakfast at all. If the breakfast included cereal, the average was 1.65 units lower, the researchers found.

Breakfast consumption dropped as the girls aged, the researchers found, and those who did not eat breakfast tended to eat higher fat foods later in the day.

"We think it kick-starts your metabolism because you've eaten something," Barton said. "When you get to lunch you're not starving and you can make reasonable choices for lunch and dinner."

John Kirwan, a professor of medicine at Case Western Reserve University's Schwartz Center for Nutrition and Metabolism, said the findings may be "more reflective of overall eating habits and quality of food consumed."

"Those who eat breakfast on a regular basis are more likely to have a structured eating plan throughout the day and consequently are less likely to snack between meals and consume empty calories," said Kirwan, who has studied the effect of breakfast consumption on exercise performance and was not involved in the study.

He also pointed out that the study did not distinguish between low-sugar and high-sugar cereals, noting growing evidence that those who eat so-called low glycolic foods have a lower risk of obesity, diabetes and cardiovascular disease.

While cereal can often be high in fiber and low in fat, "you can't walk away saying, I'm going to eat cereal and lose weight," said Melinda Johnson, a dietitian with the Arizona state health department and an ADA spokeswoman.

Johnson also noted, however, that the foods often consumed with cereal tend to be healthy, and the study was another in a series to find a link between breakfast consumption and lower body mass index.

"You can walk away saying breakfast has been shown in lots of different studies to be really important for my children," Johnson said. "So parents can feel confident that serving cereal is definitely not going to do harm and eating breakfast is the right thing to do."

QUESTION

Find out the detailed information in the passage.

Unit 7

Exercise 1

Science Proves That Love Is Blind



Scientists have shown that there is a degree of truth in the old adage that love is blind.

They have found that feeling of love leads to a suppression of activity in the areas of the brain controlling critical thought. It seems that once we get close to a person, the brain decides the need to assess their character and personality is reduced. The study, by University College London, is published in *NeuroImage*.

The researchers found that both romantic love and maternal love produce the same effect on the brain. They suppress neural activity associated with critical social assessment of other people and negative emotions.

The UCL team scanned the brains of 20 young mothers while they viewed pictures of their own children, children they were acquainted with, and adult friends. The team found that the patterns of brain activity were very similar to those identified in an earlier study looking at the effects of romantic love. Both studies recorded increased activity in parts of the brain's "reward system". When these areas are stimulated—as they can be by food and drink, or even monetary gain—they produce feelings of euphoria. But perhaps more surprisingly, both studies also showed reduced levels of activity in the systems necessary for making negative judgments.

Lead researcher Dr Andreas Bartels said it was crucial that both romantic and maternal love were viewed by the brain in a highly positive way—because both were crucial to the perpetuation of the species.

QUESTIONS 1–8

Match the following words with the definitions.



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- | | |
|---------------|--|
| 1. adage | A. looking for faults |
| 2. critical | B. to connect two things or ideas in your mind |
| 3. assess | C. to encourage |
| 4. associate | D. very important |
| 5. acquainted | E. to examine something and make a decision about it |
| 6. stimulate | F. happiness and excitement |
| 7. euphoria | G. a well-known phrase |
| 8. crucial | H. to know someone |

Exercise 2

The Death Car

It was a cold night in September. The rain was drumming on the car roof as George and Marie Winston drove through the empty country roads towards the house of their friends, the Harrisons, where they were going to attend a party to celebrate the engagement of the Harrisons' daughter, Lisa. As they drove, they listened to the local radio station, which was playing classical music.

They were about five miles from their destination when the music on the radio was interrupted by a news announcement:

"The Cheshire police have issued a serious warning after a man escaped from Colford Mental Hospital earlier this evening. The man, John Downey, is a murderer who killed six people before he was captured two years ago. He is described as large, very strong and extremely dangerous. People in the Cheshire area are warned to keep their doors and windows locked, and to call the police immediately if they see anyone acting strangely."

Marie shivered. "A crazy killer. And he's out there somewhere. That's scary."

"Don't worry about it," said her husband. "We're nearly there now. Anyway, we have more important things to worry about. This car is losing power for some reason—it must be that old problem with the carburetor. If it gets any worse, we'll have to stay at the Harrisons' tonight and get it fixed before we travel back tomorrow."

As he spoke, the car began to slow down. George pressed the accelerator, but the engine only coughed. Finally they rolled to a halt, as the engine died completely. Just as they stopped, George pulled the car off the road, and it came to rest under a large tree.

"Blast!" said George angrily. "Now we'll have to walk in the rain."

"But that'll take us an hour at least," said Marie. "And I have my high-heeled shoes and my nice clothes on. They'll be ruined!"

"Well, you'll have to wait while I run to the nearest house and call the Harrisons. Someone can come out and pick us up," said George.

"But George! Have you forgotten what the radio said? There's a homicidal maniac out there! You can't leave me alone here!"

"You'll have to hide in the back of the car. Lock all the doors and lie on the floor in the back, under this blanket. No-one will see you. When I come back, I'll knock three times on the door. Then you can get up and open it. Don't open it unless you hear three knocks." George opened the door and slipped out into the rain. He quickly disappeared into the blackness.

Marie quickly locked the door and settled down under the blanket in the back for a long wait. She was frightened and worried, but she was a strong-minded woman. She had not been waiting long, however, when she heard a strange scratching noise. It seemed to be coming from the roof of the car.

Marie was terrified. She listened, holding her breath. Then she heard three slow knocks, one after the other, also on the roof of the car. Was it her husband? Should she open the door? Then she heard another knock, and another. This was not her husband. It was somebody—or something else. She was shaking with fear, but she forced herself to lie still. The knocking continued—bump, bump, bump, bump.

Many hours later, as the sun rose, she was still lying there. She had not slept for a moment. The knocking had never stopped all night long. She did not know what to do. Where was George? Why had he not come for her?

Suddenly, she heard the sound of three or four vehicles, racing quickly down the road. All of them pulled up around her, their tires screeching on the road. At last! Someone had come! Marie sat up quickly and looked out of the window.

The three vehicles were all police cars, and two still had their lights flashing. Several policemen leapt out. One of them rushed towards the car as Marie opened the door. He took her by the hand.

"Get out of the car and walk with me to the police vehicle. Miss! You're safe now. Look straight ahead. Keep looking at the police car. Don't look back. Just don't look back."

Something in the way he spoke filled Marie with cold horror. She could not help herself. About ten yards from the police car, she stopped, turned and looked back at the empty vehicle.

George was hanging from the tree above the car, a rope tied around his neck. As the wind blew his body back and forth, his feet were bumping gently on the roof of the car—bump, bump, bump, bump.



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QUESTIONS 1–10

Multiple-choice

1. Where were the Winstons going when this incident happened?
 - A. Home.
 - B. To Colford Mental Hospital.
 - C. To a party.
 - D. To the police station.
2. What was the reason for the news announcement on the radio?
 - A. Six people, including John Downey, had been murdered.
 - B. A dangerous prisoner had escaped.
 - C. The police were warning of accidents on the roads in the bad weather.
 - D. Some people had been seen acting strangely in the Cheshire area.
3. What did George think was causing the trouble with the car?
 - A. The carburetor.
 - B. The rain drumming on the roof.
 - C. The accelerator.
 - D. He had no idea.
4. Why did he pull the car off the road?
 - A. To have a rest.
 - B. To go for a walk.
 - C. To walk to the nearest house.
 - D. It broke down.
5. Why did Marie stay in the car when George left?
 - A. She was afraid to go out in the dark.
 - B. So no-one would steal the car.
 - C. Her clothes weren't suitable for the rain.
 - D. She wanted to get some sleep.
6. Where did George set off to walk to?
 - A. The Mental Hospital.
 - B. The nearest house.
 - C. The Harrisons' house.
 - D. The police station.

7. What made Marie so frightened as she waited in the car?
 - A. There was a strange sound coming from the roof.
 - B. She could see a man acting strangely outside the car.
 - C. Some police cars came racing down the road.
 - D. She was afraid of the rain and the dark.
8. Why did the policeman tell her not to look back when he brought her out of the car?
 - A. He didn't want her to see the body of her husband.
 - B. The killer was waiting behind her.
 - C. He wanted her to forget everything that had happened during the night.
 - D. He didn't want her to see the damage done to the car.
9. Marie says, "There's a homicidal maniac out there!" What does "homicidal maniac" mean?
 - A. Terrible storm.
 - B. Busy road.
 - C. Crazy killer.
 - D. Policeman.
10. In "Several policemen leapt out," "leapt" means
 - A. threw.
 - B. jumped.
 - C. shouted.
 - D. drove.



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Unit 8

Exercise 1

Richard was tired of the job search; he needed a break! As he took off his dress and shoes and put on his jogging shoes the piece of paper on which he had jotted down all of the interview times fell out of his pocket. He just sighed when he saw it. He had jumped at the challenge of job-hunting yesterday. This morning he had even jumped right to it! Now he just wanted to give up.

He went to the bar for a drink.

"Hey Ritchie, join the club, man! We didn't find anything either!" Bart said as Richard came in.

"It is nothing to joke about, Bart," Richard said. "I have to find something this week!"

"Stop whining. Join us in a drink. Something will jump out at you before you know it."

Richard sat down and took a drink. An hour later they were sitting together singing old beer songs. When a rough-looking man walked in they didn't even notice it.

"I'm looking for a couple of men with nothing to do!"

Richard and Bart, both jockeying for position, raised their hands at the same time!

"I need you to make a delivery for me!" The man said. "But don't jump to the conclusion that this is anything illegal. This is a job for the boys and if you do it well, I'll have other work for you!"

"I'll join hands with you any day, sir. I just need a job!" Richard said in a drunk, incoherent voice.

Then he took the package and, together with Bart they stumbled out to make their first delivery for the mob! They had just jumped in at the deep end and they didn't even know they were doing it!

Their life with the mob had begun.

QUESTION

Identify the referents of the pronouns in the passage.

Exercise 2**A Brief History of Taxation**

“NO TAXATION without representation.” The slogan of the American Revolution has long been a rallying cry for taxpayers and tax evaders alike—though not always with such dramatic consequences. Arguably, the struggle to tax people in ways they find acceptable has been the main force shaping the modern nation-state. But are tax policies designed when the nation-state was all-powerful still appropriate now that globalization, spurred on by the Internet, is rapidly eroding national borders?

Tax collection was one of the oldest professions. The Bible records that Jesus offered his views on a tax matter, and converted a prominent taxman. In its early days taxation did not always involve handing over money. The ancient Chinese paid with pressed tea, and Jivaro tribesmen in the Amazon region stumped up shrunken heads. As the price of their citizenship, ancient Greeks and Romans could be called on to serve as soldiers, and had to supply their own weapons—a practice that was still going strong in feudal Europe. As Ferdinand Grapperhaus recounts in “Tax Tales” (International Bureau of Fiscal Documentation, Amsterdam, 1998), the origins of modern taxation can be traced to wealthy subjects paying money to their king in lieu of military service.

The other early source of tax revenue was trade, with tolls and customs duties being collected from travelling merchants. The big advantage of these taxes was that they fell mostly on visitors rather than residents. One of the earliest taxes imposed by England’s Parliament, in the 13th century, was “tonnage and poundage” on wine, wool and leather, targeted at Italian merchants. Sometimes rulers went a little over the top. Excessive taxation was one reason why King Charles I of England lost his head. Many of those guillotined during the French Revolution of 1789 were much-resented private tax collectors. And the Boston Tea Party was a protest by American patriots against the tea tax imposed by their British rulers.

Income tax, the biggest source of government funds today, is a relatively recent invention, probably because the notion of annual income is itself a modern concept. Governments preferred to tax things that were easy to measure and therefore to calculate liability on. That is why early taxes concentrated on tangible items such as land and property, physical goods, commodities and ships, or the number of windows or fireplaces in a building. The first income tax was levied in 1797 by the Dutch Batavian Republic. Britain followed suit in 1799, and Prussia in 1808. Like most new taxes, these imposts were first introduced as temporary measures to finance war efforts. After the European powers had made peace in Vienna in 1815, Henry Addington, the British



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prime minister of the day, swore that an income tax would never be imposed again. But in 1842 the British government revived the tax.

What stands out about the 20th century, and particularly its second half, is that governments around the world have been taking a growing share of their countries' national income in tax, mainly to pay for ever more expensive defence efforts and for a modern welfare state. Taxes on consumption, such as the sales tax that is a big source of revenue for America's state and local governments, and the value-added tax on goods and services in Europe, have become increasingly important.

Big differences between countries remain in the overall level of tax. America's tax revenues amount to around one-third of its GDP, whereas Sweden's are closer to half. There are also big differences in the preferred methods of collecting it, the rates at which it is levied and the definition of the "tax base" to which those rates are applied, as well as the division of responsibility for taxation between levels of government.

QUESTION 1

Understand the causal relation in the context.

QUESTION 2

Understand the contrast in the context.

Exercise 3

The Choking Dog

"Come on, come on, move it, idiot!"

Joanne beat impatiently on the steering wheel of her Mercedes sports car. How stupid to get caught up in the rush hour! She had planned to leave work early this afternoon, at three o'clock, to give herself a chance to relax and have a bath before going out to a meeting of her local tennis club. But just at ten to three a client had arrived, and it was two hours before she had finished dealing with the man. When she came out of her office, all the other staff in the Highlight Advertising Agency had already left. Now she was stuck in a traffic jam in central Birmingham at 5:30 p.m., and at 6:30p.m. she was expected to be chairing a meeting of the tennis club. There would be no time for any hot bath.

Ahead of her, the traffic was moving at last, and she swung quickly out into the centre lane to turn right, and raced the last half-mile through the quiet suburban streets to her house. Pulling up on the driveway, she leapt out of the car and ran for the house. As she opened the door, she nearly tripped over Sheba, who was standing behind it.

"Hey, Sheba, hello," she said, bending down to stroke the large Alsatian dog's head, "I've got no time for you now, but I'll take you out as soon as I get back from the tennis club."

It was then that she noticed something worrying about the dog. Sheba seemed to be coughing or choking, her stomach pumping repeatedly as if she was trying to vomit something up. She was obviously in real discomfort and could hardly breathe; her sad eyes gazed up at Joanne helplessly.

"Oh damn, this is all I need now," said Joanne to herself, dropping her briefcase and bending down to take a closer look, "a sick dog, today of all days!" On closer examination, Sheba did look very sick, and Joanne realized she would have to take her down to the vet immediately. Luckily, the vet's surgery was only a few streets away, and Joanne quickly loaded the dog, still coughing and choking, into her car for the short drive.

When she got there, the surgery was just about to close for the day. Luckily, Dr. Sterne had not left yet, and when he saw the state of Sheba, he brought her quickly into his office.

"It looks like something is stuck in her throat," said Dr. Sterne. It shouldn't take me too long to get it out.

"Listen, doctor, I'm really in a rush to get to a meeting, can I leave her with you, and go and get changed? I'll be back in ten minutes to pick her up, then I'll take her on to the meeting with me. Is that OK?"

"Sure," said the doctor. "You get going. I'll see you in ten minutes."

Joanne jumped back into her car again, and made the quick trip round to her house in a couple of minutes. As she was once more entering the hallway, the phone on the table by the door began to ring. She picked it up, annoyed by this additional interruption to her plans.

"This is Dr. Sterne," said an anxious voice. "Is that you, Joanne?"

"Of course it's me," said Joanne, surprised at the sound of his voice, "no-one else lives here."

"I want you to get right out of that house immediately," said the doctor's voice. "Right now. I'm coming round right away, and the police will be there any time now. Wait outside for us." The phone went dead. Joanne stared at it. She was confused, but she was also a little frightened by the obvious fear in the voice of the doctor. She replaced the receiver, then quickly backed out of the door and ran into the street.

At that moment, a police car with its lights flashing swung round the corner and screeched to a stop outside the house. Two policemen got out. After briefly checking



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that she was the owner of the house, they ran into the house through the still open door, without explaining anything. Joanne was by now completely confused and very frightened. Then the doctor arrived.

"Where's Sheba? Is she OK?" shouted Joanne, running over to his car.

"She's fine, Joanne. I extracted the thing which was choking her, and she's OK now."

"Well what's this all about? Why are the police in my house?"

Just then, the two policemen reappeared from the house, half-carrying a white-faced figure, a man in a dark grey sweater and jeans, who, it seemed, could hardly walk. There was blood all over him.

"My God," said Joanne, "how did he get in there? And how did you know he was there?"

"I think he must be a burglar," said the doctor. "I knew he was there because when I finally removed what was stuck in Sheba's throat, it turned out to be three human fingers. I don't think he's a very happy burglar."

(MDH 1994—From a common urban legend)

QUESTIONS 1–10

Choose the answer you think is correct.

1. Where did Joanne work?
 - A. An advertising agency.
 - B. A vet's surgery.
 - C. A Mercedes dealer's office.
 - D. The text does not say.
2. Why was she angry at the beginning of the story?
 - A. She was lost.
 - B. She had lost a client at work.
 - C. She was stuck in a traffic jam.
 - D. Her dog was sick.
3. Why did she take the dog to Dr. Sterne's surgery?
 - A. It was time for Sheba's checkup.
 - B. The dog couldn't breathe properly.
 - C. She wanted to get her out of the house.
 - D. The doctor had asked to see her.

4. Why did she leave the dog at the surgery and drive home again?
 - A. She wanted to catch a burglar.
 - B. The dog was too sick to come home.
 - C. The doctor wanted to keep her.
 - D. Joanne wanted to change her clothes.
5. How long did it take Joanne to drive home from the surgery?
 - A. Two minutes.
 - B. Ten minutes.
 - C. An hour.
 - D. The text does not say.
6. What happened as she arrived home for the second time?
 - A. The police arrived.
 - B. The phone rang.
 - C. The dog died.
 - D. A burglar was just escaping.
7. Why did the doctor tell her to get out of the house?
 - A. There was a dangerous dog in there.
 - B. It was on fire.
 - C. He knew there was a burglar inside.
 - D. He wanted to meet her outside.
8. Why did the burglar look very sick?
 - A. The police had caught him, and he would probably have to go to prison.
 - B. He had caught a disease from the dog.
 - C. He hadn't found any valuable things to steal.
 - D. The dog had bitten off his fingers.
9. The story says that the dog "gazed up at Joanne helplessly". "Gazed" means
 - A. stared.
 - B. cried.
 - C. barked.
 - D. laughed.
10. A "vet's surgery" is probably
 - A. a serious operation.
 - B. a minor operation.
 - C. an animal doctor's office.
 - D. a police station.



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QUESTION 11

Understand the analogy in the context.

Exercise 4

The Hitchhiker

As Andrea turned off the motorway onto the road to Brockbourne, the small village in which she lived, it was four o'clock in the afternoon, but already the sun was falling behind the hills. At this time in December, it would be completely dark by five o'clock. Andrea shivered. The interior of the car was not cold, but the trees bending in the harsh wind and the patches of yesterday's snow still heaped in the fields made her feel chilly inside. It was another ten miles to the cottage where she lived with her husband Michael, and the dim light and wintry weather made her feel a little lonely. She would have liked to listen to the radio, but it had been stolen from her car when it was parked outside her office in London about two weeks ago, and she had not got around to replacing it yet.

She was just coming out of the little village of Mickley when she saw an old lady standing by the road, with a crude hand-written sign saying "Brockbourne" in her hand. Andrea was surprised. She had never seen an old lady hitchhiking before. However, the weather and the coming darkness made her feel sorry for the lady, waiting hopefully on a country road like this with little traffic. Normally, Andrea would never pick up a hitchhiker when she was alone, thinking it was too dangerous, but what was the harm in doing a favor for a little old lady like this? Andrea pulled up a little way down the road, and the lady, holding a big shopping bag, hurried over to climb in the door which Andrea had opened for her.

When she did get in, Andrea could see that she was not, in fact, so little. Broad and fat, the old lady had some difficulty climbing in through the car door, with her big bag, and when she had got in, she more than filled the seat next to Andrea. She wore a long, shabby old dress, and she had a yellow hat pulled down low over her eyes. Panting noisily from her effort, she pushed her big brown canvas shopping bag down onto the floor

under her feet, and said in a voice which was almost a whisper, "Thank you dearie—I'm just going to Brockbourne."

"Do you live there?" asked Andrea, thinking that she had never seen the old lady in the village in the four years she had lived there herself.

"No, dearie," answered the passenger, in her soft voice, "I'm just going to visit a friend. He was supposed to meet me back there at Mickley, but his car won't start, so I decided to hitchhike—there isn't a bus until seven, and I didn't want to wait. I knew some kind soul would give me a lift."

Something in the way the lady spoke, and the way she never turned her head, but stared continuously into the darkness ahead from under her old yellow hat, made Andrea uneasy about this strange hitchhiker. She didn't know why, but she felt instinctively that there was something wrong, something odd, something ... dangerous. But how could an old lady be dangerous? It was absurd.

Careful not to turn her head, Andrea looked sideways at her passenger. She studied the hat, the dirty collar of the dress, the shapeless body, the arms with their thick black hairs ...

Thick black hairs?

Hairy arms? Andrea's blood froze.

This wasn't a woman. It was a man.

At first, she didn't know what to do. Then suddenly, an idea came into her racing, terrified brain. Swinging the wheel suddenly, she threw the car into a skid, and brought it to a halt.

"My God!" she shouted, "A child! Did you see the child? I think I hit her!"

The "old lady" was clearly shaken by the sudden skid. "I didn't see anything dearie," she said. "I don't think you hit anything."

"I'm sure it was a child!" insisted Andrea. "Could you just get out and have a look? Just see if there's anything on the road?" She held her breath. Would her plan work?

It did. The passenger slowly opened the car door, leaving her bag inside, and climbed out to investigate. As soon as she was out of the vehicle, Andrea gunned the engine and accelerated madly away. The car door swung shut as she rounded a bend, and soon she had put a good three miles between herself and the awful hitchhiker.

It was only then that she thought about the bag lying on the floor in front of her. Maybe the bag would provide some information about the real identity about the old woman who was not an old woman. Pulling into the side of the road, Andrea lifted the heavy bag onto her lap and opened it curiously.

It contained only one item—a small hand axe, with a razor-sharp blade. The axe, and the inside of the bag, were covered with the dark red stains of dried blood.

Andrea began to scream.

(MDH 1994—From a common urban legend)



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QUESTIONS 1–10

Click on the answer you think is correct.

1. Where did Andrea work?
 - A. Brockbourne.
 - B. Mickley.
 - C. London.
 - D. The text doesn't say.
2. How was Andrea feeling as she drove home?
 - A. Happy.
 - B. Afraid.
 - C. Lonely.
 - D. Hot.
3. Why didn't she listen to the radio?
 - A. The radio had been stolen from her car.
 - B. She liked peace and quiet.
 - C. The radio was broken.
 - D. There was a strike at the radio station.
4. Why did she stop to give the old lady a ride?
 - A. It was a cold evening.
 - B. Andrea felt lonely.
 - C. She felt sorry for the lady.
 - D. All of the above.
5. Where did the lady want to go?
 - A. Brockbourne.
 - B. Mickley.
 - C. London.
 - D. The text doesn't say.
6. What made Andrea afraid when she looked at the old lady?
 - A. She had a moustache.
 - B. She had a hard voice like a man.
 - C. She had a shopping bag.
 - D. She had hairy arms.

7. Why did Andrea suddenly stop the car?
- A. She thought she had hit a child in the road.
 - B. She skidded on some ice in the road.
 - C. She wanted to trick the passenger into getting out.
 - D. She was so afraid that she couldn't concentrate, and she nearly had a crash.
8. What did Andrea do when the "old lady" got out?
- A. Waited for her.
 - B. Drove away quickly.
 - C. Opened her bag.
 - D. Switched off the engine.
9. Why did Andrea look in the old lady's bag?
- A. She wanted to steal what was in it.
 - B. She wanted to find her address so that she could send the bag back to her.
 - C. She wanted to borrow the old lady's tools.
 - D. She wanted to find out who the strange passenger was.
10. What was the "old lady" probably going to do to Andrea?
- A. Nothing.
 - B. Kill her.
 - C. Give her an axe.
 - D. Visit her in Brockbourne.

QUESTION 11

Understand the progression of the content in the context.

