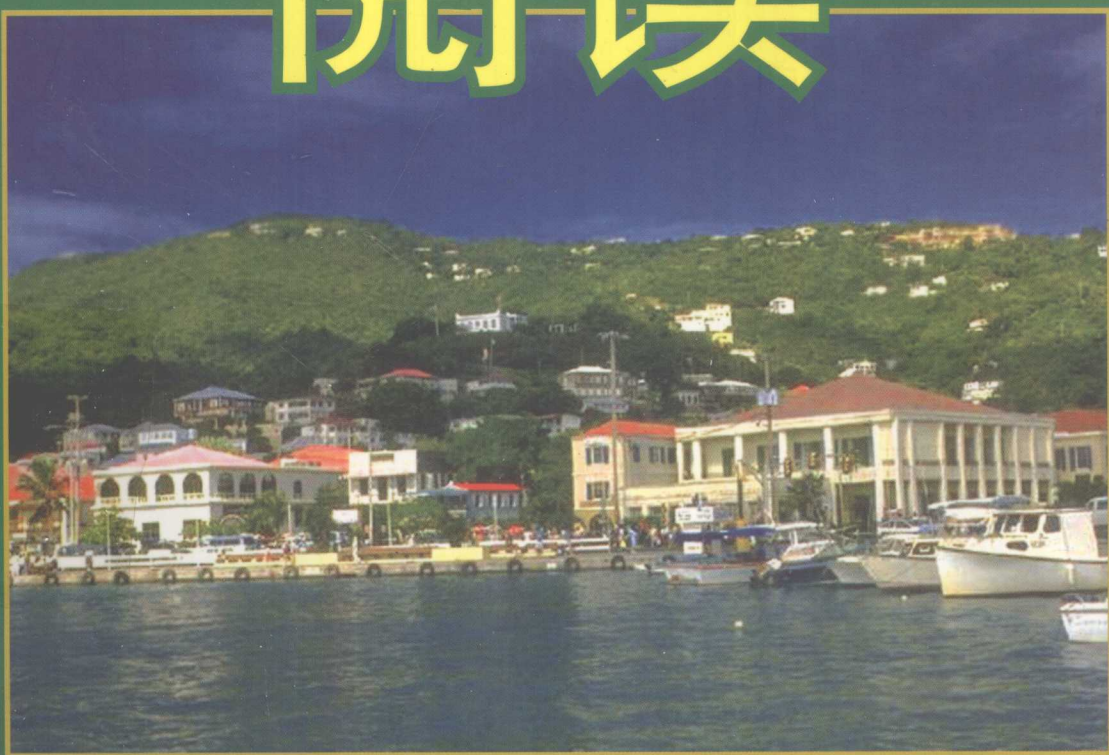


IELTS

雅思考前15天

邓和刚 编著

阅读



北京语言大学出版社

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编者的话

通过紧张的复习，各位雅思学友已接触到大量的雅思材料，基本了解到雅思考试的命题方式和难度。本书无意给各位学友再堆砌更多的资料，而是重在归纳雅思考试的基本特点，并按照雅思考试的出题形式给大家一个分类复习的阶梯，让大家在最后十几天的冲刺阶段，按部就班地复习、思考、归纳、提高。

一、雅思考试的特点

雅思考试（IELTS）有六个较显著的特点，可以归纳如下，以帮助大家从另一个角度了解雅思考试。

1. 交际法语言测试（Communicative Testing）

雅思考试被英美语言教学和语言测试专家称为“交际法语言测试”，其主要目的是考查考生将语言用于日常交际行为的能力，如通过阅读和听力获取信息，通过口语与人沟通，通过写作表述意见。它是一项关于语言运用（language use）的测试，而不是关于语言知识（language usage）的测试。请参见下表：

交际法语言测试重点	非交际法语言测试重点
运用语言和非语言因素（如常识）获取信息。 对信息进行整体把握。 运用获取的信息在仿真生活环境中完成交际任务（如口语中“角色扮演”和阅读中的“完成图表”和“摘要”）。 全面测试语言输入（如阅读和听力）和输出（如写作和口语）的能力。	对语言结构的了解，如语法。 对词汇的了解，如单词的意义。 侧重对局部信息的理解。 侧重对语言输入（如阅读和听力）的测试。

