

# 中山大学

## 二〇一〇年攻读硕士学位研究生入学考试试题

科目代码: 211

科目名称: 翻译硕士英语

考试时间: 1 月 9 日 下 午

### 考生须知

全部答案一律写在答题纸上, 答在试题纸上的不得分! 请用蓝、黑色墨水笔或圆珠笔作答。答题要写清题号, 不必抄题。

### PART I GRAMMAR & VOCABULARY [60 MIN] (1×30=30 POINTS)

*There are thirty sentences in this section. Beneath each sentence there are four words or phrases marked A, B, C and D. Please choose the correct answer that best completes the sentence and mark your answers on the answer sheet.*

1. \_\_\_\_\_ in the past, at the moment it is a favorite choice for wedding gown.  
A. Unpopular has as white been      B. Unpopular as white has been  
C. Unpopular has been as white      D. White has been as unpopular
2. What the government should do urgently is to take actions to \_\_\_\_\_ the economy.  
A. brook      B. blush      C. brood      D. boost
3. Windstorms have recently established a record which meteorologists hope will not be equaled for many years \_\_\_\_\_.  
A. that will come      B. to come      C. that are coming      D. coming
4. We expect Mr. Smith will \_\_\_\_\_ Class One when Miss White retires.  
A. take to      B. take up      C. take off      D. take over
5. Tom hardly seems middle-aged, \_\_\_\_\_ old.  
A. let alone      B. less likely      C. much worse      D. all else
6. All was darkness \_\_\_\_\_ an occasional glimmer in the distance.  
A. except      B. no more than      C. besides      D. except for
7. The prospect of increased prices has already \_\_\_\_\_ worries.  
A. irritated      B. provoked      C. inspired      D. hoisted
8. Her father is so deaf that he has to use a hearing \_\_\_\_\_.  
A. aid      B. help      C. support      D. tool
9. From the cheers and shouts of \_\_\_\_\_, I guessed that she was winning the race.  
A. stimulus      B. heartening      C. urging      D. encouragement

考试完毕, 试题和草稿纸随答题纸一起交回。

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10. Although the model looks good on the surface, it will not bear close \_\_\_\_\_.  
A. temperament      B. scrutiny      C. contamination      D. symmetry
11. It is the first book of this kind \_\_\_\_\_ I've ever read.  
A. which      B. that      C. what      D. when
12. The kid is reaching \_\_\_\_\_ a bottle from the shelf when I came in.  
A. to      B. for      C. at      D. in
13. The police chief announced that the case would soon be inquired \_\_\_\_\_.  
A. into      B. of      C. after      D. about
14. Her grandfather accidentally \_\_\_\_\_ fire to the house.  
A. put      B. set      C. took      D. got
15. \_\_\_\_\_ can help but be fascinated by the world into which he is taken by science fiction.  
A. Anybody      B. Everybody      C. Somebody      D. Nobody
16. The \_\_\_\_\_ outcome of the contest varies from moment to moment.  
A. apt      B. likely      C. liable      D. prone
17. Anyone going into a bar, whether they \_\_\_\_\_ suspicion or not, will be asked to take a test, which highlights any drug use.  
A. arise      B. rise      C. raise      D. arouse
18. His accent is \_\_\_\_\_ to people in that small town.  
A. typical      B. peculiar      C. characteristic      D. special
19. Stealing a book or a toy is a minor \_\_\_\_\_ which, if left uncorrected, will get worse.  
A. offense      B. guilt      C. crime      D. sin
20. This book comes as a \_\_\_\_\_ to him who learns a lot from it.  
A. revelation      B. replacement      C. resolution      D. revolution
21. He managed to save \_\_\_\_\_ he could to tend the homeless boy.  
A. what little time      B. so little time      C. such little time      D. how little time
22. After reviewing the troops, \_\_\_\_\_ visiting general commented that he had finally seen the kind of \_\_\_\_\_ soldier that the nation needs.  
A. a...a      B. a...the      C. the.../      D. the...the
23. I never think of fall \_\_\_\_\_ I think of the hardships I have experienced when I was a child.  
A. that      B. when      C. but      D. and
24. Within decades, PAN-type research will transform the Internet into the Life Net, a comprehensive \_\_\_\_\_ environment for human habitation.  
A. sensory      B. sensible      C. sensitive      D. sensational

