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by reducing the two to a single number, he divided the mental age by the physical age, and multiplied the result by 100. An average child, irrespective of age, would score 100. a number much lower than 100 would suggest the need for help, and one much higher would suggest a child well ahead of his peer.

**D** This measurement is what is now termed the IQ (for intelligence quotient) score and it has evolved to be used to show how a person, adult or child, performed in relation to others. (the term IQ was coined by Lewis m. Terman, professor of psychology and education of Stanford university, in 1916. he had constructed an enormously influential revision of Binet's test, called the Stanford-Binet test, versions of which are still given extensively.)

**E** The field studying intelligence and developing tests eventually coalesced into a sub-field of psychology called psychometrics (psycho for 'mind' and metrics for 'measurements'). The practical side of psychometrics (the development and use of tests) became widespread quite early, by 1917, when Einstein published his grand theory of relativity, mass-scale testing was already in use. Germany's unrestricted submarine warfare (which led to the sinking of the **Lusitania** (卢西塔尼亚号) in 1915) provoked the United States to finally enter the First World War in the same



year. The military had to build up an army very quickly; it had two million inductees to sort out. Who would become officers and who enlisted men? Psychometricians developed two intelligence tests that helped sort all these people out, at least to some extent, this was the first major use of testing to decide who lived and who died, as officers were a lot safer on the battlefield,

the tests themselves were given under horrendously (adj.可怕的) bad conditions, and the examiners seemed to lack commonsense, a lot of recruits simply had no idea what to do and in several sessions most inductees scored zero! The examiners also came up with the quite astounding conclusion from the testing that the average American adult's intelligence was equal to that of a thirteen-year-old!

**F** Intelligence testing enforced political and social prejudice, their results were used to argue that Jews ought to be kept out of the united states because they were so intelligently inferior that they would pollute the racial mix; and blacks ought not

to be allowed to breed at all. And so abuse and test bias controversies continued to plaque psychometrics.

**G** Measurement is fundamental to science and technology, science often advances in leaps and bounds when measurement devices improve, psychometrics has long tried to develop ways to gauge psychological qualities such as intelligence and more specific abilities, anxiety, extroversion, emotional stability, compatibility, with marriage partner, and so on. Their scores are often given enormous weight, a single IQ measurement can take on a life of its own if teachers and parents see it as definitive, it became a major issue in the 70s, when court cases were launched to stop anyone from making important decisions based on IQ test scores, the main criticism was and still is that current tests don't really measure intelligence, whether intelligence can be measured at all is still controversial, some say it cannot others say that IQ tests are psychology's greatest accomplishments

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### **Questions 14-17**

The reading Passage has seven paragraphs **A-G**.

Which paragraph contains the following information?

Write the correct letter **A-G** in boxes **14-17** on your answer sheet.

- 14 IQ is just one single factor of human characteristics.
- 15 Discussion of methodology behind the Professor Stern's test.
- 16 Inadequacy of IQ test from Binet.
- 17 The definition of IQ was created by a professor.



### **Questions 18-21**

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

Write your answers in boxes 18-21 on your answer sheet.

**18 Professor Binet devise the test to \_\_\_\_\_**

- A find those who do not perform satisfied
- B choose the best one
- C measure the intelligence
- D establish the standard of intelligence

**19 The test is \_\_\_\_\_ designed according to \_\_\_\_\_**

- A math
- B age
- C reading skill
- D gender

**20 U.S. Army used Intelligence tests to select \_\_\_\_\_**

- A Officers
- B Normal Soldiers
- C Examiners
- D Submarine drivers.