2. 第三代语言测试（The Third Generation Testing）

英语测试发展到雅思考试经历了三个阶段，每一个阶段的发展都与当时人们对语言教学的认识和对语言运用的要求有关。第一个阶段是上世纪初到

第二次世界大战前，语言测试的主流是翻译法。第二个阶段是二战开始以后到现在（主要由于美国的影响），语言测试的主流是标准化客观试题（以“TOEFL”为代表）。第三个阶段开始于上个世纪七八十年代（主要由于英国和澳大利亚学者的努力），英语测试逐渐走上了侧重语言运用的交际法语言测试（以“IELTS”为代表）的道路。目前，交际法语言教学原则和测试手段获得了大多数语言教师的认同，并且也得到了大多数考生的认同，目前正在蓬勃发展的势头之中。

3. 任务导向的测试 (Task-based Testing)

由于是交际法语言测试，雅思要测试的是在“真实生活”环境中考生需要用语言完成的交际性任务。这个任务在雅思中是以“Directions”的形式出现的，它反映的是出题者与考试者通过语言媒介进行的交际活动。因此，雅思要求考生做每一组题时必须按照“Directions”做题。

4. 成组出题 (Questions in Group)

交际法语言测试认为，语言交际活动由一系列的行为构成。因此，要考查考生的语言交际水平，不能将语言材料分裂以单一形式（如多项选择题）出题，而要将考题放在一组当中。通观雅思阅读和听力考试，没有一个考题是以单一的形式出现。从题型角度看，每一组题都是一个类型（大意题、细节题、推理题、态度题、总结题、图表题）。

任务导向和成组出题这两个特点就构成了一系列完整的要求考生完成的语言交际活动。考生在看了问题之后，首先要明确任务，其次是迅速决定做题的策略（strategy），然后是有效地运用语言交际技能（skills）完成指定的任务。

5. 丰富的出题形式 (Varieties of Question Format)

出题形式的丰富多彩是雅思考试给我们的第一个印象。中国的英语考生在经过多年的高考、四、六级考试、TOEFL、GRE 考试的磨炼之后，普遍熟悉多项选择题的做法，几乎没有人会认真阅读考题前的“Directions”。即使是四、六级考试、TOEFL、GRE 考试的好手，如果完全不了解雅思的出题形式以及在出题形式背后的指导思想，都会在雅思考试中遭遇滑铁卢。

交际法语言测试认为丰富多彩的语言交际活动必须以多样化的出题形式来测量。多项选择题适合于测试对细节和推理的把握，匹配题适合于测试对段落大意的理解，填词题适合于完成图表。因此，雅思考试有以下几种主要出题形式：

阅 读	听 力	写 作	口 语
1. 匹配 2. 多项选择 3. 填词/填图/总结 4. 完成句子 5. 真/假/未给 6. 是/否/无关 7. 简要回答 8. 分类	1. 匹配 2. 多项选择 3. 填词/填图/总结 4. 图表标识 5. 完成句子 6. 简要回答 7. 分类	1. 信件写作（普通类） 2. 图表描述（学术类） 3. 议论文写作 ——对比型 ——问答型 ——列举/描述型	1. 提供（非）个人信息 2. 发表意见 4. 解释、建议 5. 说明、推测 5. 比较、对比 6. 总结、分析 7. 表明喜好

6. 语言材料的真实性

雅思考试中所用的材料全部来自真实生活中考生可能遇到的语言材料，没有经过改写，尽可能地保留原文编辑风格。

听力考试第一和第二部分是社会生存类英语，即生活中常见的情形，如开银行账户、购物等，第三、四部分为学术环境类英语，测试考生是否熟悉学习环境，如师生间有关写论文或学习安排的对话、学术讲座等。

阅读考试分普通培训类和学术类。普通培训类考试中，语言材料分为（1）社会生存类，如广告、菜单、时刻表、通知、布告等，重点考查考生是否具备在英语环境中的基本生存能力；（2）职业培训类，如录取通知书、课程安排、学员需知等，重点考查考生能否适应以英语来进行的基本的职业培训；（3）普通文章类，即报纸和杂志对一般社会公众关心的问题（如“环保”和“儿童教育”等）的讨论，重点考查考生是否具备基本的人文素养和背景知识。在学术类考试中，考生要读三篇国外大学生在课内或课外可能会读到的文章，题材非常广泛，有天文、地理、历史、教育、政治、经济、工商管理等各个学科内容，但一般不出现有大量偏僻生词的非常专业化的文章。学术类考试的重点是考查考生是否具有进入专业学习的基本知识和阅读能力。