25. Outside people were cheering and awaiting the arrival of the New Year while inside Harry was lying severely ill in bed feeling thoroughly \_\_\_\_\_.  
A. ignoble      B. compassionate      C. unconscious      D. wretched
26. For most companies and factories, the fewer the injury \_\_\_\_\_, the better their workman's insurance rate.  
A. proclamations      B. confirms      C. declarations      D. claims
27. I am \_\_\_\_\_ grateful for the many kindnesses you have shown my son.  
A. excessively      B. much      C. certainly      D. exceedingly
28. It was requested that all of the equipment \_\_\_\_\_ in the agreed time.  
A. erected      B. be erected      C. would be erected      D. will be erected
29. We will be losing money this year unless that new economic plan of yours \_\_\_\_\_ miracle.  
A. is working      B. works      C. will be working      D. worked
30. Within two hours his complexion \_\_\_\_\_ colour and his limbs became warm.  
A. took on      B. took to      C. took up      D. took down

**PART II READING COMPREHENSION [60 MIN] (1.5×20+2×5=40 POINTS)**

*In this section there are five reading passages followed by a total of 20 multiple-choice questions and 5 short-answer questions. Please read the passages and then write your answers on the answer sheet.*

**TEXT A**

Children as young as four will study Shakespeare in a project being launched **today by the Royal Shakespeare Company.**

The RSC is holding its first national conference for primary school teachers to **encourage them to use the Bard's plays imaginatively in the classroom from reception classes onwards.** The conference will be told that they should learn how Shakespearian characters like Puck in *A Midsummer Night's Dream* are "jolly characters" and how to write about them.

At present, the national curriculum does not require pupils to approach Shakespeare **until secondary school.** All it says is that pupils should study "texts drawn from a variety of cultures and traditions" and "myths, legends and traditional stories".

However, educationists at the RSC believe children will gain a better appreciation of Shakespeare if they are introduced to him at a much younger age. "Even very young children can **enjoy Shakespeare's plays,**" said Mary Johnson, head of the learning department. "It is just a question of pitching it for the age group. Even reception classes and key stage one pupils (five-to-seven-year-olds) **can enjoy his stories.**" "For instance, if you build up Puck as a character who skips, children of that age can **enjoy the character.** They can be inspired by Puck and they could even start writing about him at that age."

It is the RSC's belief that building the Bard up as a fun playwright in primary school could counter some of the negative images conjured up about teaching Shakespeare in secondary schools. Then, pupils have to concentrate on scenes from the plays to answer questions for compulsory English national-curriculum tests for 14-year-olds. Critics of the tests have complained that pupils no longer have the time to study or read the whole play – and therefore lose interest in Shakespeare.

However, Ms. Johnson is encouraging teachers to present 20-minute versions of the plays – a classroom version of the *Reduced Shakespeare Company's Complete Works of Shakespeare (Abridged)* which told his 37 plays in 97 minutes – to give pupils a flavour of the whole drama.

The RSC's venture coincides with a call for schools to allow pupils to be more creative in writing about Shakespeare. Professor Kate McLuskie, the new director of the University of Birmingham's Shakespeare Institute – also based in Stratford – said it was time to get away from the idea that there was "a right answer" to any question about Shakespeare. Her first foray into the world of Shakespeare was to berate him as a misogynist in a 1985 essay but she now insists this should not be interpreted as a criticism of his works – although she admits: "I probably wouldn't have written it quite the same way if I had been writing it now. What we should be doing is making sure that someone is getting something out of Shakespeare," she said. "People are very scared about getting the right answer. I know it's difficult but I don't care if they come up with a right answer that I can agree with about Shakespeare."

**31. What is this passage mainly concerned with?**

- A. How to give pupils a flavour of Shakespeare drama.
- B. The fun of reading Shakespeare.
- C. RSC project will teach children how to write on Shakespeare.
- D. RSC project will help four-year-old children find the fun in Shakespeare.

**32. What's Puck's characteristic according to your understanding of the passage?**

- A. Rude, rush and impolite.
- B. Happy, interesting and full of fun.
- C. Dull, absurd and ridiculous.
- D. Shrewd, cunning and tricky.

**33. Which of the following is NOT true according to the passage?**

- A. The RSC insists on teaching Shakespeare from the secondary school.
- B. Pupils should study "texts drawn from a variety of cultures and traditions" required by the national curriculum.
- C. The national curriculum does not require pupils to approach Shakespeare until secondary school now.
- D. RSC believes children will gain a better appreciation of Shakespeare if they are introduced to him at a much younger age.

