# MATCHING FEATURES

**Ex 1:**

## HERE TODAY, GONE TOMORROW

A. In addition, it seems that a high number of visitors return to the poles. 'Looking at six years' worth of data, of the people who have been to the polar regions, roughly 25 percent go for a second time,' says Louisa Richardson, a senior marketing executive at tour operator Exodus.

B. Although polar tourism is widely accepted, there have been few regulations up until recently. At the meeting of the Antarctic Treaty in Baltimore, the 28 member nations adopted proposals for limits to tourist numbers. These included safety codes for tourist vessels in Antarctic waters, and improved environmental protection for the continent. They agreed to prevent ships with more than 500 passengers from landing in Antarctica, as well as limit the number of passengers going ashore to a maximum of 100 at any one time, with a minimum of one guide for every 20 tourists. 'Tourism in Antarctica is not without its risks,' says Downie. After all, Antarctica doesn't have a coastguard rescue service.'

C. 'So far, no surveys confirm that people are going quickly to see polar regions before they change,' says Frigg Jorgensen, General Secretary of the Association of Arctic Expedition Cruise Operators (AECO). 'However, Hillary Clinton and many other big names have been to Svalbard in the northernmost part of Norway to see the effects of climate change. The associated media coverage could influence others to do the same.'

D. These days, rarely a week passes without a negative headline in the newspapers. The suffering polar bear has become a symbol of a warming world, its plight a warning that the clock is ticking. It would seem that this ticking clock is a small but growing factor for some tourists. 'There's an element of "do it now",' acknowledges Prisca Campbell, Marketing director of Quark Expeditions, which takes 7,000 People to the poles annually. Leaving the trip until later, it seems, may mean leaving it too late.

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

Match each statement with the correct person, A-D.

**NB** You may use any letters more than once

| **List of People** |
| --- |
| A. Lousia Richardson |
| B. Rod Downie |
| C. Frigg Jorgensen |
| D. Prisca Campbell |

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8. Some tourists believe they should not delay their trip to the poles.
9. There are some dangers to travelling in Antarctica.
10. Some famous people have travelled to polar regions to look at the impacts of global warming.
11. Some tourists make more than one trip to the poles.
12. There is no evidence that visitors are hurrying to the poles.

**Ex2:**

## GIFTED CHILDREN AND LEARNING

**A.** High achievers have been found to use self-regulatory learning strategies more often and more effectively than lower achievers, and are better able to transfer these strategies to deal with unfamiliar tasks. This happens to such a high degree in some children that they appear to be demonstrating talent in particular areas. Overviewing research on the thinking process of highly able children, ( Shore and Kanevsky , 1993) put the instructor's problem succinctly: ' If they [the gifted] merely think more quickly, then we need only teach more quickly. If they merely make fewer errors, then we can shorten the practice'. But of course, this is not entirely the case; adjustments have to be made in methods of learning and teaching, to take account of the many ways individuals think.

**B.** Yet in order to learn by themselves, the gifted do need some support from their teachers. Conversely, teachers who have a tendency to 'overdirect' can diminish their gifted pupils' learning autonomy. Although 'spoon-feeding' can produce extremely high examination results, these are not always followed by equally impressive life successes. Too much dependence on the teachers risks loss of autonomy and motivation to discover. However, when teachers o pupils to reflect on their own learning and thinking activities, they increase their pupils' self-regulation. For a young child, it may be just the simple question 'What have you learned today?' which helps them to recognise what they are doing. Given that a fundamental goal of education is to transfer the control of learning from teachers to pupils, improving pupils' learning to learn techniques should be a major outcome of the school experience, especially for the highly competent. There are quite a number of new methods which can help, such as child- initiated learning, ability-peer tutoring, etc. Such practices have been found to be particularly useful for bright children from deprived areas.

**C.** But scientific progress is not all theoretical, knowledge is a so vital to outstanding performance: individuals who know a great deal about a specific domain will achieve at a higher level than those who do not ( Elshout , 1995) . Research with creative scientists by Simonton (1988) brought him to the conclusion that above a certain high level, characteristics such as independence seemed to contribute more to reaching the highest levels of expertise

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than intellectual skills, due to the great demands of effort and time needed for learning and practice. Creativity in all forms can be seen as expertise se mixed with a high level of motivation (Weisberg , 1993).

