

PART I

Text 1

1 [1] Teachers like to view themselves as professionals. Society, however, does not
2 always make it easy for them to do so. In considering why and just what teachers might
3 do about this, it is instructive to look at the history of thinking on what a profession is
4 and what it means to be a professional.

5 [2] This concept, as we know it, gradually took shape only in the second half of the
6 19th century as occupational organizations made efforts to establish their own
7 boundaries and secure their own benefits. Before that, dating from the Middle Ages,
8 there were really only three recognized "professions"-law, divinity, and medicine-but
9 they little resembled the professions we know today. Indeed, the word "professional"
10 was first used as a noun (in the modern sense) only in 1850; and the word
11 "professionalism" appeared even later. Professions attached themselves to, or grew out
12 of, universities toward the end of the 19th century, when modern universities
13 themselves first came into existence.

14 [3] As this historical view implies, no kind of work is intrinsically a profession.
15 People settled arguments before there were certified lawyers, healed before there were
16 licensed physicians, and built bridges before there were professional engineers.
17 Moreover, no logic prevents shoe repair or rock & roll performance from being a
18 profession. They could, in principle, be studied in a degree-granting process at the end
19 of which the "graduate" would be issued a license to repair shoes or to perform rock
20 music. The important point in this interpretation is to note that professions are socially
21 made categories and culturally created activities. A group that is doing a particular kind
22 of work organizes itself into a professional association. This group then identifies,
23 shares, and develops a body of knowledge as its own; establishes definite requirements
24 of admission, including but not limited to academic study; and gets recognition as the
25 only group allowed to perform that kind of work. Public school teachers have reached
26 this stage relatively recently.

27 [4] The process doesn't end there, however. Every profession must continue to defend
28 its rights and its borders. This is true even for doctors, lawyers, and priests as well as for
29 other so-called established professions where the possibility of challenge and even
30 elimination always exists. For the "weaker" professions, like that of teachers in primary

31 and secondary schools, the threat is greater. Proposals are regularly made to bring non-
32 professionals into the schools as teachers, or to expand the rights of parents to educate
33 their own children without state regulation through "home-schooling," or through the
34 establishment of private schools funded by corporations. Indeed, most high school
35 teachers experience daily conflict in their profession in ways hardly imaginable to
36 economists or physicians. Teachers are continually criticized by parents, politicians, and
37 business leaders. Nevertheless, rather than simply complain about how poorly they are
38 treated or about how misunderstood their profession is, it would be better for teachers to
39 recognize that their struggle is similar to that of other professions and to learn from
40 others how to better explain and maintain their position in the professional world.

46. What is the writer's main purpose for discussing the nature of professions in such detail?

- a. To analyze the historical events leading to the rise of professionalism.
- b. To claim that professionalism is essential to modern society.
- c. To argue that professions are not fixed but socially created.
- d. To help explain a dilemma faced by teachers today.

47. According to the writer, when did the concept of professionalism take on the meaning it has today?

- a. By the end of the Middle Ages.
- b. Not until the word was first used in 1850.
- c. In the latter part of the 19th century.
- d. By the early 20th century.

48. What is the logical connection between the 2nd paragraph and the 3rd paragraph?

- a. Paragraph 3 develops an important implication of paragraph 2.
- b. Paragraph 3 further discusses the historical perspective of paragraph 2.
- c. Paragraph 3 presents an alternative to the perspective of paragraph 2.
- d. Paragraph 3 argues against the interpretation given in paragraph 2.

49. According to the writer, which of the following would NOT be included among the earliest professionals?

- a. An accountant.
- b. An attorney.
- c. A physician.
- d. A priest.

