

1. Man is a naturally aggressive animal. And if we are to understand the nature of our aggressive urges, we must see them against the background of our animal origins. How far do you agree with the above statement? Supply evidence to support your point of view.

POINTS TO BE INCLUDED

- discuss to what extent people behave like animals
- describe situations when people are aggressive

Model Composition 1

It has been said that man is by nature an aggressive animal, and to understand this aggressive nature, we must keep in mind our animal origins to a certain extent, I believe this statement is true.

The theme so the beast within us is prevalent in literature. In my opinion the definitive work on this topic is William Holdings novel, The Lord of the Flies. The author believed that if a group of young schoolboys were left to their own devices, their civilized manners would soon disappear as the boys increasingly behaved like animals. Dr Jekyll also turned into Dr Hyde. Holding claimed the inspiration for his novel came from watching children at play. It is true that small, weak children tend to be bullied by bigger, more aggressive ones.

Man is, after all, the only creature on earth that is educated and civilized. These forces have been at work for thousands of years, with the result that we now consider ourselves far removed from our ape-like ancestors. With the breakdown of law and order, however, some people revert to more primitive behavior, so that the strong attack the vulnerable. This is evident during times of civil unrest and disorder.

The ultimate aggression, of course, is war. Unfortunately, man has proved time and time again his urge to fight either to protect himself, his family and by extension his country, or to seize by force the territory belonging to another tribe or country.

On the other hand, I feel most of us are able to control these aggressive tendencies, and that they only emerge in extreme situations. On a day to day basis, we know what is appropriate and acceptable behavior. Even in Holding's book, some of the boys were able to resist the urge to run around like savages. Furthermore, I think few people value aggressiveness as a positive attribute, except perhaps on the playing field. We do not want to seen as pushy so we learn to rush our aggressive urges.

In conclusion, while it is true that traces on our animal origins occasionally emerge and spur us to behave like beasts, thousands of years of civilization have moderated our behavior.

Useful Vocabulary

- | | |
|-------------|-----------|
| beast | revert |
| attribute | prevalent |
| vulnerable | curb |
| definitive | ultimate |
| traces | spur |
| inspiration | emerge |
| devices | savages |
| moderated | |

2. Nature has provided man with wonderful riches - wildlife and scenic beauty. However, there are many and multiform dangers threatening these riches. On the other hand, we have new hopes of averting these dangers. Discuss.

POINTS TO BE INCLUDED

Give examples of Nature's riches, wildlife, scenic beauty. What dangers threaten these riches? What hope do we have of averting danger?

2

Most people enjoy spending some time outdoors communing with Nature. We feel the need to escape from the others and pleasure of city life to relax in serene surroundings and witness spectacular sights such as the Grand Canyon or Niagara Falls.

However, many of Nature's riches are now being threatened. There is a great number of animal and plant species that are extinct or endangered. In Africa, some animals are being illegally killed for the selfish pleasure of a few human beings. For example, the efforts of Dian Fossey to save the mountain gorillas of Rwanda from poachers are well-known.

In addition, the natural resources of our planet are in danger. The route to the summit of Mount Everest is littered with garbage left behind by climbers with no respect for the environment. No one disputes the fact that vast areas of the Amazon rain forest have been cut down so cattle ranches can be established. In the Pacific Northwest, environmentalists and nature Indians conflict with the logging industry over the rights to clearcut century old trees, thus damaging the sensitive balance of Man and Nature. Without doubt, the threats are many and varied.

Fortunately, the outlook can be hopeful. Many organizations such as the World Wildlife Fund and Greenpeace are working globally to protect the environment as well as endangered animals and plant species. As a result of their efforts, many people have an increased awareness of the threats to the well-being of our planet. All of us have a responsibility as global citizens to do our part to respect and ensure the riches that Nature has endured us with.

Useful Vocabulary

communing serene
spectacular witness
awareness (of)
illegally poachers
summit littered
natural resources
dispute conflict
endangered
sensitive
outlook global
endow (with)

EXAM TIPS & STRATEGIES

The Listening section tests your ability to understand "Standard" North American English.

It tests comprehension of main ideas, supporting ideas, details and inferences.

There are three different types of speech:
(1) short dialogues, (2) short questions and

(3) longer discourse, which involves three separate listening segments.

The listening tasks are designed to represent situations which are as natural as possible and which cover a whole range of experience of the spoken English language.

