

Advanced

上海紧缺人才培训工程教学系列丛书

英语高级口译岗位资格证书

# 实考试卷汇编(IV)

(笔试、口试及标准答案)

上海市高校浦东继续教育中心  
上海市外语口译岗位资格证书考试委员会

编

考试卷

上海交通大学出版社

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# 英语高级口译岗位资格证书 实考试卷汇编(Ⅳ)

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## 内 容 提 要

本书是上海市外语口译资格证书考试委员会编撰的“上海紧缺人才培训工程”教学系列丛书之一,书中选编了最新英语高级口译资格证书考试试卷共六套,并给出了参考答案及录音文字稿。读者可从中了解英语高级口译资格证书的考试信息,熟悉考试形式,进而提高参加考试的成功率。

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## 前 言

《上海市英语高级口译岗位资格证书》考试是上世纪九十年代经上海市紧缺人才培训工程联席会议办公室审核、确认的紧缺人才岗位资格培训项目之一。其目的是为上海、周边和其他地区考核和遴选复合型翻译人才。凡通过该项目考试者,可获得由上海市教育委员会、上海市成人教育委员会、上海市委组织部和上海市人事局统一印制和颁发的证书。《上海市英语高级口译岗位资格证书》考试,自1995年6月开考以来,已进入了第十四个年头。应考人数从第一期的700余人上升到2008年9月第二十四期的15000余人,累计参考人数已达17万多人次。考试地区从上海扩展到南京、苏州、无锡、南通、扬州、杭州、宁波、武汉、南昌、青岛、烟台、深圳等地。这一迅猛发展的势头表明本项目已获得社会的广泛认可。从统计数字看,考生主要是在校大学生和学历在大学本科以上的在职人员。他们普遍认为,这个考试项目以及考前培训对学校英语教学是一种有效补充,有助于全面提高英语听、说、读、写、译(包括笔译和口译)的能力。

《上海市英语高级口译岗位资格证书》考试每年举行两次,分别安排在3月和9月中旬。本考试是一种测试应试者单项和综合语言能力的尺度参考性标准化考试,分笔试和口试两个阶段。只有通过笔试的考生才有资格进入第二阶段的口试。第一阶段笔试分为六部分——第一部分:听力;第二部分:阅读(多项选择);第三部分:笔译(英译汉);第四部分:听力;第五部分:阅读(问答);第六部分:笔译(汉译英)。总考试时间为180分钟。第二阶段口试分为两部分:口语和口译。口语部分要求考生就指定题目发言、回答问题或作评论,时间五分钟左右。口译分英译汉和汉译英两部分,每部分均要求考生翻译主题各不相同的两个段落。考生必须通过笔试和口试两个阶段的考试,方能获得《上海市英语高级口译岗位资格证书》

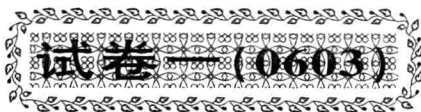
为便于考生复习、巩固已学习过的《上海市英语高级口译岗位资格证书》考试的五本培训教材(听力、阅读、翻译、口语和口译),更有效地做好考前准备,我们继公开编撰、出版《上海市英语高级口译岗位资格证书实考试卷汇编》I、II、III后,现将2006~2008年间六次考试的笔试和口试实考试卷汇编成第IV辑,以满足广大考生的需要。

上海市高校浦东继续教育中心  
《上海市外语口译岗位资格证书》考试委员会  
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# 上海市英语高级口译资格证书第一阶段考试

## SECTION 1: LISTENING TEST (30 minutes)

### Part A: Spot Dictation

**Directions:** In this part of the test, you will hear a passage and read the same passage with blanks in it. Fill in each of the blanks with the word or words you have heard on the tape. Write your answer in the corresponding space in your ANSWER BOOKLET. Remember you will hear the passage ONLY ONCE.

Marks & Spencer has a very good reputation for job security and looking after its staff, with things like good perks, \_\_\_\_\_ (1), that sort of thing. Do those things actually \_\_\_\_\_ (2)?