**34. Ms. Johnson encourages teachers to present 20-minute versions of the plays in order to**

- A. introduce them into the world of Shakespeare
- B. deal with the final examination on Shakespeare
- C. give pupils a flavour of the whole drama
- D. strengthen the students with the knowledge of Shakespeare

**35. Which of the following is NOT true according to the last paragraph?**

- A. Professor Kate McLuskie once scolded Shakespeare in her essay.
- B. Professor Kate McLuskie insisted on her view on Shakespeare till now.
- C. Professor Kate McLuskie has changed her idea now.
- D. Ms. Kate thinks it was time to get away from the idea that there was "a right answer" to any question about Shakespeare.

## TEXT B

Some believe that in the age of identikit computer games, mass entertainment and conformity on the supermarket shelves, truly inspired thinking has gone out of the window. But, there are others who hold the view that there is still plenty of scope for innovation, lateral thought and creative solutions. Despite the standardization of modern life, there is an unabated appetite for great ideas, visionary thinking and inspired debate. In the first of a series of monthly debates on contemporary issues, we ask two original thinkers to discuss the nature of creativity. Here is the first one.

Yes. Absolutely. Since I started working as an inventor 10 or 12 years ago, I've seen a big change in attitudes to creativity and invention. Back then, there was hardly any support for inventors, apart from the national organisation the Institute of Patentees and Inventors. Today, there are lots of little inventors' clubs popping up all over the place, my last count was 19 nationally and growing. These non-profit clubs, run by inventors for inventors, are an indication that people are once again interested in invention.

I've been a project leader, a croupier, an IT consultant and I've written a motor manual. I spent my teens under a 1950s two-tone Riley RME car, learning to put it together. Back in the Sixties, kids like me were always out doing things, making go-karts, riding bicycles or exploring. We learned to overcome challenges and solve problems. We weren't just sitting at a PlayStation, like many kids do today.

But I think, and hope, things are shifting back. There's a lot more interest in design and creativity and such talents are getting a much higher profile in the media. It's evident with TV programmes such as Channel4's *Scrapheap Challenge* or BBC2's *The Apprentice* and *Dragon's Den*, where people are given a task to solve or face the challenge of selling their idea to a panel.

And, thankfully, the image of the mad scientist with electrified hair working in the garden shed is long gone – although, there are still a few exceptions!

That's not to say there aren't problems. With the decline in manufacturing we are losing the ability to know how to make things. There's a real skills gap developing. In my opinion, the Government does little or nothing to help innovation at the lone-inventor or small or medium enterprise level. I would love to see more money spent on teaching our school kids how to be inventive. But, despite everything, if you have a good idea and real determination, you can still do very well.

My own specialist area is packaging closures – almost every product needs it. I got the idea for Squeezeopen after looking at an old tin of boot polish when my mother complained she couldn't get the lid off. If you can do something cheaper, better, and you are 100 percent committed, there is a chance it will be a success.

I see a fantastic amount of innovation and opportunities out there. People don't realise how much is going on. New materials are coming out all the time and the space programme and scientific research are producing a variety of spin-offs. Innovation doesn't have to be high-tech: creativity and inventing is about finding the right solution to a problem, whatever it is. There's a lot of talent out there and, thankfully, some of the more progressive companies are suddenly realising they don't want to miss out – it's an exciting time.

### 36. What is the debate concerned with?

- A. What should we do to inspire people's creativity?
- B. Will people's invention and inspiration be exhausted in the future?
- C. Is there still a future for invention and inspiration?
- D. Who will be winner of the future technology?

### 37. According to the opinion of the interviewer \_\_\_\_\_.

- A. the future for invention depends
- B. there is still a future for invention and inspiration
- C. there is no future for invention and inspiration in modern society
- D. the future for invention and inspiration is unclear

**38. Which of the following is NOT true about the kids in the sixties?**

- A. Out doing things, making go-karts.
- B. Riding bicycle and exploring.
- C. Sitting before computers to play games.
- D. Like to overcome challenges and solve problems.

**39. Which of the following is the suggestion of the interviewer to the problem?**

- A. The government should spend more money helping innovation.
- B. The kids should cultivate their love of science and invention.
- C. More inventors' clubs should be set up.
- D. Invention courses are necessary to children.

**40. What's the central idea of the last paragraph?**

- A. We should miss out the exciting time.
- B. A variety of spin-offs are produced by the scientific research.
- C. The nature of innovation.
- D. The nature of talent.