PART ONE

For problems 1-17, mark your answers on the separate answer sheet. No problems can be repeated. Please listen carefully. Do you have any questions?

1. A. She doesn't really want to talk to him.
B. He is in a hurry.
C. She is too busy.
2. A. He would love to go with her.
B. He never wants to go with her.
C. He doesn't like concerts.
3. A. The train was delayed.
B. The train was canceled.
C. The woman missed the train.
4. A. The woman can't do the work well enough.
B. The man wants to finish the work.
C. They both want to stop working.
5. A. His brother repairs TVs.
B. His TV is very old.
C. He needs to have his TV repaired.
6. A. They won't try it.
B. They will go to the new bar.
C. They can't decide what to do.
7. A. She was late.
B. She fell asleep.
C. She got lost.
8. A. The man doesn't mind chat shows.
B. They both dislike chat shows.
C. They don't like people who talk while the TV is on.
9. A. She has told him many times before.
B. She has told him once before.
C. It's the first time she has told him.
10. A. The woman is being funny.
B. The man hasn't forgotten.
C. The man is telling jokes.
11. A. Other people don't understand him either.
B. He is the only one who understands.
C. He is the only one who doesn't understand.
12. A. The woman has a virus.
B. Someone can't work because he's looking after somebody.
C. Someone is being looked after by his wife because he is sick.
13. A. The woman is very worried about Danny.
B. Danny has told them he's depressed.
C. The man thinks Danny has a problem.
14. A. They often go out.
B. It's the first time they've gone out.
C. They usually stay at home.
15. A. He expected her to get the job.
B. She thought he would get the job.
C. He was surprised she'd got the job.
16. A. It is certain they will go out.
B. It all depends on the weather.
C. It isn't the weather they worry about.
17. A. She doesn't like football.
B. She really likes football.
C. She doesn't like either football or tea.

PART TWO

For problems 18-35, mark your answers on the separate answer sheet. No problems can be repeated. Please listen carefully. Do you have any questions?

18. A. This multi-function model.
B. This one is quite large.
C. I don't know how to use this.
19. A. Why shouldn't they?
B. If you want one.
C. What shall I do with it?
20. A. I haven't got time.
B. I overslept and missed it.
C. I'll go next week.
21. A. No, it isn't long enough.
B. Don't be rude about my weight.
C. No, just a bit longer.
22. A. Wherever it is.
B. Not as late as that.
C. Straight after work.
23. A. It was in the way.
B. Better, I think.
C. It looked a bit like him.
24. A. Why? Can you put me up for a while?
B. If you can afford the rent.
C. We can leave now if you like?
25. A. Of course, be my guest.
B. It doesn't cost much.
C. If that's what you want.
26. A. We are both too stubborn.
B. I'll try harder.
C. The amounts weren't right.
27. A. If you want to help.
B. I'd sooner you helped me.
C. That was no help at all.
28. A. He'll probably drive around it.
B. No, he didn't.
C. I think he's made up his mind.
29. A. If John gets here in time.
B. The flight leaves at six o'clock.
C. We'll go by taxi.
30. A. Sorry, am I bothering you?
B. Why, is it compulsory?
C. If you insist.
31. A. The color is just right.
B. It's fine with me.
C. I often buy him things.
32. A. I only left one.
B. All but one room.
C. Not all of them.
33. A. He resembles his father.
B. He resents his mother.
C. He respects his siblings.
34. A. Just a sip, please.
B. Just a dip, please.
C. Just a tip, please.
35. A. Yes, he occasionally turns up late.
B. Yes, he seldom turns up late.
C. Yes, he always turns up late.

PART THREE**Listening Comprehension**

For questions 36-45, you will hear two people speaking about inventions. Each extract lasts about 2 minutes. Find from the three answers given, the one which best answers the question according to what you have heard. As you listen, you may want to take some notes to help you remember information given in the extracts. Remember, no problems can be repeated. For problems 36-45, mark your answers on the separate answer sheet. Do you have any questions?