I think it is, it is very important. When people have been working \_\_\_\_\_ (3), and they may have been in from seven or eight o'clock in the morning, they can come off the sales floor and can go to \_\_\_\_\_ (4) and obviously they can have tea, coffee, or \_\_\_\_\_ (5), and can then buy at very reduced rates \_\_\_\_\_ (6), if they want one, or a roll and cheese, in a pleasant environment, \_\_\_\_\_ (7), food of the highest quality, there're areas where they can \_\_\_\_\_ (8), or play pool or something, yeah, that is very important because they need \_\_\_\_\_ (9). At busy times, they need to get away from it, they need to be able to relax. In terms of all the \_\_\_\_\_ (10) we've got, that is very important, when people know that they will be having medicals, and \_\_\_\_\_ (11) is another thing, obviously there's \_\_\_\_\_ (12) that they will buy which they will be able to buy \_\_\_\_\_ (13). For Christmas bonus, we give all our general staff \_\_\_\_\_ (14) which is guaranteed, and the \_\_\_\_\_ (15) of that, actually, at the busiest time of the year when they're \_\_\_\_\_ (16) and working hard, is fantastic and to see their faces as you \_\_\_\_\_ (17) with 10% of their salary in it. I believe the environment that you work in, \_\_\_\_\_ (18) that you work with, the way you are treated, \_\_\_\_\_ (19), and the fact that your views are listened to, and you feel you are consulted, that makes people \_\_\_\_\_ (20) and makes them get up and come to work in the morning.

**Part B: Listening Comprehension**

**Directions:** *In this part of the test there will be some short talks and conversations. After each one, you will be asked some questions. The talks, conversations and questions will be spoken only once. Now listen carefully and choose the right answer to each question you have heard and write the letter of the answer you have chosen in the corresponding space in your ANSWER BOOKLET.*

**Questions 1 to 5 are based on the following conversation.**

1. (A) A trainee nurse.  
(B) A resident doctor.  
(C) A researcher of AIDS.  
(D) An advisor to nurses.
2. (A) They don't care what she does at her job.  
(B) They have bad feelings about her job.  
(C) They think it is a good job.  
(D) They have no worries about the job.
3. (A) To isolate them completely.  
(B) To watch them carefully.  
(C) To treat them with respect.  
(D) To provide them with nutritious food.
4. (A) Sharing bodily fluids with an AIDS patient.  
(B) Shaking hands with an AIDS patient.  
(C) Serving meals to an AIDS patient.  
(D) Staying very close to an AIDS patient.
5. (A) The man is Susan's advisor.  
(B) It is not possible to get AIDS from sharing a glass of water.  
(C) There is a high risk of getting infected with HIV at work.  
(D) Susan's patient was angry when she wore protective clothing to bring him lunch.

**Questions 6 to 10 are based on the following news.**

6. (A) The UN Secretary-General had cancelled his trip to Europe.  
(B) The UN Secretary-General would visit Asia at a later date.  
(C) The UN Secretary-General would discuss the UN budget with the US.  
(D) The UN Secretary-General had withheld the debate over the budget.
7. (A) Bulgaria and Ukraine. (B) Australia and Britain.



- (C) Italy and Japan. (D) Poland and South Korea.
8. (A) 18 to 20. (B) 30.  
(C) 34. (D) Around 90.
9. (A) National elections.  
(B) Arrest of a U. S. missionary.  
(C) Hijacking of a civil airplane.  
(D) Two separate kidnappings.
10. (A) Relocating people from an earthquake-prone province.  
(B) Constructing more posts to predict about earthquakes.  
(C) Economizing on electricity nationally.  
(D) Building a hydropower plant.

**Questions 11 to 15 are based on the following interview.**

11. (A) A talk show.  
(B) A case investigation.  
(C) A soap opera.  
(D) A report on the East End of London.
12. (A) It shocks the audience.  
(B) It is a realistic situation drama.  
(C) It is the first programme that tells about the Cockney way of life.  
(D) It deals with the problems other similar programmes have not done before.
13. (A) The anchorwoman of the programme.  
(B) The star actress playing a girl in the soap opera.  
(C) The landlady of a local pub in the East End of London.  
(D) The producer of the programme.
14. (A) Michelle's brother ran away from home.  
(B) Michelle's mother had another baby.  
(C) Michelle married the landlord of a local pub.  
(D) Michelle got pregnant and no one knew who the father was.
15. (A) Because Michelle decided to have the baby.  
(B) Because Michelle married a local lad she had known for a few years.  
(C) Because Michelle revealed who was the father of her new-born child.  
(D) Because Michelle got the strength to keep the secret for the rest of her life.