**D.** To sum up, learning is affected by emotions of both the individual and significant others. Positive emotions facilitate the creative aspects of earning and negative emotions inhibit it. Fear, for example, can limit the development of curiosity, which is a strong force in scientific advance, because it motivates problem-solving behaviour. In Boekaerts' (1991) review of emotion the learning of very high IQ and highly achieving children, she found emotional forces in harness. They were not only curious, but often had a strong desire to control their environment, improve their learning efficiency and increase their own learning resources.

*Look at the following statements (Questions 18-22) and the list of people below.*

*Match each statement with the correct person or people,* ***A-E.***

*Write the correct letter,* ***A-E,*** *in boxes* ***18-22*** *on your answer sheet.*

**18** Less time can be spent on exercises with gifted pupils who produce accurate work.
**19** Self-reliance is a valuable tool that helps gifted students reach their goals.
**20** Gifted children know how to channel their feelings to assist their learning.
**21** Really successful students have learnt a considerable amount about their subject.

**List of People**

**A** Shore and Kanevsky
**B** Elshout
**C** Simonton
**D** Boekaerts

**Ex3:**

**SECOND NATURE**

**A.** The evidence is good that most personality traits can be altered,' says Christopher Peterson, professor of psychology at the University of Michigan, who cites himself as an example. Inherently introverted, he realised early on that as an academic, his reticence would prove disastrous in the lecture hall. So he learned to be more outgoing and to entertain his classes. 'Now my extroverted behaviour is spontaneous, ' he says.

**B.** David Fajgenbaum had to make a similar transition. He was preparing for university, when he had an accident that put an end to his sports career. On campus, he quickly found that beyond ordinary counselling, the university had no services for students who were undergoing

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physical rehabilitation and suffering from depression like him. He therefore launched a support group to help others in similar situations. He took action despite his own pain - a typical response of an optimist.

**C.** Suzanne Segerstrom, professor of psychology at the University of Kentucky, believes that the key to increasing optimism is through cultivating optimistic behaviour, rather than positive thinking. She recommends you train yourself to pay attention to good fortune by writing down three positive things that come about each day. This will help you convince yourself that favourable outcomes actually happen all the time, making it easier to begin taking action.

**D.** You can recognise a person who is passionate about a pursuit by the way they are so strongly involved in it. Tanya Streeter's passion is freediving - the sport of plunging deep into the water without tanks or other breathing equipment. Beginning in 1998, she set nine world records and can hold her breath for six minutes. The physical stamina required for this sport is intense but the psychological demands are even more overwhelming. Streeter learned to untangle her fears from her judgment of what her body and mind could do. 'In my career as a competitive freediver, there was a limit to what I could do - but it wasn't anywhere near what I thought it was/ she says.

**E.** Finding a pursuit that excites you can improve anyone's life. The secret about consuming passions, though, according to psychologist Paul Silvia of the University of North Carolina, is that 'they require discipline, hard work and ability, which is why they are so rewarding.' Psychologist Todd Kashdan has this advice for those people taking up a new passion: ' As a newcomer, you also have to tolerate and laugh at your own ignorance . You must be willing to accept the negative feelings that come your way,' he says.

**F.** Usually, we think of courage in physical terms but ordinary life demands s omething else. For marketing executive Kenneth Pedeleose, it meant speaking out against something he thought was ethically wrong. The new manager was intimidating staff so Pedeleose carefully recorded each instance of bullying and eventually took the evidence to a senior director, knowing his own job security would be threatened. Eventually the manager was the one to go. According to Cynthia Pury, a psychologist at Clemson University, Pedeleose's story proves the point that courage is not motivated by fearlessness, but by moral obligation. Pury also believes that people can acquire courage. Many of her students said that faced with a risky situation, they first tried to calm themselves down, then looked for a way to mitigate the danger, just as Pedeleose did by documenting his allegations.