Exercise 5**The Carpet Fitter**

Eddie was a carpet fitter, and he hated it. For ten years he had spent his days sitting, squatting, kneeling or crawling on floors in houses, offices, shops, factories and restaurants. Ten years of his life, cutting and fitting carpets for other people to walk on, without even seeing them. When his work was done, no-one ever appreciated it. No-one ever said "Oh, that's a beautiful job, the carpet fits so neatly." They just walked all



Workbook

over it. Eddie was sick of it.

He was especially sick of it on this hot, humid day in August, as he worked to put the finishing touches to today's job. He was just cutting and fixing the last edge on a huge red carpet which he had fitted in the living room of Mrs. Vanbrugh's house. Rich Mrs. Vanbrugh, who changed her carpets every year, and always bought the best. Rich Mrs. Vanbrugh, who had never even given him a cup of tea all day, and who made him go outside when he wanted to smoke. Ah well, it was four o'clock and he had nearly finished. At least he would be able to get home early today. He began to day-dream about the weekend, about the Saturday football game he always played for the local team, where he was known as "Ed the Head" for his skill in heading goals from corner kicks.

Eddie sat back and sighed. The job was done, and it was time for a last cigarette. He began tapping the pockets of his overalls, looking for the new packet of Marlboro he had bought that morning. They were not there. It was as he swung around to look in his toolbox for the cigarettes that Eddie saw the lump. Right in the middle of the brand-new bright red carpet, there was a lump. A very visible lump. A lump the size of—the size of a packet of cigarettes.

"Blast!" said Eddie angrily. "I've done it again! I've left the cigarettes under the blasted carpet!"

He had done this once before, and taking up and refitting the carpet had taken him two hours. Eddie was determined that he was not going to spend another two hours in this house. He decided to get rid of the lump another way. It would mean wasting a good packet of cigarettes, nearly full, but anything was better than taking up the whole carpet and fitting it again. He turned to his toolbox for a large hammer.

Holding the hammer, Eddie approached the lump in the carpet. He didn't want to damage the carpet itself, so he took a block of wood and placed it on top of the lump. Then he began to beat the block of wood as hard as he could. He kept beating, hoping Mrs. Vanbrugh wouldn't hear the noise and come to see what he was doing. It would be difficult to explain why he was hammering the middle of her beautiful new carpet.

After three or four minutes, the lump was beginning to flatten out. Eddie imagined the cigarette box breaking up, and the crushed cigarettes spreading out under the carpet. Soon, he judged that the lump was almost invisible. Clearing up his tools, he began to move the furniture back into the living room, and he was careful to place one of the coffee tables over the place where the lump had been, just to make sure that no-one would see the spot where his cigarettes had been lost. Finally, the job was finished, and he called Mrs. Vanbrugh from the dining room to inspect his work.

"Yes, dear, very nice," said the lady, peering around the room briefly. "You'll be sending me a bill, then?"

"Yes madam, as soon as I report to the office tomorrow that the job is done." Eddie picked up his tools, and began to walk out to the van. Mrs. Vanbrugh accompanied him. She seemed a little worried about something.

"Young man," she began, as he climbed into the cab of his van, laying his toolbox on the passenger seat beside him, "while you were working today, you didn't by any chance see any sign of Armand, did you? Armand is my parakeet. A beautiful bird, just beautiful, such colors in his feathers ... I let him out of his cage, you see, this morning, and he's disappeared. He likes to walk around the house, and he's so good, he usually just comes back to his cage after an hour or so and gets right in. Only today he didn't come back. He's never done such a thing before, it's most peculiar ..."

"No, madam, I haven't seen him anywhere," said Eddie, as he reached to start the van.

Then he saw his packet of Marlboro cigarettes on the dashboard, where he had left it at lunchtime ...

And remembered the lump in the carpet ...

And realized what the lump was ...

And remembered the hammering ...

And began to feel rather sick ...

(MDH 1994—from a common urban legend)

QUESTIONS 1–10

Choose the answer you think is correct.

1. Why did Eddie hate being a carpet fitter?
 - A. The pay was too low.
 - B. He didn't like working alone.
 - C. No-one appreciated his work.
 - D. He couldn't smoke on the job.
2. What did Eddie think of Mrs. Vanbrugh?
 - A. She was a kind, thoughtful lady.
 - B. She was rich and selfish.
 - C. She was always losing things.
 - D. She had good taste in furniture.
3. Why was Eddie called "Ed the Head" by his friends?
 - A. Because he was such an intelligent carpet fitter.
 - B. Because he had a large head.
 - C. Because he was very proud and self-important.
 - D. Because of his footballing skills.
4. What did Eddie want to do when he had finished fitting the carpet?
 - A. Have a cigarette.
 - B. Hammer the carpet flat.
 - C. Look for Mrs. Vanbrugh's lost bird.
 - D. Start work in the dining room.



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5. Why didn't Eddie remove the carpet to take out the thing that was causing the lump?
 - A. He couldn't take the carpet up once he had fitted it.
 - B. He didn't need the cigarettes because he had some more in the van.
 - C. It would take too long to remove the carpet and re-fit it.
 - D. He intended to come back and remove the lump the next day.
6. What did Eddie do with the hammer?
 - A. Hammered nails into the lump.
 - B. Fixed the coffee table.
 - C. Left it under the carpet.
 - D. Flattened the carpet.
7. What was Mrs. Vanbrugh worried about?
 - A. Her bird was missing.
 - B. She thought the cigarette was missing.
 - C. She thought Eddie had been smoking in the house.
 - D. She couldn't find her husband Armand.
8. What was really under the carpet?
 - A. The cigarettes.
 - B. Eddie's toolbox.
 - C. Nothing.
 - D. The missing bird.
9. "Eddie was determined ..." means that he
 - A. had no idea.
 - B. decided for sure.
 - C. felt very angry.
 - D. couldn't decide.
10. "Peculiar" in the sentence "He's never done such a thing before, it's most peculiar ..." means
 - A. normal.
 - B. like a bird.
 - C. difficult.
 - D. strange.

QUESTION 11

Understand the parallel structure in the context.

Exercise 6**The American Pepper**

"Mummy! Mummy!" shouted little Murna racing from the front door through to the kitchen. "There's a parcel. The postman's brought a parcel!"

Her mother, Savni, looked at her in surprise. She had no idea who could have sent them a parcel. Maybe it was a mistake. She hurried to the door to find out. Sure enough, the postman was there, holding a parcel about the size of a small brick.

"From America, madam," he said. "See! American stamps."

It was true. In the top right-hand corner of the brown paper parcel were three strange-looking stamps, showing a man's head. The package was addressed to Savni, in big, clear black letters.

"Well, I suppose it must be from Great-Aunt Pasni," said Savni to herself, as the postman went on his way down the street, whistling. "Although it must be twenty years since we heard anything from her. I thought she would have been dead by now."

Savni's husband Jornas and her son Arinas were just coming in from the garden, where Murna had run to tell them about the parcel. "Well, open it then!" said Arinas impatiently. "Let's see what's inside!"

Setting the parcel down in the middle of the table, Savni carefully began to tear open the paper. Inside, there was a large silver container with a hinged lid, which was taped shut. There was also a letter.

"What is it? What is it?" demanded Murna impatiently. "Is it a present?"

"I have no idea," said Savni in confusion. "I think it must be from Great-Aunt Pasni. She went to America almost thirty years ago now. But we haven't heard from her in twenty years. Perhaps the letter will tell us." She opened the folded page cautiously, then looked up in dismay. "Well, this is no help!" she said in annoyance. "It's written in English! How does she expect us to read English? We're poor people, we have no education. Maybe Pasni has forgotten her native language, after thirty years in America."

"Well, open the pot, anyway," said Jornas. "Let's see what's inside."

Cautiously, Savni pulled the tape from the neck of the silver pot, and opened the lid. Four heads touched over the top of the container, as their owners stared down inside.

"Strange," said Arinas. "All I see is powder." The pot was about one-third full of a kind of light-grey powder.

"What is it?" asked Murna, mystified.

"We don't know, darling," said Savni, stroking her daughter's hair. "What do you



Workbook

think?" Murna stared again into the pot.

"I think it's coffee," she announced, finally. "American coffee."

"It's the wrong colour for coffee, darling," said Jornas thoughtfully. "But maybe she's on the right track. It must be some kind of food." Murna, by now, had her nose right down into the pot. Suddenly, she lifted her head and sneezed loudly.

"I'd god ub by doze," she explained.

"That's it!" said Arinas. "It must be pepper! Let me try some." Dipping a finger into the powder, he licked it. "Yes," he said, "it's pepper all right. Mild, but quite tasty. It's American pepper."

"All right," said Savni, "we'll try it on the stew tonight. We'll have American-style stew!"

That evening, the whole family agreed that the American pepper had added a special extra taste to their usual evening stew. They were delighted with it. By the end of the week, there was only a teaspoonful of the grey powder left in the silver container. Then Savni called a halt.

"We're saving the last bit for Sunday. Dr. Haret is coming to dinner, and we'll let him have some as a special treat. Then it will be finished."

The following Sunday, the whole family put on their best clothes, ready for dinner with Dr. Haret. He was the local doctor, and he had become a friend of the family many years before, when he had saved Arinas's life after an accident. Once every couple of months, Savni invited the doctor for dinner, and they all looked forward to his entertaining stories of his youth at the university in the capital.

During dinner, Savni explained to the doctor about the mysterious American pepper, the last of which she had put in the stew they were eating, and the letter they could not read.

"Well, give it to me, give it to me!" said the doctor briskly. "I speak English! I can translate it for you."

Savni brought the letter, and the family waited, fascinated, as the doctor began to translate.

"Dear Savni: you don't know me, but I am the son of your old Great-Aunt Pasni. She never talked much to us about the old country, but in her final illness earlier this year, she told us that after her death, she wanted her ashes to be sent back home to you, so that you could scatter them on the hills of the country where she was born. My mother died two weeks ago, and her funeral and cremation took place last week. I am sending her ashes to you in a silver casket. Please do as she asked, and spread them over the ground near where she was born. Your cousin, George Leary."

(MDH 1995—from a common urban legend)

QUESTIONS 1–10

Choose the answer you think is correct.

1. Where does this story take place?
 - A. America.
 - B. Arinas.
 - C. India.
 - D. The text doesn't say.
2. How was the parcel wrapped?
 - A. In brown paper.
 - B. In silver paper.
 - C. In grey paper.
 - D. In tape.
3. Who was Savni?
 - A. A little girl.
 - B. The Great-Aunt.
 - C. The mother of the family.
 - D. The son of the family.
4. Why don't the family read the letter?
 - A. They are too impatient to look in the container.
 - B. It is addressed to the doctor.
 - C. It is in English.
 - D. It is missing.
5. What does Murna think is in the pot?
 - A. Dust.
 - B. Ashes.
 - C. Coffee.
 - D. Pepper.
6. Why does Arinas think that the powder is pepper?
 - A. It tastes like pepper.
 - B. It makes Murna sneeze.
 - C. It is written on the pot.
 - D. The letter says so.



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7. What does the family do with the powder?
 - A. They keep it to give to the doctor.
 - B. They send it back to America.
 - C. They make drinks with it.
 - D. They put it on their food.

8. Why does Savni save the last bit of the powder?
 - A. As a souvenir.
 - B. For Dr. Haret.
 - C. To analyse it.
 - D. To spread it on the hills.

9. How does Dr. Haret solve the mystery?
 - A. He analyses the powder.
 - B. He recognizes the powder.
 - C. He is a friend of Pasni.
 - D. He translates the letter.

10. What was really in the pot?
 - A. Coffee.
 - B. Great-Aunt Pasni.
 - C. Dust.
 - D. Special American pepper.

Unit 9

Exercise

The Iron Lady

Margaret Thatcher, who would become Europe's first female prime minister and the first British prime minister to serve three consecutive terms, was born October 13th 1925 in Grantham, the daughter of a grocer.

She read chemistry at Oxford and became a research chemist after university, yet politics was her first love. In 1950, she ran for Parliament unsuccessfully. She took a job testing cake fillings and ice creams for a London company while she worked at night to become a barrister. Her marriage in 1951 to Denis Thatcher allowed her to devote herself to politics.

She became Conservative MP for Finchley in 1959. Her first parliamentary post was Junior Minister for Pensions under Macmillan. When Labour took control, she served a number of positions in Edward Heath's shadow cabinet. Heath became Prime Minister in 1970, and Thatcher became the Secretary for Education and Science, and the only woman in the cabinet.

As Joint Shadow Chancellor from 1974-75, she was elected Conservative party leader in 1975 and finally Prime Minister in May 1979. An advocate of privatisation of state-owned industry and utilities, strict trade union restrictions, and reduced social expenditures across the board, her initial impact on Britain was economic. While the economy grew, many felt it was at an excessive cost: Between 1979 and 1981 economic output declined by 15 percent, and unemployment rose to the three million mark.

Most agree that without the 1982 Falkland Islands War (coupled with a disorganised opposition party), she never would have won a second term in 1983, which she did in a landslide. In 1984, an IRA bomb at the Conservative party conference in Brighton nearly killed her and members of her government, but in steely Thatcher style she insisted the conference go on.

Along with her great ally and friend, US President Ronald Reagan, Thatcher made the 1980s into a decade of conservatism and anti-communist sentiment. The Soviets negatively dubbed her 'The Iron Lady', a nickname she, in turn, embraced.

Her vehement opposition to European integration and the creation of the much-hated poll tax, led to a leadership challenge, and she resigned as Prime Minister on November 28th 1990. John Major succeeded her and served in the post until the Labour landslide in May 1997.

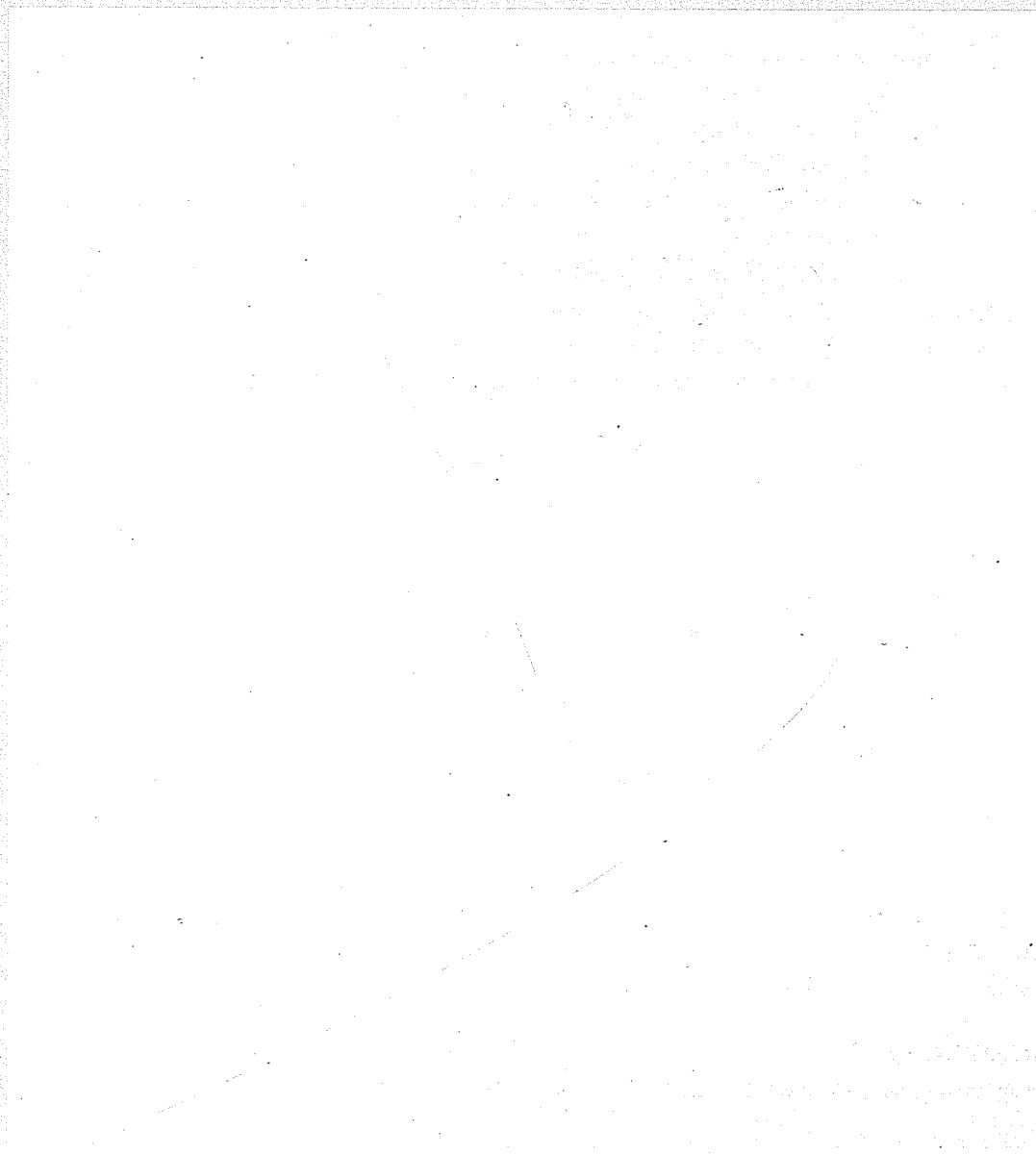


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A woman of formidable will in the face of doubt, her political philosophy took the moniker 'Thatcherism'. Her impact on Britain was sweeping and lasting, with a market economy and a more right-wing Conservative party. In 1990 she was awarded the Order of Merit and in 1994 she was made a Baroness.

QUESTION

Analyze the structure of the text.



Unit 10

Exercise 1

A VJ Saved My Life

Thirty years ago live sampling changed the history of popular music. Now audio-visual mixing software is set to change the landscape of popular culture.

Imagine the musical landscape before hip-hop pioneer Grandmaster Flash began mixing, looping and scratching short clips of music on his twin turntables. Now a new generation of mixing masters are using the latest British-developed technology to do the same with video.

VJ-ing is taking off in clubs around the world in the same way that DJ-ing did three decades ago. Powerful video screens are installed as standard. But now portable computers enable film clips to be incorporated into live mixing sessions. These aren't an addition to the music; they are an integral part of a new interactive audio-visual experience.

Matt Black was keen to incorporate audio-visual elements into Coldcut's live set, but his involvement increased as he began to realise the potential to transform performances by making the visual side as "live" as the music. Visuals could be mixed and played on stage rather than pre-programmed.

"We teamed up and released a two-disc CD. The first being an audio album and the second a CD-Rom of VJamm software, so people could have their own go at mixing up tracks from the album", explains Blakeborough. "Since then we've put a lot of work into making the software more responsive, so it's a very immediate instrument." The VJamm team call their mixing of sounds and vision an "audio-visual collage", and say that it's the first time in which the worlds of visual art and music have been truly united in one package.

QUESTION 1

Analyze the structure of the text.

QUESTIONS 2–7

There are 6 statements about the text. Decide if each one is True or False.



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2. The VJamm phenomenon has spread to clubs and festivals.
3. The inventors of VJamm let people experiment with the new software for free.
4. Video clips can now be integrated into live music sessions by DJs using a keyboard.
5. VJ-ing could completely change club culture.
6. The visual clips have to be programmed before the DJ goes on stage.
7. A television channel now sells video clips from its website for people to use in clubs.

Exercise 2

Tarzan of the Apes

Edgar Rice Burroughs wrote a very famous story called Tarzan of the Apes.

This story involves a shipwreck on the West coast of Africa. The passengers on the ship include a certain Lord and Lady Greystoke from England. Lord and Lady Greystoke are the only survivors of the shipwreck.

Lord Greystoke builds a kind of shelter high up in the trees—a tree-house—for his pregnant wife and does his best to make them comfortable in their new jungle home. Lady Greystoke gives birth to a boy. They call the boy John. Unfortunately, she dies and leaves Lord Greystoke to take care of the baby on his own. Lord Greystoke is killed by an enormous ape that comes to investigate the strange house in the trees. The baby is left all alone. Fortunately, a female ape, whose baby has recently died, finds the human baby alone in the tree-house. Even though the baby is white and hairless, she feels a mother's love for it and begins to feed and take care of it. She becomes John's mother. John, who later takes the name Tarzan, never having known his real identity, grows strong and powerful living among the apes. He has the advantage of human intelligence and eventually grows up to be leader of the apes and, eventually, lord of the jungle.

The books tell many stories of Tarzan's adventures in the jungles, his fights with savage animals, his encounters with other human beings (many of whom are as dangerous as the animals) and his re-discovery of his true identity.

Tarzan eventually teaches himself to read by returning to the tree-house where he was born and finding some children's books that his parents brought from England. He later finds out who he really is (an English Lord!) and travels to England to visit his home, where he falls in love with a young woman called Jane.

QUESTIONS 1–5

Choose the answer you think is correct.

1. Who had escaped from the shipwreck?
 - A. Lady Greystoke.
 - B. Lady Greystoke and her husband.
 - C. Everyone but the Greystokes.
2. Where is Tarzan during the shipwreck?
 - A. He is in the jungle.
 - B. He is in a tree-house.
 - C. He isn't born yet.
3. Who is John?
 - A. Lord Greystoke.
 - B. Tarzan.
 - C. A large ape.
4. Who brings up the baby?
 - A. A female ape.
 - B. Lord Greystoke.
 - C. Lady Greystoke.
5. Why does Tarzan become Lord of the Jungle?
 - A. He can speak English.
 - B. He kills many apes.
 - C. He has human intelligence.

Exercise 3

The St. Valentine's Day Massacre

The St. Valentine's Day Massacre is the name given to the shooting of seven people as part of a conflict between criminal gangs in Chicago on February 14, 1929. Although it was not a major event, it received nationwide media attention.



Workbook

Seven members of Bugs Moran's gang, and an ophthalmologist who happened to be in the wrong place, were lined up against a wall in the garage of the S-M-C Cartage Company in Chicago and shot by five members of Al Capone's gang dressed as policemen. When one of the dying men, Frank "Tight Lips" Gusenberg, was asked who shot him, he replied, "Nobody shot me." Capone was conveniently on vacation in Florida at the time.

The massacre was a result of a plan devised by Jack "Machine Gun" McGurn, on behalf of Al Capone, to kill George 'Bugs' Moran. McGurn assembled a team of six men, led by Fred Burke, and intended to have Moran lured into an ambush. Moran and his men would be tricked into visiting a warehouse on Clark Street on the pretext of buying some bargain hijacked whiskey; Burke's team would then enter the building disguised as policemen and kill them. The chief suspects, McGurn and Capone, would be well away from the scene.

The plan did not work. Five men of the Burke team drove up to the warehouse in a stolen police car at around 10:30, three dressed in police uniforms and two in ordinary clothes. They found seven members of Moran's gang but not Moran himself. The gang members were told to line up against the back wall, and were then shot. Moran had been approaching the warehouse but the premature arrival of the police car scared him away. The dead men were James Clark, Frank and Pete Gusenberg, Adam Heyer, Johnny May, Reinhardt Schwimmer, and Al Weinshank.

When the garage, which stood at 2122 N. Clark Street, was demolished in 1967, the wall was sold and shipped brick by brick to George Patey, a Canadian businessman, who rebuilt it in the men's restroom of a bar with a Roaring 20's theme. After the bar closed, Patey began trying to sell the bricks as souvenirs.

QUESTIONS 1–10

Below are 10 events from the text, but they are in the wrong chronological order. Get them in the right order.

1. The garage was demolished.
2. Five men of the Burke team arrived at the warehouse in a stolen police car.
3. Seven members of Bugs Moran's gang, and an ophthalmologist arrived at the warehouse.
4. Patey began trying to sell the bricks as souvenirs.
5. Moran approached the warehouse.
6. The gang members were told to line up against the back wall.
7. George Patey rebuilt the wall in the men's restroom of a bar with a Roaring 20's theme.
8. Frank "Tight Lips" Gusenberg was asked who shot him and replied, "Nobody shot me."
9. The gang members were shot.
10. Al Capone went on vacation to Florida.



Unit 11

Exercise 1

April Fool's Day

"The first of April is the day we remember what we are the other 364 days of the year."