口语考试为一对一的考试，主要测试考生能否用英语进行流利表达。整个口试均要录音。所有问题均与考生的社会生活和文化背景密切相关。第一部分常考家庭、工作、学习、兴趣爱好等考生熟悉的话题；第二部分中，考官会给考生一张提示卡，上面写明要求考生就一个熟悉的话题进行个人陈述，如考生生活中的人物、事件、地点、物件、经历等；第三部分中，考官和考生将进行相对抽象、笼统的交谈，其目的在于引导考生就第二部分的话题进行进一步的讨论，以帮助考生充分发挥其英语水平、流利交际。

写作考试和口试一样与考生的生活和文化背景密切相关。写作考试分普

通培训类和学术类。普通培训类的第一项写作任务是信件写作，如求职信、感谢信、询问信、投诉信等，而这一类题型刚好是普通培训类考生在工作 and 培训时常写，并且是最需要的。学术类第一项写作任务是图表描述，正好是国外学习、研究中常用的技能。普通培训类和学术类写作的第二项任务都是议论文写作，常考题目均是热点话题，与考生的生活背景有密切联系。

二、最后阶段应该怎样复习

了解雅思考试的基本特点以后，我们知道雅思是一个综合性的测试，主要考查考生运用语言和其他交际技能进行交际的能力。因此，提高交际能力是最重要的，而交际能力并不仅仅是对语法、词汇的掌握所决定的，更不是盲目地做题就可以提高的。一个人的交际能力主要由三个因素构成：语言能力、知识水平、技能策略。

因此，在最后阶段的冲刺，重点不应该放在语言能力的提高上，因为词汇量的积累是一个长期的过程，复杂语法现象的解读也不是一蹴而就的，流畅的听、说、读、写能力需要不断实践、反复锤炼；一个人的知识水平源自生活的积累，小到看懂一个电熨斗的使用说明书，大到深刻地理解最近的基因研究给人类带来的机遇和挑战，这些都需要读书、思考和生活积淀，短期内难有较大的提高。因此，最后阶段的复习应主要围绕熟练掌握交际的技能和策略展开。策略是交际行为中的战略行动。如果把考试作为一个完整的交际行为看待，考生必然要对如何分配时间、决定取舍、安排顺序、扬长避短等等有一个通盘的把握，在战略的高度上来调节自己的身心状态。具体到答题上，考生还应该掌握娴熟的技能，综合性地调动语言能力和知识，对每一道题各个击破。而技能和策略正是最后冲刺阶段应该反复锤炼的。

《雅思考前 15 天》系列丛书由长期从事雅思培训与考试的富有英语教学经验的留英专家教师编写（从 1986 年从事 ELTS 到后来的 IELTS 培训工作至今），汇集了考试技能及教学经验的精华，给出了一个 15 天内围绕听、说、读、写各项策略和技能加强练习和思考的框架。各分册的编写突出技能和策略的掌握，重点是要帮助考生建立起一套符合自己特点的应试方略，力求在短期内帮助考生取得理想的成绩。

本丛书中，口语与写作由爱尔兰籍英语教师、IELTS 考官 Sheila Crowe 审稿，英国籍 IELTS 考官 Donal Crawford 为写作一书提供了部分参考样文。在本丛书的编写过程中，得到了王素云编辑的指导和热情帮助，还得到了编者所在培训部的领导和同事的大力支持，一并在表示衷心的感谢。

编者

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第1天 雅思阅读考试概述

一、雅思阅读考试的特点

雅思阅读考试分普通训练类考试和学术类考试。在普通训练类考试中，语言材料分为：（1）社会生存类——如广告、菜单、时刻表、通知、布告等，重点考查考生是否具备基本生存能力；（2）职业训练类——如录取通知书、课程安排、学员须知等，重点考查考生是否适应基本的职业训练；（3）普通文章类——即报纸和杂志对一般社会公众关心的问题如“环保”和“儿童教育”等的讨论，重点考查考生是否具备基本的人文素养和背景知识。在学术类考试中，考生要读三篇国外大学生在课内或课外可能会读到的文章，题材非常广泛，有天文、地理、历史、教育、政治、经济、工商管理等各个学科的内容，但一般不会出现有大量偏僻生词的非常专业化的文章。学术类考试的重点是考查考生是否具有进入专业学习的基本知识和阅读能力。