**Questions 16 to 20 are based on the following talk.**

16. (A) Depressed and disappointed.  
(B) Tired and sick.  
(C) Sad and lonely.  
(D) Confused and frustrated.
17. (A) Because they think people are usually very interested in sports.  
(B) Because they are not interested in how jet lag affects businesspeople.  
(C) Because baseball teams want to know how to win more games.  
(D) Because it is difficult to measure how jet lag affects other types of travelers.
18. (A) All over the United States.  
(B) The Eastern and Pacific time zones.  
(C) The Pacific time zone only.  
(D) The southern part of the country.
19. (A) Tiredness. (B) Difficulty in thinking clearly.  
(C) Stomachaches. (D) Headaches.
20. (A) Teams are more likely to win when they play a game at home.  
(B) Baseball teams from the West Coast win more games when they travel east.  
(C) The symptoms of jet lag are stronger when a person travels west.  
(D) This study definitely proves that jet lag causes poor performance in baseball games.

## SECTION 2: READING TEST (30 minutes)

**Directions:** *In this section you will read several passages. Each one is followed by several questions about it. You are to choose ONE best answer, (A), (B), (C) or (D), to each question. Answer all the questions following each passage on the basis of what is stated or implied in that passage and write the letter of the answer you have chosen in the corresponding space in your ANSWER BOOKLET.*

### Questions 1~5

Pupils at GCSE are to be allowed to abandon learning traditional “hard” science, including the meaning of the periodic table, in favour of “soft” science such as the benefits of genetic engineering and healthy eating. The statutory requirement for pupils to learn a science subject will be watered down under a new curriculum introduced next year. There will be no compulsion to master the periodic table—the basis of chemistry—nor basic scientific laws that have informed the work of all the great scientists such as Newton and Einstein. The changes, which the government believes will make science more “relevant” to

the 21st century, have been attacked by scientists as a “dumbing down” of the subject. In June the government had to announce financial incentives to tackle a shortage of science teachers. Academics have estimated that a fifth of science lessons are taught by teachers who are not adequately qualified.

Most children now study for the double-award science GCSE, which embraces elements of biology, chemistry and physics. This GCSE will be scrapped and ministers have agreed that from next year all 14-years-old will be required to learn about the general benefits and risks of contemporary scientific developments, in a new science GCSE. A harder science GCSE will also be introduced as an optional course. One expert involved in devising the new system believes it will halve the number of state school pupils studying “hard” science. Independent schools and more talented pupils in the state sector are likely to shun the new papers in favour of the GCSEs in the individual science disciplines of physics, chemistry and biology. These will continue to require pupils to achieve an understanding of scientific principles.

The new exams were devised after proposals by academics at King’s College London, who told ministers that science lessons were often “dull and boring” and required pupils to recall too many facts. Their report said: “Contemporary analyses of the labour market suggest that our future society will need a larger number of individuals with a broader understanding of science both for their work and to enable them to participate as citizens in a democratic society.”

However, Professor Colin Blakemore, chief executive of the Medical Research Council, warned that reducing the “hard” science taught in schools would create problems. “I can understand the government’s motives,” he said. “There is a crisis of public confidence in science which is reducing the progress of policy on such issues as nuclear energy and stem cell research. But sixth-formers are already arriving at university without the depth of knowledge required.” Others endorse the new approach. Results at North Chadderton upper school in Oldham—one of 80 schools piloting the new “softer” GCSE, named *Twentyfirst Century Science* have improved. Martyn Overy, the head of science, said: “The proportion getting higher grades in science went up from 60% to 75%. The course kept their interest, had more project work and was more relevant.”

As part of their course, the pupils studied what kind of food they needed to keep fit and healthy. Critics say it is only marginally more demanding than following the advice of Nigella Lawson, the television chef, who promotes the benefits of eating proper meals instead of snacking from the fridge. Some science teachers are skeptical. Mo Afzal, head of science at the independent Warwick school, said: “These changes will widen the gap between independent and state schools. Even the GCSE that is designed for those going on to A-level science is not as comprehensive as the test it replaces.” John Holman, director of the National Science Learning Centre at York University, who advised the government on the content of the new system, said: “The new exam is not dumbing down. The study of how science works is more of a challenge than rote learning.”

