

# GRAMMAR and VOCABULARY

For each gap, choose the word that best completes the text.

## CAUSE OF THE RAIN

Mike was a boy of eight. His home was not \_\_\_(1)\_\_\_ school. So he often walked there and back every day. \_\_\_(2)\_\_\_ school, he passed a playground. There was much water in it when it rained. One day, when Mike came home, he was all wet. His mother became \_\_\_(3)\_\_\_ and said, "\_\_\_(4)\_\_\_ in the water on your way." The next day Mike came back very wet again. His mother became \_\_\_(5)\_\_\_. She thought Mike was \_\_\_(6)\_\_\_ his father because he was \_\_\_(7)\_\_\_ his son. "I'll tell your father if you come home wet again," sad the mother. " \_\_\_(8)\_\_\_ he comes back from London next Tuesday, he'll punish you, I think." Two days \_\_\_(9)\_\_\_, it was raining hard when Mike got home. But this time his clothes were dry. His mother became happy and said, "You're a good boy today. You didn't play in the water." "No," Mike said angrily. "There were so many strong boys in the water when I got there this afternoon. There \_\_\_(10)\_\_\_ for me at all!"

- |      |                  |                    |                       |                    |
|------|------------------|--------------------|-----------------------|--------------------|
| 1 -  | a. far from      | b. too far from    | c. from near          | d. far away to     |
| 2 -  | a. In middle     | b. On the way      | c. By the way         | d. On his way to   |
| 3 -  | a. glad          | b. angry           | c. happy              | d. sad             |
| 4 -  | a. not to swim   | b. don't play      | c. don't fall         | d. keep away       |
| 5 -  | a. worried about | b. even angrily    | c. even surprised     | d. even angrier    |
| 6 -  | a. listening to  | b. afraid of       | c. the son of         | d. told by         |
| 7 -  | a. a good father | b. Always kind to  | c. strict with        | d. interested in   |
| 8 -  | a. Before        | b. When            | c. Unless             | d. Even if         |
| 9 -  | a. later         | b. ago             | c. early              | d. after           |
| 10 - | a. was no water  | b. Were some rooms | c. were too many boys | d. wasn't any room |

## KEY

- |      |                    |                      |                       |                           |
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Reference: *english-test.us*

## **READING**

### **CRITICAL THINKING IS WELCOME**

An increasing number of teachers, from kindergarten through college, have altered lesson plans to include the art of thinking. Many others are being trained so that they can shift the classroom emphasis away from just giving pupils information and move toward making them think about the issues raised by that information. Educators say that students have become obsessed with getting the right answers on tests and so they are weak at analyzing what they are learning and at grasping implications. These weaknesses, the educators say, will affect the students' ability to make future decisions about career and marriage, what candidates to vote for and what products to buy and not to buy. "It's not just the ability to remember things and feed them back on tests that determines how well you're going to do in life," said Dr. Heidi Jacobs, a professor at Teachers College at Columbia University. "It's the ability to solve problems and reflect and to, in fact, think critically."

Unfortunately, about 80 percent of class questions, according to Dr. Jacobs, are designed simply to have students recall information. Moreover, the pressure to raise student performance on standardized tests created an exaggerated stress on memorized information. In reaction to this, more teachers have begun to support the movement to teach critical thinking in schools. While schools and teachers have always assumed that thinking was part of their mission, educators are now making the teaching of thinking skills a more formal part of their programs. For example, there has been a dramatic push in the last few years by at least 28 states and hundreds of schools to re-train teachers and revise curriculums.

In the early 1980s, reports by several influential commissions claimed that it was vital to improve reasoning abilities for a population that would have to adjust to sweeping changes in technology in a more competitive world. Since 1985, the California State University system has required its one million students to take a course in critical thinking before they can graduate. New York City's Board of Education created a Reasoning Skills Unit to prepare analytical questions to be used by the teachers of various subjects. Such questions will encourage students to think about what they have been taught and use the information in a more practical way. Students are now being taught analytical skills such as inferring explanations, supporting an argument, judging the credibility of a source, verifying an observation, identifying underlying assumptions, and designing experiments so that a particular variable can be controlled.

Articles on teaching the concept of 'critical thinking' have been published in educational journals since the late 1970s. Starting in the 1980s, supporters have set up three professional associations and published six journals. In fact, the critical-thinking movement has become so strong that it now has three fractions: teachers who say thinking should be taught separately, **those** who argue that it should be only integrated into the normal curriculum, and those who believe that both these are equally applicable.