50. The word "intrinsically" in the first line of the third paragraph is closest in meaning to which of the following?
- intuitively
 - intimately
 - introspectively
 - inherently
51. The writer's discussion of shoe repair and rock & roll implies which of the following?
- Neither occupation is specialized enough to become a true profession.
 - Shoe repair and rock & roll performance could be improved through university study.
 - In theory, any occupation can become a professional field.
 - These occupations are already well-organized and independent.
52. According to the writer, what would be the first step for people doing the same kind of work to become recognized as "professionals"?
- To form their own organization.
 - To develop university courses in their subject.
 - To request government regulation of their work.
 - To seek higher wages and more employment benefits.
53. Home-schooling is mentioned as an example of which of the following?
- A threat to licensed teachers.
 - An alternative way into the profession of teaching.
 - An economical way of licensing teachers.
 - Corporate-funded education.
54. What is the writer's opinion of the teaching "profession"?
- It deserves the same status as the professions of law and medicine.
 - It dates back as far as other well-established professions.
 - It suffers more serious threats than the "stronger" professions.
 - It is one of the more poorly understood professions.
55. What is the writer's advice for teachers who want to consider themselves professionals?
- They need to make their complaints more widely known.
 - They need to recognize that their struggle is not unique.
 - They need to stop second-guessing politicians.
 - They need to train themselves to a higher degree.

Text 2

1 [1] Influenced by the French, affected by the Arctic tongues of the Inuit, inspired by
2 the weather and pressured by the way hundreds of millions of Americans speak and
3 spell, Canada has developed its own flavor of English. Noting this long-standing trend,
4 North American linguists are now in the middle of an extensive effort to document what
5 English-speaking Canadians say, and what they mean by what they say. This recent
6 interest in the Canadian variety of English is no better illustrated than by the publication
7 of two Canadian dictionaries of English in the past several years. Yet another is in the
8 planning stages.

9 [2] While Canadian English grammar deviates little from that of standard American
10 English, there are noticeable differences in pronunciation, spelling and vocabulary.
11 These differences sometimes push Canada back toward Britain, sometimes draw it
12 closer to the United States, and in other cases make it unique in the English-speaking
13 world. To be sure, the country's large neighbor to the south has had the greatest effect
14 on its English. To compile a new dictionary, for instance, one dictionary publisher
15 started with an American dictionary because the United States is a closer linguistic
16 cousin than Great Britain. The challenge, as the compilers saw it, was to filter out the
17 Americanisms that Canadians do not use, and to include the British words and spellings
18 that they do. They also wanted to fix the pronunciations of French words since
19 Canadians are more likely to accent them properly. For example, the American word
20 "lagniappe," derived from Louisiana Creole, was excluded from the dictionary, as were
21 many other purely regional American terms. By contrast, alternative British spellings
22 were added for words like honor (honour) and meter (metre) because Canadians use
23 both.

24 [3] Additionally, the dictionary makers have found that Canadian English reflects the
25 country itself-the regional foods, encounters with the weather, hockey, a bit of Inuit and,
26 of course, Americanisms that have been imported like just another product. So they
27 have added Canada's own lexicon and history to the stew. Perhaps the most important
28 finding in researching Canadian English concerns the complexity and
29 interconnectedness of languages. This is true even at the level of the single word.
30 "Poutine," for example, bounced between French and English in Europe before being

31 accepted into Canadian English. The French picked it up from the English word
32 "pudding." It later took on a wider meaning to describe anything messy. Then the name
33 was given to a local dish in Quebec-French fries smothered in gravy and cheese-a treat
34 that has spread to Ontario and the English-speaking world. This single word, like many
35 others, has undergone impressive changes in meaning in recent linguistic history.
36 Changes like this are common in all languages.

56. What does this passage mainly discuss?

- a. The fluid and ever-changing character of language.
- b. The influence of immigrants on Canadian English.
- c. The distinct character of English in Canada.
- d. The role of American English in shaping Canadian English.

57. Which of the following is NOT cited in the first paragraph as an influence on Canadian English?

- a. British English
- b. Inuit language
- c. The weather
- d. French

58. What evidence does the writer offer to support the claim that interest in Canadian English is growing?

- a. The return to higher standards of English in Canada.
- b. The emergence of the field of comparative language studies.
- c. The publication of new Canadian English dictionaries.
- d. The growth of the English-only movement throughout Canada.

59. According to the passage, in which aspect of language are there the fewest differences between Canadian English and American English?