雅思阅读考试最主要的特点是：（1）任务导向的测试（task-based testing）：考生要在一个小时之内阅读约5000词的语言材料，并且要按照“任务”（task）来答题。这个任务在雅思中是以“Directions”的形式出现的，它反映的是出题者与考试者通过语言媒介进行的交际活动。因此，考生做每一组题时必须按照“Directions”做题。（2）出题形式多样化（varieties of the question format）：雅思阅读考试讲求尽量模仿“真实生活”设定任务，因此它的出题形式多种多样。考生必须了解不同的出题形式。（3）成组出题（questions in group）：雅思阅读考试的“任务”通常是一组问题，一组问题具有同一性。如果是大意题，一组题全部是大意题；如果是总结题，一组题全部是总结题。因此，判断一组题的性质并采用相应的策略做题是阅读考试成功的关键。（4）大量的阅读材料（a large amount of reading）：雅思考试的阅读量很大，学术类考试通常是三篇长文，每篇约1500词左右。考生在平时就要注意多读英语文章，以达到能比较流畅地阅读。

二、应对雅思阅读考试的总体策略

1. 制定系统的学习计划

交际法语言测试要求考生不仅要具备语言阅读的精确度 (accuracy), 而且要具备语言阅读的流利性 (fluency)。二者不可偏废。但很多考生在准备雅思考试的时候, 将大部分注意力放在语言的精确度上, 常常为一个或几个问题的答案所困扰, 冥思苦想。还有一些考生则是走向另一个极端, 阅读文章时只求贪多, 不求甚解。系统的学习计划要兼顾语言阅读的精确度和流利性。每天安排出一定的时间 (最少一个小时), 根据自己的情况制定一个学习计划, 循序渐进地学习。泛读时要注意提高阅读的流利性, 不要拘泥于个别单词或文章中的隐晦含义, 只要能理解文章大意和了解文章基本布局即可。精读时则要字斟句酌, 要理解文章中的细节, 尤其要注意作者隐含的思路。

对于使用本书的读者, 作者建议学习计划如下:

日期	学习重点	练习要求
第 1 天	把握雅思阅读考试的总体要求和应对雅思阅读考试的总体策略。	做一篇范文了解各种题型。
第 2 天	研究大意题型的命题方式和答题方法。	认真阅读范文, 完成阅读文章以及练习, 注意阅读速度。
第 3 天	巩固第 2 天所学内容。	完成阅读文章并做练习, 按照要求的速度答题。
第 4 天	研究细节题型中的四种命题方式和答题方法。	认真阅读范文, 完成阅读文章以及练习。
第 5 天	巩固第 4 天所学内容。	完成阅读文章并做练习, 按照要求的速度答题。
第 6 天	研究细节题型中的另外三种命题方式和答题方法。	认真阅读范文, 完成阅读文章以及练习, 注意速度。
第 7 天	巩固第 6 天所学内容。	完成阅读文章并做练习, 按照要求的速度答题。
第 8 天	阶段性复习	完成一套模拟试题, 检查差距在哪里, 以便有针对性地复习。
第 9 天	研究态度/观点题型的命题方式和答题方法。	认真阅读范文, 完成阅读文章以及练习, 注意速度。

续表

日期	学习重点	练习要求
第 10 天	巩固第 9 天所学内容。	完成阅读文章并做练习，按照要求的速度答题。
第 11 天	研究总结题型的命题方式和答题方法。	认真阅读范文，完成指定的练习，注意速度。
第 12 天	巩固第 11 天所学内容。	完成泛读文章并做练习，按照要求的速度答题。
第 13 天	研究图表题型的命题方式和答题方法。	认真阅读范文，完成阅读文章以及练习，注意速度。
第 14 天	巩固第 13 天所学内容。	完成阅读文章并做练习，按照要求的速度答题。
第 15 天	总复习	完成一套模拟试题。

