

◎ **List of Headings**

- ◎ i The reaction of the Inuit community to climate change
- ◎ ii Understanding of climate change remains limited
- ◎ iii Alternative sources of essential supplies
- ◎ iv Respect for Inuit opinion grows
- ◎ v A healthier choice of food
- ◎ vi A difficult landscape
- ◎ vii Negative effects on well-being
- ◎ viii Alarm caused by unprecedented events in the Arctic
- ◎ ix The benefits of an easier existence

● <i>Example</i>	<i>Answer</i>
● Paragraph A	viii
● 27 Paragraph B	
● 28 Paragraph C	
● 29 Paragraph D	
● 30 Paragraph E	
● 31 Paragraph F	
● 32 Paragraph G	

◎ **Climate Change and the Inuit**

- ◎ *The threat posed by climate change in the Arctic and the problems faced by Canada 's Inuit people*
- ◎ A Unusual incidents are being reported across the Arctic. Inuit families going off on snowmobiles to prepare their summer hunting camps have found themselves cut off from home by a sea of mud, following early thaws. There are reports of igloos losing their insulating properties as the snow drips and refreezes, of lakes draining into the sea as permafrost melts, and sea ice breaking up earlier than usual, carrying seals beyond the reach of hunters. Climate change may still be a rather abstract idea to most of us, but in the Arctic it is already having dramatic effects – if summertime ice continues to shrink at its present rate, the Arctic Ocean could soon become virtually ice-free in summer. The knock-on effects are likely to include more warming, cloudier skies, increased precipitation and higher sea levels. Scientists are increasingly keen to find out what's going on because they consider the Arctic the 'canary in the mine' for global warming – a warning of what's in store for the rest of the world.

- **B** For the Inuit the problem is urgent. They live in precarious balance with one of the toughest environments on earth. Climate change, whatever its causes, is a direct threat to their way of life. Nobody knows the Arctic as well as the locals, which is why they are not content simply to stand back and let outside experts tell them what's happening. In Canada, where the Inuit people are jealously guarding their hard-won autonomy in the country's newest territory, Nunavut, they believe their best hope of survival in this changing environment lies in combining their ancestral knowledge with the best of modern science. This is a challenge in itself.

- C The Canadian Arctic is a vast, treeless polar desert that's covered with snow for most of the year. Venture into this terrain and you get some idea of the hardships facing anyone who calls this home. Farming is out of the question and nature offers meager pickings. Humans first settled in the Arctic a mere 4,500 years ago, surviving by exploiting sea mammals and fish. The environment tested them to the limits: sometimes the colonists were successful, sometimes they failed and vanished. But around a thousand years ago, one group emerged that was uniquely well adapted to cope with the Arctic environment. These Thule people moved in from Alaska, bringing kayaks, sleds, dogs, pottery and iron tools. They are the ancestors of today's Inuit people.

- **D** Life for the descendants of the Thule people is still harsh. Nunavut is 1.9 million square kilometres of rock and ice, and a handful of islands around the North Pole. It's currently home to 2,500 people, all but a handful of them indigenous Inuit. Over the past 40 years, most have abandoned their nomadic ways and settled in the territory's 28 isolated communities, but they still rely heavily on nature to provide food and clothing. Provisions available in local shops have to be flown into Nunavut on one of the most costly air networks in the world, or brought by supply ship during the few ice-free weeks of summer. It would cost a family around £ 7,000 a year to replace meat they obtained themselves through hunting with imported meat. Economic opportunities are scarce, and for many people state benefits are their only income.

- E While the Inuit may not actually starve if hunting and trapping are curtailed by climate change, there has certainly been an impact on people's health. Obesity, heart disease and diabetes are beginning to appear in a people for whom these have never before been problems. There has been a crisis of identity as the traditional skills of hunting, trapping and preparing skins have begun to disappear. In Nunavut's 'igloo and email' society, where adults who were born in igloos have children who may never have been out on the land, there's a high incidence of depression.