Segment 1

- | | |
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| <p>36. A. It has made air travel safer.
B. It has led to many other inventions.
C. It made its inventor's dreams come true.</p> <p>37. A. Some people have become very prosperous.
B. Many people have become sick because of it.
C. The world is a much richer place.</p> <p>38. A. It wasn't powerful enough.
B. It was too powerful to be safe.
C. It weighed too much.</p> | <p>39. A. It has changed the world socially and politically.
B. It has made people more curious.
C. It has caused more wars to break out.</p> <p>40. A. He built a tank.
B. He had a tank built in 1916.
C. He designed a tank.</p> |
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Segment 2

- | | |
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| <p>41. A. They couldn't be used in some areas.
B. They weren't as powerful as windmills.
C. They couldn't be used without a steam-engine.</p> <p>42. A. they were used to pump water out of the sea.
B. There were more in England than in Holland.
C. There were about 18,000 windmills in the world.</p> <p>43. A. Because they replaced the Dutch craftsmen's guild.
B. Because they were often destroyed by angry mobs.
C. Because workers felt threatened by their existence.</p> | <p>44. A. They were used to bring water to homes in the country.
B. They were used to provide wind power for trains.
C. They were used by settlers in the cities.</p> <p>45. A. It is believed that they will completely replace electricity one day.
B. They are seen to be environmentally friendly.
C. They will be used to generate nuclear power.</p> |
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Segment 3

You will hear someone talking about the sale of Manhattan Island. For questions 46-50 choose the best answer.

- | | |
|--|--|
| <p>46. A. It was made as early as 1626.
B. It was based on a negligible amount of bartered goods.
C. It was the first sale to be made in the history of America.</p> <p>47. A. The Dutch West India Company.
B. Peter Stuyvesant.
C. A man in the service of a King.</p> <p>48. A. The English.
B. The French.
C. The Dutch.</p> | <p>49. A. When the island was still under Dutch rule.
B. When the island was claimed in the name of the King of France.
C. When the island was wrested from the Dutch by the English.</p> <p>50. A. It was the juiciest city in all states.
B. It was populous and cosmopolitan.
C. It was filled with apple orchards.</p> |
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EXAM TIPS & STRATEGIES

When you answer the Grammar questions, there are a number of things that you should remember. Most important of all, you should read all the answer choices, even if you think the first or second choice is the correct answer. Some of the choices may be very similar and it is easy to make a careless mistake if you don't read all the possible answers carefully.

Once you have selected what you think is the correct answer, make sure your answer fits. If the answer doesn't sound right, it probably isn't. If you have no idea which answer is correct, have a guess and follow your intuition. Whichever one sounds best may well be the correct answer. Do not spend too much time on each question. You can always leave a question and go back to it at the end if you have time.

51. "Did you remember to lock the door before we left the house?" "Yes, I....."
 a. remember to.
 b. remembered to.
 c. remember locking.
 d. remembered to locking.
52. "The sky's overcast."
 "Yes, it rain."
 a. seems like
 b. likely to
 c. looks like
 d. appears like
53. "Why did she leave his house?"
 "She was by his rudeness, I suppose."
 a. put out
 b. put up
 c. put in
 d. put down
54. "Have they brought the negotiations to an end?"
 "No, they're still"
 a. in progress
 b. at progress
 c. on progress
 d. off progress
55. "Did they take him to court?"
 "No, they He paid off his debts."
 a. didn't need to
 b. needn't have to
 c. needed not to
 d. haven't needed to
56. "Why do you have to get up at the crack of dawn?"
 "Well, I have to make arrangements for the farm to be collected."
 a. produce
 b. producers
 c. production
 d. producing
57. "Did she sell the video at a profit?"
 "Yes, she made a profit of \$100 the sale."
 a. in
 b. at
 c. on
 d. off
58. "What were you given on your birthday?"
 "This is what I"
 a. was presented
 b. got a present
 c. presented
 d. got as a present
59. "When did the earthquake occur?"
 "Well, when I was of leaving the house."
 a. at the point
 b. on the point
 c. in the point
 d. to the point
60. "Did you see anybody else there?"
 " John, no."
 a. Other from
 b. Other one from
 c. Other than
 d. Other body from
61. "What should I use to run this car?"
 "This one runs gasoline, not diesel oil."
 a. in
 b. at
 c. on
 d. with
62. "Did he lie to you again?"
 "No, he told me the truth."
 a. once
 b. for once
 c. at once
 d. once in a while
63. "Shall we go to a restaurant or a pub?"
 "I don't mind which we do. It's to me."
 a. the same
 b. much same
 c. all the same
 d. one and same
64. "Did he try to prevent his son from getting married?"
 "He even tried to obstruct the ceremony itself; , it still took place."
 a. subsequently
 b. consequently
 c. therefore
 d. nevertheless
65. "That famous doctor managed to get him off drugs."
 "Unfortunately, he's reverted them again."
 a. to taking
 b. taking
 c. on taking
 d. to take
66. "Does she often play hookey from school?"
 "Yes,"
 a. much often
 b. much often than not
 c. much more often
 d. more often than not
67. "Whether I marry her or not is of no concern of yours!"
 "I simply asked you as a friend., of course."
 a. Not that I care
 b. It's not my care
 c. Not I care that
 d. I care that not
68. "He looks like a bit of a clumsy guy." "He's new the job. That's why."
 a. with b. over
 c. to d. for