2. 熟悉题型是成功的关键

如前所述，雅思考试是一种交际性语言行为测试，重点在考查考生是否能用语言和非语言的知识和技能完成指定的语言交际行为。这样，雅思考试就必然突破第二代语言测试单一采用多项选择出题方式的局限，以多种出题方式（question format）就多种问题类型（question type）来全方位地考查考生的语言交际行为。

出题方式是指语言测试的技术，如匹配（matching）和填词（gap-filling）等。而问题类型（简称“题型”）是指语言交际行为，如考生对大意和细节的把握，以及对作者态度的判断等。

下表是作者根据多年教授雅思的经验总结出来的题型汇总，据此雅思考生可以透彻地了解各种出题方式的特点以及各种题型的解题思路，以最优化的方式按照指定的任务完成语言交际行为（即通常所称的“答题”）。

<div> <div>题型</div> <div>命题方式</div> </div>	大意题型 Overview Q.	细节题型 Detailed Q.	图表题型 Graphic Q.	态度题型 Attitude Q.	总结题型 Summary Q.
配对 Matching	▲	▲	▲		▲
填词 Gap-filling		▲			▲
真/假/未给 T/F/NG		▲			

续表

<div> <div>题型</div> <div>命题方式</div> </div>	大意题型 Overview Q.	细节题型 Detailed Q.	图表题型 Graphic Q.	态度题型 Attitude Q.	总结题型 Summary Q.
是/否/未给 Y/N/NG				▲	
多项选择 Multiple Choice	▲	▲			
分类 Classification		▲			
简短回答 Short Answer		▲			
完成句子 Sentence Completion		▲			

上表中纵向一栏是出题方式 (question format), 共计八种。横向一栏是题型 (question type), 共计五种。表中的 ▲ 表示某种出题方式通常测试哪些语言交际行为 (即“题型”)。如“匹配”这种出题方式通常是用于测试考生对段落大意的把握。而是/否/未给这一出题方式则用于检查考生对作者态度的把握。不同的题型需要用不同的解题思路来分别对待, 才能够高效率地完成考试, 获取高分。

下面我们通过一篇范文来说明各种题型的应用。

Lessons from the Titanic

A FROM the comfort of our modern lives we tend to look back at the turn of the twentieth century as a dangerous time for sea travellers. With limited communication facilities, and shipping technology still in its infancy in the early nineteen hundreds, we consider ocean travel to have been a risky business. But to the people of the time it was one of the safest forms of transport. At the time of the Titanic's maiden voyage in 1912, there had only been four lives lost in the previous forty years on passenger ships on the North Atlantic crossing. And the Titanic was confidently proclaimed to be unsinkable. She represented the pinnacle of technological advance at the time. Her builders, crew and passengers had no doubt that she was the finest ship ever built. But still she did sink on April 14, 1912, taking 1,517 of her passengers and crew with her.

B The RMS Titanic left Southampton for New York on April 10, 1912. On board were some of the richest and most famous people of the time who had paid large sums of money to sail on the first voyage of the most luxurious ship in the world. Imagine her placed on her end; she was

larger at 269 metres than many of the tallest buildings of the day. And with nine decks, she was as high as an eleven-storey building. The Titanic carried 329 first class, 285 second class and 710 third class passengers with 899 crew members, under the care of the very experienced Captain Edward J. Smith. She also carried enough food to feed a small town, including 40,000 fresh eggs, 36,000 apples, 111,000 lbs of fresh meat and 2,200 lbs of coffee for the five-day journey.

C RMS Titanic was believed to be unsinkable because the hull was divided into sixteen watertight compartments. Even if two of these compartments flooded, the ship could still float. The ship's owners could not imagine that, in the case of an accident, the Titanic would not be able to float until she was rescued. It was largely as a result of this confidence in the ship and in the safety of ocean travel that the disaster could claim such a great loss of life.

D In the ten hours prior to the Titanic's fatal collision with an iceberg at 11.40 pm, six warnings of icebergs in her path were received by the Titanic's wireless operators. Only one of these messages was formally posted on the bridge; the others were in various locations across the ship. If the combined information in these messages of iceberg positions had been plotted, the ice field which lay across the Titanic's path would have been apparent. Instead, the lack of formal procedures for dealing with information from a relatively new piece of technology, the wireless, meant that the danger was not known until too late. This was not the fault of the Titanic crew. Procedures for dealing with warnings received through the wireless had not been formalised across the shipping industry at the time. The fact that the wireless operators were not even Titanic crew, but rather contracted workers from a wireless company, made their role in the ship's operation quite unclear.