—Mark Twain

What is April Fool's Day and what are its origins? It is commonly believed that in medieval France, New Year was celebrated on April 1st. Then in 1562, Pope Gregory introduced a new calendar for the Christian world, changing New Year to January 1st. With no modern communications, news travelled slowly and new ideas were often questioned. Many people did not hear of the change, others chose to ignore it, while some merely forgot. These people were called fools. Invitations to non-existent "New Year" parties were sent and other practical jokes were played. This jesting evolved over time into a tradition of playing pranks on the 1st of April. The custom eventually spread to England and Scotland, and it was later transported across the Atlantic to the American colonies of the English and the French. April Fool's Day has now developed into an international festival of fun, with different nationalities celebrating the day in a special way.

In France and Italy, if someone plays a trick on you, you are the "fish of April". By the month of April fish have only just hatched and are therefore easy to catch. Children stick paper fish to their friends' backs and chocolate fish are found in the shops.

In Scotland, April Fool's Day lasts for two days! The second day is called "Taily Day" and tricks on this day involve the bottom (or the "tail" in informal speech). Often a sign saying "kick me" is stuck onto someone's back without them knowing.

In Spain and Mexico, similar celebrations take place on December 28th. The day is the Feast of the Holy Innocents. Originally, the day was a sad remembrance of the slaughter of the innocent children by Herod in his search for the baby Jesus. It eventually changed to a lighter commemoration of innocence involving pranks and trickery.

Today, Americans and the British play small tricks on friends and strangers alike on April 1st. A common trick is to point to a friend's shoe and say "Your shoelace is untied." When they look down, they are laughed at. Schoolchildren might tell a friend that school has been cancelled. A bag of flour might be balanced on the top of a door.



Workbook

so that when the "victim" opens the door, the flour empties over their head. Sometimes the media gets involved. Once, a British short film was shown on April Fool's Day about spaghetti farmers and how they harvest their crop from spaghetti trees!

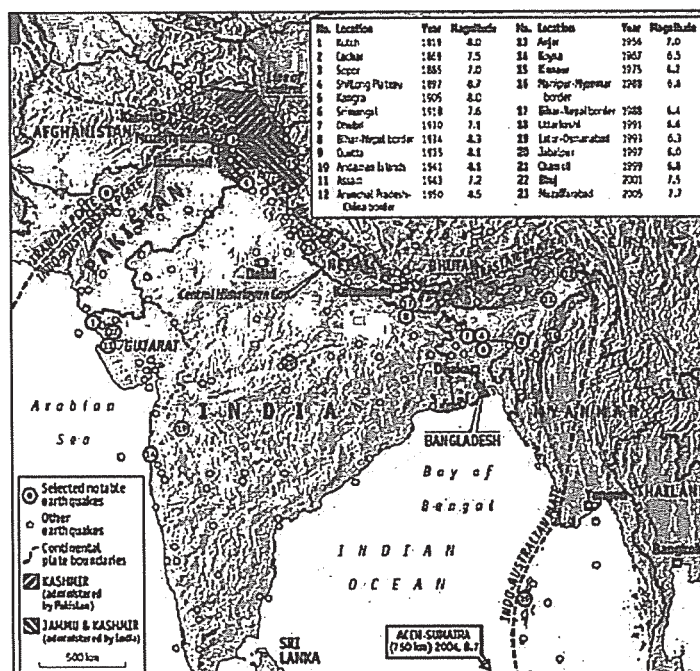
Most April Fool's jokes are in good fun and not meant to harm anyone. The best trick is the one where everyone laughs, especially the person upon whom the joke has been played.

April Fool's Day, 1989

UFO Lands Near London

Two British policemen were sent to investigate a glowing flying saucer on March 31, the day before April Fool's Day. When the policemen arrived at a field in Surrey, they saw a small figure wearing a silver space suit walking out of a spacecraft. Immediately the police ran off in the opposite direction. Reports revealed that the alien was in fact a midget, and the flying saucer was a hot-air balloon that had been specially built to look like a UFO by Richard Branson, the 36-year-old chairman of Virgin Records.

Branson had planned to land the balloon in London's Hyde Park on April 1. However, a wind change had brought him down in a Surrey field. The police were bombarded with phone calls from terrified motorists as the balloon drifted over the motorway. One lady was so shocked by the incident she didn't realise that she was standing naked in front of her window as she was describing the UFO to a radio station.



QUESTIONS 1–8

Choose the answer you think is correct.

1. What was originally celebrated on April 1st?
 - A. Taily Day.
 - B. New Year.
 - C. April Fool's Day.
2. The first April Fool's were called fools because
 - A. they didn't know about or recognize the new change.
 - B. they questioned new ideas.
 - C. they didn't have any modern communications.
3. Where will you find a chocolate fish of April?
 - A. Scotland.
 - B. France and Italy.
 - C. Spain and Mexico.
4. What do people stick on their friends' backs on April Fool's Day in Scotland?
 - A. Paper fish.
 - B. Signs.
 - C. Tails.
5. The best type of April Fool's joke is one where
 - A. the person upon whom the joke has been played can laugh.
 - B. the person upon whom the joke has been played laughs at everyone.
 - C. everyone laughs at the person upon whom the joke has been played.
6. Americans and the British think
 - A. it is funny to trick your friends on April Fool's Day.
 - B. that looking down at your shoes is funny.
 - C. that untied shoelaces are funny.
7. What did two policemen see the day before April Fool's Day?
 - A. Richard Branson.
 - B. An alien in a silver space suit.
 - C. Someone who'd been dressed up to look like an alien.
8. The policemen and motorists were frightened because they thought
 - A. the balloon was going to drift onto the motorway.
 - B. they were in the presence of aliens.
 - C. Richard Branson had turned into an alien.



Workbook

Exercise 2

Preparing for the Unknowable

Why the Kashmir earthquake happened and what might be done?

PAKISTAN'S earthquake measured 7.6 on a scale known as the moment magnitude. This measure, a successor to Richter, allows seismologists to compare the energy released by different earthquakes. At each step of the scale, about 32 times more energy is released than at the previous step. It has no upper limit, but the largest recorded earthquake was in southern Chile in 1960 and measured 9.5.

Earthquakes happen mostly where the earth's tectonic plates collide. In Pakistan, quake activity is mainly concentrated in the northern and western sections of the country, along the boundary of the Indian, Iranian and Eurasian plates. The Indian plate is moving north at about 5cm a year, resulting in a force on the southern edge of the Tibetan plateau—the force that generates the Himalayas. As a result, earthquakes occur along the Himalayas all the way to Myanmar. (The movement of the Indian plate also caused the devastating Sumatra-Andaman earthquake and tsunami in late 2004.)

In recent years, Pakistan has not suffered as greatly from earthquakes as its neighbours in the Himalayas, Afghanistan, Nepal, China and India. Its biggest earthquake in living memory occurred in Quetta in 1935, with 30,000 deaths. Nevertheless, Kashmir is seismically active on both sides of the border, with many regular, though less damaging, quakes. In 2002 in the Gilgit-Astore region, 100km (63 miles) north of Muzaffarabad, large earthquakes made about 16,000 people homeless.

Across the Himalayas there is what seismologists call a "slip deficit"—a lack of earthquakes to release the stress that is known to be accumulating. The Kashmir quake was in just such a region, where a great earthquake was overdue. Nevertheless, Roger Bilham, of the University of Colorado, says it is doubtful that the Kashmir quake released more than one tenth of the cumulative energy stored there. Furthermore, in the past half-century the Himalayan region has seen fewer powerful earthquakes than might be predicted from historical records. The most notable area of concern is the central Himalayan Gap, a 600km-long central arc of the Himalayas. Mr. Bilham believes this area has the potential to generate several earthquakes of magnitude 8 or more, and is



the most vulnerable (in terms of potential loss of life and damage) of the regions that could produce a great earthquake. The whole of Nepal is also a worry.

The Kashmir quake may be the worst recorded in the Indian subcontinent. Its deadliness was linked, among other things, to the weakness of buildings, the depth of the quake, the density of population, the fault and soil types, and the intensity of the shaking. The Bhuj earthquake, only 100km from the border of Pakistan, was of similar magnitude but killed 18,500.

Because of population growth and density in the Himalayas, hundreds of thousands may be at risk, particularly in India, where the government and the United Nations Development Programme have identified 38 cities with more than half a million people located in the most seismically active regions. A way has to be found to reduce the deadliness of quakes in the most vulnerable areas.

Yet earthquakes cannot be predicted accurately enough to know when people should be evacuated. It is all the harder in the Himalayan region, with hidden underground faults that are poorly monitored by seismic instruments. That leaves two options, other than fatalism: to put up better buildings, and to improve planning for responding to disasters.

Progress is slow. Key buildings in need of better earthquake-proofing have been identified in Delhi, and work is under way. Similar plans elsewhere have come too late to help the hospitals in Indian Kashmir. Though it is impossible to make buildings completely resistant to earthquakes, they can be made much safer. In both India and Pakistan, building codes exist; in both countries, they have been poorly enforced, with masses of unprotected housing in areas of great danger.

In India, to build more suitable housing would add only 2-4% to construction costs. But in the poorest regions, such as Kashmir, most houses are built of local materials by the people who then live in them. In fact, in India, 80% of housing is owner-built. Architects and engineers, who might improve building and design, are in short supply. It is lack of knowledge and skills that is the main problem, rather than the cost of the work.

Greater scientific knowledge about the region's earthquakes and faults would much improve understanding of which areas are most at risk. For this reason, Mr. Bilham wants to gather evidence as quickly as he can before rain or earth-slips obliterate it. Astonishingly, he has been refused a visa.

QUESTION

Analyze the structure of the text.



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Exercise 3

Critical Reading Exercise

Critical reading is the ability to evaluate the credibility of a piece of writing. All writers have a purpose when they write, and usually, a writer will choose or emphasize facts and details which support his or her purpose, and ignore facts which don't. As a good reader, you need to be aware of that.

In this exercise, you will see a number of quotations from different "interest groups" or "lobbies". A lobby or interest group is a group of people who have a common interest and who work together to publicize and promote their point of view. In the exercise, you will read quotations from five lobbies:

The forestry industry: The forestry industry makes money from cutting down trees. Therefore, they want to be able to continue to cut trees, and they want to discourage any alternative ways of producing pulp and paper.

The environmentalists: The environmental lobby want to protect the forests against logging companies, so they would like to show how destructive logging is, and how valuable the forests are.

The hemp farming lobby: The hemp farmers would like the fibre hemp plant to be legal so that they can grow it. They want to show how useful it is for making paper and other products, and they would like people to understand the difference between the marijuana plant and the fibre hemp plant.

The marijuana legalization lobby: These people would like marijuana to be legal. They are interested in linking the fibre hemp plant with marijuana, because they think it may be possible to legalize BOTH kinds of plant. They want to show how useful industrial hemp is, and at the same time, they want to convince people that marijuana is harmless.

The Canadian government: The Canadian government has just legalized industrial hemp, but they want to keep marijuana illegal, so they want to show that it is dangerous. They also generate lots of tax from the forestry industry, so they do not want to restrict logging too much.

QUESTIONS 1–10

Choose the correct letter from A-E for the following statements 1-10.

- A. The forestry industry.
- B. The environmentalists.
- C. The hemp farming lobby.
- D. The marijuana legalization lobby.
- E. The Canadian government.

1. "The rainforests are quite simply the richest, oldest, most productive and most complex ecosystems on Earth."
2. "Some have calculated that if Canada converted the entire pulp and paper production in Canada to hemp, it would be necessary to plant hemp over 18% of the country."
3. "Farmers ... can grow hemp without pesticide or herbicide application because it grows quickly and is not likely to fall to disease."
4. "Each year, forest fires destroy more forests than are used for making pulp and paper."
5. "Decriminalizing cannabis could well result in a greater use of the drug by Canadians, thereby increasing the health and safety hazards associated with it."
6. "The government added marijuana in 1923 to The Opium Act of 1908 without any health concerns inherent in the law whatsoever. The Opium Act was introduced as a purely racist measure to deport and jail Chinese-Canadians."
7. "67% of the fibre used to make Canadian pulp and paper comes from sawmill residue and recovered paper that used to be disposed of in landfills."
8. "Hemp is about business and the environment. Marijuana is a moral question about the government's control of what drugs people consume. These two questions have nothing in common but the shape of the leaf, and we have to separate the issues."
9. "In the Vancouver Grastown Riot, of 1971, police attacked and injured hundreds of peaceful marijuana smokers in one day."
10. "Logging is still the biggest employer and the single biggest contributor to tax revenue in BC."



Workbook

Unit 12

Exercise

The Six Wives of Henry VIII

Divorced, beheaded, died; divorced, beheaded, survived
This popular rhyme tells of the fate of Henry VIII's six wives

Catherine of Aragon—Henry VIII's first wife and mother of Mary I.

Catherine was the youngest daughter of Ferdinand and Isabella of Spain and she came to England in 1501 at the age of 16 to marry Henry VII's eldest son and heir to the throne, Arthur.

By 1527 Henry was having serious doubts about his marriage to Catherine. He believed that he had no sons because God was punishing him for having married his brother's wife. He had found a passage in the Bible that backed this belief.

He had also fallen for Anne Boleyn, the daughter of Thomas Boleyn, who had recently returned to England from the French court.

Catherine refused to grant Henry a divorce or retire to a convent. Henry therefore began the Reformation in England so that he could divorce Catherine without the Pope's permission and marry Anne Boleyn. Catherine was divorced by Henry in 1533 and died in 1536.

Anne Boleyn—Henry VIII's second wife and mother of Elizabeth.

Anne Boleyn was born in 1501. At the age of fourteen she was sent with her sister, Mary, to the French court as a maid to Queen Claude.

She returned to England in 1522 and attracted many admirers. Her sister, Mary managed to attract the King's attention and became his mistress.

In 1526 Henry asked Anne to become his mistress, but she refused because he was a married man. Henry was determined to win Anne Boleyn and became determined to divorce Catherine and marry Anne.

The couple eventually secretly married in 1533 after Anne became pregnant. The King's second marriage was not popular. Many people believed that Anne was a witch and had cast a spell on Henry.

When the baby was born in September 1533, Henry was cross that the baby was a girl. She was called Elizabeth.



Henry and Anne began arguing. Although Anne became pregnant twice more each time the babies were still-born.

Henry was by now tired of Anne and wanted to rid of her. He had no intention of waiting for a divorce so his ministers invented evidence showing that Anne had been unfaithful and had plotted the death of the King. She was found guilty and was executed in May 1536.

Jane Seymour—Henry VIII's third wife and mother of Edward VI.

Jane Seymour was a quiet, shy girl who attracted Henry because she was so different to his first two wives, Catherine and Anne.

Henry married Jane Seymour just 11 days after the death of Anne Boleyn. He was 45 years old, Jane was 28.

Although Henry became concerned when Jane did not become pregnant immediately, he was delighted when she gave birth to a son, Edward, in October 1538.

Henry was very upset when Jane died a month later. On his deathbed, he requested to be buried next to Jane.

Anne of Cleves, Henry VIII's fourth wife. She was divorced after six months.

After the death of Jane, Henry remained single for two years. He had the son that he had wanted for so long and although Edward was weak and sickly, he continued to live.

Having broken free from Rome in the 1530s, England was isolated from much of Europe and Henry's advisers thought it would be a good idea for him to marry a German princess and make an alliance with the other great Protestant nation in Europe—Germany.

Two suitable princesses were chosen and Hans Holbein was sent to paint their portraits. The girls were sisters and daughters of the Duke of Cleves. Henry chose the older daughter, Anne, to be his fourth wife.

The 24-year-old German Princess arrived in England in December 1539. However, Henry was horrified when he saw her and demanded that his ministers find him a way out of the marriage. Unfortunately for Henry they could not and the marriage went ahead in January 1540.

Henry was unable to consummate the marriage and the couple divorced amicably six months later.

Anne was well provided for and lived out her days in England in comfort. She outlived Henry and died in 1557.

Kathryn Howard, Henry VIII's fifth wife. She was executed for adultery after two years of marriage.

Henry had chosen his fifth wife before his divorce to Anne was finalised. The lady



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in question was the 15-year-old daughter of Edmund Howard, Kathryn, cousin of Anne Boleyn.

The marriage took place in July 1540. Henry was 49 years old, overweight and unable to walk far due to his weight and an injury to his leg that festered and refused to heal.

Kathryn was young, lively and flirtatious. She was bored with having an old husband and sought out young friends among the courtiers.

Unfortunately for Kathryn one of the courtiers in question was a man named Francis Dereham who had known Katherine before her marriage.

He knew that she had had affairs before her marriage and used this to bribe her into giving him a good position at court.

Katherine's actions led to her being accused of adultery and subsequently executed in 1542.

Katherine Parr, Henry VIII's sixth wife. She outlived Henry and died in 1548.

Henry married for the sixth time in 1543. The lady in question was Katherine Parr who had been twice widowed.

She was a kindly lady and proved a good stepmother to the King's three children. She was also an excellent nursemaid and bathed Henry's leg wound and comforted him when he was sick.

She came close to being tried for treason in 1546 when her enemies at court attempted to prove that she was not a committed Protestant. However, she managed to convince Henry that she was loyal to him and his Church, and was spared.

After Henry's death she married Edward's uncle, Thomas Seymour.

Katherine Parr died in childbirth in 1548.

Henry also had a son named Henry FitzRoy, who died young at the age of 17. Henry FitzRoy's mother was the King's teenage mistress, Elizabeth Blount.

QUESTIONS 1–14

Complete the table.

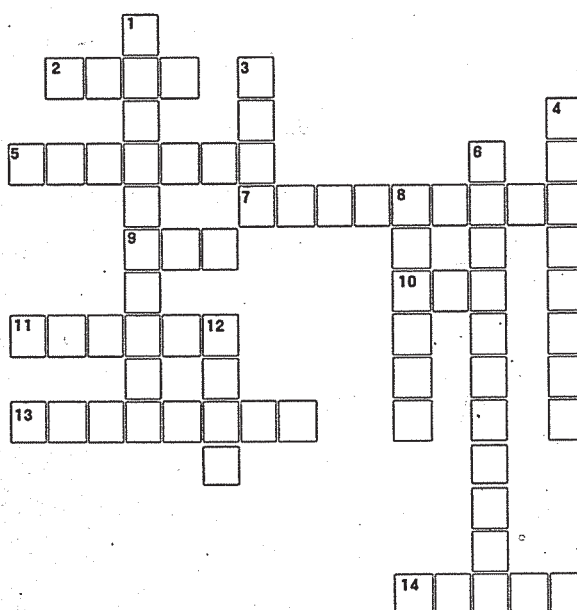
The Six Wives of Henry VIII Crossword

Across

- 2 Only surviving child of Catherine of Aragon
- 5 Age of Henry's fifth wife when she married Henry
- 7 Only child of Anne Boleyn
- 9 Katherine Parr was wife number
- 10 Number of wives Henry divorced
- 11 Surname of Henry's fifth wife
- 13 Anne Boleyn refused to be this
- 14 Name of Henry's illegitimate son

Down

- 1 Henry married Anne of Cleves because she was this religion
- 3 Name of Henry's third wife
- 4 What happened to Anne Boleyn
- 6 What Henry started to get a divorce
- 8 Name of Catherine of Aragon's first husband
- 12 What happened to Henry's third wife





Workbook

Unit 13

Exercise

African-American Marriage in the 20th Century

It is not possible to understand African-American marriages fully without attention to the social, economic, racial, and historical factors that have stressed male-female relationships beyond those stresses experienced by the majority of couples. There is an old joke which says that African-Americans are the only immigrants who were heavily recruited to come to this country, had escorts for the trip, and jobs awaiting. Throughout their history in the U.S., the circumstances and consequences of their unique arrival and subsequent treatment profoundly influenced every aspect of their life, especially marriage. The conditions under which they were forced to live have exerted an ongoing and unrelenting disruption to their efforts to build cohesive families within stable marriages. In the continuing absence of social supports, their struggles against these undermining influences have left African-American marriages fragile and extremely vulnerable to societal shifts and changes.

Only since the 1960s have scholars been concerned about the rising divorce, decreasing marriage, and relatively high male-female relationship instability rates among African-Americans. The factors responsible for rising divorce rates in the U.S. and elsewhere—namely the increased human lifespan, the transformation of women's roles, and the shift in values and beliefs about marriage and divorce—have also further weakened marital stability among African-Americans. For example, divorce among African-Americans has been consistently higher than that for other groups—their divorce rate is twice that for whites.

At the same time, the decline in marriages has been even higher, prompting some experts to express fear for the survival of African-American families. In 1960, 78% of African-American households included a married couple; this rate decreased to 64% in 1970; and by the late 1980s, only 48% of African-American households included both a husband and a wife. This downward trend continued, reaching a low of 39% by 1993. According to the U.S. Bureau of Census, in 2000, 16% of African-American males were married, as compared to 60% of whites; 37% of African-American females were married (nearly twice as many unmarried), as compared to 57% of white females.

It is generally believed that contextual conditions and the societal role of African-Americans have been responsible for the problems that threaten marital occurrence;

quality, and stability. The conditions include the restriction of economic opportunities, the discrediting of African-American identities, and the use of social practices and policies that have legitimized inequality.

Many sociology scholars contend that slavery was the initial factor that sabotaged African-American marriages: slaves were forbidden by law to marry in some states, and other states seriously circumscribed their freedom to do so. Furthermore, any emotional bonds that slaves sought to create were substantially undermined by the prevailing beliefs and social structures that reinforced the inferiority of African-Americans: males were regarded as oversexed, promiscuous, and incapable of marital commitment; slave sales separated families and disrupted relationships, and females were sexually exploited.

African-American males were stereotyped as aggressive and out of control—a perception that persists today. After slavery, the stability of the African-American family continued to be assaulted by a number of forces that threatened their roles as husbands and wives: for example, the disorganization of the post-Civil War plantation economy, during which there were frequent separations from and desertions by spouses; ongoing economic exploitation; disenfranchisement (maintained by lynching); and other structural inequities affecting employment, housing, and health. Despite the legacy of slavery and post-war instability, African-American couples were tenacious and resilient enough to be able to marry and maintain their relationships. In 1880, 80% of African-American families included a husband and wife. But, even though the majority had married and created stable families as soon as they could, the legacies discussed above left marriages and families vulnerable to the assault of massive stresses in the last half of the 20th century.

The northward migration of African-Americans began in the early 1900s and continued into the 1960s. Large numbers left the rural South for work in the urban areas of the North and West. A blue-collar middle class with some economic stability emerged, but there also was ongoing economic inequity, high unemployment and underemployment, poor healthcare, and discrimination in housing and education. These factors, along with an erosion of the extended family because of the migration, meant that African-American couples continued to be under siege. But a majority of African-Americans married and stayed married until the 1960s.

With the disappearance of stable employment and blue-collar jobs in urban centers after 1960, this component of the African-American middle class was decimated. The shift to a technological economy radically changed the choices and chances for many African-American males. High levels of poverty, crime, drug abuse, and incarceration followed.

The fragility of African-American marriages, derived from their legacies and societal role, is associated with a number of problems that affect their male-female relationships. In 1990, African-Americans constituted 12% of the U.S. population, but their men made up 47% of the prison population and 28.8% of males in psychiatric hospitals.



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Fifty-four percent of their children lived in one-parent families, and these children constituted 50% of all children awaiting adoption. Today, African-Americans suffer disproportionately and have higher morbidity from stress diseases (high blood pressure, heart disease, and diabetes), and even much higher rates of cancer and HIV-AIDS. In 1996, 41% of childbirth deaths and 30% of the infant mortality rate were African-Americans.

—Adapted from: Family Process, Summer, 2002, by Elaine B. Pinderhughes

TABLE

Complete the table below. Choose NO MORE THAN THREE WORDS from the passage for each answer.

Year	Percentage	African-Americans (households)
[1]	80%	a husband and wife
1970	64%	[2]
1990	[3]	children lived in one-parent families
1996	[4]	infant deaths
[5]	16%	married males

Unit 14

Exercise

Economizing of the Poor

A. Walking down the aisles of a supermarket, low-income shoppers must consider a number of factors including quantity, price, quality and nutritional differences when selecting food products. Food-purchase decisions by the poor often entail tradeoffs among taste, preference and quality factor—either real or perceived—to meet spending constraints. Within broad product categories such as cereal, cheese, meat and poultry, and fruits and vegetables, shoppers can choose among many substitutable products. Low-income shoppers can stretch their food dollars in a number of ways. They may shop in discount food stores; they may purchase and consume less food than higher-income shoppers; they may purchase low-priced (and possibly lower quality) food products; or they may rely on some combination of all three. A better understanding of how the poor economize in food spending addresses important policy questions raised by researchers, nutrition educators, and food-assistance program managers.

