

In Britain the market, or more accurately, money tends to be regarded as an end in itself. On the Continent it is regarded as a means to an end; investment in the economy. To British eyes continental systems with the possible exception of the Dutch seem slow and inefficient. But there is one outstanding fact the City should not overlook. Britain's growth rates and levels of investment over the last ten years have been much lower than on the Continent. There are many reasons for this, but the City must take part of the blame. If it is accepted that the basic function of a financial market is to supply industry and commerce with finance in order to achieve desired rates of growth, it can be said that by concentrating on the market for its own sake the City has tended to forget that basic function.

31. What is the best title for the passage?
- A) Savings and the Growth Rate
 - B) Banking and Finance: Two Different Realities
 - C) Monetary Policy in Britain
 - D) The European Continent and Britain
32. What seems to be the most basic reason for this difference?
- A) The British tend to regard money as an end, whereas Continental European consider it a means to an end.
 - B) The British invest only 10% of their savings in pension funds.
 - C) On the Continent you can't do anything unless you have been told you can.
 - D) Intelligent young men who want a career tend to go to civil service on the Continent.
33. According to the passage, the Dutch way of finance and banking _____.
- A) is similar to that of the French
 - B) makes no difference whatever system it is compared to
 - C) is perhaps resembling that of the British
 - D) has a low efficiency
34. In what way does the Continental system seem better?
- A) The Continent maintains a higher growth rate and levels of investment.
 - B) It has less proportions of savings in the form of liquid assets.
 - C) It attracts intelligent young men.
 - D) It functions properly despite the fact that the British discount it.

Passage 2

Items 35 to 38 are based on the following passage:

Political controversy about the public — land policy of the United States began with the American Revolution. In fact, even before independence from Britain was won, it became clear that resolving the dilemmas surrounding the public domain might prove necessary to preserve the Union itself.

At the peace negotiations with Britain, Americans demanded, and got, a western boundary at the Mississippi River. Thus the new nation secured for its birthright a vast internal empire rich in agricultural and mineral resources. But under their colonial charters, seven states Massachusetts, Connecticut, New York, Virginia, North Carolina, South Carolina, and Georgia claimed portions of the western wilderness. Virginia's claim was the largest, stretching north and west to encompass the later states of Kentucky, Ohio, Indiana, Illinois, Michigan, and Wisconsin. The language of the charters was vague and their validity questionable, but during the war Virginia reinforced its title by sponsoring Colonel George Rogers Clark's 1778 expedition to Vincennes and Kaskas-kia, which strengthened America's trans-Appalachia claim at the peace table.

The six states holding no claim to the transmountainous region doubted whether a confederacy in which

territory was so unevenly apportioned would truly prove what it claimed to be, a union of equals. Already New Jersey, Delaware, Rhode Island, and Maryland were among the smallest and least populous of the states. While they levied heavy taxes to repay state war debts, their larger neighbors might retire debts out of land-sale proceeds. Drawn by fresh lands and low taxes, people would desert the small states for the large, leaving the former to fall into bankruptcy and eventually into political conquest. All the states shared in the war effort, said the New Jersey legislature; how then could half of them “be left to sink under an enormous debt, whilst others are enabled, in a short period, to replace all their expenditures from the hard earnings of the whole confederacy?” As the Revolution was a common endeavor, so ought its fruits, including the western lands, to be a common property.

35. With which of the following topics is the passage primarily concerned?
- A) A controversial public-land policy.
 - B) How independence from Britain was won.
 - C) The land holdings of Massachusetts.
 - D) How New Jersey developed its western land.
36. Which state laid claim to the largest land-holdings?
- A) North Carolina
 - B) South Carolina.
 - C) Virginia.
 - D) Georgia.
37. Why does the author mention Colonel Clark’s expedition?
- A) To explain how one state strengthened its land claims.
 - B) To criticize an effort to acquire additional agricultural resources.
 - C) To show that many explorers searched for new lands.
 - D) To question the validity of Virginia’s claims.
38. According to the passage, the smaller states tried to raise money to pay their war debts by _____.
- A) collecting taxes
 - B) exporting crops
 - C) selling land
 - D) raising cattle

Passage 3

Items 39 to 42 are based on the following passage:

In one very long sentence, the introduction to the U.N. Charter expresses the ideals and the common aims of all the peoples whose governments joined together to form the U.N.

“We the people of the U.N. determined to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold suffering to mankind, and to reaffirm faith in fundamental rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and to promote social progress and better standards of life in larger freedom, and for these ends, to practise tolerance and live together in peace with one another as good neighbours, and to unite our strength to maintain international peace and security, and to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and to employ international machinery for the promotion of economic and social advancement of all peoples, have resolved to combine our efforts to accomplish these aims.”

The name “United Nations” is accredited to U.S. President Franklin D. Roosevelt, and the first group of representatives of member states met and signed a declaration of common intent on New Year’s Day in 1942. Representatives of five powers worked together to draw up proposals, completed at Dumbarton Oaks in 1944.