### TEXT C

For the executive producer of a network nightly news programme, the workday often begins at midnight as mine did during seven years with ABC's evening newscast. The first order of business was a call to the assignment desk for a pre-bedtime *rundown* of latest developments.

The assignment desk operates 24 hours a day, staffed by editors who move crews, correspondents and equipment to the scene of events. Assignment-desk editors are logistics experts; they have to know plane schedules, satellite availability, and whom to get in touch with at local stations and overseas broadcasting systems. They are required to assess stories as they break on the wire services – sometimes even before they do – and to decide how much effort to make to cover those stories.

When the United States was going to appeal to arms against Iraq, the number of correspondents and crews was constantly evaluated. Based on reports from the field and also upon the skilled judgments of desk editors in New York City, the right number of personnel was kept on the alert. The rest were allowed to continue working throughout the world, in America and Iraq ready to move but not tied down by false alarms.

The studio staff of ABC's "World News Tonight" assembles at 9 a.m. to prepare for the 6:30 "air" p.m. deadline. Overnight dispatches from outlying bureaus and press services are read. There are phone conversations with the broadcast's staff producers in domestic bureaus and with the London bureau senior producer, who coordinates overseas coverage. A pattern emerges for the day's news, a pattern outlined in the executive producer's first lineup. The lineup tells the staff what stories are scheduled; what the priorities are for processing film or editing tape; what scripts need to be written; what commercials are scheduled; how long stories should run and in what order. Without a lineup, there would be chaos.

Each story's relative value in dollars and cents must be continually assessed by the executive producer. Cutting back satellite booking to save money might mean that an explanation delivered by an anchor person will replace actual photos of an event. A decline in live coverage could send viewers away and drive ratings down, but there is not enough money to do everything. So decisions must be made and made rapidly – because delay can mean a missed connection for shipping tape or access to a satellite blocked by a competitor.

The broadcasts themselves require pacing and style. The audience has to be allowed to breathe between periods of intense excitement. A vivid pictorial report followed by less exacting materials allows the viewer to reflect on information that has just flashed by. Frequent switches from one anchor to another or from one film or tape report to another create a sense of forward movement. Ideally, leading and tags to stories are worked out with field correspondents, enabling them to fit their reports into the programme's narrative flow so the audience's attention does not wander and more substance is absorbed.

Scripts are constantly rewritten to blend well with incoming pictures. Good copy is crisp, informative. Our rule: the fewer words the better. If a picture can do the work, let it.

**41. What does the word "rundown" (Line 3, Para. 1) possibly mean?**

- A. The rehearsal of tomorrow's programme.
- B. A working report or summary to his superior or head.
- C. An explanation of the programme.
- D. Preparation for the programme.

**42. What is the function of the third paragraph?**

- A. To illustrate the important role and function of the assignment desk.
- B. To give us a brief introduction of their working conditions.
- C. To exemplify the cooperation of all sections in the company.
- D. To emphasize the mission of the correspondents.

**43. All the following can be employed to make the report more effective EXCEPT \_\_\_\_\_.**

- A. providing more vivid pictures and details
- B. changing the style to cater for the audience's appetite
- C. more live coverage to replace the linguistic explanation
- D. interval shifts of the materials of the coverage

**44. What will the executive producer mostly be concerned with?**

- A. The cost and the effect.
- B. The truth of the coverage.
- C. The audience's interest.
- D. The form of the coverage.

**45. What is the text mainly about?**

- A. Ways to cut down the cost of the coverage.
- B. How to make the report more attractive.
- C. To describe the work of the executive producer.
- D. To introduce the style and features of the news programme.

#### TEXT D

It's nothing new that English use is on the rise around the world, especially in business circles. This also happens in France, the headquarters of the global battle against American cultural hegemony. If French guys are giving in to English, something really big must be going on. And something big *is* going on.

Partly, it's that American hegemony. Didier Benchimol, CEO of a French e-commerce software company, feels compelled to speak English perfectly because the Internet software business is dominated by Americans. He and other French businessmen also have to speak English because they want to get their message out to American investors, possessors of the world's deepest pockets.

The triumph of English in France and elsewhere in Europe, however, may rest on something more enduring. As they become entwined with each other politically and economically, Europeans need a way to talk to one another and to the rest of the world. And for a number of reasons, they've decided upon English as their common tongue.