B. Whether the poor face significantly different food prices due to where they shop for food remains an unresolved empirical question. Extensive research over the years has tried to answer the question—Do the poor pay less for food? The Economic Research Service (ERS) in 1997 reviewed the results of studies comparing price differences in grocery stores across different income levels and combined these with current census data on the distribution of low-income households by urbanization type. The ERS study concluded that, in general, the poor face higher prices due to their greater representation in urban and rural areas (as opposed to suburban areas), where food prices tend to be higher.

C. Based on results from household surveys, ERS also found that despite facing higher prices, low-income shoppers spend less than higher-income shoppers for food purchased in food stores. Due to their level of aggregation and lack of in-store sales and promotion information, such surveys shed little light on the economizing practices of households. To learn more about how low-income shoppers spend less for food despite facing higher prices, we obtained food-store purchase data that incorporate per-capita quantity and expenditure-measure equivalents (household measures adjusted for household size) across income levels.

D. The resulting comparisons describe how individuals with different levels of income vary in their food-spending patterns. By using actual transaction data, detailed



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information about the product purchased (for example, price, product description, package size, and brand name) as well as the condition of purchase (promotion, coupon, or sale item) was obtained. From these, the average unit cost (per ounce, per pound) for each item was calculated. Low-income shoppers may use four primary economizing practices to reduce their food spending. First, they may purchase a greater proportion of discounted products. Second, they may purchase more private-label products (generic or store brand) versus brand products than higher-income shoppers buy. Third, they may take advantage of volume discounts by purchasing larger package sizes. Fourth, they may purchase a less-expensive food product within a product class. Although quality differences such as freshness, convenience and taste often contribute to prices differences, differences in nutritional quality also are evident.

E. The use of promotions is measured by comparing the percentage of expenditures and quantities of each product purchased on promotion (manufacturers' coupons, store coupons, store sales, and other promotions). For random-weight cheese, fruits, vegetables and meat in 1998, low-income households (less than \$25,000 per year) spent a greater share of expenditures for products on promotion than other households. (This is also true for quantities purchased on promotion.) For poultry, however, middle-income households spent about the same percentage on promotion as low-income households (36% versus 35%, respectively). For both groups, spending for promotion items was at least five percentage points more than spending by the high-income group.

F. Among fixed-weight products, promotion-spending patterns differed. Low-income shoppers purchased the lowest share of total ready-to-eat (RTE) cereal on promotion. This result may be explained by other economizing practices in this product category—such as purchasing a larger percentage of private-label products, which are on promotion less often but have lower sale prices than the brand-name alternatives. Low-income households spent 11.5% of their RTE cereal expenditures on private-label cereals, while the higher-income households spent lower shares, with those shares decreasing with increasing income levels. A similar pattern is found for the quantities of private-label RTE cereal purchased.

G. Choice of package size also enables those in low-income households to economize by purchasing larger packages, which often have lower per-unit prices than smaller packages. However, data on expenditure shares for RTE cereal and packaged cheese show that low-income households purchases of large packages of RTE cereal were less than such purchases by other households in 1998. In 1998, households earning \$50,000 or more spent 23.1% of cereal purchases on large packages, compared with 15.8% by the low-income group. A similar pattern was found for fixed-weight cheese products.

H. In fact, low-income households had the lowest proportion of large-package purchase of all income groups. This behavior has three possible explanations: low-income shoppers do not have access to stores that sell large packages; they cannot afford to "stock up" on staple products, and they perceive that the cost of storing large packages

is higher than the savings from the volume discount. A combination of these constraints likely accounts for much of the observed difference in package size quantities purchased and expenditures on those packages by the different income groups.

I. Low-income shoppers may also be economizing by purchasing a less costly combination of fruit and vegetable product types. On average, low-income households paid 11.5% less per pound for vegetables than high-income households, and 9.6% less per pound for fruit. This price measurement is a function of the quality and expenditures that each household type devotes to fruits and vegetables. Overall, low-income households purchased 3.3% less fruits and vegetables (by weight) per person than high-income households, but they paid 13% less. This implies that these households are choosing less expensive fruits and vegetables.

—Adapted from: Dairy Foods, Oct, 2003

QUESTIONS 1–5

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

YES	if the statement agrees with the writer
NO	if the statement contradicts the writer
NOT GIVEN	if there is no information about this in the passage

1. The surveys of ERS help low-income households develop economizing practices.
2. The nutritional quality of food products varies in accordance with price differences.
3. Promotions are usually used to attract low-income shoppers.
4. Brand-name products are promoted more frequently.
5. Middle-income households purchased less private-label RTE cereal than low-income households.

QUESTIONS 6–9

Complete the summary below. Choose your answers from the list below.

NB *There are more words than spaces, so you will not use them all.*

List of Words

measurement budget privilege
staple volume savings

Large-package purchase can benefit low-income households in theory, but it seldom works in reality. There are three possible explanations for this discrepancy: 6, 7, and 8 constraints. Also, low-income shoppers may gain 9 on fruit and vegetable products.



Workbook

Unit 15

Exercise 1

Death of the Princess of Wales

Diana, Princess of Wales, 36, died in Paris in the early hours of Aug. 31. Diana, the former wife of Charles, Prince of Wales, the heir to the British throne, was killed when the car in which she was travelling crashed in the Place de l'Alma underpass.

Her companion Dodi Fayed, son of Mohamed al-Fayed, the millionaire owner of the Harrods store and the Ritz hotel group, and Ritz driver Henri Paul were killed instantly in the crash. Diana suffered massive internal injuries and died in hospital three hours later despite undergoing emergency surgery. A bodyguard, Trevor Rees-Jones, the only occupant of the car reported to have been wearing a seat belt, survived the crash but sustained serious injuries.

Born on July 1, 1961, Lady Diana Frances Spencer was the third daughter of the eighth Earl of Spencer. She received an exclusive, albeit limited education, prior to working as a kindergarten teacher in London. She was catapulted into public life with the announcement of her engagement to Prince Charles, more than 10 years her senior, in February 1981. They were married in St Paul's Cathedral in July 1981 [see p. 31116], and had two children, Prince William (born 1982) and Prince Henry (born 1984). Despite her enormous popularity with the public, it became increasingly clear that there were problems in her marriage, and the couple officially separated in late 1992 [see p. 39246]. Although she continued to perform charity work, in 1993 Diana reduced her public commitments and appealed to the press to give her more privacy. In a Panorama television interview in 1995 she confirmed that her husband had been having a long-term adulterous relationship with Camilla Parker Bowles. She also admitted to having had an extra-marital relationship herself, and to having suffered from the eating disorder bulimia. Despite her reluctance to accept a divorce, she eventually conceded to pressure and the divorce was finalised in August 1996 [see p. 41242]. In the months before her death she had become increasingly involved in the campaign to ban the use and production of landmines worldwide.

The accident in which Diana died occurred shortly after midnight on Aug. 31 after the couple had dined at the Ritz Hotel and were apparently en route to Fayed's Paris apartment. In a bid to elude the photographers waiting outside the main entrance of the Ritz, the couple's car left from the front entrance as a decoy, whilst Diana and Fayed

left from the rear of the building in a different car. The Princess had been habitually pursued by photographers, but her relationship with Fayed, with whom she had been on holiday immediately prior to the accident, had attracted even greater levels of media interest in the previous few weeks. The vehicle in which they left the hotel was pursued by a number of photographers on motorbikes, and was reported to have been travelling at high speed in a bid to escape them when the driver lost control in the underpass. Seven photographers were arrested at the scene of the accident and a number were subsequently charged in relation to the deaths. A number of others left the scene after taking photographs of the crash and its victims and were being sought by French police.

Although still the subject of a police inquiry, the role of the photographers in the accident was widely condemned, particularly in the UK, and provoked calls for the enactment of a privacy law. However, the burden of blame for the Princess's death was shifted somewhat when it was revealed that tests performed on Paul, the driver of the crashed car, indicated that he had a blood-alcohol level three times that legally permitted when driving in France and had also been taking prescription drugs.

QUESTIONS 1–13**T/F**

1. Diana was married to Prince Charles when she died.
2. Diana did not die immediately.
3. Everyone in the car died.
4. It seems that one person in the car was wearing a seat belt.
5. Lady Diana had a very good education.
6. She was well known to the public before the announcement of her engagement to Prince Charles.
7. It became more and more apparent that there were problems in her marriage.
8. In 1993 Diana asked the media to leave her alone more.
9. Both Diana and Charles had been unfaithful to each other.
10. Diana was responsible for the ban of landmines worldwide.
11. Diana and Fayed tried to fool the photographers when they left the Ritz Hotel.
12. Diana's relationship with Fayed meant that there were more photographers present than usual.
13. The photographers caused the car in which Diana was traveling to crash.

**Exercise 2****The First Moon Landing**

A milestone in human history was reached on July 20, 1969 (U.S. Eastern Daylight Time), when two American astronauts, Mr. Neil Armstrong and Colonel Edwin Aldrin, became the first men to set foot on the moon, successfully accomplishing the objective of the Apollo 11 mission.

The lunar landing, which was made in the Sea of Tranquility and is described below, marked the culmination of eight years of intensive effort by the U.S. National Aeronautics and Space Administration, involving the expenditure of \$24,000,000,000, since the late President Kennedy gave the directive in May, 1961 that the United States should land a man on the moon and bring him back “before this decade is out.”

The three astronauts of the historic Apollo 11 moon flight were Mr. Neil A. Armstrong (38), a civilian and a former aeronautical research pilot, who was in command of the mission as Flight Commander; Colonel Edwin E. Aldrin (39), who was Lunar Module Pilot; and Lieut.-Colonel Michael Collins (38), who was Command Module Pilot.

A little over 6 1/2 hours after the landing on the moon, Mr. Armstrong emerged through the hatch of “Eagle” and stepped slowly down a nine-rung ladder onto the lunar surface, taking several minutes to descend. At the historic moment—10.56 p.m. on July 20 (3.56 a.m. B.S.T. July 21)—when he was about to become the first man to set foot on the moon, Neil Armstrong said: “I’m going to step off the LM now. That’s one small step for a man, one giant leap for mankind.”

After carefully testing the lunar surface and reporting to mission control at Houston, Mr. Armstrong started to collect samples of moon-surface material with a “contingency sampler”—a 25-inch aluminum handle with a bag at the end, somewhat similar to a butterfly net. Colonel Aldrin, who had meanwhile been taking cine-pictures of Mr. Armstrong through the window of the Lunar Module, then descended in his turn to the surface of the moon at 11.14 p.m., 18 minutes after Neil Armstrong. Before his descent Colonel Aldrin lowered a camera down to Mr. Armstrong, who took pictures of Edwin Aldrin descending the ladder onto the surface of the moon. Mr. Armstrong then moved to the storage compartment in the descent stage of “Eagle,” pulled out a TV camera, and placed it about 30 feet away from the module; with this camera, pictures were obtained of all the astronauts’ subsequent activities while they were on the moon.

During the 2 1/2 hours in which they remained on the lunar surface (the “moon walk”) Mr. Armstrong and Colonel Aldrin unveiled a plaque signed by the three Apollo

11 astronauts and by President Nixon, the text of which is given on an unfurled flag and planted on the moon—a large American flag made of wire-backed nylon and measuring three feet by five feet; erected a solar wind screen (a NASA experiment), a banner-like sheet of thin aluminum foil to collect particles from the solar wind; installed a seismometer to register moonquakes and transmit the information obtained back to Earth; placed a laser reflector to be used for very precise measurements of the moon's orbital and rotational motions; and scooped up about 80 lb. of moon rock and moon soil, which was stowed in special containers to be brought back to Earth.

QUESTIONS 1–12**T/F**

1. Mr. Neil Armstrong and Colonel Edwin Aldrin succeeded in doing what they started out to do.
2. President Kennedy's directive was obeyed.
3. All of the astronauts were in the armed forces when they went to the moon.
4. As soon as they landed on the moon Armstrong descended to the surface.
5. Armstrong was cautious when he first stepped on the moon.
6. Armstrong used a special tool to gather samples.
7. Aldrin was filming Armstrong from the surface of the moon.
8. Armstrong was filming Aldrin from the surface of the moon.
9. Collins filmed Armstrong and Aldrin on the moon.
10. The astronauts performed 5 different tasks on the moon.
11. Information collected would be sent back to the Earth later.
12. The astronauts did not bring back any moon rocks or soil to the Earth.

Exercise 3**August Wilson**

August Wilson, African-American playwright, died on October 2nd, aged 60.

IF EVER someone, following current fashion, decides to stage all the plays of August Wilson's epic cycle in a single session, the audience is in for a treat and an endurance test. The cycle consists of ten plays, each set in a different decade of the 20th century. Long before the series was complete—"Radio Golf", the last piece to be



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written, was finished only this year—Mr. Wilson had been hailed as one of America's greatest playwrights, in a pantheon with such masters as Arthur Miller, Eugene O'Neill and Tennessee Williams.

It is too soon to say whether Mr. Wilson will in the end hold his own against such talents, or whether he will be remembered chiefly as a superb dramatist of the collective black-American experience of the 20th century. That would be no small achievement, but it would probably be seen by Mr. Wilson as a mark of failure. He believed that, though the world he portrayed was indeed the world of black America, or rather the much smaller world of the Hill district of Pittsburgh in which he grew up, nonetheless his plays dealt with the universal themes of beauty, love, honour, betrayal and so on.

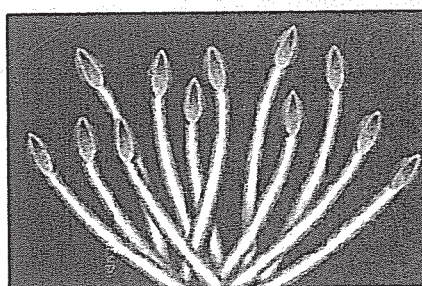
He wrote about the characters he knew: ordinary people, not swells or celebrities, with ordinary people's imperfections. Perhaps, since these people were the descendants of slaves and continued to experience indignities long after slavery ended, they suffered more than other people, or at least differently from them. He certainly thought that only a black director was suitable for the film version of his play "Fences", arguing that the task demanded someone who knew first-hand the culture of black Americans. The film came to nought but, no matter, lots of people saw the play. It ran for 525 performances on Broadway, made lots of money and won him a Pulitzer prize and a Tony award.

Tarnished city on the Hill

Such honours cascaded down on Mr. Wilson but did not seem to turn his head or quench the anger that smouldered somewhere below the external affability. Some of that anger may have been in the genes: his father, an immigrant baker of German extraction who played little part in his children's upbringing, was said to have a quick temper. Young August got his values, though, especially his pride in African-American culture, from his mother, a cleaner. When she divorced her husband, the family moved to the suburbs and the boy was sent to a Catholic school, where he was the only black child in the class. There, as he was later to tell the New Yorker, he would find a note on his desk every day bearing the words, "Go home, nigger". In a way, he did. He dropped out.

The local library then became his seat of learning, along with the shops, streets and bars of the Hill district, and the workplaces whose little incidents punctuated the boredom of a series of dead-end jobs. He thought his heart was in poetry, but discovered, on moving to St Paul, Minnesota, where he got a job at a museum turning Native American stories into children's plays, that drama was his métier.

Soon "Jitney" was written, a play set in 1977 in the seedy office of a taxi company where the drivers hang around on old sofas



and Marvin Gaye plays on the radio. "Jitney" never made it to Broadway, though all but one of the other nine did and, years later, it was a sell-out at the National Theatre in London. By 1984, however, "Ma Rainey's Black Bottom", the only one of the ten plays to stray away from Pittsburgh, had been put on at the Yale Repertory Theatre and then Broadway. Set in a Chicago recording studio in 1927, it explores the fraught relations among the members of the great blues singer's band and her white producer and agent.

These and the other plays were not at first conceived as a decade-by-decade series, nor were they written in matching sequence. But the themes recur and overlap, and some of the characters are linked. None is overtly political, though politics is never far beneath the surface. All are written in the social-realist style, and all are marked by Mr. Wilson's gift for dialogue, his feeling for language and his capacity to evoke unsentimental emotion. They are also remarkably even in quality.

The plays have their critics. Many complain that they are repetitive. Some dislike the myth and mysticism that periodically creep in, as with Aunt Ester, a 287-year-old character who is referred to in several pieces and eventually appears in "Gem of the Ocean", first staged in 2003. Others find the works too didactic, or written in a confused variety of styles. In general, though, the fans vastly outnumber the detractors, at least when they see the Broadway productions. Had they seen earlier versions they might have been more critical: the plays have often been cut and changed before reaching New York. And it is clear that Mr. Wilson always owed a large debt to Lloyd Richards, who directed "Ma Rainey" at Yale and on Broadway, and five of the other Broadway productions, pruning and sharpening them along the way.

If there is a single theme that runs through Mr. Wilson's plays, it is the corrosiveness of the legacy of slavery, and the racism associated with it. That may be too limited a subject to lift Mr. Wilson to the very top rank of playwrights. But it is surely big enough to keep audiences engrossed and admiring for years to come.

QUESTION

Find out all the phrases.



Unit 16

Exercise 1

Creatures of the Thermal Vents

The three-person submersible Alvin sank through the cold, dark waters of the Pacific Ocean for more than an hour, finally touching down on the sea floor more than 8,000 feet below the surface. It was December, 1993, and the scientists inside the sub had come to this stretch of the East Pacific Rise, an underwater mountain range about 500 miles southwest of Acapulco, Mexico, to inspect a recently formed hydrothermal vent—a fissure in the ocean bottom that leaks scalding, acidic water.

Peering out through the sub's tiny windows, the visitors were astonished to see thickets of giant tube worms, some four feet tall. The tail ends of the worms were firmly planted on the ocean floor, while red plumes on the other ends swayed like a field of poppies. Alvin had brought researchers to the same spot less than two years earlier, when they had seen none of these strange creatures. Previous measurements showed that individual tube worms could increase in length at a rate of 33 inches per year, making them the fastest-growing marine invertebrates. That means tube worms can grow more rapidly than scientists once thought.

The giant tube worm is one of the most conspicuous members of a diverse community that forms around hydrothermal vents. Scientists once thought that no living thing could survive the harsh combination of toxic chemicals, high temperatures, high pressures, and total darkness at these vents. But in 1977, researchers diving in Alvin discovered tube worms and other bizarre organisms thriving at a vent off the Galapagos Islands. Similar communities have since been found at several hundred hot spots around the world. These creatures are like nothing else on Earth.

Vents form where the planet's crustal plates are slowly spreading apart and magma is welling up from below to form mountain ranges known as mid-ocean ridges. As cracks form at these spreading centers, seawater seeps a mile or two down into the hot rock. Enriched with minerals leached from the rock, the water heats and rises to the ocean floor to form a vent. Vents are usually clustered in fields, underwater versions of Yellowstone's geyser basins. Individual vent openings typically range from less than a half inch to more than six feet in diameter. Such fields are normally found at a depth of more than a mile. Most have been discovered along the crest of the Mid-Oceanic Ridge, a 46,000-mile-long chain of mountains that wraps around Earth like the seams on a



baseball. A few vents have also been found at seamounts, underwater volcanoes that are not located at the intersection of crystal plates.

Hydrothermal vents are underwater oases, providing habitat for many creatures that are not found anywhere else in the ocean. Water pouring out of vents can reach temperatures up to about 400; the high pressure keeps the water from boiling. However, the intense heat is limited to a small area. Within less than an inch of the vent opening, the water temperature drops to 2, the ambient temperature of deep seawater. Most of the creatures that congregate around vents live at temperatures just above freezing. Thus, chemicals are the key to vent life, not heat. The most prevalent chemical dissolved in vent water is hydrogen sulfide, which smells like rotten eggs. This chemical is produced when seawater reacts with sulfate in the rocks below the ocean floor. Vent bacteria use hydrogen sulfide as their energy source instead of sunlight. The bacteria in turn sustain larger organisms in the vent community.

The clams, mussels, tube worms, and other creatures at the vent have a symbiotic relationship with bacteria. The giant tube worms, for example, have no digestive system—no mouth or gut. The worm depends virtually solely on the bacteria for its nutrition and both partners benefit. The brown, spongy tissue filling the inside of a tube worm is packed with bacteria—about 285 billion bacteria per ounce of tissue. The plumes at the top of the worm's body are red because they are filled with blood, which contains hemoglobin that binds hydrogen sulfide and transports it to the bacteria housed inside the worm. In return, the bacteria oxidize the hydrogen sulfide and convert carbon dioxide into carbon compounds that nourish the worm.

Tube worms reproduce by spawning: They release sperm and eggs, which combine in the water to create a new worm. Biologists don't know how the infant worm acquires its own bacteria. Perhaps the egg comes with a starter set. Scientists also don't know how tube worms and other organisms locate new vents for colonization. The vents are small, and they are separated like islands. Most vent organisms have a free swimming larval stage. But scientists aren't sure whether the larvae float aimlessly or purposely follow clues—such as chemical traces in the water—to find new homes.

Studying the life cycle of vent organisms is difficult. Researchers have visited only a fraction of the ocean's hot spots. They have been able to observe vent life only by shining bright lights on creatures accustomed to inky darkness, and many specimens die quickly when removed from their unique environment. Underwater cameras are helping scientists make less intrusive observations, but diving expeditions are still the most useful way to gather information. The 1993 Alvin expedition to the East Pacific Rise was one in a series of dives to the area.

The site was first visited in 1989, and scientists observed vent organisms thriving there. But when Alvin returned two years later, its flabbergasted occupants witnessed the birth of a hydrothermal vent. A recent volcanic eruption had spread glassy lava across the ocean floor, and the researchers measured temperatures up to 403—the hot-



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test ever recorded at a hydrothermal vent. The scientists dubbed the site Tube Worm Barbecue, because the worms they brought back to their ship had charred flesh.

"The most spectacular sight down there was this massive blinding snowstorm of bacteria," says Rich Lutz, a marine ecologist at Rutgers University, who led the expedition. On the ocean floor, the bacteria formed mats several inches thick, but the scientists saw no other living things. Since the eruption, scientists have been able to watch several stages of colonization at the site. When they returned in March, 1992, only a few bacterial mats remained. In their place were colonies of Jericho worms and a variety of small crustaceans. In December, 1993, the scientists first observed the giant tube worms there. The scientists named the area Phoenix, because new life had arisen from the ashes of the eruption.

—Adapted from: seawifs, gsfc. nasa. gov

QUESTIONS 1–2

Choose the appropriate letters A–D.

1. Hydrothermal vents are formed by
 - A. minerals.
 - B. heated water.
 - C. cracks.
 - D. volcanoes.
2. According to the passage, tube worms live on
 - A. bacteria.
 - B. carbon compounds.
 - C. hydrogen sulfide.
 - D. vents.

QUESTIONS 3–8

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

YES	if the statement agrees with the writer
NO	if the statement contradicts the writer
NOT GIVEN	if there is no information about this in the passage

3. No living thing could survive at a vent except tube worms.
4. Usually tube worms live in high-temperature environment.
5. The bacteria depend on worms for hydrogen sulfide in a symbiotic relationship.
6. When a new vent forms, tube worms congregate around it voluntarily.
7. Vent life dies quickly when exposed to light.
8. It is chemicals that attract vent life.



Exercise 2

Fashion

Most designers would be happy with one successful clothes line, but Diana Irani's ideas differ from the typical trend-driven concepts of fashion. Blank, the womenswear and accessories label she launched in 1999 while studying for an M Phil degree at London's Royal College of Art, sells well in America, Japan and Europe. But now she's busy working on an unusual diffusion line, funded by NESTA's Creative Pioneer Programme.

Re Midi will be a label with a difference. Although it makes you look good on the outside, it makes you feel even better on the inside. Re Midi clothes will be made from specially developed fabrics that release a controlled dose of a complementary or homeopathic medicine into your bloodstream through your skin while you wear it.