**21 the purpose of the text is to \_\_\_\_\_**

- A Give credit to the contribution of Binet in IQ test
- B prove someone's theory is feasible.
- C discuss the validity and limitation of test
- D outline the history of the test



### **Questions 22-26**

Do the following statements agree with the information given in Reading Passage 2?  
In boxes 22-26 on your answer sheet, write

<b>TRUE</b>	<i>if the statement is true</i>
<b>FALSE</b>	<i>if the statement is false</i>
<b>NOT GIVEN</b>	<i>if the information is not given in the passage</i>

22 Part the intension in designing the test by professor Binet has been misunderstood.

23 Age as a factor is completely overlooked in the simplified tests by Wilhelm Stern

24 Einstein was a counter-example of IQ test conclusion.

25 IQ test may probably lead to racial discrimination as a negative effect.

26 The author regards measuring intelligent test as a goal hardly meaningful

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## Internal and External *Marketing*

**A** Employees need to hear the same messages that you send out to the marketplace. At most companies, however, internal and external communications are often mismatched. This can be very confusing, and it threatens employees' perceptions of the company's integrity: They are told one thing by management but observe that a different message is being sent to the public. One health insurance company, for instance, advertised that the welfare of patients was the company's number one priority, while employees were told that their main goal was to increase the value of their stock options through cost reductions. And one major financial services institution told customers that it was making a major shift in focus from being a financial retailer to a financial adviser, but, a year later, research showed that the customer experience with the company had not changed. It turned out that company leaders had not made an effort to sell the change internally, so employees were still churning out transactions and hadn't changed their behavior to match their new adviser role.



**B** Enabling employees to deliver on customer expectations is important, of course, but it's not the only reason a company needs to match internal and external messages. Another reason is to help push the company to achieve goals that might otherwise be out of reach. In 1997, when IBM launched its e-business campaign (which is widely credited for turning around the company's image), it chose to ignore research that suggested consumers were unprepared to embrace IBM as a leader in e-business. Although to the outside world this looked like an external marketing effort, IBM was also using the campaign to align employees around the idea of the Internet as the future of technology. The internal campaign changed the way employees thought about everything they did, from how they named products to how they organized staff to how they approached selling. The campaign was successful largely because it gave employees a sense of direction and purpose, which in turn restored their confidence in IBM's ability to predict the future and lead the technology industry. Today, research shows that people are four times more likely to associate the term "e-business" with IBM than with its nearest competitor, Microsoft.

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**C** The type of “two-way branding” that IBM did so successfully strengthens both sides of the equation. Internal marketing becomes stronger because it can draw on the same “big idea” as advertising. Consumer marketing becomes stronger because the messages are developed based on employees’ behavior and attitudes, as well as on the company’s strengths and capabilities—indeed, the themes are drawn from the company’s very soul. This process can result in a more distinct advertising idea because marketers are more likely to create a message that’s unique to the company.

**D** Perhaps even more important, by taking employees into account, a company can avoid creating a message that doesn’t resonate with staff or, worse, one that builds resentment. In 1996, United Airlines shelved its “Come Fly the Friendly Skies” slogan when presented with a survey that revealed the depth of customer resentment toward the airline industry. In an effort to own up to the industry’s shortcomings, United launched a new campaign, “Rising,” in which it sought to differentiate itself by acknowledging poor service and promising **incremental** improvements such as better meals. While this was a logical premise for the campaign given the tenor of the times, a campaign focusing on customers’ distaste for flying was deeply discouraging to the staff. Employee resentment ultimately made it impossible for United to deliver the improvements it was promising, which in turn undermined the “Rising” pledge. Three years later, United decided employee opposition was undermining its success and pulled the campaign. It has since moved to a more inclusive brand message with the line “United,” which both audiences can embrace. Here, a fundamental principle of advertising—find and address a customer concern—failed United because it did not consider the internal market.



**E** When it comes to execution, the most common and effective way to link internal and external marketing campaigns is to create external advertising that targets both audiences. IBM used this tactic very effectively when it launched its e-business campaign. It took out an eight-page ad in the Wall Street Journal declaring its new vision, a message directed at both customers and internal **stakeholders**. This is an expensive way to capture attention, but if used sparingly, it is the most powerful form of communication; in fact, you need do it only once for everyone in the company to read it. There’s a symbolic advantage as well. Such a tactic signals that the company is taking its pledge very seriously; it also signals transparency—the same message going out to both audiences.