Even in teaching mathematics, supporters suggest that instructors move away from the assumption that there is always one correct answer. Instead, **they** say, students should be encouraged to explain how they arrived at a different answer. Mr. Ewen, a math teacher, said he could accept 6 as a **plausible** answer to "What is 29 divided by 5?" if the student provided a reasonable explanation. A student, he said, might calculate that 29 chips divided into piles of 5 each will yield 6 piles, even though one of the piles is shorter than the others. "The greatest discoveries," he added, "have come from people who have looked at a standard situation and seen it differently."

#### **A. Choose the best answer according to the text.**

##### **1. Until recently, \_\_\_\_\_ .**

- a) there was an attempt to make pupils analyze the information given to them
- b) lesson plans were altered so as to include the art of thinking
- c) the job of a teacher involved teaching the skills of thinking
- d) education aimed at getting the pupils to give correct answers on tests

**2. To make healthy decisions in the future, students should \_\_\_\_\_ .**

- a) learn how to do well on tests
- b) be able to remember things well
- c) learn how to analyze what they learn
- d) be able to solve math problems easily

**3. More teachers now support the movement to teach critical thinking in schools**

- a) to increase student performance on standardized tests
- b) as they consider thinking as an important part of their job
- c) although success in life does not depend on how well you do on an exam
- d) to show their reaction to the unnecessary emphasis on memorizing

**4. Reasoning abilities should be improved \_\_\_\_\_ .**

- a) since several commissions claimed that it was essential
- b) so that one can cope with the dramatic changes in the world
- c) to promote analytical questions in different subjects
- d) so that university students can successfully complete their studies

**5. In paragraph 4, those refers to \_\_\_\_\_ .**

- a) factions
- b) teachers
- c) professional associations
- d) six journals

**6. In paragraph 5, they refers to \_\_\_\_\_ .**

- a) instructors
- b) approaches
- c) supporters
- d) students

**7. In paragraph 5, plausible is closest in meaning to \_\_\_\_\_ .**

- a) changing something completely
- b) seeming likely to be true
- c) relating directly to the subject
- d) believing in something that is not true

**8. It can be inferred from Mr. Ewen's example of the student dividing 29 by 5 that**

- a) students who get wrong answers need to improve their mathematical skills
- b) students can sometimes be confused although they know the answer
- c) math instructors should also accept the answers although they are not right
- d) thinking through problems is as valuable as getting the right answer

## KEY

### A. Choose the best answer according to the text.

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## **RESTATEMENT**

Psychology can be defined as the scientific study of human behavior.

- a. Psychology is the study of human behavior.
- b. Psychologists study human behavior scientifically.
- c. One way to define psychology is to call it the scientific study of human behavior.**
- d. The scientific study of human behavior is psychology.

## **PARAGRAPH COMPLETION**

For most people, snakes are an object of intense fear . Few people are as fearless as the Hopi Indians, who perform ritual dances with live rattle snakes in their mouths. .... If they are examined without prejudice, snakes prove to be fascinating and relatively harmless members of the reptile family.

- a. But in fact, most snakes are hated and feared without good reason.**
- b. Their skins are cool and dry, pleasant to the touch.
- c. Like other reptiles, they are cool-blooded, and their temperatures change with the environment.
- d. The cobra, when it extends its hood before striking, is an awesome sight.

## **WRITING**

**There's been much debate over the issue of using animals for scientific research and testing. Do you think experiments on animals should be banned? Support your arguments with reasons and examples. Write at least 250 words.**

### **MODEL ANSWER**

#### **Animal Testing should not be Banned**

Each year about five million dogs, cats, rabbits, rats, monkeys, and other animals die in deadly dose tests which are performed in the U.S. The subject of animal testing is very open to question. In my opinion, animal testing should not be banned for a number of reasons.

The first reason for supporting animal testing is that many products must be tested on animals to ensure that they are safe for use by humans. For example, diabetics would not be able to inject insulin to control their diabetes if it had not been developed by testing it on animals. Moreover, the effects of certain chemicals such as insecticides can be observed on animals and their offspring and results are achieved faster since animals have shorter life duration than humans and the ability to multiply easily.

The final and most important point in favor of animal testing is that it is aimed at finding cures for diseases such as cancer. Most of these tests cannot be done in any other way. Forty years ago, polio was a common tragedy amongst children. Animal testing led to the discovery of a vaccine and now this disease is very rare in developed countries. While some animals undoubtedly suffer, the end justifies the means.

On the other hand, some people believe that laboratory animals are ill-treated and they suffer during the tests and experiments. However, animal suffering is kept to a minimum and strict regulations prevent any kind of ill-treatments for animals.

As already stated, I am in favor of animal testing, provided that is conducted under strict conditions and that there is no alternative.