Irani likens the system to a nicotine patch, a widely used and effective means of administering an active ingredient by absorption. "Rather than popping a pill which has to pass through the digestive system, this is a more direct and more integrated way of taking medicine for chronic problems. I'm looking at conditions like eczema, insomnia and stress, where the whole activity of taking the medicine reminds you that you're unwell."

The delivery system in development for Re Midi is not yet patented. So Irani is understandably reluctant to discuss details. She has already worked on the scientific properties of the fabric though, and her interest in textile manufacture goes back to her first studies, at the National Institute of Design, Ahmedabad, India. "For part of my degree I documented traditional crafts, living and working with the craftsmen. It makes you understand where they're coming from and to realise that you work with them, they don't work for you. It was very humbling."

QUESTIONS 1–9

Match the following words with the given word(s).

a yellow powdered spice	taking a tablet	regulated amount
doesn't want to talk about	encouraged	soaked in
a well-known and popular make	causing to feel shame	appeared as if by accident



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1. controlled dose
2. popping a pill
3. reluctant to discuss
4. humbling
5. fostered
6. infused with
7. turmeric
8. cropped up
9. established brand

Exercise 3

New Plan for African Revival

A. African leaders have been working to make their Millennium Action Plan (MAP) for African recovery more attractive to investors and providers of financial support from outside the continent. The plan is the brainchild of Thabo Mbeki, president of South Africa, who wanted a way of bringing to life his vision of an “African renaissance.”

B. The mood of the LIN millennium summit last year suggested that the world might be ready to help. Later, Tony Blair let it be known that he wanted a plan for Africa to feature in his second term as Britain’s Prime Minister, but that he also wanted the initiative for this plan to come from Africa, and that he would then respond.

C. This is what is happening. Mr. Mbeki will, with the help of Mr. Blair, present the plan to the G8 summit in Genoa later this year. The plan’s central thesis is that Africa’s development depends on its full involvement in the global economy, and that this requires a mixture of reform in Africa and assistance from other countries. The most important reforms are: establishing peace, and more democratic government; respecting human rights; investing in people by giving them better health and education; diversifying economies, and encouraging trade both within Africa and with the outside world; combating disease and boosting new technologies.

D. In return for the promised reforms, the plan asks the developed world for more debt relief, the removal of trade barriers and the ending of its farm subsidies. Aid is low on the agenda, being mentioned only in the last few pages. However, some African leaders, represented by Mr. Robert Mugabe of Zimbabwe, strongly believe that it is their right to claim more aid from the developed world in compensation for past exploitation.

E. But in Africa, as in other parts of the Third World, any program that does not

address the question of debt repayment is doomed to failure. In many countries in Africa, governments are collecting billions of dollars from their people and giving the sums to Western governments and banks in loan repayments. Little is left for health care and education even when there is an emergency such as AIDS. Last year, African countries paid \$15 billion in foreign debt. But the debt keeps on growing. It is now estimated to stand between \$315 billion and \$375 billion.

F. According to the World Bank report titled “African Development Indicators”, the African people face problems in all aspects of life. One is poverty. About 300 million people, almost nearly half of the continent’s population, survive on less than 65 cents a day. The average GNP is US\$492, but in 24 countries it is less than \$350. Ethiopia’s GNP is below \$100; the Democratic Republic of Congo, less than \$110; Burundi, less than \$120; and Sierra Leone, less than \$130. Most of the poor people are constantly moving to urban areas and swelling the population in town and city slums. Another is health care. This is one of the areas where the IMF and World Bank policies have had a huge impact. Governments have been forced to slash health care funding, and the result is shown by the increased infant mortality rates. Countries that had made some progress in reducing infant mortality rates in the 1960s and 1970s are now faced with increased mortality rates. The mortality rate in Africa is 10% but on average about 151 of every 1,000 children die before the age of 5. Very small improvement has been made on this. Developing countries have mortality rates ranging from 6 to 8. On top of this, the AIDS epidemic is having a disastrous effect on life expectancy. The third problem is poor education. Illiteracy levels remain at 41%, on average. For women the number is at 49%. In some countries, the progress made in the 1960s and 1970s is being reversed, because the high cost of education is cutting the school enrolment levels as well as increasing dropout rates.

G. Zambia, host to the upcoming Organisation of African Unity (OAU) summit, has called for “concerted action” to deal with these problems. “The challenges that our founding fathers sought to address 38 years ago remain alive and relevant in today’s world,” Zambian Vice-President Enoch Kavindele told the OAU’s council of ministers. Part of this “concerted action” is a move to integrate the OAU into a more comprehensive body to be called the African Union (AU). The AU, modeled loosely on the European Union, is the idea of Libyan leader Muammar Gaddafi. It will consist of an executive, a central bank, a monetary fund, a parliament and a court of justice. In another move, Mbeki is pushing for the merger of the MAP with the Omega Plan. The latter, spearheaded by Senegalese President Abdoulaye Wade, has set goals and defined financial means to narrow infrastructural gaps. The merger plan will be presented to the upcoming OAU summit.



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QUESTIONS 1–6

The Reading Passage has 7 paragraphs (A–G). State which paragraph discusses each of the points below.

Example	Answer
The debilitating effect of debt on Africa	E

1. The problems ordinary Africans face
2. Efforts to find a unified voice for Africa
3. Demand for aid from rich countries
4. Proposed reforms to be undertaken by African countries
5. The new plan to attract more funding for Africa
6. A favorable international response

QUESTIONS 7–10

Which of the ideas below are associated with the following people?

M	if the idea is associated with Robert Mugabe
T	if the idea is associated with Thabo Mbeki
G	if the idea is associated with Muammar Gaddafi

7. A proposal to attract more investment in Africa
8. The developed world owes compensation to Africa.
9. Africa should copy the European Union.
10. "African renaissance"

Exercise 4**Scavenger Hunt**

This exercise is a scavenger hunt—that means that you have to go out and find the answers to the questions below using the World Wide Web.

QUESTIONS 1–10

1. When was the first Canadian paper mill built at St. Andrews, Quebec?
2. Where was the first BC pulp and paper mill built in 1894?
3. How many people are directly employed in the forestry industry in BC today?
4. How much money does the provincial government in Victoria now make from the forestry industry?
5. How much money did the BC pulp industry lose in 1996?
6. What percentage of life forms on the planet live in the rainforest?
7. How many species become extinct every year due to deforestation?
8. How many undamaged rainforest valleys are left today on BC's Raincoast?
9. In 1996 how many acres of hemp were grown in Canada?
10. What percentage of fat does hemp seed contain?

RESOURCES

Here are some links to WWW resources on this topic:

- ☐ Canadian Pulp and Paper Association
- ☐ Chopping Up the Money Tree (Suzuki Foundation)
- ☐ Forest Net
- ☐ Logging and Sawmilling Journal
- ☐ Price Study on BC Logging Costs
- ☐ History of Industrial Hemp Farming
- ☐ Rainforest Action Network
- ☐ Western Canada Wilderness Committee
- ☐ Canada Unleashes Hemp!
- ☐ Washington Hemp Education Network
- ☐ Industrial Hemp Information Network



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Unit 17

Exercise 1

Coca-Cola in Hot Water

The world's biggest drinks firm tries to fend off its green critics.

"WATER is to Coca-Cola as clean energy is to BP." So declares Jeff Seabright, Coca-Cola's manager of environmental affairs, when asked about the firm's new global water strategy. The fizzy-drinks maker unveiled that strategy as part of its annual environmental report, released this week. "We need to manage this issue or it will manage us," says Mr. Seabright.

At first sight, the analogy with oil may seem odd, but it is not so far-fetched. Big Oil has long been the target of activists clamouring for action on global warming. BP stole a march on its oily brethren by accepting that climate change is a real problem, making smallish investments in clean energy, and grandly proclaiming itself "beyond petroleum".

Coca-Cola has also been targeted by activists, but over the issue of water rather than energy. The firm has been hit hardest in India. First, experts from Delhi's Centre for Science and Environment, a green think-tank, tested various soft drinks and determined that they contained high levels of pesticide. It turned out that Coca-Cola was not the cause of the problem. But its inept handling of the accusations left the firm exposed to a much more damaging allegation that it is aggravating the growing global problem of fresh-water scarcity. An ongoing controversy in India concerns allegations that some of the firm's bottling plants use too much water in drought-prone areas, thus leaving poor local villagers with too little. Amit Srivastava of the India Resource Centre, a Californian non-governmental group, has been using the Indian controversies to stoke an international grass-roots campaign against Coca-Cola.

The firm brags that it operates in 200 countries—"more than the UN itself", says Mr. Seabright. But Coca-Cola's global reach and iconic status make it an easy target. Mr. Srivastava points with glee to recent decisions at a handful of university campuses in America and Britain to suspend or challenge its contracts on ethical grounds.

Worse may be in store, if some have their way. Corporate Accountability International (CAI), an activist group best known for organising a noisy boycott of Nestlé (for selling infant milk powder in countries without reliable access to clean water), now has



its sights set on the world's largest producer of non-alcoholic drinks. CAI turned up at Coca-Cola's last shareholder meeting to grill the firm's management over the water issue. Kathryn Mulvey, CAI's boss, is concerned not only about its fizzy-drinks divisions but also its newish and booming bottled-water business. Echoing the sentiments of other campaigners, she insists that the "misleading marketing campaign" for the bottled water needlessly undermines confidence in tap water, and amounts to the "commodification of something that should not be bought and sold."

Company officials argue that they started measuring and improving their use of water long before its troubles in India. The firm improved its water efficiency by 6% between 2003 and 2004. In 2002, it took 3.12 litres of water to produce one litre of final product (as much water is used to clean the assembly lines, flush out glass bottles, and so on). In 2004, that global average came down to 2.72 litres. Mr. Srivastava is not impressed: he grouses that it is "ridiculous that a firm that calls itself a 'hydration company' should waste so much water; most of it does not even end up in the product."

To improve that situation, Coca-Cola has just completed a detailed assessment of the "water risks" to its businesses and their local communities. Going plant by plant, the firm's boffins have calculated local water-scarcity ratios, depletion levels for local aquifers, water needs for the local plant, and so on. With this new information, the firm is now setting local targets for improving each plant's efficiency of water and energy use. Mr. Seabright explains that before this new study, the firm tried to impose "one-size-fits-all" global targets which local bottlers (who are often not owned by Coca-Cola) refused to accept.

Coca-Cola is also working with non-governmental groups such as the World Wildlife Fund and CARE, as well as UN agencies, in an effort to burnish its image. In India, it is now promising to capture enough water via "rainwater harvesting" (an age-old technique for capturing monsoon run-off) to offset all of its water use by 2006. Even the deeply sceptical Mr. Srivastava concedes that "if this company were really not to put any strain on local resources then it would be a different matter. Let us see if this is just greenwash."

The accusation of "greenwash"—environmental window-dressing as a front for business-as-usual—has also been hurled at BP. But there the similarities between Coca-Cola and BP end, for the question of water is far more important to Coca-Cola than the issue of climate change is to BP. That is because if oil and gas run out, or are deemed too dirty to use one day, BP could still peddle ethanol or hydrogen fuel; it is, in the end, an energy company. Coca-Cola, on the other hand, simply would not exist without water. So while BP may yet see life beyond petroleum, Coca-Cola will never get beyond water.

QUESTION

Analyze the structure of the passage.

**Exercise 2****Lack of Sleep Alters Hormones, Metabolism****A**

Chronic sleep loss can reduce the capacity of even young adults to perform basic metabolic functions such as processing and storing carbohydrates or regulating hormone secretion, reported researchers from the University of Chicago Medical Center in the October 23 issue of *The Lancet*. Cutting back from the standard eight down to four hours of sleep each night produced striking changes in glucose tolerance and endocrine function—changes that resembled the effects of advanced age or the early stages of diabetes—after less than one week.

B

The study was conducted by a team of researchers who extended previous research into cognitive effects and focused on physiological effects. Funding for this study was supplied by the Research Network on Mind-Body Interactions of the MacArthur Foundation (Chicago), the U.S. Air Force Office of Scientific Research and the National Institutes of Health. Although many studies have examined the short-term effects of acute, total sleep deprivation on the brain, this is the first to investigate the impact of chronic, partial sleep loss on the body by evaluating the metabolism and hormone secretion of subjects subjected to sleep restriction and after sleep recovery.

C

“We found that the metabolic and endocrine changes resulting from a significant sleep debt mimic many of the hallmarks of aging,” said Dr. Eve Van Cauter, professor of medicine at the University of Chicago and director of the study. “We suspect that chronic sleep loss may not only hasten the onset, but could also increase the severity of age-related ailments such as diabetes, hypertension, obesity and memory loss.”

D

Cutting back on sleep is an extremely common response to the time pressures of modern industrial societies. The average night’s sleep decreased from about 9 hours in 1910 to about 7.5 hours in 1975, a trend that continues. Millions of shift workers average less than 5 hours per workday. Previous studies, however, have measured only the cognitive consequences of sleep loss.

E

Van Cauter and colleagues Karine Spiegel and Rachel Leproult chose to focus instead on the physiologic effects of sleep loss, how sleep deprivation altered basic bodily functions, such as regulating blood sugar levels, storing energy from food and the

production of various hormones. They followed 11 healthy young men for 16 consecutive nights. For the first three nights, the subjects were allowed to sleep for eight hours, from 11 p.m. to 7 a.m. The next six nights they slept four hours, from 1 a.m. to 5 a.m. The following seven nights they spent 12 hours in bed, from 9 a.m. to 9 p.m. All subjects received identical diets. The researchers constantly assessed each volunteer's wakefulness and heart rate. They performed sleep studies on the last two eight-hour nights, the last two four-hour nights, and the first and last two 12-hour nights. They performed glucose tolerance tests on the fifth day of sleep deprivation and the fifth day of sleep recovery, and monitored glucose and hormone levels every 30 minutes on the sixth day of deprivation and of recovery.

F

They found profound alterations of glucose metabolism, in some situations resembling patients with type-2 diabetes, during sleep deprivation. When tested during the height of their sleep debt, subjects took 40 percent longer than normal to regulate their blood sugar levels following a high-carbohydrate meal: Their ability to secrete insulin and to respond to insulin both decreased by about 30 percent. A similar decrease in acute insulin response is an early marker of diabetes. The differences were particularly apparent when tested in the mornings. "Under sleep debt conditions, our young lean subjects would have responded to a morning glucose tolerance test in a manner consistent with current diagnostic I criteria for impaired glucose tolerance," note the authors. Impaired glucose tolerance is an early symptom of diabetes.

G

Sleep deprivation also altered the production and action of other hormones, dampening the secretion of thyroid-stimulating hormones and increasing blood levels of cortisol, especially during the afternoon and evening. Elevated evening cortisol levels are typical of much older subjects and are thought to be related to age-related health problems, such as insulin resistance and memory impairment.

H

All of these abnormalities quickly returned to baseline during the recovery period, when subjects spent 12 hours in bed. In fact, as the subjects spent more than 8 hours a night in bed, their laboratory values moved beyond the "normal" or baseline standards, suggesting that even eight hours of sleep does not produce the fully rested state. Young adults may function best after more than eight hours of rest each night. "While the primary function of sleep may very well be cerebral restoration," note the authors, "our findings indicate that sleep loss also has consequences for peripheral function that, if maintained chronically, could have long-term adverse health effects."



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QUESTIONS 1–6

The Reading Passage has 8 paragraphs (A–H). Choose the most suitable heading from the list below for each of the paragraphs.

NB There are more headings than paragraphs, so you will not use all of them. You may use any of the headings more than once.

List of Headings

- I. Suggestions the Researchers Made
- II. What Recovered Sleep Can Do
- III. Problem of Sleep Deprivation in Today's Society
- IV. Similarity to Diabetes-Like Symptoms
- V. Researchers and Their Unique Focus
- VI. Main Findings
- VII. Other Effects on Hormone Development
- VIII. Methodology
- IX. The Primary Function of Sleep
- X. Similarity to Ageing Symptoms

Examples**Paragraph A****Paragraph B****Answers****VI****V**

- 1. Paragraph C:
- 2. Paragraph D:
- 3. Paragraph E:
- 4. Paragraph F:
- 5. Paragraph G:
- 6. Paragraph H:

Unit 18

Exercise 1

Pulp Friction

A. Every second, 1 hectare of the world's rainforest is destroyed. That's equivalent to two football fields. An area the size of New York City is lost every day. In a year, that adds up to 31 million hectares—more than the land area of Poland. This alarming rate of destruction has serious consequences for the environment; scientists estimate, for example, that 137 species of plant, insect or animal become extinct every day due to logging. In British Columbia, where, since 1990, thirteen rainforest valleys have been clear-cut, 142 species of salmon have already become extinct, and the habitats of grizzly bears, wolves and many other creatures are threatened. Logging, however, provides jobs, profits, taxes for the government and cheap products of all kinds for consumers, so the government is reluctant to restrict or control it.

B. Much of Canada's forestry production goes towards making pulp and paper. According to the Canadian Pulp and Paper Association, Canada supplies 34% of the world's wood pulp and 49% of its newsprint paper. If these paper products could be produced in some other way, Canadian forests could be preserved. Recently, a possible alternative way of producing paper has been suggested by agriculturalists and environmentalists: a plant called hemp.

C. Hemp has been cultivated by many cultures for thousands of years. It produces fibre which can be made into paper, fuel, oils, textiles, food, and rope. For centuries, it was essential to the economies of many countries because it was used to make the ropes and cables used on sailing ships; colonial expansion and the establishment of a world-wide trading network would not have been feasible without hemp. Nowadays, ships' cables are usually made from wire or synthetic fibres, but scientists are now suggesting that the cultivation of hemp should be revived for the production of paper and pulp. According to its proponents, four times as much paper can be produced from land using hemp rather than trees, and many environmentalists believe that the large-scale cultivation of hemp could reduce the pressure on Canada's forests.

D. However, there is a problem: hemp is illegal in many countries of the world. This plant, so useful for fibre, rope, oil, fuel and textiles, is a species of cannabis, related to the plant from which marijuana is produced. In the late 1930s, a movement to ban the drug marijuana began to gather force, resulting in the eventual banning of the



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cultivation not only of the plant used to produce the drug, but also of the commercial fibre—producing hemp plant. Although both George Washington and Thomas Jefferson grew hemp in large quantities on their own land, any American growing the plant today would soon find himself in prison, despite the fact that marijuana cannot be produced from the hemp plant, since it contains almost no THC (the active ingredient in the drug).

E. In recent years, two major movements for legalization have been gathering strength. One group of activists believes that ALL cannabis should be legal—both the hemp plant and the marijuana plant—and that the use of the drug marijuana should not be an offense. They argue that marijuana is not dangerous or addictive, and that it is used by large numbers of people who are not criminals but productive members of society. They also point out that marijuana is less toxic than alcohol or tobacco. The other legalization movement is concerned only with the hemp plant used to produce fibre; this group wants to make it legal to cultivate the plant and sell the fibre for paper and pulp production. This second group has had a major triumph recently: in 1997, Canada legalized the farming of hemp for fibre. For the first time since 1938, hundreds of farmers are planting this crop, and soon we can expect to see pulp and paper produced from this new source.

QUESTIONS 1–5

Choose the answer you think is correct.

1. The main idea of paragraph A is
 - A. scientists are worried about New York City.
 - B. logging is destroying the rainforests.
 - C. governments make money from logging.
 - D. salmon are an endangered species.
2. The main idea of paragraph B is
 - A. Canadian forests are especially under threat.
 - B. hemp is a kind of plant.
 - C. Canada is a major supplier of paper and pulp.
 - D. Canada produces a lot of hemp.
3. The main idea of paragraph C is
 - A. paper could be made from hemp instead of trees.
 - B. hemp is useful for fuel.
 - C. hemp is essential for building large ships.
 - D. hemp has been cultivated throughout history.

4. The main idea of paragraph D is
- A. hemp is used to produce drugs.
 - B. many famous people used to grow hemp.
 - C. it is illegal to grow hemp.
 - D. hemp is useful for producing many things.
5. The main idea of paragraph E is
- A. hemp should be illegal because it is dangerous.
 - B. recently, many people have been working to legalize hemp.
 - C. hemp was made illegal in 1938.
 - D. marijuana is not a dangerous drug.

QUESTIONS 6–10

- 6. How many species of salmon have become extinct in BC?
- 7. How much of the world's newsprint paper is supplied by Canada?
- 8. What equipment on a ship was made from hemp?
- 9. What drug can be obtained from a relative of hemp?
- 10. Where was hemp farming recently legalized?

Exercise 2**Scientists Delighted With Up-Close View of Eros**

A The first detailed images of a battered, potato-shaped asteroid 160 million miles (258 million kilometers) away suggest not only how near-Earth rocks and meteorites are put together, but may also help explain the processes that formed the solar system over four billion years ago. The data about 433 Eros is being collected by the NEAR-Shoemaker spacecraft, an automobile-sized package of instruments that is midway through its year-long orbit of the asteroid. NEAR is an acronym for Near Earth Asteroid Rendezvous. The NEAR probe was launched in 1996 and reached Eros in February 2000. It was renamed NEAR-Shoemaker to honor astronomer Eugene Shoemaker, who died in 1997. Four articles describing scientific results from the mission will appear in Friday's issue of the journal *Science*.

B "It's a fantastic, first up-close and personal look at an asteroid," said Richard Binzel of the Massachusetts Institute of Technology in Cambridge, Mass. While earlier missions had flown past asteroids, NEAR was the first to achieve a steady orbit



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and study an asteroid in detail. "It's like every time before we'd driven past the Grand Canyon and just looked out the window," Binzel said, "and this is the first time we've stopped and taken a long view." Images from NEAR show that Eros is an irregularly-shaped, rocky world—various astronomers compare its shape to a potato, peanut, boat or banana, extending some 21 miles (39 kilometers) in length but with a width of just eight miles (13 kilometers). The irregular shape suggests a violent history, astronomers say. Eros was likely created as a result of a cosmic collision—or perhaps many collisions—beginning more than four billion years ago. "It's a very elongated, very battered object," said Joseph Veverka of Cornell University in Ithaca, N.Y. Eros has "clearly been through a very violent history of collisions with other objects in the asteroid belt."

C Data from NEAR show that Eros is made up of rocky material similar to that found in the Earth's crust; its average density is 2.7 grams per cubic centimeter, also similar to the Earth and other bodies within the inner solar system. The asteroid's surface is strewn with rocks and loose soil, probably kicked up by more recent impacts. It's surprising this material has remained on Eros, Veverka says, because the asteroid's gravity is so weak; its gravitational pull is a thousand times less than Earth's. "You or I could stand on the surface of Eros, take a rock, and just throw it off the surface," Veverka said. And yet, "the surface is just littered with these blocks of rock produced by these impacts. For some reason, they never left the asteroid, even though there's so little gravity."

D Scientists also acknowledge the hazard that asteroids and comets represent. "These near-Earth objects have a nasty habit of running into us from time to time," said Donald Yeomans of the Jet Propulsion Laboratory in Pasadena, Calif. "So we'd like to find out what they're made of. Are they slabs of rock? A slab of iron? A rubble pile? It makes a big difference if you've got one with your name on it and you want to deflect it." He added, "We're trying to find out what these things are made of, and how they're put together."

E One of the most important results of the Eros probe, astronomers say, is data that show a similarity between the asteroid's composition and that of a smaller cousin, a certain kind of meteoroid. Astronomers used X-ray, gamma-ray, and infrared spectrometers on board NEAR to study the asteroid's composition and found that it is "undifferentiated", that is, never underwent the melting and solidification that the inner planets and some of the larger asteroids went through. As a result, it does not have a metal core. Instead, Eros is thought to have a nearly uniform, rocky structure through-and-through. That parallels a type of meteoroid known as a chondrite. The NEAR data suggests that these common meteoroids, which can fall to Earth and earn the designation meteorite, originated in asteroids like Eros. "That's a big step forward," said Veverka. "We've tied a certain kind of meteorite to a certain kind of asteroid." Although Eros never comes within 12 million miles of Earth, many other small asteroids and meteoroids have Earth-crossing orbits and could, in principle, collide with our planet.

By understanding their composition, scientists would be better prepared to deal with such a threat, either by destroying the asteroid or by deflecting it away from a collision course.