SCIENCE LESSONS

**Out**

Periodic table \_\_\_\_\_  
 Ionic equations \_\_\_\_\_  
 Structure of the atom \_\_\_\_\_  
 Boyle's law \_\_\_\_\_  
 Ohm's law \_\_\_\_\_

**In**

The drugs debate \_\_\_\_\_  
 Slimming issues \_\_\_\_\_  
 Smoking and health \_\_\_\_\_  
 IVF treatment \_\_\_\_\_  
 Nuclear controversy \_\_\_\_\_

- The phrase "watered down" in the sentence "The statutory requirement for pupils to learn a science subject will be watered down under a new curriculum introduced next year." (para. 1) can best be replaced by which of the following?  
 (A) removed completely (B) reduced much in force  
 (C) revised greatly (D) reinforced to a certain extent
- Which of the following is NOT true according to the passage?  
 (A) The government had to use financial incentives to attract more science teachers.  
 (B) Some of the secondary school science teachers are not adequately qualified.  
 (C) The new science GCSE will include the benefits and risks of contemporary scientific developments.  
 (D) A harder science GCSE will also be introduced as a compulsory course.
- What is Professor Blakemore's attitude towards the new requirement of science GCSE?  
 (A) He fully appreciates the government's motives in revising GCSE science courses.  
 (B) He holds that most students entering university have mastered enough science knowledge as needed.  
 (C) He argues that reducing the requirement for "hard" science in schools will lead to more problems.  
 (D) He thinks that lack of public confidence in science will not affect the progress of science policy.
- The results at North Chadderton upper school piloting the new "softer" GCSE have shown that \_\_\_\_\_.  
 (A) most students have achieved average grades in science  
 (B) the science examination is much easier than the previous ones  
 (C) the new course is most relevant to students' daily life  
 (D) the new "softer" GCSE has proved quite successful
- When the critics cite the example of television chef Nigella Lawson in their comment, their purpose is \_\_\_\_\_.

- (A) to advise students to get rid of snacking from the fridge
- (B) to compare that new “softer” GCSE with the television show of cooking
- (C) to show that the new course is not more difficult to follow than the chef’s advice
- (D) to illustrate the significance and benefits of eating proper meals

### Questions 6~10

Andrew Motion, the poet laureate, and Lord Smith, the former culture secretary, have launched a campaign to stem the flow of famous writers’ archives being sold to universities in America. They are leading a 15-strong group of eminent literary figures demanding tax breaks, government funding and lottery cash to help British institutions match the bids of their rich American rivals. The campaign comes amid fears that the papers of Salman Rushdie, Zadie Smith and Kazuo Ishiguro, author of *The Remains of the Day*, may go abroad. All three are understood to have been approached recently by agents acting for institutions in America.

In recent years British authors whose papers have been sold abroad include the novelists Peter Ackroyd, Julian Barnes and Malcolm Bradbury and the playwrights David Hare and Tom Stoddard. The works of JM Barrie, the writer of *Peter Pan*, Graham Greene, DH Lawrence and Evelyn Waugh are already held abroad. In 1997, a year before his death, Ted Hughes, the late poet laureate, sold his archive for about £500,000 to Emory University in Atlanta. While taxpayers may be happy to fund purchases of famous paintings so that they remain in the country and be put on show, it is less clear what the immediate benefit would be in paying for authors’ archives to be kept here.

Adrian Sanders, a Liberal Democrat member of the Commons culture select committee, said public money should be spent on “more pressing” projects. “The fact that archives such as this go abroad is, I’m afraid, the reality of the world,” he said. “We have many artifacts in the UK that belong to other cultures.” The campaign argues, however, that valuable research sources are being lost. Foreign institutions sometimes charge for access to the material and, as the authors retain copyright, the papers cannot be made available on the internet.

“This is about our cultural heritage as well as the obvious research opportunities,” said Motion, whose campaign group includes Michael Holroyd, the biographer and former president of the Royal Society of Literature, and Richard Ovenden, keeper of special collections at Oxford University. They are calling for the culture secretary to be given the authority to delay the export of items considered a significant part of the national heritage to enable British institutions to put together bids. The campaigners want an increase in direct grants and the removal of Vat from unbound papers, which increases the cost of purchases in this country.

Smith, who was culture secretary from 1997-2001, said: “It won’t cost the Treasury an arm and a leg—we’re talking pennies, really.” The campaigners say American universities are targeting young British writers and offering between £50,000 and £300,000 for their

notebooks, manuscripts and letters. Joan Winterkorn, a broker who negotiated the sale of the papers of Laurence Olivier and the writers Kenneth Tynan and Peter Nichols to the British Library, said the cream of British archive material will continue to be “up for grabs” unless the tax laws are changed. “American universities are increasingly creating a working relationship with younger and younger writers, so this is not something that is going to go away,” she said.