69. "Are you enjoying your steak?"
"It's bad."
a. not too
b. not very
c. nothing but
d. nothing than
70. "Bob looks very dispirited."
"Yes, all his hopes when he was refused admission to university."
a. came to nothing
b. came to nowhere
c. came to nil
d. came to zero
71. "How many students took the exam?"
"There were twenty-two taking it and them passed."
a. all
b. each of all
c. everyone
d. each one of
72. "John's walking like a decrepit old man."
"Yes, his weakness after that long illness."
a. is expected
b. is to be expected
c. is expecting
d. is to have expected
73. "Did you enjoy your holiday?"
"Yes,"
a. to the full
b. to full
c. in full
d. at full tilt
74. "What are you sighing for? What's the matter?"
"Sorry, I did it from"
a. force of habit
b. power of habit
c. habitually
d. habitation
75. "Poor Jane, she failed her History class again!"
"Yes, her efforts, she didn't manage to scrape through."
a. in all
b. all for
c. for all
d. all but
76. "He was fired by his company."
"That will teach him a lesson., he'll be more careful of what he says."
a. In future
b. On the future
c. For the future
d. At the future
77. "How did he die?"
"Well, no sooner had we finished lunch he collapsed all of a sudden."
a. that
b. than
c. from
d. as
78. "What did you ask her?"
"I asked her to cut the cake....."
a. in the halves
b. into a half
c. in half
d. into two halves
79. "I've thrown all my school books away."
"You shouldn't have. They might one day."
a. come to handy
b. come to hands
c. come hand in hand
d. come in handy
80. "I hear he's taken up Chinese."
"Yes, he suddenly to learn that language."
a. took it on his shoulders
b. took it into his head
c. took it up his head
d. took it on his head
81. "Haven't they found the missing necklace yet?" "No, though they've searched"
a. high and low
b. low and high
c. high and above
d. high and down
82. "He says that unemployment will rise sharply in the years to come."
"If what he says, then we'll all have problems."
a. keeps well
b. carries well
c. holds good
d. holds well
83. "Your niece has been taken to hospital."
"..... I wasn't told earlier?"
a. How come
b. How came
c. How comes
d. How does it come
84. "I think that was a premeditated murder!"
"I think so too. He entered the store to kill."
a. in intent
b. with intent
c. with intention
d. with intention of
85. "The tax people are after him."
"I know, but he is not worried"
a. at least
b. least
c. least of all
d. in the least
86. "Why don't you ever go to Prof. Hopkins' lectures?"
"Because he always speaks"
a. at large
b. at length
c. at liberty
d. at all
87. "Did many people turn out at her funeral?"
"Oh, yes, a thousand I would say."
a. no little than
b. no fewer than
c. no more than
d. no least than
88. "Will you pay cash for the dress?"
"No, I'm rather short of cash. I'll a check to you."
a. make of
b. make up
c. make out
d. make for
89. "Could I have one, too?"
"Tell me one you would like."
a. which
b. that
c. who
d. whose
90. "When will you come and see me?"
"Before I for home"
a. leave
b. will leave
c. left
d. did leave

EXAM TIPS & STRATEGIES

One aspect of testing in the Cloze test is that of sentence structure. This is where you must determine the part of speech of the missing word. This could take the form of a verb, adjective, adverb, modal, preposition etc. By reading the whole sentence you can quickly decide what is needed. Often the missing word will be part of a

phrasal verb, fixed phrase, idiom or collocation.

In the Cloze section in this test, there are two phrasal verbs tested. In question 103, the verb is missing and in question 110, the preposition is missing. It is also possible for a three-part phrasal verb to be tested, such as "get away with" something.