F Another puzzle involved the solidity of asteroids. Some evidence suggested that many small asteroids were actually “aggregates” essentially rubble piles in space, composed of smaller chunks of rock held together only loosely by gravity. However, NEAR has revealed patterns of ridges and grooves on the asteroid’s surface that suggest it is actually a single, solid body. “There are faults and cracks that run a large distance across it, that indicate that it is a consolidated body and not just rubble,” said Maria Zuber of M. I.T. “We think that it’s solid in the interior.”

G For astronomers, studying asteroids like Eros can also help explain the forces that shaped the solar system. While weathering and erosion have erased much of the geological history on the surface of our own planet, Eros carries a well-preserved record of the inner solar system’s geological upheavals. Asteroids “give us a record of the chemical origin of the solar system, and also the physical processes that happened early in its history”, said Zuber. Thus, studying asteroids “gives you a handle on what sort of processes allowed the planets to form.”

H The NEAR-Shoemaker mission will continue until next year, when controllers may guide the spacecraft down to the asteroid’s surface. Such a maneuver would be final, however, as the probe has no landing gear. The Applied Physics Laboratory of Johns Hopkins University built the NEAR probe in 26 months at its Laurel, Md. facility. The mission itself is being conducted by NASA, Hopkins and Cornell University.

QUESTIONS 1–7

The Reading Passage has eight paragraphs (A–H). State which paragraph discusses each of the points below.

Example

Understanding asteroids in order to deflect it

Answer

D

1. What Eros surface is made up of
2. A possible final chapter for NEAR
3. Evidence of it as an aggregate
4. The composition
5. Benefits of researching Eros
6. Its appearance from just above and why it looks that way
7. What NEAR has done and is doing



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QUESTIONS 8–10

Use **NO MORE THAN THREE WORDS** to complete each of the following sentences.

8. The reason that Eros is shaped the way it is probably because of its _____.
9. The specific name of the body that Eros resembles is _____.
10. The area of Eros NEAR will probably visit next is _____.

QUESTIONS 11–14

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

- | | |
|------------------|--|
| YES | if the statement agrees with the writer |
| NO | if the statement contradicts the writer |
| NOT GIVEN | if there is no information about this in the passage |

11. An asteroid's composition is similar to that of a meteorite in most cases.
12. NEAR was not the first mission to study an asteroid.
13. NEAR is a small spacecraft.
14. NEAR researchers know that Eros is solid in the inside.

Exercise 3

What Is a Port City?

The port city provides a fascinating and rich understanding of the movement of people and goods around the world. We understand a port as a centre of land-sea exchange, and as a major source of livelihood and a major force for cultural mixing. But do ports all produce a range of common urban characteristics which justify classifying port cities together under a single generic label? Do they have enough in common to warrant distinguishing them from other kinds of cities?

A port must be distinguished from a harbour. They are two very different things. Most ports have poor harbours, and many fine harbours see few ships. Harbour is a physical concept, a shelter for ships; port is an economic concept, a centre of land-sea exchange which requires good access to a hinterland even more than a sea-land foreland. It is landward access, which is productive of goods for export and which demands imports, that is critical. Poor harbours can be improved with breakwaters and dredging if there is a demand for a port. Madras and Colombo are examples of harbours

expensively improved by enlarging, dredging and building breakwaters.

Port cities become industrial, financial and service centres and political capitals because of their water connections and the urban concentration which arises there and later draws to it railways, highways and air routes. Water transport means cheap international access, the chief basis of all port cities. Many of the world's biggest cities, for example, London, New York, Shanghai, Istanbul, Buenos Aires, Tokyo, Jakarta, Calcutta, Philadelphia and San Francisco began as ports—that is, with land-sea exchange as their major function—but they have since grown disproportionately in other respects so that their port functions are no longer dominant. They remain different kinds of places from non-port cities and their port functions account for that difference.

A port functions, more than anything else, to make a city. A port city is open to the world. In it races, cultures, and ideas, as well as goods from a variety of places, jostle, mix and enrich each other and the life of the city. The smell of the sea and the harbour, the sound of boat whistles or the moving tides are symbols of their multiple links with a wide world, samples of which are present in microcosm within their own urban areas.

Sea ports have been transformed by the advent of powered vessels, whose size and draught have increased. Many formerly important ports have become economically and physically less important as a result. By-passed by most of their former enriching flow of exchange, they have become cultural and economic backwaters or have acquired the character of museums of the past. Examples of these are Charleston, Salem, Bristol, Plymouth, Surat, Galle, Melaka, Soochow, and a long list of earlier prominent port cities in Southeast Asia, Africa and Latin America.

Much domestic port trade has not been recorded. What evidence we have suggests that domestic trade was greater than external trade. Shanghai, for example, did most of its trade with other Chinese ports and inland cities. Calcutta traded mainly with other parts of India and so on. Most of any city's population is engaged in providing goods and services for the city itself. Trade outside the city is its basic function. But each basic worker requires food, housing, clothing and other such services. Estimates of the ratio of basic to service workers range from 1:4 to 1:8.

No city can be simply a port but must be involved in a variety of other activities. The port function of the city draws to it raw materials and distributes them in many other forms. Ports take advantage of the need for breaking up the bulk material where water and land transport meet and where loading and unloading costs can be minimized by refining raw materials or turning them into finished goods. The major examples here are oil refining and ore refining, which are commonly located at ports. It is not easy to draw a line around what is and is not a port function. All ports handle, unload, sort, alter, process, repack, and reship most of what they receive. A city may still be regarded as a port city when it becomes involved in a great range of functions not immediately involved with ships or docks.

Cities which began as ports retain the chief commercial and administrative center



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of the city close to the waterfront. The center of New York is in lower Manhattan between two river mouths, the City of London is on the Thames, Shanghai along the Bund. This proximity to water is also true of Boston, Philadelphia, Bombay, Calcutta, Madras, Singapore, Bangkok, Hong Kong and Yokohama, where the commercial, financial, and administrative centers are still grouped around their harbours even though each city has expanded into a metropolis. Even a casual visitor cannot mistake them as anything but port cities.

QUESTIONS 1–4

Look at the following descriptions of some port cities mentioned in the Reading Passage. Match the pairs of cities (A–H) listed below with the descriptions.

1. required considerable harbour development
2. began as ports but other facilities later dominated
3. lost their prominence when large ships could not be accommodated
4. maintain their business centres near the port waterfront

- A. Bombay and Buenos Aires
- B. Hong Kong and Salem
- C. Istanbul and Jakarta
- D. Madras and Colombo
- E. New York and Bristol
- F. Plymouth and Melaka
- G. Singapore and Yokohama
- H. Surat and London

Unit 19

Exercise 1

Wild Children: Part II

The early history of the city of Rome involves Romulus and Remus, two orphan boys who, legend says, were raised by a she-wolf. The boys' mother had been murdered by an evil king and the two babies tossed into the river Tiber. When the wolf found them they had washed up on the shore. She perhaps took pity on the crying of the babies and, gently picking them up in her teeth, she carried them back to her cave and fed them on her milk. The boys grew bigger and stronger and, eventually, were found by a herdsman who took them home. He and his wife raised the boys like their own children. When they reached manhood they sought revenge on the king who had killed their mother and driven them from their home.

They decided to build a city. Unfortunately, they argued over the appropriate site and Romulus killed his brother Remus. Romulus ruled this city—called Roma—for thirty-seven years.

The city of Rome is one of the most popular tourist attractions in the world. If you travel there you can see a statue of the two baby boys feeding from their mother—the wolf.

—Adapted from: www.4english.cn

QUESTIONS 1–4

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

YES	if the statement agrees with the writer
NO	if the statement contradicts the writer
NOT GIVEN	if there is no information about this in the passage

1. Romulus and Remus were tossed into the river by an evil king.
2. A man who looks after animals found these boys.
3. They decided to take an act of revenge against the king who had killed their mother.
4. Romulus and Remus ruled the city for 37 years.



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QUESTION 5

What is the main idea of this short passage?

- A. Wolves like to take care of human children.
- B. The city of Rome had many wolves in the old days.
- C. The city of Rome was founded by a wolf.
- D. Romulus established the city of Rome.

Exercise 2

The Wild Life

Long before the arrival of Europeans on the Canadian prairie (the wide grasslands of what is now called Alberta, Saskatchewan and Manitoba), the First Nations people lived in a harmonious relationship with their natural surroundings. Every item of their culture, from sewing needles to homes, was obtained from nature. Their homes were called teepees and were like large tents made from the skins of deer. These people—tribes with names like the Blackfoot, the Peigan and the Blood people—were nomadic, which means that they travelled from place to place following the animals they hunted or the growth of the berries and fruits on the bushes and trees.

They had horses, although horses came to North America after escaping from the Spanish explorers who brought them here to explore the areas around Mexico and Texas. Boys and girls were both expert riders. They did not use saddles or reins or stirrups; they rode “bareback”. Their clothes were made from deer skins and buffalo skins and decorated with the parts of other animals—tails from squirrels and gophers, quills from porcupines and the delicate bones of birds.

These children of nature never had to go to school. They did not have to study to get into a prestigious college, nor did they have to worry about finding a job after graduation. This does not mean their life was easy. The winters were very long and very cold and there were sometimes wars between tribes. There were also the very great dangers involved in the buffalo hunt. Warriors rode at top speed (with no saddle) beside the huge buffalo shooting arrows to bring them down. The chances of a buffalo turning suddenly or of falling off the horse were very great. We must remember that there were also no hospitals in those days.

Even so, the young people of the tribes must have enjoyed a very pleasant lifestyle; fishing and gathering berries in summer, hunting in the forests in the early morning, dancing around the fire at night and listening to the old people tell stories and legends from long ago.

QUESTIONS 1–6

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

YES	if the statement agrees with the writer
NO	if the statement contradicts the writer
NOT GIVEN	if there is no information about this in the passage

1. Riding “bareback” means riding without any equipment on the horse.
2. The First Nations people never killed deer.
3. The First Nations people had no enemies.
4. Mathematics was not a priority for the kind of life they led.
5. The First Nations people did not develop a written language.
6. People were rarely killed while hunting buffalo.

Exercise 3

Emily Carr

Not all children who grow up inside a culture are completely influenced by that culture. Some young people find that they are more interested in nature or the culture of other people at a very young age.

The most famous painter in Victoria’s history is Emily Carr. She was born in 1871 and, as a child, she discovered that walking in the woods appealed more to her than playing with other children. She discovered that she was more interested in roaming the streets of old Victoria than playing at home with dolls and spending her time brushing her hair and putting pretty ribbons in it.

Emily was a chubby little girl who spent much of her childhood in Beacon Hill Park, which was very close to her family home. Drawing fascinated her, and she also liked to play with the animals she kept as pets. She had ducks and chickens, and even domesticated a crow. In later life she had several dogs and a pet monkey too! She often wandered around the streets of Victoria and was particularly interested in the First Nations people and the Chinese people she saw in Victoria’s Chinatown. Their cultures and ways of dressing seemed so distinct from her own.

At the age of sixteen, she began to study drawing seriously. She eventually travelled to San Francisco and Paris to study art, but always returned to her beloved forests of the Pacific Northwest in the Victoria area.



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As she became a young, strong and independent woman, Emily began to go on longer and longer trips into the uncharted forests to paint and draw what she saw. She loved the free and simple lifestyle she saw the First Nations people living. In the summer of 1895 she went on an expedition with two other women to explore the wilderness along the Cowichan River that runs through Duncan, just north of Victoria.

Some time later she travelled up the coast by boat to visit and draw the native villages along the way. This required great daring and strength. This wilderness was truly wild; there were no police or Coast Guard if she got into trouble, and no radio to call for help.

The First Nations people called her “Klee Wyck”, which means “Laughing One”, and she knew more about their lifestyle and the forests of B.C. than any other European women. When you look at her paintings, you can sense the atmosphere of these dark, mysterious forests. Her paintings are now very famous and, although the dark colours may not be attractive to some people, they evoke the beauty and mystery of the deep woods and the skill of a great artist. Emily was a very brave and independent woman. She walked for kilometer after kilometer through the woods alone, even though she knew that bears, cougars and wolves might be her only companions.

Essential Reading for IELTS



QUESTIONS 1–9

Complete the table.

Clues Across	
4.	The idea of travelling in the forest doesn't _____ to me. I'd rather stay at home.
6.	We can understand Emily's feelings by looking at her _____.
7.	Different or separate.
8.	Travelling around with no purpose.
9.	When you enter this room, you can _____ an evil atmosphere.
Clues Down	
1.	Not one of Emily's tame animals.
2.	The history of Victoria _____ me. I love to read about it.
3.	If you are going to sail in these waters, you'll need a good _____.
5.	Domesticated animals.

QUESTION 10

Find the words in the passage that are similar in meaning to the ones in the box below.

not included on maps interest bravery wander a little fat tame
different make you feel interest greatly feel



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Unit 20

Exercise 1

Culture Shock

You have read about Romulus and Remus whose culture shock came when they went back to the world of human beings after being raised by a wolf. Tarzan's culture shock came when he discovered that he was not a "white ape" but a human being. Emily Carr preferred the culture of the First Nations people and the life she led on her explorations to the dresses and polite conversations of her own culture. You now know that First Nations culture did not include school or even business activity; people spent most of their time in nature or around the fire of their home talking, telling stories and making the things they needed to survive.

Psychologists tell us that there are four basic stages that human beings pass through when they enter and live in a new culture. This process, which helps us to deal with culture shock, is the way our brain and our personality reacts to the strange new things we encounter when we move from one culture to another. If our culture involves bowing when we greet someone, we may feel very uncomfortable in a culture that does not involve bowing. If the language we use when talking to someone in our own culture is influenced by levels of formality based on the other person's age and status, it may be difficult for us to feel comfortable communicating with people in the new culture.

Culture begins with the "honeymoon stage". This is the period of time when we first arrive in which everything about the new culture is strange and exciting. We may be suffering from "jet lag" but we are thrilled to be in the new environment, seeing new sights, hearing new sounds and language, eating new kinds of food. This honeymoon stage can last for quite a long time because we feel we are involved in some kind of great adventure.

Unfortunately, the second stage of culture shock can be more difficult. After we have settled down into our new life, working or studying, buying groceries, doing laundry, or living with a home-stay family, we can become very tired and begin to miss our homeland and our family, girlfriend or boyfriend, pets. All the little problems that everybody in life has seem to be much bigger and more disturbing when you face them in a foreign culture. This period of cultural adjustment can be very difficult and lead to the new arrival rejecting or pulling away from the new culture. This "rejection stage" can be quite dangerous because the visitor may develop unhealthy habits (smoking and

drinking too much, being too concerned over food or contact with people from the new culture). This can unfortunately lead to the person getting sick or developing skin infections or rashes which then makes the person feel even more scared and confused and helpless. This stage is considered a crisis in the process of cultural adjustment and many people choose to go back to their homeland or spend all their time with people from their own culture speaking their native language.

The third stage of culture shock is called the “adjustment stage”. This is when you begin to realize that things are not so bad in the host culture. Your sense of humour usually becomes stronger and you realize that you are becoming stronger by learning to take care of yourself in the new place. Things are still difficult, but you are now a survivor!

The fourth stage can be called “at ease at last”. Now you feel quite comfortable in your new surroundings. You can cope with most problems that occur. You may still have problems with the language, but you know you are strong enough to deal with them. If you meet someone from your country who has just arrived, you can be the expert on life in the new culture and help them to deal with their culture shock.

There is a fifth stage of culture shock which many people don't know about. This is called “reverse culture shock”. Surprisingly, this occurs when you go back to your native culture and find that you have changed and that things there have changed while you have been away. Now you feel a little uncomfortable back home. Life is a struggle!

QUESTIONS 1–6

Choose the answer you think is correct.

1. When does culture shock happen?
 - A. When you reach your teens.
 - B. When you move to a big city.
 - C. When you meet foreign people for the first time.
 - D. When you go to live in a foreign culture.
2. How do you feel during the first stage of culture shock?
 - A. Lonely and depressed.
 - B. Bored and homesick.
 - C. Happy and excited.
 - D. Angry and frustrated.
3. How do you feel during the second stage?
 - A. Homesick and afraid.
 - B. Interested and amused.
 - C. Stressed, but positive.
 - D. You have no particular feelings.



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4. How could the third stage be described?
 - A. Adjustment.
 - B. Rejection.
 - C. Enthusiasm.
 - D. Anger.

5. How do you feel during the fourth stage of culture shock?
 - A. Tense, but positive.
 - B. Relaxed.
 - C. Negative and stressed.
 - D. Afraid.

6. Why might reverse culture shock be a problem?
 - A. It hardly ever happens.
 - B. It is extremely stressful.
 - C. Most people do not expect it.
 - D. It only happens to young people.

Exercise 2

Doctors Divided Over Heart Pills

A group of drugs now being marketed in the United States under a variety of brand names have been proved to reduce deaths among heart-attack survivors by more than 40% over five years. The drugs are collectively known as statins, and are currently being taken by over 10 million Americans. Doctors are currently wondering if statins will be just as effective in preventing heart attacks in people who do not necessarily fit the profile of a "high-risk" patient.

The people the doctors are targeting for possible prescription of statins are those whose LDL, or "bad" cholesterol, is somewhat high, or their HDL, or "good" cholesterol, is a little low. It is possible that these people have diabetes, which commonly leads to cardiovascular disease, but do not yet show symptoms of the latter. A study report in the British Medical Journal concluded that statins could reduce by 30% the risk of dying from a heart attack, even among people with normal cholesterol levels and no signs of cardiovascular disease.

Leading pharmaceutical companies have gone so far as to petition the US Food and Drug Administration (FDA) to classify low-dose statins as “over-the-counter” drugs, that is, to allow consumers to buy them without having to first obtain a physician’s prescription.

Statins work by partly blocking an enzyme, known as HMG, found in the liver that turns some of the food that you eat into cholesterol. The body, in fact, needs some cholesterol to produce hormones and Vitamin D. Excess cholesterol builds up in the arteries, reducing the blood flow and increasing the danger of heart disease. By slowing down the function of the HMG enzyme, statins reduce the amount of cholesterol entering the blood stream, and force the body to draw on the cholesterol already in the arteries to make up for the shortfall in its needs. Thus, there is a regular clearing out of cholesterol from the arteries. Doctors emphasize that statins work best when a person adopts a low-fat diet.

There are, however, certain drawbacks to statins. Apart from the fact that they are expensive, about \$3 per pill, and you would presumably have to take them for the rest of your life, they can cause liver damage or a breakdown of muscle tissue. Anyone taking statins needs to undergo periodic blood tests to check for signs of liver trouble. Most people on the pills report no complaints; those who do commonly list fatigue as the major side effect.

Companies manufacturing dietary supplements became interested in statins when it was discovered that Chinese red yeast fermented on rice contains small amount of the same active ingredient found in statins. They then made a dietary supplement containing this ingredient and publicized it as a wonder drug for preventing heart attacks. The FDA banned its sale over the counter, and the two sides are still locked in a lengthy court case.

In the meantime, another intriguing possibility has convinced doctors that making statins more freely available may be a good thing. Research has shown that taking an aspirin a day can reduce a heart patient’s risk of suffering a heart attack. Would combining aspirin with a statin have a powerful effect in preventing heart disease? Similarly, many cardiologists are impressed by the ability of a group of drugs called ACE inhibitors to normalize high blood pressure and reduce the strain on the heart. Do they work better alone, or would a combination of ACE inhibitors and statins enhance their efficacy?

QUESTIONS 1–7

The sentences below outline how statins work, as described in the Reading Passage. Complete the sentences. Choose your answers from the box below.



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How Statins Work

Example

An enzyme in the liver turns some of the food you eat into

Answer

cholesterol

The body uses cholesterol to produce 1 and 2.

Excess cholesterol builds up in the 3, posing a risk of 4 disease.

Statins slow the action of 5.

The body 6 cholesterol from the blood to make up for the 7.

List of Words

FDA hormones high-risk cardiovascular LDL diet dying Vitamin D arteries
fatigue heart HMG pills draw on doctors physicians shortfall HDL

QUESTIONS 8–11

Choose one phrase (A–H) from the list of phrases to complete each key point below. Write the appropriate letters (A–H) in boxes 8–11 on your answer sheet. The information in the completed sentences should be an accurate summary of points made by the writer.

NB There are more phrases than sentences, so you will not use them all. You may use any phrase more than once.

8. Doctors are unsure whether statins can benefit ...
9. Big pharmaceutical companies want the US government to ...
10. Chinese red yeast fermented on rice contains ...
11. It is important for people using statins to ...



List of Phrases

- A. a variety of brand names
- B. people with low levels of cholesterol
- C. breakdown of muscle tissue
- D. reduce the amount of cholesterol entering the blood stream
- E. a statin ingredient
- F. allow statins to be sold over the counter
- G. normalize high blood pressure
- H. receive regular blood tests to check for signs of liver trouble

QUESTIONS 12–15

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

- | | |
|------------------|--|
| YES | if the statement agrees with the writer |
| NO | if the statement contradicts the writer |
| NOT GIVEN | if there is no information about this in the passage |

- 12. Statins have no side effects.
- 13. A low-fat diet optimizes the function of statins.
- 14. Statins work better in combination with other drugs.
- 15. Statins are available in the US without a doctor's prescription.



Workbook

Unit 21

Exercise 1

Media Representation of Women

A. Since the 1960s the women's movement has been engaged in a systematic and constant critique of media institutions and their output. In a world in which the media increasingly provide the "common ground" of information, symbols and ideas for most social groups, women's representation in the media helps to keep them in a place of relative powerlessness. This media-induced invisibility is achieved not simply through the non-representation of women's points of view or perspectives on the world. When women are "visible" in media content, the manner of their representation reflects the biases and assumptions of those who define the public—and therefore the media agenda. More than twenty-five years after the international community began formally to recognize the scale of gender inequality in every aspect of life, and despite the adoption of many measures to redress gender imbalances, the power to define public and media agendas is still mainly a male privilege.

B. At a global level, the United Nations International Decade for Women (1975-1985) was an early catalyst for both activism and research. Since the late 1970s this work has revolved round two central axes: a critique of the ways in which media content projects women as passive objects rather than as active subjects, and an analysis of the institutional and social structures of power through which women are systematically marginalized within media organizations. The link between media content and the individuals who produce it is of course greatly attenuated by countless factors including institutional policies, professional values and advertisers' demands. So, although in most countries more women are entering the media professions than ever before, it would be unreasonable to imagine that this will result in a radical transformation of media content.

C. It is difficult to assess accurately the extent to which these factors are universal and the extent to which they might be changing. Studies spanning more than one country are rare. In 1995 the first extensive cross-national quantitative study of women's portrayal in the media ever carried out—spanning newspapers, radio and television, and covering seventy-one countries—found that only 17 percent of the world's news subjects (i.e. news-makers or interviewees in news stories) were women. The proportion of female news subjects was lowest in Asia (14 percent) and highest in North America (27



percent). Women were least likely to be news subjects in the fields of politics and government (7 percent of all news subjects in this field) and economy/business (9 percent). They were most likely to make the news in terms of health and social issues (33 percent) and were relatively well represented in arts and entertainment news (31 percent).

D. Global Media Monitoring Project, as it became known, also looked at the extent to which the news stories covered ten broad issues which have been traditionally of “particular concern to women” (for example, violence against women, women’s work or health). Overall, just 11 percent of stories dealt with such issues, and only 6 percent in Latin America.

E. Another review of research since 1990 covering all media in nineteen European countries concluded that the overall picture of gender portrayal is no longer monolithic stereotyping of the kind described in content studies of the 1970s and 1980s (European Commission 1999). In Latin America, too, some positive changes can be detected.

F. Media representations in general, and of women in particular, are deeply embedded in political and economic contexts. For instance, in Asia the media in many countries have recently seen a spectacular transformation with the arrival of new commercial cable and satellite channels, and the privatization of old state-run media has led to new market-oriented content. Current studies from this region highlight the tensions and conflicts that such changes introduce into representations of women. The findings are in line with much of the European data, indicating a greater diversity in women’s roles and a move away from the subordinate housewife-mother image. Studies from India and Singapore point to the often contradictory ways in which the media and advertising are accommodating to women’s multiple identities in contemporary society. Images of the “new woman” as an independent consumer whose femininity remains intact, or as a hard-headed individualist whose feminine side must be sacrificed, illustrate new stereotypes of women whose “femaleness” is always the core issue.