*Match each statement with the correct person,* ***A-G****.*

*Write the correct letter,* ***A-G****, in boxes* ***19-22*** *on your answer sheet.*

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**19** People must accept that they do not know much when first trying something new.

**20** It is important for people to actively notice when good things happen.

**21** Courage can be learned once its origins in a sense of responsibility are understood.

**22** It is possible to overcome shyness when faced with the need to speak in public.

**List of People**

**A** Christopher Peterson

**B** David Fajgenbaum

**C** Suzanne Segerstrom

**D** Tanya Streeter

**E** Todd Kashdan

**F** Kenneth Pedeleose

**G** Cynthia Pury

**Ex4:**

**A.** A new study conducted for the World Bank by Murdoch University's Institute for Science and Technology Policy (ISTP) has demonstrated that public transport is more efficient than cars. The study compared the proportion of wealth poured into transport by thirty-seven cities around the world. This included both the public and private costs of building, maintaining and using a transport system.

**B.** The study found that the Western Australian city of Perth is a good example of a city with minimal public transport. As a result, 17% of its wealth went into transport costs. Some European and Asian cities, on the other hand, spent as little as 5%. Professor Peter Newman, ISTP Director, pointed out that these more efficient cities were able to put the difference into attracting industry and jobs or creating a better place to live.

**C.** According to Professor Newman, the larger Australian city of Melbourne is a rather unusual city in this sort of comparison. He describes it as two cities: 'A European city surrounded by a car-dependent one'. Melbourne's large tram network has made car use in the inner city much lower, but the outer suburbs have the same car-based structure as most other Australian cities. The explosion in demand for accommodation in the inner suburbs of Melbourne suggests a recent change in many pple's preferences as to where they live. Newman says this is a new, broader way of considering public transport issues. In the past, the case for public transport has been made on the basis of environmental and social justice considerations rather than economics. Newman, however, believes the study

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demonstrates that 'the auto-dependent city model is inefficient and grossly inadequate in economic as well as environmental terms'.

**D.** Bicycle use was not included in the study but Newman noted that the two most 'bicycle friendly' cities considered - Amsterdam and Copenhagen - were very efficient, even though their public transport systems were 'reasonable but not special' .

**E.** It is common for supporters of road networks to reject the models of cities with good public transport by arguing that such systems would not work in their particular city. One objection is climate. Some people say their city could not make more use of public transport because it is either too hot or too cold. Newman rejects this, pointing out that public transport has been successful in both Toronto and Singapore and, in fact, he has checked the use of cars against climate and found 'zero correlation'.

**F.** When it comes to other physical features, road lobbies are on stronger ground. For example, Newman accepts it would be hard for a city as hilly as Auckland to develop a really good rail network. However, he points out that both Hong Kong and Zurich have managed to make a success of their rail systems, heavy and light respectively, though there are few cities in the world as hilly.

**G.** In fact, Newman believes the main reason for adopting one sort of transport over another is politics: 'The more democratic the process, the more public transport is favored.' He considers Portland, Oregon, a perfect example of this. Some years ago, federal money was granted to build a new road. However, local pressure groups forced a referendum over whether to spend the money on light rail instead. The rail proposal won and the railway worked spectacularly well. In the years that have followed, more and more rail systems have been put in, dramatically changing the nature of the city. Newman notes that Portland has about the same population as Perth and had a similar population density at the time.

*Look at the following cities (Questions 11-13) and the list of descriptions below.*

*Match each city with the correct description,* ***A-F****.*

*Write the correct letter,* ***A-F****, in boxes 11-13 on your answer sheet.*

**List of Descriptions**

**A** successfully uses a light rail transport system in hilly environment
**B** successful public transport system despite cold winters
**C** profitably moved from road to light rail transport system
**D** hilly and inappropriate for rail transport system
**E** heavily dependent on cars despite widespread poverty
**F** inefficient due to a limited public transport system

| |
|---|
| **11** Perth |
| **12** Auckland |
| **13** Portland |

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