**F** Advertising isn't the only way to link internal and external marketing. At Nike, a number of senior executives now hold the additional title of "Corporate Storyteller." They deliberately avoid stories of financial successes and concentrate on **parables** of "just doing it," reflecting and reinforcing the company's ad campaigns. One tale, for example,

recalls how legendary coach and Nike



cofounder Bill Bowerman, in an effort to build a



better shoe for his team, poured rubber into the family waffle iron, giving birth to the prototype of Nike's famous Waffle Sole. By talking about such inventive moves, the

company hopes to keep the spirit of innovation that characterizes its ad campaigns alive and well within the company.

**G** But while their messages must be aligned, companies must also keep external promises a little ahead of internal realities. Such promises provide incentives for employees and give them something to live up to.

In the 1980s, Ford turned "*Quality is Job!*" from an internal rallying cry into a consumer slogan in response to the threat from cheaper, more reliable

Japanese cars. It did so before the claim was fully justified, but by placing it in the public arena, it gave employees an incentive to match the Japanese. If the promise is pushed too far ahead, however, it loses credibility. When a beleaguered British Rail launched a campaign announcing service improvement under the banner "*We're Getting There,*" it did so prematurely. By drawing attention to the gap between the promise and the reality, it prompted destructive press coverage. This, in turn, demoralized staff, who had been legitimately proud of the service advances they had made.

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## Questions 28-34

Use the information in the passage to match the company (listed A-F) with correct category or deeds below. Write the appropriate letters A-F in boxes 28-33 on your answer sheet.

**NB you may use any letter more than once**

- A legendary anecdote inspire employee successfully
- B advertisement campaign inspire employees and ensure leading role in business
- C improper ads campaign brings negative effect
- D internal and external announcement are different
- E campaign brings positive and realistic expectation internally
- F a bad slogan that failed both to win support internally and raise standard to its poor service

- 28 One health insurance Company
- 29 British Rail
- 30 IBM
- 31 United Airline
- 32 A financial service company
- 33 A Shoemaking company (Nike)
- 34 The Company of (Ford)



## Questions 35-38

Do the following statements agree with the information given in Reading Passage 3?  
In boxes 35-38 on your answer sheet, write

<b>TRUE</b>	<i>if the statement is true</i>
<b>FALSE</b>	<i>if the statement is false</i>
<b>NOT GIVEN</b>	<i>if the information is not given in the passage</i>

- 35 Employers in almost all companies successfully make their employees fully understand the outside campaign.
- 36 Currently IBM is more prominent in the area of E-business
- 37 United Airline finally gave up an ads slogan due to a survey in 1996.
- 38 Nike had improved company performance through telling employees legendary corporation stories.

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## Questions 39-40

Choose **Two correct letters below**

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

Please choose **TWO** approaches in the passage mentioned that were employed as company strategy:

- A promoting the visual effect of their products' advertisement
- B launching inspiring campaigns internally
- C introducing inner competition
- D learning how to tell stories among senior executives
- E applying an appropriate slogan

# Paper or Computer ?

**A** Computer technology was supposed to replace paper. But that hasn't happened. Every country in the Western world uses more paper today, on a per-capita basis, than it did ten years ago. The consumption of uncoated free-sheet paper, for instance -- the most common kind of office paper -- rose almost fifteen per cent in the United States between 1995 and 2000. This is generally taken as evidence of how hard it is to eradicate old, wasteful habits and of how stubbornly resistant we are to the efficiencies offered by computerization. A number of cognitive psychologists and ergonomics experts, however, don't agree. Paper has persisted, they argue, for very good reasons: when it comes to performing certain kinds of cognitive tasks, paper has many advantages over computers. The dismay people feel at the sight of a messy desk -- or the spectacle of air-traffic controllers tracking flights through notes scribbled on paper strips -- arises from a fundamental confusion about the role that paper plays in our lives.