The skill of writing divides history from prehistory. And the (91) evidence of writing - and the wheel and monumental architecture - comes from Mesopotamia, the region (92) the rivers Tigris and Euphrates, in modern Iraq.

In ancient times, the rivers' floods (93) down fertile soils (94) rainfall was uncertain and (95) manipulating the river waters, (96) crops could have been grown. Irrigation works were (97) and the maintenance of such a system (98) required cooperation and put power in the hands of the communities that (99) the canals.

The rewards were bumper crops, (100) to support a wealth of specialist craftsmen who never needed to work in the fields.

Cities (101) in Mesopotamia around 4000 BC. In places (102) as Uruk, Eridu and Susa, huge temples and palaces were built. Workshops (103) out mass-produced pottery (104) exchange for materials (105) on the silty plain: stone, timber, and metal ore. Masted cargo vessels and wheeled carts developed in (106) to the needs of trade during the fourth millennium BC.

Writing first appeared in southern Mesopotamia in about 3100 BC. It (107) from stylized picture images (108) was not at first used to list dynasties or (109) epic adventures. The first texts, pressed into wet tablets, merely totted (110) heads of cattle or sacks of grain.

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|------|--------------------------------|-------------------------------|
| 91. | a. earliest
b. latest | c. formerly
d. trendiest |
| 92. | a. over
b. across | c. between
d. in |
| 93. | a. irrigated
b. took | c. spread
d. washed |
| 94. | a. so
b. but | c. provided
d. therefore |
| 95. | a. without
b. if | c. except
d. for |
| 96. | a. any
b. nothing | c. no-one
d. no |
| 97. | a. absolute
b. certain | c. essential
d. needy |
| 98. | a. both
b. neither | c. or
d. so |
| 99. | a. examined
b. administered | c. contaminated
d. watered |
| 100. | a. scanty
b. scarce | c. simply
d. enough |
| 101. | a. aroused
b. arranged | c. arose
d. argued |
| 102. | a. so
b. such | c. but
d. that |
| 103. | a. brought
b. turned | c. took
d. put |
| 104. | a. in
b. for | c. to
d. at |
| 105. | a. fertile
b. cultivated | c. scarce
d. creative |
| 106. | a. response
b. demand | c. reply
d. question |
| 107. | a. resolved
b. dissolved | c. revolved
d. evolved |
| 108. | a. but
b. so | c. how
d. even |
| 109. | a. write
b. record | c. refer
d. recite |
| 110. | a. off
b. in | c. up
d. on |

EXAM TIPS & STRATEGIES

There will be times when you do not know the meaning of a word. In this case you must look at the context of the word. The context is the setting in which the word occurs. We normally learn words in context rather than in isolation and this is the best way to learn

words that are not from your native language. The context gives you a feel for the word, i.e. if it has a positive or negative meaning or tone and also tells you which part of speech the word is. Don't forget that you can use a process of elimination to take away the words that you know are not the correct answer.

- 111.** I'm all for it; that's a idea.
 a. swell
 b. dim
 c. blunt
 d. proper
- 112.** The city's distractions can easily a student away from his studies.
 a. appeal
 b. revoke
 c. provoke
 d. lure
- 113.** The plot of the film was so that we couldn't make head or tail of it.
 a. obscene
 b. strenuous
 c. intricate
 d. intriguing
- 114.** This documentary is the of three years' hard work in Africa.
 a. consumption
 b. culmination
 c. conception
 d. coordination
- 115.** Well done! That was a success.
 a. momentous
 b. momentary
 c. contemporary
 d. provisional
- 116.** Ronald is a(n) young man. He likes mixing with society.
 a. solitary
 b. aggressive
 c. gregarious
 d. withdrawn
- 117.** The children watched the cattle in the field.
 a. gallop
 b. jump
 c. graze
 d. compete
- 118.** The long tight dress her movements.
 a. inhibited
 b. postponed
 c. provoked
 d. deprived
- 119.** The missionary tried to the pagans to Christianity.
 a. revert
 b. pervert
 c. convert
 d. invert
- 120.** His room was up with heaps of books and papers.
 a. cluttered
 b. clustered
 c. flustered
 d. flattered
- 121.** The candidates were absolutely by the difficult questions set in the exam.
 a. baffled
 b. elevated
 c. spurned
 d. encouraged
- 122.** Have you seen the new on Edison Street?
 a. spouse
 b. peddle
 c. edifice
 d. cave
- 123.** Frequently, wartime laws are exceptionally...
 a. stringent
 b. strident
 c. lenient
 d. obsolete
- 124.** The of unemployment is once again hovering over Europe.
 a. specter
 b. vision
 c. spectacle
 d. speculation
- 125.** Only a of water came out of the firehose.
 a. flicker
 b. sprinkle
 c. wrinkle
 d. trickle
- 126.** The workers have serious... against the management.
 a. protests
 b. grievances
 c. outcries
 d. praises
- 127.** The Assistant Manager was... from his position for embezzling company money.
 a. ousted
 b. resigned
 c. committed
 d. delegated
- 128.** They tried to keep it quiet but eventually everyone learned about the meeting.
 a. obscure
 b. impudent
 c. tenacious
 d. clandestine
- 129.** They him as a thief.
 a. branded
 b. called
 c. accused
 d. stained