So when German chemical and pharmaceutical company Hoechst merged with French competitor Rhone-Poulenc last year, the companies chose the vaguely Latinate Aventis as the new company name — and settled on English as the company's common language. When monetary policymakers from around Europe began meeting at the European Central Bank in Frankfurt last year to set interest rates for the new Eurozone, they held their deliberations in English. Even the European Commission, with 11 official languages and a traditionally French-speaking bureaucracy, effectively switched over to English as its working language last year.

How did this happen? One school attributes English's great success to the sheer weight of its merit. It's a Germanic language, brought to Britain around the fifth century A.D. During the four centuries of French-speaking rule that followed Norman Conquest of 1066, the language morphed into something else entirely. French words were added wholesale, and most of the complications of Germanic grammar were shed while few of the complications of French were added. The result is a language with a huge vocabulary and a simple grammar that can express most things more efficiently than either of its parents. What's more, English has remained ungoverned and open to change — foreign words, coinages, and grammatical shifts — in a way that French, ruled by the purist Académie Française, has not.

So it's a swell language, especially for business. But the rise of English over the past few centuries clearly owes at least as much to history and economics as to the language's ability to economically express the concept win-win. What happened is that the competition — first Latin, then French, then, briefly, German — faded with the waning of the political, economic, and military fortunes of, respectively, the Catholic Church, France, and Germany. All along, English was increasing in importance: Britain was the birthplace of the Industrial Revolution, and London the world's most important financial center, which made English a key language for business. England's colonies around the world also made it the language with the most global reach. And as that former colony the U.S. rose to the status of the world's preeminent political, economic, military, and cultural power, English became the obvious second language to learn.

In the 1990s more and more Europeans found themselves forced to use English. The last generation of business and government leaders who hadn't studied English in school was leaving the stage. The European Community was adding new members and evolving from a paper-shuffling club into a serious regional government that would need a single common language if it were ever to get anything done. Meanwhile, economic barriers between European nations have been disappearing, meaning that more and more companies are beginning to look at the whole continent as their domestic market. And then the Internet came along.

The Net had two big impacts. One was that it was an exciting, potentially lucrative new industry that had its roots in the U.S., so if you wanted to get in on it, you had to speak some English. The other was that by surfing the Web, Europeans who had previously encountered English only in school and in pop songs were now coming into contact with it daily.

None of this means English has taken over European life. According to the European Union, 47% of Western Europeans (including the British and Irish) speak English well enough to carry on a conversation. That's a lot more than those who can speak German (32%) or French (28%), but it still means more Europeans don't speak the language. If you want to sell shampoo or cell phones, you have to do it in French or German or Spanish or Greek. Even the U.S. and British media companies that stand to benefit most from the spread of English have been hedging their bets — CNN broadcasts in Spanish; the *Financial Times* has recently launched a daily German-language edition.



But just look at *who* speaks English: 77% of Western European college students, 69% of managers, and 65% of those aged 15 to 24. In the secondary schools of the European Union's non-English-speaking countries, 91% of students study English, all of which means that the transition to English as the language of European business hasn't been all that traumatic, and it's only going to get easier in the future.

**46. In the author's opinion, what really underlies the rising status of English in France and Europe is \_\_\_\_\_.**

- A. American dominance in the Internet software business
- B. a practical need for effective communication among Europeans
- C. Europeans' eagerness to do business with American businessmen
- D. the recent trend for foreign companies to merge with each other

**47. Europeans began to favour English for all the following reasons EXCEPT its \_\_\_\_\_.**

- A. inherent linguistic properties
- B. association with the business world
- C. links with the United States
- D. disassociation from political changes

**48. Which of the following statements forecasts the continuous rise of English in the future?**

- A. About half of Western Europeans are now proficient in English.
- B. U.S. and British media companies are operating in Western Europe.
- C. Most secondary school students in Europe study English.
- D. Most Europeans continue to use their own language.

**49. The passage has discussed the rise in English use on the Continent from the following perspectives EXCEPT \_\_\_\_\_.**

- A. economics
- B. national security
- C. the emergence of the Internet
- D. the changing functions of the European Community

**50. The passage mainly examines the factors related to \_\_\_\_\_.**

- A. the rising status of English in Europe
- B. English learning in non-English-speaking E.U. nations
- C. the preference for English by European businessmen
- D. the switch from French to English in the European Commission

#### TEXT E

The role of governments in environmental management is difficult but inescapable. Sometimes, the state tries to manage the resources it owns, and does so badly. Often, however, governments act in an even more harmful way. They actually subsidise the exploitation and consumption of natural resources. A whole range of policies, from farm-price support to protection for coal-mining, do environmental damage and (often) make no economic sense. Scrapping them offers a two-fold bonus: a cleaner environment and a more efficient economy. Growth and environmentalism can actually go hand in hand, if politicians have the courage to confront the vested interest that subsidies create.

