

## **Passage 1**

The biggest fallacy is that the world is about to run out of oil. A spate of recent books, with such titles as “Out of Gas”, argue that oil is scarce, and that an imminent crisis will put the crisis of the 1970s and early 1980s in the shade. Some see the recent rise in oil prices to \$ 50 a barrel as a dire warning. Non-sense, argues Peter Odell, a grand old man of oil forecasting who was proved wrong the pessimists of the 1970s. In his new book, he points to two flaws in the argument that a peak in global oil production is coming, followed by decline: both technology and economics are neglected.

As experience has shown time again, oil technology just gets better. The industry now uses tools unavailable in the 1970s – ranged from seismic imaging of reservoirs to advanced supercomputing – to tap oil from places unimaginative back then. As a result, proven reserves of oil are actually larger today than they were three decades before. The problem with oil is not its scarcity, rather its concentration. That is one powerful conclusion drawn by Michael Klare in “Blood and Oil”, a thoughtful and well-researched history of oil and geopolitics. Mr Klare is certainly critical of American policy, particular of the way how the United States has cosied up to nasty regimes because of their supplies of oil, helping prop up the House of Saud, for instance. Yet he counters the claim that the invasion of Iraq was “all about oil”.

## **Passage 2**

If it were only necessary to decide whether to teach elementary science to everyone on a mass basis or find the gifted few and take them as far as they can go, our task would be simple. The public school system, therefore, has no such choice, for the jobs must be carried on at the same time. Because we depend so heavily upon science and technology for our progress, we must produce specialists in many fields. Because we live in a democratic nation, which citizens make the policies for the nation, large numbers of us must be educated to understand, to support and when necessary, to criticize the works of experts. The public school must educate both the producers and users of scientific services.

In education, there should be a good balance between the branches of knowledge that attribute to effective thinking and wise judgment. Such balance is defeated by too much emphasis on any one field. This question of balance is involved not only the relation of natural sciences, the social sciences, and arts but relative emphasis among the natural science themselves.

Similarly, we must make a balance between current and classical knowledge. The attention of the public is continually drawn to new possibilities in scientific fields and the discovery from new knowledge; these should not be allowed to turn our attention away from the sound, established materials that form the basis of courses for beginners.

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**Passage 1**

1. imminent -- impending
2. crisis – crises
3. was -- \
4. neglected – ignored
5. time  $\wedge$  and
6. ranged – ranging
7. unimaginative – unimaginable
8. before – ago
9. particular – particularly
10. how-- \

**Passage 2**

1.  $\wedge$  find: to
2. therefore: however
3. heavy: heavily
4. which; whose
5. works: work
6. between: among
7. attribute: contribute
8. is: /
9. make: keep
10. from: of