These proposals, modified after deliberation at the conference on International Organization in San Francisco which began in April 1945, were finally agreed on and signed at the U.N. Charter by 50 countries on 26 June 1945. Poland, not represented at the conference, signed the Charter later and was added to the list of original members. It was not until that autumn, however, after the Charter had been ratified by China, France, the U.S.S.R., the U.K. and the U.S. and by a majority of the other participants that the U.N. officially came into existence. The date was 24 October, now universally celebrated as United Nations Day.

39. The first stated aim of the U.N. was _____.
- A) to supervise peace treaties
 - B) to revise international laws
 - C) to prevent a third world war
 - D) to assist the third world countries
40. Under its Charter, the U.N. guarantees _____.
- A) never to use arms
 - B) to employ international machines
 - C) better standards of life
 - D) to promote economic and social advancement
41. President Roosevelt _____.
- A) probably devised the name "The United Nations"
 - B) was given the name "The United Nations"
 - C) established "The United Nations"
 - D) was a credit to "The United Nations"
42. Dumbarton Oaks was the place where _____.
- A) the U.N. first met
 - B) Representatives of five powers formulated basic suggestions
 - C) The final proposals were agreed on and the Charter signed
 - D) 50 countries signed the U.N. Charter

Passage 4

Items 43 to 46 are based on the following passage:

How exactly, does science work? How do scientists go about "doing" science? Ordinarily we think science proceeds in a straight-forward way. Ideally scientists make observations, formulate hypotheses, and test those hypotheses by making further observations. When there is difference between what is observed and what is predicted by the hypothesis, the hypothesis is revised. Science proceeds in this way, which is a gradual method of finding the best fit between observation and predication.

But this idealized version of how one "does" science is naïve. Although science demands proof that observations made by one observer be observable by other observers using the same methods, it is by no means clear that, even when confronted with identical phenomena, different observers will report identical observations. And it is most certain that, even if the same observations are made, the conclusions as to the meaning of the observations frequently differ.

The fact is that all of us, scientists included, see differently. Variations in human perception are well known and have been studied extensively. Distortions in perception are frequently seen among observers, even though they may be in identical settings viewing identical phenomena.

A documented misperception from history can be found in the experience of Darwin. His ship, Beagle, after anchoring off the Patagonian coast, sent off a landing party in small rowboats. Amazingly, the Patagonian natives watching from shore were blind to the Beagle, but could easily see the tiny rowboats! They had no

prior experience of huge sailing ships, but small rowing vessels were an everyday part of their life. Rowboats fit their model of the world and huge ships did not. Their model determined their perceptions.

Our idea that science proceeds on an utterly objective and straightforward basis ignores the distortions of reality imposed by our own perceptual apparatus. In many cases we see what we have been trained to see, what we are used to seeing. If a subject is fitted with special glasses that are designed to invert the visual field, at first the subject sees everything upside down. After a period of time, as the glasses continue to be worn, a correction is made by our perceptual mechanism and the image is flipped, so that the world once again appears erect.

43. What is the main idea of the passage?
- A) The research methods used by scientists.
 - B) Observation and human perception variation.
 - C) The relation between hypothesis and observation.
 - D) The human perceptual mechanism.
44. According to the author, the distortions of reality _____.
- A) are related to the method of observation
 - B) can never be avoided
 - C) are caused by human perceptual mechanism
 - D) can easily be corrected
45. Which of the following cannot be concluded from paragraph 2?
- A) When people face the same phenomena, they will have the same observations.
 - B) Variations in observation and conclusion are related to human perception.
 - C) People using the same methods of observation can still make different observations.
 - D) People often reach different conclusions even when they make the same observations.
46. According to paragraph 4, the Patagonian natives _____.
- A) suddenly became blind when the Beagle was approaching
 - B) could not see the Beagle because it was too far away
 - C) didn't see the Beagle because it was too big
 - D) could not see the Beagle because they had never met with big sailing ships like that before

Passage 5

Items 47 to 50 are based on the following passage:

Well, no gain without pain, they say. But what about pain without gain? Everywhere you go in America, you hear tales of corporate revival. What is harder to establish is whether the productivity revolution that businessmen assume they are presiding over is for real.

The official statistics are mildly discouraging. They show that, if you lump manufacturing and services together, productivity has grown on average by 1.2% since 1987. That is somewhat faster than the average during the previous decade. And since 1991, productivity has increased by about 2% a year, which is more than twice the 1978—87 average. The trouble is that part of the recent acceleration is due to the usual rebound that occurs at this point in a business cycle, and so is not conclusive evidence of a revival in the underlying trend. There is, as Robert Rubin, the treasury secretary, says, a “disjunction” between the mass of business anecdote that points to a leap in productivity and the picture reflected by the statistics.

Some of this can be easily explained. New ways of organizing the workplace—all that re-engineering and downsizing—are only one contribution to the overall productivity of an economy, which is driven by many other factors such as joint investment in equipment and machinery, new technology, and investment in education and training. Moreover, most of the changes that companies make are intended to keep them