- a. grammar
- b. pronunciation
- c. spelling
- d. vocabulary

60. According to the writer, which single language has had the greatest influence on Canadian English?
- French
 - American English
 - Inuit
 - British English
61. Why was the word "lagniappe" omitted from one recent Canadian English dictionary?
- Canadians spell the word differently than do Americans.
 - Canadians do not use the word.
 - The word comes from a Native American language.
 - The word is used only in some regions of Canada.
62. To which of the following does the word "they" underlined in paragraph 2 refer?
- compilers
 - Canadians
 - British words
 - Americanisms
63. What does the use of the word "stew" underlined in the 3rd paragraph suggest?
- That Canadian English may be losing its identity.
 - That dictionary makers are like good cooks.
 - That dictionaries ought to have input from various sources.
 - That there are many "ingredients" in Canadian English.
64. According to the writer, what important insight have dictionary makers gained from their examination of Canadian English?
- Languages tend to change more within regional borders.
 - Languages are not easy to catalog in dictionaries.
 - Languages are valued more when they have their own dictionaries.
 - Languages are interrelated in many complicated ways.
65. What does the writer seem to believe about the relationship between Canadians and Canadian English?
- Canadians are overly influenced by foreign cultures.
 - Canadians resent that their language is not more widely recognized.
 - Canadian English is too Americanized for most Canadians.
 - Canadian English exhibits the variety of the Canadian experience.

PART II

1 [1] Our mental models of everyday mechanisms like refrigerators or ovens are often
2 constructed from (_66_) evidence and with poor knowledge of what is actually
3 happening to make the machine work. Consider the thermostat. (_67_) you are in a cold
4 room, in a hurry to get warm, (_68_) the room heat more quickly if you turn the
5 thermostat all the way up? Or if you want the oven to reach its working temperature
6 faster, (_69_) you turn the temperature dial all the way to maximum, then turn it down
7 once the desired temperature is reached?

8 [2] If you think (_70_) the room or oven will heat faster if the thermostat is turned all
9 the way to the maximum setting, you are wrong. You hold a folk about thermostats.
10 There are two (_71_) held folk theories about thermostats: the timer theory and the
11 valve theory. The timer theory proposes that the thermostat simply (_72-) the relative
12 proportion of time that the device stays on. Set the thermostat (_73_), and the device is
13 on about half the time; set it all the way up and the device is on all the time. Hence, to
14 heat or cool something most (_74_), set the thermostat so the device is on all the time.
15 In contrast, the valve theory proposes that the thermostat controls (_75_) heat (or cold)
16 comes out of the device. Turn the thermostat all the way up, and you get maximum heat
17 or cooling.

18 [3] In fact, (_76_) understanding is that the thermostat is just an on-off switch. It
19 treats the heater or oven (_77_) all-or-nothing devices that can either be fully on or fully
20 off, (_78_) no in between states. The thermostat turns the heater or oven completely on-
21 at full power-until the temperature setting is reached. Then it turns the unit completely
22 off. (_79_) the thermostat at one extreme cannot affect (_80_) to reach the desired
23 temperature.

24 [4] The real point of this (_81_) is not that some people have erroneous theories of
25 how things work; it is that everyone forms theories (_82_) what they have observed. In
26 the case of the (_83_), the design gives absolutely no hint as to the correct answer. In
27 the (_84_) of external information, people are free to let their imaginations run free
28 (_85_) the mental models they develop account for the facts as they perceive them.

66. a. part
b. partial
c. partly
d. part of
67. a. Even
b. If
c. Since
d. Until
68. a. what can
b. what if
c. when
d. will
69. a. because
b. have
c. should
d. then
70. a. about
b. that
c. then
d. why
71. a. commonly
b. completely
c. differently
d. really
72. a. charges
b. controls
c. saves
d. uses
73. a. at first
b. for beginning
c. midway
d. promptly
74. a. fast
b. quickly
c. soon
d. timely
75. a. how full
b. how much
c. the degree
d. the speed
76. a. a different
b. another
c. the correct
d. the next
77. a. as
b. of
c. to
d. with
78. a. just
b. only
c. still
d. with
79. a. By setting
b. In setting
c. Set
d. Setting
80. a. how it takes long
b. how long it takes
c. it takes how long
d. takes it how long
81. a. device
b. difference
c. example
d. temperature
82. a. in accord
b. instead of
c. to explain
d. to react
83. a. degree
b. model
c. temperature
d. thermostat
84. a. absence
b. aware
c. contrary
d. spite
85. a. as long as
b. instead of
c. as a means of
d. without