It is understood that an academic from one American institution was flown to London this month with a specific brief to “noble” Ishiguro at the Booker prize dinner in London. Ishiguro, 50, who was nominated for his novel *Never Let Me Go* and who won the Booker in 1989 for *The Remains of the Day*, has not yet made a decision, according to his spokeswoman. She said he had been approached by a number of US universities. Arnold Wesker, best known for his plays *Roots and Chips with Everything*, sold three tons of letters, manuscripts and papers to an American university in 2000. “I was offered a derisory £60,000 from the British Library and £100,000 from the University of Texas at Austin—there was no contest,” said Wesker, 73. “I would much sooner have had my work here in London but the gap was too large ... it is a shame.”

A source close to Rushdie, whose papers stretch back to the publication of his first novel, *Grimus*, in 1975, said he had received “scores” of approaches from America. The author, who now lives mainly in New York, said this weekend that he had “no immediate plans” to sell his archive. Were he to sell abroad, it is likely that there would be a public outcry given the amount of taxpayers’ money spent on his protection following the *Satanic Verses* affair. Zadie Smith, the author of *White Teeth*, which won the Whitbread award in 2000, has also received “several approaches from buyers,” according to a friend. The University of Texas at Austin spends an estimated £3m a year on its collections. It specializes in British and Irish writers and includes the papers of George Bernard Shaw, James Joyce and Edith Sitwell among its possessions.

6. When the Liberal Democrat Adrian Sanders says the fact that the British writers’ archives “go abroad” is “the reality of the world,” (para. 3) he most probably implies that \_\_\_\_\_.

(A) this kind of trading is quite normal and should not be surprising  
(B) the public money should be used to retain the manuscripts of these writers  
(C) the British have also bought these artifacts from artists from other countries  
(D) it is not well-grounded to use taxpayers’ money to keep British writers’ archives

7. When the former culture secretary Smith said that “It won’t cost the Treasury an arm and a leg—we’re talking pennies, really.” (para 5) he was telling us that \_\_\_\_\_.

(A) the Treasury should be fully responsible for the collection and maintenance of such literary artifacts  
(B) the function of the Treasury will be like that of an arm and a leg

- (C) the Treasury should take strict and severe financial policies in dealing with the issue  
(D) the Treasury will not have any difficulty giving such funding and support
8. Salman Rushdie, the author of the *Satanic Verses*, \_\_\_\_\_.  
(A) is the representative of British literary people  
(B) sold his papers including publication of his first novel in 1975  
(C) was once protected by using taxpayers' money  
(D) mainly lives in New York as he is most welcome to American readers
9. Which of the following is NOT true according to the passage?  
(A) The campaigning group consists of 15 famous literary people.  
(B) Foreign institutions regularly charge for access to the papers by British writers.  
(C) American universities have more funding to purchase the manuscripts from British writers.  
(D) People have different opinions towards using taxpayers' money to buy back the papers.
10. Which of the following gives the main idea of the passage?  
(A) The price of British writers' manuscripts is on the rise.  
(B) The British literary people are competing with their American rivals.  
(C) American institutions are buying British writers' literary papers.  
(D) The British are trying to stop the flow of writers' archives to America.

### Questions 11~15

Concrete is probably used more widely than any other substance except water, yet it remains largely unappreciated. "Some people view the 20th century as the atomic age, the space age, the computer age—but an argument can be made that it was the concrete age," says cement specialist Hendrik van Oss. "It's a miracle material." Indeed, more than a ton of concrete is produced each year for every man, woman and child on Earth. Yet concrete is generally ignored outside the engineering world, a victim of its own ubiquity and the industry's conservative pace of development. Now, thanks to environmental pressures and entrepreneurial innovation, a new generation of concretes is emerging. This high-tech assortment of concrete confections promises to be stronger, lighter, and more environmentally friendly than ever before.

The concretes they will replace are, for the most part, strong and durable, but with limitations. Concrete is sound under compression but weak under tension. Steel rebars are used as reinforcement, but make recycling difficult when concrete breaks down—and break down it inevitably will. Cracks caused by stress grow larger over time, with water forcing them open and corroding the rebars within. "When you put enough stress on it, concrete doesn't work like we want it to. We're asking too much of it now," says Mr. Van Oss.

Concrete is also a climate-change villain. It is made by mixing water with an aggregate, such as sand or gravel, and cement. Cement is usually made by heating limestone and clay to over 2,500 degrees F. The resulting chemical reaction, along with fuel burned to heat the kiln, produces between 7 and 10 percent of global carbon-dioxide emissions.