**B** The case for paper is made most eloquently in "The Myth of the Paperless Office", by two social scientists, Abigail Sellen and Richard Harper. They begin their book with an account of a study they conducted at the International Monetary Fund, in Washington, D.C. Economists at the I.M.F. spend most of their time writing reports on complicated economic questions, work that would seem to be perfectly suited to sitting in front of a computer. Nonetheless, the I.M.F. is awash in paper, and Sellen and Harper wanted to find out why. Their answer is that the business of writing reports -- at least at the I.M.F. -- is an intensely collaborative process, involving the professional judgments and contributions of many people. The economists bring drafts of reports to conference rooms, spread out the relevant pages, and negotiate changes with one other. They go back to their offices and jot down comments in the margin, taking advantage of the freedom offered by the informality of the handwritten note. Then they deliver the annotated draft to the author in person, taking him, page by page, through the suggested changes. At the end of the process, the author spreads out all the pages with comments on his desk and starts to enter them on the computer -- moving the pages around as he works, organizing and

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1 reorganizing, saving and discarding.

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3 **C** Without paper, this kind of collaborative and iterative work process would be much  
4 more difficult. According to Sellen and Harper, paper has a unique set of  
5 "affordances" -- that is, qualities that permit specific  
6 kinds of uses. Paper is tangible: we can pick up a  
7 document, flip through it, read little bits here and there,  
8 and quickly get a sense of it. Paper is spatially flexible,  
9 meaning that we can spread it out and arrange it in the  
10 way that suits us best. And it's tailorable: we can easily annotate it, and scribble on it  
11 as we read, without altering the original text. Digital documents, of course, have their  
12 own affordances. They can be easily searched, shared, stored, accessed remotely, and  
13 linked to other relevant material. But they lack the affordances that really matter to a  
14 group of people working together on a report. Sellen and Harper write:

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20 **D** Paper enables a certain kind of thinking. Picture, for instance, the top of your desk.  
21 Chances are that you have a keyboard and a computer screen off to one side, and a  
22 clear space roughly eighteen inches square in front of your chair. What covers the rest  
23 of the desktop is probably piles -- piles of papers, journals, magazines, binders,  
24 postcards, videotapes, and all the other artifacts of the knowledge  
25 economy. The piles look like a mess, but they aren't. When a  
26 group at Apple Computer studied piling behavior several years  
27 ago, they found that even the most disorderly piles usually make  
28 perfect sense to the piler, and that office workers could hold forth  
29 in great detail about the precise history and meaning of their piles.



30 The pile closest to the cleared, eighteen-inch-square working area,  
31 for example, generally represents the most urgent business, and within that pile the  
32 most important document of all is likely to be at the top. Piles are living, breathing  
33 archives. Over time, they get broken down and resorted, sometimes chronologically  
34 and sometimes thematically and sometimes chronologically and thematically; clues  
35 about certain documents may be physically embedded in the file by, say, stacking a  
36 certain piece of paper at an angle or inserting dividers into the stack.

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39 **E** But why do we pile documents instead of filing them? Because piles represent the  
40 process of active, ongoing thinking. The psychologist Alison Kidd, whose research  
41 Sellen and Harper refer to extensively, argues that "knowledge workers" use the  
42 physical space of the desktop to hold "ideas which they cannot yet categorize or even  
43 decide how they might use." The messy desk is not necessarily a sign of  
44 disorganization. It may be a sign of complexity: those who deal with many  
45 unresolved ideas simultaneously cannot sort and file the papers on their desks,  
46 because they haven't yet sorted and filed the ideas in their head. Kidd writes that

many of the people she talked to use the papers on their desks as contextual cues to "recover a complex set of threads without difficulty and delay" when they come in on a Monday morning, or after their work has been interrupted by a phone call. What we see when we look at the piles on our desks is, in a sense, the contents of our brains.