- 130.** Mr. Rankine is just the head of the company.
a. topical
b. actual
c. eventual
d. nominal
- 131.** This is a day in our history.
a. memorable
b. trivial
c. defiant
d. statistical
- 132.** Slowly, the battle ... as the troops grew weary.
a. subsidized
b. subsided
c. drowned
d. soothed
- 133.** After centuries of glamorous success, the power of the Romans
a. dispirited
b. inclined
c. declined
d. deviated
- 134.** Don't give her any pets. She has a(n) to them.
a. aversion
b. perversion
c. diversion
d. deviation
- 135.** Mary is taciturn whereas her sister is a talker.
a. stammering
b. meticulous
c. voluble
d. bulky
- 136.** I don't like John; he's
a. a bright spark
b. a stick in the mud
c. one in a million
d. the apple of my eye
- 137.** Heart disease is the most disease in this country.
a. popular
b. prevalent
c. potential
d. promoted
- 138.** Susan feels about flying.
a. intensive
b. comprehensive
c. apprehensive
d. oppressive
- 139.** Divorced wives receive a(n) from their ex-husbands.
a. grant
b. subsidy
c. sponsorship
d. alimony
- 140.** If the breaks, how can we steer the boat back to the harbor?
a. rudder
b. bladder
c. mast
d. compass
- 141.** God is
a. omnivorous
b. omnipotent
c. herbivorous
d. carnivorous
- 142.** The ... reason given for the war was that Germany wanted to expand its borders.
a. supercilious
b. superfluous
c. ostensible
d. ostentatious
- 143.** For years, that man his neighbor's land and house.
a. coveted
b. consented
c. contended
d. courted
- 144.** He thinks the boss fired him out of
a. reassurance
b. temptation
c. vengeance
d. exposure
- 145.** You shouldn't such a big project by yourself.
a. originate
b. determine
c. overtake
d. undertake
- 146.** Our efforts to fix the car were
a. futile
b. congenital
c. eloquent
d. prosperous
- 147.** The sign read: Don't on the grass.
a. bounce
b. tread
c. hop
d. wade
- 148.** When I was a student, courses were grueling and assignments
a. rigorous
b. overcast
c. vigorous
d. underhand
- 149.** This morning he turned up
a. in the red
b. out of the blue
c. black and white
d. once in a blue moon
- 150.** We can't possibly camp on such a(n) site.
a. inconsolate
b. insulate
c. desolate
d. desultory

Reading

TEXT 1

What purposes does the infliction of suffering on lawbreakers have? Paul Tappan has offered an incisive summary of the purposes of punishment. He notes that punishment is designed to achieve the goal of retribution or social retaliation against the offender. Punishment also involves incapacitation, which prevents the violator from misbehaving during the time he is being punished.

Additionally, punishment is supposed to have a deterrent effect, both on the lawbreaker and on potential misbehavers. Individual or specific deterrence may be achieved by intimidation of the person, frightening him against further misbehavior, or it may be affected through reformation, in which the lawbreaker changes his deviant sentiments. General deterrence results from the warning offered to potential criminals by the example of punishment directed at a specific wrongdoer. Tappan warns against the misleading supposition that the retributive function of punishment is disappearing. Instead, he avers that retribution has been and continues to be a major ingredient of penal law and correctional systems. Thus, he contends that it 'appears likely that the affects of a retributive legal and moral tradition will persist for a long time, though mixed increasingly with other purposes of correctional treatment.'