G. Studies by the Media Monitoring Project in South Africa have shown that while coverage of women’s issues increases dramatically in the run-up to National Women’s Day (9 August), most of it failed to represent women as active participants in society.

H. These findings, and those of countless other studies, illustrate clearly that despite the small shifts noted in retrospective analyses, by and large media content still reflects a masculine vision of the world and of what is important. What it actually requires is a wide-scale social and political transformation, in which women’s rights—and women’s right to communicate—are truly understood, respected and implemented both in society at large and by the media.

I. This is the starting point for media monitoring and advocacy. Whether or not a critical mass of women working in the media can make an imprint on media content is a secondary question to the need for wider and deeper social change.

—Adapted from: WIN News, Autumn, 2001



Workbook

QUESTIONS 1–5

Please choose the most suitable headings for paragraphs listed below.

NB There are more headings than paragraphs, so you will not use them all.

List of Headings

- I. The Impact of Politics and National Economy on Media Content
- II. (The) First Multi-national Media Projection (Survey) of Women
- III. Increased Media Coverage of Women ≠ The Attainment of Presenting Women as Active Subjects
- IV. Increased Media Coverage of Women—Successfully Presenting Women as Active Subjects
- V. The Improvement of Media Representation of Women in the 1990s
- VI. Extensive Social and Political Change—Ultimate Resort
- VII. Ten Issues Covered by the Global Media Monitoring Project
- VIII. Ten Years of Ineffective Conversion of Media Content Regarding Women
- IX. Female Powerlessness vs. Male Privilege in Daily Social Life

1. Paragraph B:
2. Paragraph C:
3. Paragraph D:
4. Paragraph E:
5. Paragraph F:

Exercise 2

Volunteer Vacationers

A) A growing number of Americans are using their holiday time not to laze on the beach or to frequent casinos but to restore old railways, snorkel for science and band rare birds. They are a group of individuals known as “volunteer vacationers,” and many of them are professional people. “We’ve seen a huge increase in interest from professionals as well as others who want short-term meaningful vacations,” said Christine Victorino of the International Volunteer Programs Association. Her group was formed to

organize the non-profit bodies which arrange working vacations.

B) And these organizations want money as well as time; volunteers' contributions typically top US \$1,500 for one week, and the airfare is extra. Altruism doesn't come cheap, but these vacations are partially tax-deductible, provided the volunteers put in at least five eight-hour days.

C) "If someone had told me a few years ago that I'd pay to pick weeds on a tropical island, I would have told them they were crazy," said Leonard Stone, a retired dentist from Chicago. Yet Stone and his wife each paid to go on a week-long Oceanic Society expedition to Midway Island in the Pacific Ocean. They worked on a tiny island helping ornithologists look after albatross nesting areas and counting chicks. Like most sites where volunteers work, the conditions were Spartan; the volunteers lived in an army barracks dating from World War II. But Stone, who is an enthusiastic bird watcher, found it a worthwhile experience. He thoroughly enjoyed his daily access to the rare birds and the lectures and films about wildlife arranged by the Society.

D) Some volunteers are motivated by a desire to lend a helping hand to the developing world. In the 16 years it's been in business, Global Volunteers has sent thousands of people all over the world on projects ranging from constructing a children's home in India to looking after orphans in Romania. Like other such organizations, Global Volunteers has trimmed the longer trips to accommodate professionals' busy schedules, and added less-strenuous options for retirees, who now make up one-third of its clients. Steve Rosenthal of Cross-cultural Solutions places vacationers on 21-day projects. Volunteers help women in India start small businesses or teach English to children in Ghana.

E) Rosenthal said that the number of students, professionals and retirees signing up for his trips has consistently doubled over the past five years. Many people agree that this seems to indicate a rising tide of disillusionment among Americans with their materialistic way of life. Once he explains that most of program fee funds community-based organizations in the host countries, the volunteers are quite happy to pay for a working holiday. "I'd rather be paying my vacation money to a non-profit company which is helping poor people than to a hotel corporation," said Ron Cooke, who is a veteran volunteer vacationer. He and his wife have counted birds in Costa Rica and trapped ocelots in Mexico. Cooke's last trip was an eight-day vacation helping the environmental group Earthwatch in the Caribbean. "We spent part of each day snorkeling and counting shellfish". They also interviewed fishermen and made a survey of seashells, while camping on a Dominican Republic beach.

F) Not all the vacationers consider the vacations work; some of the programs are designed for hobbyists, or for people who want to learn a new skill. For example, each summer railway enthusiasts join in the ongoing restoration of a historic narrow-gauge railway in the southwest US. A special group of volunteer vacationers work on organic farms. In return, they learn about organic farming and get to eat a lot of healthy food.



Workbook

QUESTIONS 1–5

The Reading Passage has six paragraphs (A–F). Choose the most suitable heading for each paragraph from the list of headings below.

Paragraph D has been done for you as an example.

NB There are more headings than paragraphs, so you will not use all of them. You may use any heading more than once.

List of Headings

- I. The Psychology of Volunteer Vacationers
- II. Paying to Work
- III. Benefits for Volunteers
- IV. Helping Poor Countries
- V. Environmental Tourism
- VI. Vacations to Learn
- VII. The Cost of Volunteering
- VIII. The Attraction of Non-profit Bodies
- IX. Holidays with a Difference

Example
Paragraph D

Answer
IV

- 1. Paragraph A:
- 2. Paragraph B:
- 3. Paragraph C:
- 4. Paragraph E:
- 5. Paragraph F:

QUESTIONS 6–10

Do the following statements agree with the views of the writer in the passage?

YES	if the statement agrees with the writer
NO	if the statement contradicts the writer
NOT GIVEN	if there is no information about this in the passage



Example

Many professional people are attracted to volunteer vacations. **YES**

Answer

6. All volunteers enjoy their vacations.
7. There is a trend to keep volunteer vacations short.
8. People do not save money by volunteering.
9. The only attraction of volunteering is the chance to help others.
10. Non-profit associations are undermining regular tourism companies.

QUESTIONS 11–14

Choose one phrase (A–H) from the list of phrases to complete each key point below. Write the appropriate letters (A–H) in boxes 11–14 on your answer sheet. The information in the completed sentences should be an accurate summary of points made by the writer.

NB There are more phrases than sentences, so you will not use them all.

You may use any phrase more than once.

11. Spending one's vacation helping others ...
12. Volunteers do not expect ...
13. Volunteers are looking for ...
14. Volunteer vacations are a sign of ...

List of Phrases

- A. doesn't come cheap
- B. to eat a lot of healthy food
- C. growing awareness of the importance of the environment
- D. to learn new skills
- E. growing disillusion with America's material culture
- F. restoring old railways
- H. short but meaningful vacations



Exercise 3

Ancient Money

Money as a medium of exchange in barter and trade has, from necessity, always existed in one form or another. In the remotest periods, it took the form of animals, oxen, sheep, lambs, shells, etc. Thus people used cattle in Germany, leather in Rome, sugar in the West Indies, shells in Siam, lead in Burma, platinum in Russia, tin in Great Britain, iron and nails in Scotland, brass in China, and finally copper, silver and gold the world over.

Gold and silver originally in lumps, nuggets and bars, were weighed out in the making of payments for commercial transactions. However, since there was no certainty of the purity of the metal, no standardization in size, the lumps being too large, necessity arose for smaller amounts and divisions, which were gradually made, vouched for, and a die stamp invented which was punched by hand on one side of the smaller lumps of gold and silver, thereby attesting to its purity and value. And so originated the first acts of coinage, which is generally attributed far back in ancient history to Lydia, a country in Asia Minor, celebrated for its mineral wealth and gold, where probably the first gold was thus stamped with the symbol of a lion pressed on one side of the coin. Silver was first coined in these crude lumps on the island of Aegean, where the ancient Greeks stamped a turtle on their first silver coins over 700 years before the Christian era.

The actual coinage of money now being an accomplished and accepted fact, it was furthered along by the Greek nations, who, after stamping thereon turtles, owls, images and other objects of their divinity, finally with Alexander the Great, began to impress upon their coins crude portraits or heads of living persons and rulers. This method was kept up and improved upon by the Romans, who became proficient in the art. Consequently, today there is an immense number of Roman coins and silver Denarii's that have been preserved for centuries.

After the decline and fall of the Roman empire, the coinage of money from an artistic standpoint began to deteriorate, and from the Byzantine period, money became crude in form and expression, unequal in shape or value, lacking design and execution. The early English Kings coined pennies, but they were crude and non-standardized. William the Conqueror, in 1066, issued fair specimens of pennies, and Edward I, in 1280, issued a new coinage of pennies, half pence and farthings, but it remained for Queen Elizabeth of England to take a step forward when she introduced the first experiment of milling money, instead of hammering, and also the establishment in 1600

of a Colonial silver currency for use of the East Indian Company. After this period, coins began to get more of an even roundness and shape, and all the large pieces, such as silver dollars or crowns, show again a gradual improvement and symmetry in artistic workmanship.

The Chinese assert a coinage for forty centuries, and seem to have an organization all of their own, yet created through the same necessity of having some metal of a certain value to use as a medium of exchange in trade. This metal, mostly bronze, finally developed into the familiar round brass coin, with a square hole in the center, which has been in use for centuries. The peculiar hieroglyphics on these coins were generally the emperor's name, authority, and the value, which no doubt enables a Chinese scholar to trace back their rulers by this method as one can on the Roman and other coins. They also made use of porcelain and small seashells. Japan and Korea issued coins of copper and alloy. The holes in these Chinese coins and in almost all coins of Asiatic countries, came from the need of stringing them like beads for safe-keeping, as the Chinese and Hindu had no pockets in the clothes they wore at that time.

The first money used in America was furnished chiefly by Great Britain and Spain, but the limited amount, scarcity, and need of it, tempted the colony of Massachusetts to create a small mint in this country, which they did in 1652, where they struck some silver pieces which are known as Oak or Pine Tree money, and are quite rare, being the first coins of American origin.

During and after the American war for independence, various coins were struck by private individuals and by orders of Congress. The state coinage of copper cents began with New Hampshire, 1776; Vermont and Connecticut, 1785; New Jersey, 1786; New York, 1787; followed by others until April 2nd, 1792, when President Washington signed a law to establish a United States mint, which went into effect at once. On September 1st the first six pounds of copper were bought for coinage. On September 21st, three coinage presses arrived from Europe and early in October, 1792, the first half dimes and a few copper cents patterns were struck by the new United States mint. In 1793 the regular issue of copper cents began, which first appeared in a number of different styles, such as wreath, link, liberty cap, etc. In 1794 the first dollar, half dollar and half dime were struck; in 1796 the first quarter and dime, and in 1834 the first trade dollar. Gold coins were also issued by private parties as early as 1834.

The study of ancient coins is one of the most interesting historic as well as artistic subjects. Some coins are today the only record extant of important events in the world's history and the existence of cities and nations long since gone forever.

—Adapted from: crystal.world.co.uk/amazinginfo



Workbook

QUESTIONS 1–8

Complete the summary below. Choose no more than three words from the passage for each answer.

In the beginning of money usage, people _____ 1 _____ crude lumps of gold and silver to make payments in trade transactions. Later, _____ 2 _____ amounts and portions were made and a die stamp was used to _____ 3 _____ the purity and value. That is how coinage originated. It is generally believed that gold was first coined in _____ 4 _____, and silver on the islands of the Aegean. The techniques of coinage were promoted by _____ 5 _____, and then the Romans. But as the Roman Empire fell, coins lost their _____ 6 _____ value and became crude again. Until Queen Elizabeth of England introduced the first experimentally milled money, the _____ 7 _____ and _____ 8 _____ of coinage work revived.

Unit 22

Exercise 1

Barristers and Solicitors

Law firms from many different jurisdictions have long come to appreciate the expert and cost-effective service offered by the Bar of England and Wales. In many jurisdictions there is one generic category of “lawyer”, although some may specialise in advocacy and specialist legal advice whereas others do deals and rarely go to court. In England, the legal profession is divided into solicitors and barristers.

There are nearly 11,000 employed barristers in England and Wales. The role of barristers is to appear in court and give specialist advice. By far the greatest part of higher-level advocacy in English courts and arbitration tribunals is undertaken by barristers. Leading advocates are designated “Queen’s Counsel” or QC, a quality mark which allows one to identify those who are the most experienced in their particular field. There are about 1,300 QCs. Cases are typically referred to barristers by solicitors, much in the way that a general practitioner in the medical field might refer someone to a consultant. However, foreign lawyers can also use the bar directly, as explained below. Barristers usually work in co-operatives with other barristers called “Barristers’ Chambers”. Recruitment to specialist barristers’ chambers is highly competitive, and the largest chambers take on as trainees only three or four law school graduates out of many hundreds of applicants. They often accept as “tenants” at the chambers only one or two of those. The hallmark of a successful trainee and a successful barrister is academic excellence and flair as an advocate.

Barristers specialise in legal argument and cross-examination, both in court and in arbitration in England/Wales and abroad; advise on the strengths and weaknesses of cases and on the evidence required to support them; and give opinions on points of law even in a non-contentions context. Senior barristers are also frequently appointed as arbitrators, mediators and adjudicators, and appear as expert witnesses abroad. In several important foreign jurisdictions barristers can obtain temporary admission to argue cases in court. These include Australia, Malaysia, Singapore, Hong Kong, Brunei, Bermuda, the Cayman Islands and parts of the Caribbean. All barristers have rights of audience in the European Court of Justice and the European Court of Human Rights. Specialist chambers are networked to legal research tools and are web-linked, so that points can be raised and answered by email, and a barrister can readily be incorporated into a team.



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Barristers can be approached directly by foreign lawyers including in-house counsel. The advantages are multifarious: The nature of barristers' work means that they develop current knowledge and courtroom instinct in their fields, so that their advice is particularly reliable. The bar remains primarily a referral profession, so that there is no danger of barristers or their chambers taking away clients from solicitors. On the contrary, the bar can work closely with foreign lawyers to improve efficiency and deliver an enhanced service. Often the overseas firm can do much of the preparation for litigation and collect the evidence identified as necessary by the barrister. If a solicitor's firm is needed to handle correspondence, filings and provide trial infrastructure, a barrister can usefully advise which firm to engage, which helps to keep costs under control. The firms of solicitors who do most litigation in the United Kingdom use the bar, rather than in-house advocates, for heavy cases. Accordingly, a specialist barrister in a particular field will know which solicitors are best for the job. Barristers often charge lower fees than solicitors for equivalent time. The reason is that barristers need to sustain a smaller office. They work for themselves with no need to keep associates employed, and, as specialists in their field, they often need to do less research to get the right answer. The self-employed status of barristers also contributes to real objectivity and independence.

A solicitor's role is to give specialist legal advice and help on all matters of the law to their clients, who may be members of the public, businesses or voluntary bodies, etc. This can include representing them in court, but often in complex cases this role is given to a barrister and the role of the solicitor becomes one of research and advice to the client on their case.

There are over 60,000 solicitors practising in England and Wales and their work varies enormously. Most solicitors are employed by a private practice, which is a firm of solicitors run by the "partners" of the firm who regulate the flow of work to the solicitors. The size of the firm can vary from a huge international firm with many offices and hundreds of partners to a small practice with one or two partners. It is also possible for solicitors to work for Central and Local Government, the Crown Prosecution Service or the Magistrate's Courts Service, as well as "in-house" with a commercial or industrial organisation.

Firms can also vary in the type of work they offer to their clients. Private practice firms are usually general practice where work will involve matters such as conveyancing (the buying and selling of houses and land), personal injury claims, representing clients in court in divorce cases or making wills, as well as offering services to businesses such as advice on contracts and partnerships. Firms can also become specialists in a particular niche field such as shipping or aviation and tailor all their services to businesses in that industry. Alternatively they can concentrate on legal-aid clients, where they will advise their clients who are unable to afford solicitor's fees but are assisted by the state with legal fees.

A career as a solicitor offers the chance to combine intellectual challenges and diverse interesting work with the opportunity to work closely with and for many different types of people. However, training is very competitive, and anyone intending to become a solicitor should be aware of the commitment which is required. Currently there are many more students with the Legal-Practice-Course qualification than there are training contracts and the big firms can take their pick from the very best candidates.

—Adapted from: barcouncil.org.uk, swarb.co.uk, & legaltrainee.co.uk

QUESTIONS 1–7

Categorize the following specialties as applying to

A: barrister

B: solicitor

1. appearing in court on behalf of a client, especially in rather complicated cases
2. assuming a majority of higher-level legal counseling in English courts
3. a general practitioner in the legal community
4. working for either a private practice or the central or local government, among many others
5. The most experienced could become QC.
6. wider rights of audience in courts
7. charging more money for the same amount of time

Exercise 2

Uniformity of Maritime Law

I. According to Constitution: “The Comité Maritime International (CMI) is a non-governmental international organization, the object of which is to contribute by all appropriate means and activities to the unification of maritime law in all its aspects. To this end it shall promote the establishment of national associations of maritime law and shall co-operate with other international organizations.” The CMI has been doing just that since 1897.



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II. In an address to the University of Turin in 1860, the Jurist Mancini said: "The sea with its winds, its storms and its dangers never changes and this demands a necessary uniformity of juridical regime." In other words, those involved in the world of maritime trade need to know that wherever they trade the applicable law will, by and large, be the same. Traditionally, uniformity is achieved by means of international conventions or other forms of agreement negotiated between governments and enforced domestically by those same governments.

III. It is tempting to measure the success of a convention on a strictly numerical basis. If that is the proper criterion of success, one could say that one of the most successful conventions ever produced was the very first CMI convention—the Collision Convention of 1910. The terms of this convention were agreed on September 23, 1910 and the convention entered into force less than three years later, on March 1, 1913.

IV. Almost as successful, in numerical terms, is a convention of similar vintage, namely the Salvage Convention of 1910. Less than three years elapsed between agreement of the text at the Brussels Diplomatic Conference and its entry into force on March 1, 1913. We are, quite properly, starting to see a number of denunciations of this convention, as countries adopt the new Salvage Convention of 1989. It is worth recording that the Salvage Convention of 1989, designed to replace the 1910 Convention, did not enter into force until July 1996, more than seven years after agreement. The latest information available is that forty states have now ratified or acceded to the 1989 convention.

V. The text of the first Limitation Convention was agreed at the Brussels Diplomatic Conference in August 1924, but did not enter into force until 1931—seven years after the text had been agreed. This convention was not widely supported, and eventually attracted only fifteen ratifications or accessions. The CMI had a second go at limitation with its 1957 Convention, the text of which was agreed in October of that year. It entered into force in May, 1968 and has been ratified or acceded to by fifty-one states, though of course a number have subsequently denounced this convention in order to embrace the third CMI Limitation Convention, that of 1976. At the latest count the '76 Convention has been ratified or acceded to by thirty-seven states. The fourth instrument on limitation, namely the 1996 Protocol, has not yet come into force, despite the passage of six years since the Diplomatic Conference at which the text was agreed.

VI. By almost any standard of measurement, the most successful maritime law convention of all time has been the Civil Liability Convention of 1969. The text of that convention (to which the CMI contributed both in background research and drafting) was agreed at a Diplomatic Conference in 1969 and it entered into force six years later, in June 1975. The convention has, at various stages, been acceded to or ratified by 103 states (with two additional "provisional" ratifications). If we add to this the various states and dependencies that come in under the UK umbrella, we realize that we are looking at a hugely successful convention.

VII. Conventions and other unifying instruments are born in adversity. An area of law may come under review because one or two states have been confronted by a maritime legal problem that has affected them directly. Those sponsoring states may well spend some time reviewing the problem and producing the first draft of an instrument. Eventually, this draft may be offered to the International Maritime Organisation's (IMO) Legal Committee for inclusion in its work program. Over ensuing years (the Legal Committee meeting every six months or so), issues presented by draft will be debated, new issues will be raised, and the instrument will be endlessly re-drafted. At some stage, the view will be taken that the instrument is sufficiently mature to warrant a Diplomatic Conference at which the text will be finalized. If the instrument is approved at the Diplomatic Conference, it will sit for twelve months awaiting signature, and then be open to ratification and accession. The instrument will contain an entry into force requirement, which will need to be satisfied. This requirement may involve accession by fifteen or more states. Once the instrument has entered into force, it will not be a truly harmonizing instrument until ratified or acceded to and implemented by a respectable number of states. Implementation may well require parliamentary time and attention for primary legislation. This delay has two major consequences. Firstly, states with a real problem may get fed up with waiting and decide instead on national legislation to deal with the problem. Secondly, if the instrument contains limits of financial liability, these limits may be outdated before the instrument ever comes into force. No state will implement a convention that requires it to apply limitation figures that do not meet current domestic needs.

VIII. Drafting a wreck removal convention is currently part of the work program of the IMO Legal Committee. The project was initially sponsored by the governments of the UK, the Netherlands, and Germany. When the matter was first presented at the seventy-third session of the IMO Legal Committee in April 1996, the submission consisted of an introductory memorandum and a draft convention. Whilst it may have drawn some inspiration from the laws of the three sponsoring states relevant to the subject of wreck removal, it was not preceded by a careful review of the wreck removal laws of a large number of states.

—Adapted from: the publications of Comité Maritime International

QUESTION 1

1. The best title for the article in question is
 - A. Unification of Maritime Law.
 - B. Unilateral Maritime Law.
 - C. Obstacles to Unification of Maritime Law.
 - D. Barriers to Unilateral Maritime Law.



Workbook

QUESTIONS 2–8

Please choose the most suitable headings for paragraphs listed below.

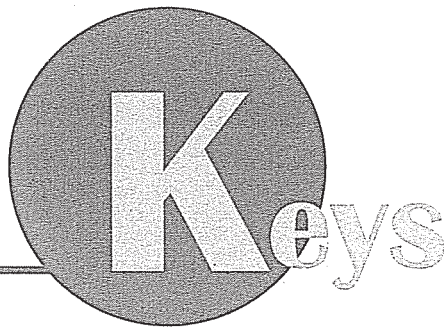
NB There are more headings than paragraphs, so you will not use them all.

List of Headings

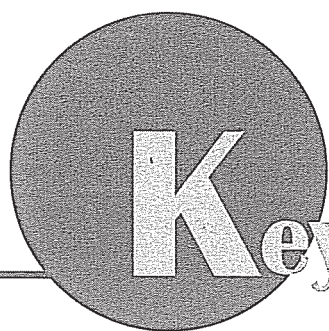
- I. First Convention of Comité Maritime International
- II. Ineffective Drafting
- III. The Convention Having Been Revised Three Times
- IV. Why Is Unification of Maritime Law Necessary?
- V. The Convention with the Most Signature States
- VI. What Does CMI Do?
- VII. Incompatible Time Scale
- VIII. The Salvage Convention
- IX. Uniformity of Maritime Law
- X. Carriage of Goods Convention

- 2. Paragraph I:
- 3. Paragraph II:
- 4. Paragraph III:
- 5. Paragraph V:
- 6. Paragraph VI:
- 7. Paragraph VII:
- 8. Paragraph VIII:









Keys to textbook exercises





Keys

Lesson 1

1.2

Student Union Building, Pentagon Canteen, Boothby's, Wellington Library, Melrose Sports Centre

1.3

Sparkhill University, Application for Admission, 25 pounds, Admissions Officer, 1st August, 1st October, Mrs. Jean Edwards, 20 years, Assistant Admissions Officer, Mr. Richard Cox, Monday, Friday, 9:00 a.m – 12:00 a.m, 1:00 p.m – 5:00 p.m, Admissions Office, Keeling Building, (0363) 63 85 93 67, Computerised Admissions System, Administration Officer, French Literature, Foreign Language Faculty, 10 days

Lesson 2

2.1

1. as a result 2. Then, in addition to 3. Since 4. However 5. Nonetheless

2.2

Although, since, in addition, However, Since, Alternatively, Although, In addition to, However, As, as, However

2.3

In addition to, Whilst, However, Nonetheless, so, Moreover, whereas, and, Even though, Despite, As, so

Lesson 3

3.1

Verb phrases	Nominal phrases	Prepositional phrases
went on clean up suspected of went through gone off	carrying drugs his bag this milk exchange rates	through the gate into the garden after the party on Saturday be dependent on

Essential Reading for IELTS



3.2

Verb phrases: opening up, apply for, drop into, stop by, sign up, charge for, drop by

Nominal phrases: bank account, overseas student, local bank branch, the first time, your passport, educational institution, your address, your home country, cash machines, automated bill payments, monthly statements, Internet banking, debit card, cheque book, working day

Prepositional phrases: in Britain, with a member of staff, at an educational institution, in your home country, within five working days, within seven working days

Lesson 4

4.2

Verb phrases	Nominal phrases	Prepositional phrases
going out drew out of keep them out went out dine out open up	fast-food restaurants home-cooked meals dramatic change great changes American domestic life their homes social clubs American economy disposable income Chinese cuisine the greatest gains famous American foods carbonated drinks	of eating out at fast-food restaurants in the workforce in number in stores on the streets

Lesson 9

9.1

Company, talk, power, middle, sort, view

9.2

2. inexpensive made tough attractive
3. primary cause choosing site large

4. must decrease costs laying off
5. ought to game because training

9.3

6. b 7. c 8. a

9.4

1. occasionally interest recollects adolescent taste
2. expectations appeared shrinking approach attitude
3. result conversations strange commonplace involve
4. message experts downside college change



Keys

Lesson 10

10.1

contract, before, speeches, delivered, annoying, because, understand, film, searched, suitable, individual, luck, think, work, certainly, try

10.2

5. d 6. e 7. a

10.3

assembled, presiding over, asked for, the growing number of, in large part, in addition to

Lesson 11

11.2

3. The cartoon depicted a young girl worrying excessively about her weight and feeling guilty about eating a hamburger.
4. In light of a report submitted by the American Medical Association, eating disorders rank third in illnesses among teenage girls in the U.S.
5. Then what can parents do to help their children develop a healthy attitude towards the bodies they have?
6. "Encourage them to get involved in things that make them happy," she says. "They should be aware that exercise is more about movement that can make you happy than the thought that 'I should lose weight.'"
7. As Weinstein wrote in response to the sad cries she got from her teenage readers, "Just think about the thing we can do if we just do what we loved!"