- **F** With so much at stake, the Inuit are determined to play a key role in teasing out the mysteries of climate change in the Arctic. Having survived there for centuries, they believe their wealth of traditional knowledge is vital to the task. And Western scientists are starting to draw on this wisdom, increasingly referred to as 'Inuit Qaujimajatuqangit', or IQ. 'In the early days scientists ignored us when they came up here to study anything. They just figured these people don't know very much so we won't ask them,' says John Amagoalik, an Inuit leader and politician. 'But in recent years IQ has had much more credibility and weight.' In fact it is now a requirement for anyone hoping to get permission to do research that they consult the communities, who are helping to set the research agenda to reflect their most important concerns. They can turn down applications from scientists they believe will work against their interests, or research projects that will impinge too much on their daily lives and traditional activities.

- **G** Some scientists doubt the value of traditional knowledge because the occupation of the Arctic doesn't go back far enough. Others, however, point out that the first weather stations in the far north date back just 50 years. There are still huge gaps in our environmental knowledge, and despite the scientific onslaught, many predictions are no more than best guesses. IQ could help to bridge the gap and resolve the tremendous uncertainty about how much of what we're seeing is natural capriciousness and how much is the consequence of human activity.

- ***Questions 33-40***

- *Complete the summary of paragraphs C and D below.*
- *Choose **NO MORE THAN TWO WORDS** from paragraphs C and D for each answer*
- *Write your answers in boxes 33-40 on your answer sheet.*

- If you visit the Canadian Arctic, you immediately appreciate the problems faced by people for whom this is home. It would clearly be impossible for the people to engage in **33**as a means of supporting themselves. For thousands of years they have had to rely on catching **34**.....and **35**as a means of sustenance.
- The harsh surroundings saw many who tried to settle there pushed to their limits, although some were successful. The **36**people were an example of the latter and for them the environment did not prove unmanageable. For the present inhabitants, life continues to be a struggle. The territory of Nunavut consists of little more than ice, rock and a few **37**..... . In recent years, many of them have been obliged to give up their **38**lifestyle, but they continue to depend mainly on **39** for their food and clothes. **40**produce is particularly expensive.

CMB6 T4 P3

- *You should spend about 20 minutes on **Questions 27-40**, which are based on Reading Passage 3 on the following pages.*
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- ***Questions 27-30***
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- Reading Passage 3 has six sections, **A-F**.
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- *Choose the correct heading for sections **A-D** from the list of headings below.*
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- *Write the correct number, **i-vii**, in boxes 27-30 on your answer sheet.*

● **List of Headings**

- i The role of video violence
- ii The failure of government policy
- iii Reasons for the increased rate of bullying
- iv Research into how common bullying is in British schools
- v The reaction from schools to enquiries about bullying
- vi The effect of bullying on the children involved
- vii Developments that have led to a new approach by schools
- 27 Sections **A**
- 28 Sections **B**
- 29 Sections **C**
- 30 Sections **D**

- *Persistent bullying is one of the worst experiences a child can face. How can it be prevented?*
- *Peter Smith, Professor of Psychology at the University of Sheffield, directed the Sheffield*
 - *Anti-Bullying Intervention Project, funded by the Department for Education.*
 - *Here he reports on his findings.*
- **A** Bullying can take a variety of forms, from the verbal-being taunted or called hurtful names – to the physical – being kicked or shoved – as well as indirect forms, such as being excluded from social groups. A survey I conducted with Irene Whitney found that in British primary schools up to a quarter of pupils reported experience of bullying, which in about one in ten cases was persistent. There was less bullying in secondary schools, with about one in twenty-five suffering persistent bullying, but these cases may be particularly recalcitrant.

- ◎ **B** Bullying is clearly unpleasant, and can make the child experiencing it feel unworthy and depressed. In extreme cases it can even lead to suicide, though this is thankfully rare. Victimized pupils are more likely to experience difficulties with interpersonal relationships as adults, while children who persistently bully are more likely to grow up to be physically violent, and convicted of anti-social offences.

- ◎ **C** Until recently, not much was known about the topic, and little help was available to teachers to deal with bullying. Perhaps as a consequence, schools would often deny the problem. ‘There is no bullying at this school’ has been a common refrain, almost certainly untrue. Fortunately more schools are now saying: ‘There is not much bullying here, but when it occurs we have a clear policy for dealing with it.’