No activity affects more of the earth's surface than farming. It shapes a third of the planet's land area, not counting Antarctica, and the proportion is rising. World food output per head has risen by 4 per cent between the 1970s and 1980s mainly as a result of increases in yields from land already in cultivation, but also because more land has been brought under the plough.

All these activities may have damaging environmental impacts. For example, land clearing for agriculture is the largest single cause of deforestation; chemical fertilisers and pesticides may contaminate water supplies; more intensive farming and the abandonment of fallow periods tend to exacerbate soil erosion; and the spread of monoculture and use of high-yielding varieties of crops have been accompanied by the disappearance of old varieties of food plants which might have provided some insurance against pests or diseases in future. Soil erosion threatens the productivity of land in both rich and poor countries. The United States, where the most careful measurements have been done, discovered in 1982 that about one-fifth of its farmland was losing topsoil at a rate likely to diminish the soil's productivity. The country subsequently embarked upon a programme to convert 11 percent of its cropped land to meadow or forest. Topsoil in India and China is vanishing much faster than in America.

Government policies have frequently compounded the environmental damage that farming can cause. In the rich countries, subsidies for growing crops and price supports for farm output drive up the price of land. In the late 1980s and early 1990s some efforts were made to reduce farm subsidies. The most dramatic example was that of New Zealand, which scrapped most farm support in 1984. A study of the environmental effects, conducted in 1993, found that the end of fertiliser subsidies had been followed by a fall in fertiliser use (a fall compounded by the decline in world commodity prices, which cut farm incomes). The removal of subsidies also stopped land-clearing and overstocking, which in the past had been the principal causes of erosion. Farms began to diversify. The one kind of subsidy whose removal appeared to have been bad for the environment was the subsidy to manage soil erosion.

In less enlightened countries, and in the European Union, the trend has been to reduce rather than eliminate subsidies, and to introduce new payments to encourage farmers to treat their land in environmentally friendlier ways, or to leave it fallow. It may sound strange but such payments need to be higher than the existing incentives for farmers to grow food crops. Farmers, however, dislike being paid to do nothing. In several countries they have become interested in the possibility of using fuel produced from crop residues either as a replacement for petrol (as ethanol) or as fuel for power stations (as biomass). Such fuels produce far less carbon dioxide than coal or oil, and absorb carbon dioxide as they grow. They are therefore less likely to contribute to the greenhouse effect. But they are rarely competitive with fossil fuels unless subsidised and growing them does no less environmental harm than other crops.

A result of the Uruguay Round of world trade negotiations is likely to be a reduction of 36 percent in the average levels of farm subsidies paid by the rich countries in 1986-1990. Some of the world's food production will move from Western Europe to regions where subsidies are lower or nonexistent, such as the former communist countries and parts of the developing world. Some environmentalists worry about this outcome. It will undoubtedly mean more pressure to convert natural habitat into farmland. But it will also have many desirable environmental effects. The intensity of farming in the rich world should decline, and the use of chemical inputs will diminish. Crops are more likely to be grown in the environments to which they are naturally suited. And more farmers in poor countries will have the money and the incentive to manage their land in ways that are sustainable in the long run. That is important. To feed an increasingly hungry world, farmers need every incentive to use their soil and water effectively and efficiently.

51. What did the research completed in 1982 find?
52. What increased in New Zealand after 1984?
53. Why does the author refer to some rich countries as being "less enlightened" than New Zealand?
54. What does the author believe that the Uruguay Round agreements on trade will achieve?
55. What do you think the most suitable title for this passage could be?

**PART III WRITING [60 MIN] (1×30=30 POINTS)**

Please write a composition of 400 words on the following topic:

*Some people believe that visitors to other countries should follow local customs and behaviour. Others disagree and think that the host country should welcome cultural differences. Discuss both these views and give your own opinion.*

Marks will be awarded for content, organization, grammar and appropriateness. Failure to follow the instructions may result in a loss of marks.