151. According to Tappan, the main purpose of punishment

- a. is physically to incapacitate the offender thus preventing him from committing another crime.
- b. is to satisfy society's desire for reprisal.
- c. is aimed at bringing out a feeling of repentance in every offender.
- d. is to isolate the offender thus preventing others from doing him any physical harm.

152. One way to achieve deterrence is to

- a. help every offender gain a new set of principles.
- b. force the offender to swear that he will not ever again commit another crime.
- c. teach offenders how to perpetrate a crime.
- d. force criminals to meet their victims.

153. The correctional system

- a. overtly shows the application of punishment to wrongdoers in the hope of deterring potential criminals
- b. prevents wrongdoers from committing specific crimes.
- c. shows wrongdoers what may happen to them if they ever commit a crime.
- d. punishes potential criminals so as to prevent them from committing any crimes.

154. Tappan

- a. fears that the retributive function of punishment is disappearing.
- b. feels that the retributive function of punishment is no longer being used.
- c. disagrees that the retributive function is still one of the more widely used systems of punishment.
- d. argues against what many believe about the disappearance of the retributive function of punishment.

155. He also believes that

- a. other purposes of correctional treatment will sooner or later replace the retributive system.
- b. the retributive system will continue to be used in collaboration with other systems.
- c. the retributive system no longer satisfies the demands of today's correctional system.
- d. the retributive system has neglected other purposes.

TEXT 2

Reading

For a number of reasons, the economic environment in the early part of this century is likely to experience somewhat slower growth than might be desired. Among these is the fact that abundant and cheap energy has been integral to industrial growth, both in a net energy and an economic sense. A much greater portion of the U.S. social budget is now spent on obtaining the energy that used to be taken for granted. This energy and capital therefore cannot be devoted to other purposes, such as research and development. Similarly, other natural resources, both renewable and non-renewable, have been abundant and relatively cheap throughout the Industrial Revolution.

Although some resources are theoretically sufficient to meet demands for centuries, their production in many cases is extremely energy intensive in terms of manpower. This fact, combined with other economic and political conditions, may substantially increase the cost or reduce the availability of materials critical to the future industrial strength and military security of the United States. For example, significant losses of world forests (from cuttings for firewood and land clearance) are expected to continue over the next decade, limiting the availability of wood for fuel and increasing prices world-wide. Pressures will increase on the use of agricultural land and products for fuels. Increased energy costs will also adversely affect the economics of many irrigation projects because of competing demands on water for consumption, food production and energy systems. Waste disposal capacity is another previously abundant natural source that has become increasingly limited. For the past two centuries, disposal of industrial waste was treated by industry as an externality that did not need to be calculated in manufacturing costs because society accepted the pollution costs. Recent legislation aimed at preserving environmental integrity forces corporations to internalize these costs, which takes away capital that could be used for other purposes, such as modernization of plants and equipment or research and development.

- 156. Abundant and cheap energy has**
- been a result of an increase in industrial growth.
 - been essential to industrial growth.
 - always been taken into great consideration.
 - been necessary in research.
- 157. Despite the fact that some resources are adequate to meet demands,**
- there are moral reasons why they shouldn't be used.
 - their productivity involves expenditure of more capital and labor.
 - they still manage to remain cheap and inexhaustible.
 - they still fail to meet industrial demands.
- 158. Cost increase or the reduction of availability of materials will**
- be the result of excessive usage of energy.
 - help control energy waste.
 - enable resources to be used for research and development.
 - help the economy to a great extent.
- 159. Waste disposal capacity is no longer**
- available.
 - scarce.
 - plentiful.
 - limited.
- 160. The problem of disposal of industrial waste**
- has been completely ignored by corporations.
 - deprives corporations of most of their capital.
 - has forced corporations to take on financial responsibility.
 - has forced society to accept the pollution costs.


EXAM TIPS & STRATEGIES

One common question type in the Reading section of the exam is, 'reading for detail'. Detail questions ask you about specific information in the passage. These questions tend to begin with the words, "According to the writer/passage..."

In order to answer detail questions, you need to look for the key words in the question and answer choices and then scan the passage until you find the key words that you are looking for. The exact words will not usually be used, but instead the words will be paraphrased or replaced with a synonym.