Lesson 13

Question 11

I usually have to communicate with the Operations Group to check on the status of ongoing experiments so I can go from primary to secondary classifications.

The supervisor also gives us a heads up on what compounds are coming in during the next few weeks. As a result of this meeting, we get an idea of the workload in the group.

Questions 2-4

Actual answers may vary.



Lesson 14

Question 1

While most people think of the prototypical geek when describing computer programmers, the field is becoming more diverse as more people enter the field, attracted by high salaries.

Contrary to the geek stereotype, communication skills both written and verbal are very important.

Nevertheless, many employees prefer to work at lower-paying dot-coms and software development houses because they prefer a more relaxed, egalitarian company culture.

Questions 2-4

Actual answers may vary.

Lesson 15

Question 1

I might feel like a duck out of water.

Hollywood is not a bastioned intellectual environment, like a research laboratory.

Questions 2-4

Actual answers may vary.

Lesson 16

Question 1

As advisors, lawyers counsel their clients concerning their legal rights and obligations, and suggest particular courses of action in business and personal matters.

A lawyer must also be familiar with courtroom rules and strategies.

This is because the number of law school graduates is expected to surpass the economy's capacity to absorb them.

Questions 2-4

Actual answers may vary.



Keys

Lesson 17

Question 1

In addition, research and communication skills are essential, as is the power to influence, motivate, and train others.

However, all states require a bachelor's degree and completion of an approved training program with a prescribed number of subject and education credits as well as supervised practice teaching.

Questions 2-4

Actual answers may vary.

Lesson 18

Question 1

Some people will disagree, but I think that if you decide to come to China to work as an English teacher, the question of salary is important.

However, if you can live without Pizza Hut, then you can live for a lot less.

Jobs aren't hard to find, but good jobs seem to be difficult to obtain.

Questions 2-4

Actual answers may vary.

Lesson 19

19.1

Unfortunately, Firstly, Once, Secondly, such as, but, also

19.2

First of all, since, such as, Afterwards, so that, While, However, so

Lesson 20

20.1

As, before, and once, as far as

20.2

2. (1) in addition to (2) The first (3) The second

3. Halloween's origins date back to the ancient Celtic festival of Samhain (pronounced sow-in).



Lesson 21

21.1

This was drastically changed when, instead of the cash, they found gold bullion worth £26 million. But the robbers had hoped to find money, not ten tonnes of gold bullion, ready to be transported to the Far East.

That didn't deter the robbers.

The robbers poured petrol over them and threatened them with lighted matches until they gave in.

What should have been a five-minute "smash 'n' grab" robbery, turned out to be a lengthy operation that made several members of the gang leave the airport to get some different transport because the booty was so big and heavy that their getaway vehicle couldn't handle it.

The Brinks Mat robbery was a bold and very skillful operation, so shortly afterwards the police were able to trace the core figures of the gang from the usual suspects.

This kind of operation requires a large degree of care—and an element of subtlety—both of which Robinson and McAvoy lacked.

Before the robbery, they were both living in modest council houses in South London, but only a few weeks after the heist they were living in a very large house in Kent, paid for in cash.

Some bigger fish from the London end of the criminal pond had to be called in.

The Brinks Mat gang called upon the services of a criminal figure known only as "The Fox".

They involved the services of a jeweller named Solly Nahome, who was willing to sell on the smelted-down goods.

21.2

It offers many advantages to your classmates.

Keep this event simple—don't put a lot of stress on yourselves.

Saturday evening is typically reserved for the big event.

You can add some formality to the evening.

Lesson 24

24.1

1. "Doers" are outgoing, straight-talking types. They are also enthusiastic and excitable, because "doers" are people who live in the world of action. They are blunt, straightforward risk-takers. As a result, they are willing to plunge right into things and get their hands dirty. They live in the practical world, so they place little importance on theory. Consequently, they look at the facts of a situation, then quickly decide what should be done before taking action, and finally moving on to the next thing. "Doers" have an uncanny ability to perceive people's attitudes and motivations. Therefore, they see things which go completely unnoticed by most other personality types, such as facial expressions and stance. The result is that they are typically a couple of steps ahead of the person they're interacting with.



Keys

2. "Scientists" live in the world of ideas and planning. As a consequence, they value intelligence, knowledge, and competence. Usually, they have high standards in these regards, which they continuously strive to fulfil. To a somewhat lesser extent, they have similar expectations of others. With an introverted and intuitive personality, "scientists" focus their energy on observing the world, thereby generating ideas and possibilities. Their mind constantly gathers information and makes associations about it. As a result, they are tremendously insightful and usually are very quick to understand new ideas. However, their primary interest is not understanding a concept, but rather applying that concept in a useful way. Unlike some other personality types, they do not follow an idea as far as they possibly could, because they seek only to understand it fully.

3. "Idealists" are focused on making the world a better place for people. Consequently, their primary goal is to find meaning in life. They also want to discover how they can best serve humanity in their lives. They are also perfectionists, who drive themselves hard in their quest to achieve the goals they have set themselves. "Idealists" are highly intuitive about people. They rely heavily on their intuitions to guide them, and use their discoveries to constantly search for value in life. They are on a mission to find the truth. Every meeting and every piece of knowledge they gain is evaluated to see if it has any potential to help them. The goal at the end of the path is always the same: to help people and so make the world a better place. Because they are generally thoughtful and considerate, "idealists" are good listeners.

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4. Political disputes in her party forced her to resign in 1990.
5. He was arrested because he was found in a car with a Hollywood prostitute named Divine Brown.
6. He is renowned for his speed and killer instinct around the goal.
7. Her marriage to Charles was troubled almost from the start.

Lesson 25

Warm-up

DOWN	ACROSS
1. Please don't touch that. It is dangerous.	2. Got home at 6:00 yesterday.
3. An octopus has eight legs.	7. I cannot go swimming with you tomorrow.
4. She walked into the bank.	8. Don't count your money now.
5. A mechanical man is sometimes called a robot.	9. My father is not a woman.
6. If you have a question, ask your teacher.	11. He went out of the house.
10. The opposite of long is short.	14. Don't point your finger at people.
12. You shouldn't throw rocks at people.	16. My mother is a housewife.
13. Let's listen to some music.	17. What is your favorite song?
15. My brother will go, too.	

Essential Reading for IELTS



25.1

Name	Place of Birth	Age
Zahara	1. Ethiopia	
2. Maddox	3. Cambodia	4 years old
4. Angelina Jolie	the USA	5. 30 years old

6. brag, squeeze, chubby

Lesson 26

26.1

1. complete a family
2. make parents happy
3. maintain conjugal relations
4. reproduce

26.2

5. reasons
6. lack of communication
7. views
8. attitudes
9. mutual understanding

Lesson 27

Method	Focus	Materials	Mother Tongue
Direct	pronunciation	tapes	no
Grammar-Translation	grammar and vocabulary	grammar books and vocabulary lists	yes
Total Physical Response	listening	tapes	no
Audio-Lingual	dialogues	tapes and books	no
Communicative Language Teaching	dialogues	tapes and books	no
Structural	grammar	books	yes
Lexical Syllabus	vocabulary	books and tapes	yes
Community Language Learning	mental blocks	conversation	yes
Suggestopedia	mental blocks	objects and pictures	yes



Keys

Silent Way	the learner	conversation	no
Natural Approach	similarities between the first and second languages	books and media	yes
Immersion	none	books and the Internet	no
Task-Based	task completion	books, tapes, Internet	no

Lesson 28

The Brain Takes a Break When It Digests Your Effort	C
Avoid the Frustration Energy	J
Set Reasonable Goals	A
Create a Study Routine	I
Respect Brain Fade	K
Prepare Your Study Environment	F
Use Exaggeration	H
Review the Same Day	G
Honor Your Emotional State	B
Take Guilt-Free Days of Rest	E
Study in Short, Frequent Sessions	C
Observe the Natural Learning Sequence	D

Lesson 29

29.1

1. C 2. C 3. C 4. D 5. D

29.2

6. have been decided
7. wouldn't rely on ... too much
8. long before
9. have back-up plans
10. provided



Lesson 30

30.1

1. D 2. C 3. B 4. A

30.2

5. D 6. C 7. B 8. C 9. B

Lesson 31

1. Not Given 2. True 3. True 4. Not Given 5. Not Given
6. True 7. True 8. False 9. False 10. True

Lesson 32

32.1

1. True 2. True 3. Not Given 4. Not Given 5. False

32.2

6. True 7. Not Given 8. Not Given 9. True 10. False
11. True 12. True 13. Not Given 14. False 15. False

Lesson 33

1. A 2. D 3. B 4. C 5. C
6. B 7. D 8. C 9. A 10. B

Lesson 34

34.1

1. True 2. False 3. True 4. Not Given 5. False

34.2

6. True 7. False 8. True 9. False 10. Not Given
11. Not Given 12. True 13. True 14. False 15. False



Keys

Lesson 35

1. cautions

2. has documented (Paragraph C) / cautions (Paragraph D) / says, points out (Paragraph H)

3. The surprise is how rapidly global warming is happening and how sensitive ecological resources are to climate change, says ecologist Hector Galbraith, who expects that over the next two decades, the Earth will see an acceleration of ecosystem changes already underway.

He points out that there are also changes in species distribution, because things like trees can't react too quickly to climate change.

4. (Paragraph C)

Harte has documented dramatic changes in the meadow's plant community. Sagebrush, a plant at the local altitude limit of its natural range, is replacing alpine flowers.

(Paragraph D)

This is just one ecosystem, and you can't make global claims from one alpine meadow, Harte cautions, but bogs, prairie, and tundra ecosystem studies are beginning to show similar results.

(Paragraph H)

The surprise is how rapidly global warming is happening and how sensitive ecological resources are to climate change, says ecologist Hector Galbraith, who expects that over the next two decades, the Earth will see an acceleration of ecosystem changes already underway.

He points out that there are also changes in species distribution, because things like trees can't react too quickly to climate change.

Lesson 36

1. Several studies have shown that ...

2. Several studies have shown that ... (Paragraph A) / For example (Paragraph B) / like (Paragraph E)

3. Seeds spread by small birds are small in size, covered with fruit (to give the birds a reward for eating it), without a shell (since most birds cannot remove one), and brightly colored (since birds have good color vision). Lemurs, a group of primates on the African island of Madagascar, go after a wide range of seeds, including big seeds in a shell. However, owing to the lemurs' poor color vision, the fruits are dull in color.

Essential Reading for IELTS**4. (Paragraph A)**

Several studies have shown that seeds that stick too close to home have to put up with their parent's diseases and fight with them for access to life's essentials: light, water, and nutrients. Seeds that stay close to home are also easier targets for predators. Some plants, like those that specialize in colonizing gaps in forests or regenerating areas destroyed by fire, can only find fertile ground away from home. Life, at least for a seed, is better out in the world.

(Paragraph D)

Seeds spread by small birds are small in size, covered with fruit (to give the birds a reward for eating it), without a shell (since most birds cannot remove one), and brightly colored (since birds have good color vision). Lemurs, a group of primates on the African island of Madagascar, go after a wide range of seeds, including big seeds in a shell. However, owing to the lemurs' poor color vision, the fruits are dull in color.

Lesson 37

1. A. Growing trees on farms can enrich the lives of the world's rural poor.
B. Agroforestry can integrate trees and shrubs into ongoing agricultural operations, and bring conservation benefits and economic diversification to the land owner.
C. Agroforestry can reduce poverty in the tropics, take carbon out of the atmosphere and put it back into soil and vegetation.
D. Agroforestry is hardly new.
E. Acquiring a better understanding of how trees interact with soil and crops helps scientists develop agroforestry methods that minimize competition between various plant species.
F. The potential benefits of agroforestry are evident in the re-greening of the Shinyanga region of Tanzania, which has been deforested and overgrazed.
G. Today the project is considered a success in part because agroforestry practices were widely adopted without force.
H. The expanding and future of agroforestry.
2. The origin, aim, process and future of agroforestry.

Lesson 40**40.2**

1. D 2. C 3. B 4. A



Keys

Lesson 41

41.1

1-D

2-E

3-A

4-H

6-I

7-B

8-G

9-F

10-C

41.2

A

Lesson 42

1. C

2. B

3. D

4. F

5. E

Lesson 43

43.1

C

43.2

C

Lesson 44

44.1

1. B

2. C

3. A, E

4. A

5. D

44.2

C

Lesson 45

B



Lesson 46

Warm-up:

Whisky	Scotland
Peking Roast Duck	Hong Kong
Kimono	Japan
Kim-Chi	Korea
Tortilla Espanola	Spain

Lesson 47

47.2.1

3. E 4. F 5. H 6. C 7. B

47.2.2

A sleek, almost silent, non-polluting fuel cell-powered motorcycle is set to begin gliding down U.S. streets by the end of 2006.

The company believes the ENV will appeal to both urban commuters and recreational riders.

At the heart of the hydrogen-fuelled motorbike is a compact, proton exchange membrane (PEM) fuel cell.

Electricity produced by the fuel cell is routed to a stack of batteries and an electric motor, which provides the bike's propulsive power.

NASA embraced fuel cell technology in the 1960s to power spacecraft, but fuel cells have largely eluded the general marketplace.

But the element is usually found as part of other compounds, such as fossil fuels, plant material, and water.

47.3

B

Lesson 48

48.2

1. individualism 2. freedom 3. society 4. continuous alterations
5. less successful 6. descendants

48.3

7. True 8. True 9. False 10. Not Given 11. Not Given 12. False



Keys

Lesson 49

49.1

1. B 2. C 3. A 4. C 5. D

49.2

6. A 7. B 8. D 9. A 10. C

Lesson 50

Icon	James Bond	Batman	Yoda	Superman
a.k.a. (also known as)	007	The Caped Crusader/Bruce Wayne	...	Clark Kent
First appearance (year)	1953	1939	1980	1938
Job	Secret agent	Crime fighter	Jedi master	Reporter
Created by	Ian Fleming	Bob Kane	George Lucas	Joe Shuster and Jerry Siegel
Played by	Sean Connery	Micheal Keaton, Christian Bale	Frank Oz	Christopher Reeve
Enemy(-ies)	Blofeld	The Joker, Cat-woman, The Penguin	Darth Vader (a.k. a. Anakin Skywalker)	Lex Luthor
Works with (characters)	'M' and 'Q'	Robin and Alfred	Obi-wan Kenobi and Luke Skywalker	Lois Lane

Lesson 51

1. C 2. B 3. D 4. C 5. A
6. C 7. A 8. D 9. B 10. B



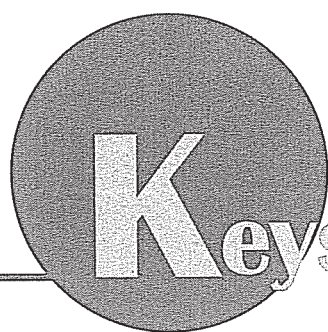
Lesson 52

52.1

- (1) serious offence
- (2) wider range of offences
- (3) majority of adults
- (4) public support
- (5) oppose its use
- (6) ignore this policy
- (7) reduces crime rates
- (8) is largely irrelevant

52.2

- (9) limit the freedom
- (10) who oppose
- (11) permissible
- (12) these rights
- (13) an extreme version of Islam
- (14) that of the extremists
- (15) be imposed
- (16) opposition is necessary



Keys to workbook exercises





Keys

Unit 7

7.1

- | | | | | |
|------|------|------|------|------|
| 1. G | 2. A | 3. E | 4. B | 5. H |
| 6. C | 7. F | 8. D | | |

7.2

- | | | | | |
|------|------|------|------|-------|
| 1. C | 2. B | 3. A | 4. D | 5. C |
| 6. B | 7. A | 8. A | 9. C | 10. B |

Unit 8

8.3

- | | | | | |
|------|------|------|------|-------|
| 1. A | 2. C | 3. B | 4. D | 5. B |
| 6. B | 7. C | 8. D | 9. A | 10. C |

8.4

- | | | | | |
|------|------|------|------|-------|
| 1. C | 2. C | 3. A | 4. C | 5. A |
| 6. D | 7. C | 8. B | 9. D | 10. B |

8.5

- | | | | | |
|------|------|------|------|-------|
| 1. C | 2. B | 3. D | 4. A | 5. C |
| 6. D | 7. A | 8. D | 9. B | 10. D |

8.6

- | | | | | |
|------|------|------|------|-------|
| 1. D | 2. A | 3. C | 4. C | 5. C |
| 6. A | 7. D | 8. B | 9. D | 10. B |

Unit 10

10.1

- | | | | | | |
|------|------|------|------|------|------|
| 2. T | 3. T | 4. T | 5. T | 6. F | 7. F |
|------|------|------|------|------|------|

10.2

- | | | | | |
|------|------|------|------|------|
| 1. B | 2. C | 3. B | 4. A | 5. C |
|------|------|------|------|------|

Essential Reading for IELTS



10.3

1. Al Capone went on vacation to Florida.
2. Seven members of Bugs Moran's gang, and an ophthalmologist arrived at the warehouse.
3. Moran approached the warehouse.
4. Five men of the Burke team arrived at the warehouse in a stolen police car.
5. The gang members were told to line up against the back wall.
6. Frank "Tight Lips" Gusenberg was asked who shot him and replied, "Nobody shot me."
7. The gang members were shot.
8. The garage was demolished.
9. George Patey rebuilt the wall in the men's restroom of a bar with a Roaring 20's theme.
10. Patey began trying to sell the bricks as souvenirs.

Unit 11

11.1

- | | | | | |
|------|------|------|------|------|
| 1. B | 2. A | 3. B | 4. B | 5. A |
| 6. A | 7. C | 8. B | | |

11.3

- | | | | | |
|------|------|------|------|-------|
| 1. B | 2. C | 3. C | 4. A | 5. E |
| 6. D | 7. A | 8. C | 9. D | 10. A |

Unit 12

- | | | | | |
|----------------|--------------|--------------|-------------|------------|
| 1. Protestant | 2. Mary | 3. Jane | 4. beheaded | 5. fifteen |
| 6. Reformation | 7. Elizabeth | 8. Arthur | 9. six | 10. two |
| 11. Howard | 12. died | 13. mistress | 14. Henry | |

Unit 13

- | | | | | |
|---------|---------------------|--------|--------|---------|
| 1. 1880 | 2. a married couple | 3. 54% | 4. 30% | 5. 2000 |
|---------|---------------------|--------|--------|---------|

Unit 14

- | | | | |
|-------|--------------|-----------|---------------------------|
| 1. NO | 2. YES | 3. NO | 4. NOT GIVEN |
| 5. NO | 6. privilege | 7. staple | 8. volume 9. savings |



Keys

Unit 15

15.1

- | | | | | |
|-------|-------|-------|------|-------|
| 1. F | 2. T | 3. F | 4. T | 5. F |
| 6. F | 7. T | 8. T | 9. T | 10. F |
| 11. T | 12. T | 13. F | | |

15.2

- | | | | | |
|-------|-------|------|------|-------|
| 1. T | 2. T | 3. F | 4. F | 5. T |
| 6. T | 7. F | 8. T | 9. F | 10. T |
| 11. T | 12. F | | | |

Unit 16

16.1

- | | | | | |
|--------------|------|--------------|-------|--------|
| 1. B | 2. B | 3. NO | 4. NO | 5. YES |
| 6. NOT GIVEN | | 7. NOT GIVEN | | 8. YES |

16.2

1. regulated amount
2. taking a tablet
3. doesn't want to talk about
4. causing to feel shame
5. encouraged
6. soaked in
7. a yellow powdered spice
8. appeared as if by accident
9. a well-known and popular make

16.3

- | | | | | |
|------|------|------|------|-------|
| 1. F | 2. G | 3. D | 4. C | 5. A |
| 6. B | 7. T | 8. M | 9. G | 10. T |

Unit 17

17.2

- | | | | | | |
|------|--------|---------|-------|--------|-------|
| 1. X | 2. III | 3. VIII | 4. IV | 5. VII | 6. II |
|------|--------|---------|-------|--------|-------|



Unit 18

18.1

- | | | | | |
|--------|--------|---------|--------------|------------|
| 1. B | 2. C | 3. A | 4. C | 5. B |
| 6. 142 | 7. 49% | 8. rope | 9. marijuana | 10. Canada |

18.2

- | | | | | |
|------|------|------|------|------|
| 1. C | 2. H | 3. F | 4. E | 5. G |
| 6. B | 7. A | | | |
8. violent history/cosmic collision
 9. chondrite
 10. (its) surface
 11. NOT GIVEN
 12. YES
 13. YES
 14. NO (probably, but not definitely sure)

18.3

- | | | | |
|------|------|------|------|
| 1. D | 2. C | 3. F | 4. G |
|------|------|------|------|

Unit 19

19.1

- | | | | | |
|--------------|--------|--------|-------|------|
| 1. NOT GIVEN | 2. YES | 3. YES | 4. NO | 5. D |
|--------------|--------|--------|-------|------|

19.2

- | | | | |
|--------------|-------|-------|--------------|
| 1. YES | 2. NO | 3. NO | 4. NOT GIVEN |
| 5. NOT GIVEN | 6. NO | | |

19.3

- | | | | | |
|--------|---------------|------------|-----------|---------|
| 1. cat | 2. fascinates | 3. chart | 4. appeal | 5. pets |
| 6. art | 7. distinct | 8. roaming | 9. sense | |



Keys

Unit 20

20.1

1. D 2. C 3. A 4. A 5. B 6. C

20.2

1. hormones 2. Vitamin D 3. arteries 4. heart 5. HMG
6. draws on 7. shortfall 8. B 9. F 10. E
11. H 12. NO 13. YES 14. NOT GIVEN
15. NO

Unit 21

21.1

1. VIII 2. II 3. VII 4. V 5. III

21.2

1. IX 2. VII 3. I 4. VIII
5. VI 6. NOT GIVEN 7. YES 8. YES
9. NO 10. NOT GIVEN 11. A 12. C
13. H 14. F

21.3

1. weight out 2. smaller 3. attest to 4. Lydia
5. the Greek nations 6. artistic 7. gradual improvement 8. symmetry

Unit 22

22.1

1. A 2. A 3. B 4. B
5. A 6. A 7. B

22.2

1. A 2. VI 3. IX 4. I
5. III 6. V 7. VII 8. II



Essential Reading for IELTS

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