**F** This idea that paper facilitates a highly specialized cognitive and social process is a far cry from the way we have historically thought about the stuff. Paper first began to proliferate in the workplace in the late nineteenth century as part of the move toward "systematic management." To cope with the complexity of the industrial economy, managers were instituting company-wide policies and demanding monthly, weekly, or even daily updates from their subordinates. Thus was born the monthly sales report, and the office manual and the internal company newsletter. The typewriter took off in the eighteen-eighties, making it possible to create documents in a fraction of the time it had previously taken, and that was followed closely by the advent of carbon paper, which meant that a typist could create ten copies of that document simultaneously. Paper was important not to facilitate creative collaboration and thought but as an instrument of control.

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## Questions 27-32

*The reading passage has seven paragraphs, A-F*

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

*Write the correct number, i-xi, in boxes 27-32 on your answer sheet.*

### List of Headings

- i* paper continued as a sharing or managing must
- ii* piles can be more inspiring rather than disorganising
- iii* Favorable situation that economists used paper pages
- iv* overview of an unexpected situation: paper survived
- v* comparison between efficiencies for using paper and using computer
- vi* IMF' paperless office seemed to be a waste of papers
- vii* example of failure for avoidance of paper record
- viii* There are advantages of using a paper in offices
- ix* piles reflect certain characteristics in people' thought
- x* joy of having the paper square in front of computer

- 27 paragraph A
- 28 paragraph B
- 29 paragraph C
- 30 paragraph D
- 31 paragraph E
- 32 paragraph F



## Questions 33-36

### Summary

Complete the following summary of the paragraphs of Reading Passage, using *no more than three* words from the Reading Passage for each answer. Write your answers in boxes **33-36** on your answer sheet.

Compared with digital documents, paper has several advantages.

First it allows clerks to work in a ..... 33..... way among

colleagues. Next, paper is not like virtual digital versions, it's .....  
34..... Finally, because it is ..... 35....., note or comments can  
be effortlessly added as related information. However,  
shortcoming comes at the absence of convenience on task which is  
for a .....36.....



### Questions 37-40

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

Write your answers in boxes 37-40 on your answer sheet.

- 37 What do the *economists* from *IMF* say that their way of writing documents?
- A they note down their comments for freedom on the drafts
  - B they finish all writing individually
  - C they share ideas on before electronic version was made
  - D they use electronic version fully
- 38 What is the implication of the "*Piles*" mentioned in the passage?
- A they have underlying orders
  - B they are necessarily a mess
  - C they are in time sequence order
  - D they are in alphabetic order
- 39 What does the *manager* believe in sophisticated economy?
- A recorded paper can be as management tool
  - B carbon paper should be compulsory
  - C Teamwork is the most important
  - D monthly report is the best way
- 40 According to the end of this passage, what is the reason *why paper is not replaced* by electronic vision?
- A paper is inexpensive to buy
  - B it contributed to management theories in western countries
  - C people need time for changing their old habit
  - D it is collaborative and functional for tasks implement and management

# 13

Version 23310

主题

智力测验

14	G	15	C	16	B
17	D	18	B	19	B
20	A	21	C	22	TRUE
23	FALSE	24	NOT GIVEN	25	TRUE
26	NOT GIVEN				

# 14

Version 23317

主题

企业内部管理策略

28	D	29	C	30	B
31	F	32	C	33	A
34	E	35	FALSE	36	TRUE
37	TRUE	38	NOT GIVEN	39	B
40	E				

# 15

Version 23325

主题

纸张和电脑

27	iv	28	iii	29	viii
30	ii	31	ix	32	i
33	collaborativeand iterative	34	tangible	35	tailorable
36	group of people	37	C	38	A
39	A	40	D		