“When we have to repeatedly regenerate these materials because they’re not durable, we release more emissions,” says Victor Li, a civil and environmental engineering professor at the University of Michigan. Dr. Li has created a concrete suffused by synthetic fibers that make it stronger, more durable, and able to bend like a metal. Li’s creation does not require reinforcement, a property shared by other concretes that use chemical additives called plasticizers to reduce the amount of water in their composition. Using less water makes concrete stronger, but until the development of plasticizers, it also made concrete sticky, dry, and hard to handle, says Christian Meyer, a civil engineering professor at Columbia University.

“The engineer would specify a certain strength, a certain amount of water—and as soon as a supervisor turned his back, in would go a bucket of water,” says Dr. Meyer of the time before plasticizers. Making stronger concretes, says Li, allows less to be used, reducing waste and giving architects more freedom. “You can have such futuristic designs if you don’t have to put rebar in there, or structural beams,” says Van Oss. “You can have things shooting off into space at odd angles. Many possibilities are opened up.” A more directly “green” concrete has been developed by the Australian company TecEco. They add magnesium to their cement, forming a porous concrete that actually scrubs carbon dioxide from the air.

“The planet’s been through several episodes of global warming before, and nature put carbon away as coal, petroleum, and carbonate sediments,” says TecEco manager John Harrison. “Now we’re in charge, and we need to do the same. We can literally ‘put away’ carbon in our own built environment.” Another modification to the built environment is the carbon fiber-reinforced concrete of Deborah Chung, a materials scientist at the State University of New York at Buffalo. By running an electrical current through concrete, Dr. Chung says, tiny deformations caused by minute pressures can be detected. “You can monitor room occupancy in real-time, controlling lighting, ventilation, and cooling in relation to how many people are there,” says Chung.

While experts agree that these new concrete will someday be widely used, the timetable is uncertain. Concrete companies are responsive to environmental concerns and are always looking to stretch the utility of their product, but the construction industry is slow to change. “When you start monkeying around with materials, the governing bodies, the building departments, are very cautious before they let you use an unproven material,” Meyer says. In the next few decades, says Van Oss, building codes will change, opening the way for innovative materials. But while new concretes may be stronger and more durable, they are also more expensive—and whether the tendency of developers and the public to focus on short-term rather than long-term costs will also change is another matter.



11. When cement specialist Hendrik van Oss argues that 20th century can be viewed as the “concrete age,” he most probably means that \_\_\_\_\_.  
 (A) the traditional building material concrete is the only man-made miracle  
 (B) concrete is indispensable in the development of modern construction industry  
 (C) compared with other inventions, concrete is more practical and useful  
 (D) concrete, as a building material, can be mixed with any other materials
  
12. What does the author mean by saying that concrete is “a victim of its own ubiquity and the industry’s conservative pace of development”(Para. 1) ?  
 (A) Concrete suffers from its own unique features as well as the slow development of building industry.  
 (B) Concrete is not appreciated because of its dull color, its drawbacks, with little improvement as a building material.  
 (C) Slow progress of building industry does harm to the application and popularity of concrete.  
 (D) Concrete is ignored because it is too common with little advance in its technology.
  
13. According to the passage, concrete is also a “climate-change villain” (Para. 2) mainly because \_\_\_\_\_.  
 (A) sand or gravel has to be used as an aggregate in the process of mixing  
 (B) the materials which are used to make concrete are not durable  
 (C) recycling of concrete is quite difficult when concrete breaks down  
 (D) chemical reaction in manufacturing cement emits carbon-dioxide world-wide
  
14. The new “green” concrete has all the following advantages EXCEPT that \_\_\_\_\_.  
 (A) it will require little reinforcement in preparation  
 (B) it will become stronger lighter and climate-friendly  
 (C) it will give architects and builders more freedom in designing and construction  
 (D) it will greatly reduce the cost of production and construction
  
15. When Van Oss says that “Whether the tendency of developers and the public to focus on short-term rather than long-term costs will also change is another matter” (last Paragraph), he probably shows that \_\_\_\_\_.  
 (A) he has full confidence in the developers and the public in using new concrete  
 (B) he is quite pessimistic about the future development of greener concrete  
 (C) he is hostile to the attitudes of developers and the public  
 (D) he feels that patience is necessary to wait for the change the public attitude