Reading

TEXT 3

The years 1685 to 1700 were the period of Louis's middle age. Abroad, the King maintained France's glory, though at a lesser pitch, while at home he did much to foster notable advances in science. For Louis personally, it was a period of domestic contentment. In 1685 Louis was forty-seven. His health continued to be excellent. His body was naturally robust and stood up well to long hours of work, to pleasure and hard physical exercise. Yet since the age of eight, Louis's scrupulous First Doctors had recorded a succession of headaches and spells of tiredness, pimples and rashes, chills and sore throats; by the year 1685 this *Diary of the King's Health* ran to several hundred pages. With only the *Diary* to go on, one would suppose that Louis was what Scarron claimed to be: a walking text-book of ailments. According to Vallot, his earliest doctor, Louis had a warm, bilious temperament. Like most of his courtiers he ate too much game and highly spiced sauces; for his consequent disorders there was one staple treatment: purging and bleeding, bleeding and purging. Medicine was still bedeviled by astrology - in 1658 Louis's surgeon-in-ordinary had advised that the King should be bled in the first and last quarters of the moon, "because then the humors have returned to the center of the body" - and tended to ask interesting though misguided questions: "Can nature do more than education to make a hero?" "Are pretty women more fertile than others?" Doctors were treated as figures of fun, and, in the presence of the King, Moliere once chaffed his physician, a certain Mauvillain: "We reason with one another; he prescribes the remedies; I omit to take them and I recover."

161. **Louis**
- did much to retain France's glory but at home was rebuked for his attempts to hinder any scientific advances.
 - encouraged growth and development in the field of science.
 - couldn't care less about the notable advances in the field of science.
 - did much to thwart notable advances in science.
162. **According to the *Diary of the King's Health*,**
- Louis suffered from a deadly disease.
 - Scarron diagnosed Louis as having various ailments.
 - Louis suffered from a great variety of maladies.
 - Louis was condemned to die young.
163. **Louis took a liking to**
- hunting wild birds.
 - sea food.
 - the meat of wild animals.
 - outdoor sports.
164. **Purging and bleeding**
- became the result of Louis's unhealthy eating.
 - was a treatment discovered through astrology and used on Louis.
 - became Louis' chief treatment.
 - finally proved to be an unsuccessful treatment.
165. **Moliere**
- denounced his physician by saying he never took his prescribed medicine when needed.
 - teased his physician by saying he always remembered not to take his medicine and therefore recovered.
 - told his physician that he recovered because he never forgot to take his prescribed medicine.
 - told the King that he had made an agreement with his physician never to take his prescribed remedies again.

TEXT 4

Reading

There are a great number of health related problems throughout the world. Some of them are extremely difficult to deal with, but others can easily be avoided or treated. One of the most prevalent but most easily treated is malnutrition. Malnutrition is the deprivation of essential nutritional elements, resulting in severe physiological disorders and ultimately death if not reversed in time. A diet sufficient in calories, or in other words, energy, but deficient in protein may lead to grave diseases characterized by loss of skin and hair color, diarrhea, and water-logged tissue cells in which the body chemicals become so diluted that life can no longer be sustained. A diet deficient in both calories and protein usually results in marasmus (starvation).

Victims of malnutrition are usually highly susceptible to infectious diseases. In advanced cases, the victim may die simply because he literally no longer has the strength to breathe. Recent studies indicate that children receiving insufficient intake of protein during infancy or prior to delivery may sustain irreversible brain damage or suffer from a permanent deficit of brain cells, with the consequent impairment of intelligence. It seems almost criminal to allow such a problem to continue in such huge proportions when there is enough nutritious food in the world to feed everyone.

- 166. Severe physiological disorders may result from**
- inadequate nourishment.
 - an insufficient amount of calories.
 - lack of protein in calories.
 - the privation of essential psychological elements.
- 167. A diet rich in protein**
- is negligible.
 - is debatable as to its usefulness.
 - may result in death if not reversed in time.
 - is of prime importance.
- 168. Calories**
- are organic substances containing nitrogen and oxygen.
 - allow us to work out how much energy food gives us.
 - usually spell malnutrition.
 - dilute the chemicals in the body.
- 169. Sustenance of life is conditioned by**
- a balanced amount of calories and protein.
 - infancy.
 - the strength of brain cells.
 - sufficient calories and deficient protein.
- 170. 'Victims of malnutrition are highly "susceptible" to infectious diseases' means that they are**
- immune.
 - impressionable.
 - vulnerable.
 - naive.