- D Three factors are involved in this change. First is an awareness of the severity of the problem. Second, a number of resources to help tackle bullying have become available in Britain. For example, the Scottish Council for Research in Education produced a package of materials, *Action Against Bullying*, circulated to all schools in England and Wales as well as in Scotland in summer 1992, with a second pack, *Supporting Schools Against Bullying*, produced the following year. In Ireland, *Guidelines on Countering Bullying Behaviour in Post-Primary Schools* was published in 1993. Third, there is evidence that these materials work, and that schools can achieve something. This comes from carefully conducted ‘before and after’ evaluations of interventions in schools, monitored by a research team. In Norway, after an intervention campaign was introduced nationally, an evaluation of forty-two schools suggested that, over a two-year period, bullying was halved. The Sheffield investigation, which involved sixteen primary schools and seven secondary schools, found that most schools succeeded in reducing bullying.

- E Evidence suggests that a key step is to develop a policy on bullying, saying clearly what is meant by bullying, and giving explicit guidelines on what will be done if it occurs, what records will be kept, who will be informed, what sanctions will be employed. The policy should be developed through consultation, over a period of time – not just imposed from the head teacher's office! Pupils, parents and staff should feel they have been involved in the policy, which needs to be disseminated and implemented effectively.

- Other actions can be taken to back up the policy. There are ways of dealing with the topic through the curriculum, using video, drama and literature. These are useful for raising awareness, and can best be tied in to early phases of development, while the school is starting to discuss the issue of bullying. They are also useful in renewing the policy for new pupils, or revising it in the light of experience. But curriculum work alone may only have short-term effects; it should be an addition to policy work, not a substitute.

- There are also ways of working with individual pupils, or in small groups. Assertiveness training for pupils who are liable to be victims is worthwhile, and certain approaches to group bullying such as ‘no blame’, can be useful in changing the behaviour of bullying pupils without confronting them directly, although other sanctions may be needed for those who continue with persistent bullying.

- Work in the playground is important, too. One helpful step is to train lunchtime supervisors to distinguish bullying from playful fighting, and help them break up conflicts. Another possibility is to improve the playground environment, so that pupils are less likely to be led into bullying from boredom or frustration.

- ◎ F With these developments, schools can expect that at least the most serious kinds of bullying can largely be prevented. The more effort put in and the wider the whole school involvement, the more substantial the results are likely to be. The reduction in bullying – and the consequent improvement in pupil happiness – is surely a worthwhile objective.

- ◉

- ◉ ***Questions 31-34***

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

- ◉

- ◉ *Write the correct in boxes 31-34 on your answer sheet.*

- ◎ **31** A recent survey found that in British secondary schools
- ◎ **A** there was more bullying than had previously been the case.
- ◎ **B** there was less bullying than in primary schools.
- ◎ **C** cases of persistent bullying were very common.
- ◎ **D** indirect forms of bullying were particularly difficult to deal with.

- ◎ 32 Children who are bullied
- ◎ **A** are twice as likely to commit suicide as the average person.
- ◎ **B** find it more difficult to relate to adults.
- ◎ **C** are less likely to be violent in later life.
- ◎ **D** may have difficulty forming relationships in later life.

- ◎ 33 The writer thinks that the declaration ‘There is no bullying at this school’
- ◎ A is no longer true in many schools.
- ◎ B was not in fact made by many schools.
- ◎ C reflected the school’s lack of concern.
- ◎ D reflected a lack of knowledge and resources.

- ⦿ 34 What were the findings of research carried out in Norway?
- ⦿ A Bullying declined by 50% after an anti-bullying campaign.
- ⦿ B Twenty-one schools reduced bullying as a result of an anti-bullying campaign.
- ⦿ C Two years is the optimum length for an anti-bullying campaign.
- ⦿ D Bullying is a less serious problem in Norway than in the UK.

- *Questions 35-39*
- *Complete the summary below.*
- *Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*
- *Write your answers in boxes 35-39 on your answer sheet.*

- ◎ **What steps should schools take to reduce bullying**

- ◎ The most important step is for the school authorities to produce a **35**which makes the school's attitude towards bullying quite clear. It should include detailed **36**.....as to how the school and its staff will react if bullying occurs.

- In addition, action can be taken through the **37**
..... This is particularly useful in the
early part of the process, as way of raising
awareness and encouraging discussion. On its own,
however, it is insufficient to bring about a
permanent solution.

- Effective work can also be done with individual pupils and small groups. For example, potential **38**of bullying can be trained to be more self-confident. Or again, in dealing with group bullying, a ‘no blame’ approach, which avoids confronting the offender too directly, is often effective.

- Playground supervision will be more effective if members of staff are trained to recognize the difference between bullying and more

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