E Captain Smith's seemingly casual attitude in increasing the speed on this day to a dangerous 22 knots or 41 kilometres per hour can then be partly explained by his ignorance of what was laying ahead. But this only partly accounts for his actions, since the spring weather in Greenland was known to cause huge chunks of ice to break off from the glaciers. Captain Smith knew that these icebergs would float southward and had already acknowledged this danger by taking a more southerly route than at other times of the year. So why was the Titanic travelling at high speed when he knew, if not of the specific risk, at least of the general risk of icebergs in her path? As with the lack of coordination of the wireless messages, it was simply standard operating procedure at the time. Captain Smith was following the practices accepted on the North Atlantic, practices which had coincided with forty years of safe travel. He believed, wrongly as we now know, that the ship could turn or stop in time if an iceberg was sighted by the lookouts.

F There were around two and a half hours between the time the Titanic rammed into the iceberg and its final submersion. In this time 705 people were loaded into the twenty lifeboats. There were 473 empty seats available on lifeboats while over 1,500 people drowned. These figures raise two important issues. Firstly, why there were not enough lifeboats to seat every passenger and crew member on board. And secondly, why the lifeboats were not full.

G The Titanic had sixteen lifeboats and four collapsible boats which could carry just over half the number of people on board her maiden voyage and only a third of the Titanic's total capacity. Regulations for the number of lifeboats required were based on outdated British Board of Trade regulations written in 1894 for ships a quarter of the Titanic's size, and had never been revised. Under these requirements, the Titanic was only obliged to carry enough lifeboats to seat 962 people. At design meetings in 1910, the shipyard's managing director, Alexander Carlisle, had

proposed that forty eight lifeboats be installed on the Titanic, but the idea had been quickly rejected as too expensive. Discussion then turned to the ship's décor, and as Carlisle later described the incident . . . 'we spent two hours discussing carpet for the first class cabins and fifteen minutes discussing lifeboats'.

H The belief that the Titanic was unsinkable was so strong that passengers and crew alike clung to the belief even as she was actually sinking. This attitude was not helped by Captain Smith, who had not acquainted his senior officers with the full situation. For the first hour after the collision, the majority of people aboard the Titanic, including senior crew, were not aware that she would sink, that there were insufficient lifeboats or that the nearest ship responding to the Titanic's distress calls would arrive two hours after she was on the bottom of the ocean. As a result, the officers in charge of loading the boats received a very halfhearted response to their early calls for women and children to board the lifeboats. People felt that they would be safer, and certainly warmer, aboard the Titanic than perched in a little boat in the North Atlantic Ocean. Not realising the magnitude of the impending disaster themselves, the officers allowed several boats to be lowered only half full.

I Procedures again were at fault, as an additional reason for the officers' reluctance to lower the lifeboats at full capacity was that they feared the lifeboats would buckle under the weight of 65 people. They had not been informed that the lifeboats had been fully tested prior to departure. Such procedures as assigning passengers and crew to lifeboats and lifeboat loading drills were simply not part of the standard operation of ships, nor were they included in crew training at this time.

J As the Titanic sank, another ship, believed to have been the Californian, was seen motionless less than twenty miles away. The ship failed to respond to the Titanic's eight distress rockets. Although the officers of the Californian tried to signal the Titanic with their flashing Morse lamp, they did not wake up their radio operator to listen for a distress call. At this time, communication at sea through wireless was new and the benefits not well appreciated, so the wireless on ships was often not operated around the clock. In the case of the Californian, the wireless operator slept unaware while 1,500 Titanic passengers and crew drowned only a few miles away.

K After the Titanic sank, investigations were held in both Washington and London. In the end, both inquiries decided that no one could be blamed for the sinking. However, they did address the fundamental safety issues which had contributed to the enormous loss of life. As a result, international agreements were drawn up to improve safety procedures at sea. The new regulations covered 24 hour wireless operation, crew training, proper lifeboat drills, lifeboat capacity for all on board and the creation of an international ice patrol. (1422 words)