

predictable plan. But scientists now know there are very definite life patterns that almost all people share. Today, when we live 20 years longer than our grandparents, and when women mysteriously outlive men by seven years, it is clearer than ever that the "game of life" is really a game of trade-offs. We trade strength for ingenuity, speed for thoroughness, passion for reason. These exchanges may not always seem equal, but at every age, there are some advantages. So it is reassuring to note that even if you've passed some of your "prime," you still have other prime years to experience in the future. In fact, important primes seem to peak twice in a life.

WHEN ARE YOU HEALTHIEST? *For men, from 15 to 25; for women from 15 to 30.*

"A man is in his best shape in the decade before he turns 25," says New York internist Dr. Donald Tomkins. His muscles are firmest, his resistance to colds and infections is highest, and his body is most efficient in utilizing nutrients." Women, for reasons scientists do not understand, get a five-year bonus. Peak health begins to decline when the body process called anabolism (cell growth) is overtaken by the opposite process, catabolism (cell death). "Cells have been dying since birth," says Tomkins, "but in our late 20's, they start dying faster than they are replaced." Also, muscle is replaced with fat.

Women also get an additional bonus of good health later in life: National Institute of Health figures show that the onset of such "old age" diseases as arthritis, rheumatism, and heart ailments begin around age 60 in men, at age 65 in women. It is hard to deny the generally greater fitness of women: Life expectancy for men is now 68.3; for women, 75.9. Says U.S. aging expert William Kannel, "Older women with low blood pressure are practically immortal." However, biologists believe that by entering the competitive market in increasing numbers, women may eventually give up their statistical advantage.

WHEN ARE YOU MOST LIKELY TO DEVELOP MENTAL DISORDERS? *From 30 to 35.*

This surprisingly narrow peak is very real. The National Institute of Mental Health (NIMH) reports that more than half of the patients who are hospitalized for mental disorders are between the ages of 30 and 35. This is a period when many people are facing major life changes, such as marriage, parenthood, and career decisions. The stress of these transitions can lead to mental health problems. However, it is important to note that many people also experience personal growth and fulfillment during this time. The key is to seek support and maintain a healthy lifestyle.

bizarre taste makes me an avid player of all sports and a fantastic spectator. Pain raises sport from the level of entertainment to that of a great achievement, and consider it central to humane education.

I became conscious of the difference between play and sport when I helped organize a sandlot football team at the age of 12. Since this was a "child directed" (i.e., our parents did not know where we were going, we had no idea where we would do. The first thing I did was to get a similar team from a nearby school or prepare for a game we had done for years—running, passing, and yelling. The result was catastrophic. Our opponents were prepared. They slaughtered us. Half the team was injured, and all of us were humiliated.

Follow the Leader

It dawned on us that we were engaged in a sport, not a play. If we were to play decently, let alone win, we would have to prepare, and the only way was to learn the discipline of practice.

5 Looking back, I realize that at that moment we underwent a **profound** experience. We entered into a social contract that bound us together with ties still strong after more than 30 years.

6 Our quarterback imposed his rule on us. He was never elected captain or coach, but simply assumed these offices. His voice was **stentorian**, and his will was **indomitable**. He focused my attention on the importance of pain and the reaction to it.

7 We had been pushed around unmercifully by a larger and stronger opponent. On our 5-yard line, I told the team he would take the ball on every play until we lost it. And, from the look in his eye, we all knew we had better not lose it. He was not large, and it seemed **folly** to plunge into the center of the line, especially since he had no pads or helmet to protect him.

8 The first rush caught the other team by surprise and he went for 10 yards. On the second plunge, the stiffened, but we still moved. For 60 yards, we inched forward. After the first few rushes, it was clear that our offense consisted of one play—up the center. By that time we had penetrated their 30-yard-line, our quarterback was bleeding and blood, but still giving the same **stentorian** command: "The ball to me, center."

9 A surprising thing happened. The opposition collapsed. We moved 5, then 10, then 15 yards until the



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other boys, all as big as (or bigger than) he, and as good (or better) football players. Their undoing was the inability to understand how the human will can drive the body to do things that defy reason.

新编英语泛读教程
第四册



A Sophomore English Reader

新编英语泛读教程

第四册

主编： 王守仁 杨敬清

编者： 环英智 何 宁
邵海东 陆 晓

上海外语教育出版社

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王守仁 杨敬清 主编

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前 言

《新编英语泛读教程》供高等学校英语专业一、二年级教学使用。学生学了这套教材，可以增加英语国家文化背景知识，扩大英语词汇，提高英语阅读能力。

根据《高等学校英语专业基础阶段英语教学大纲》，泛读课与综合英语课(原精读课)不同，属单项技能训练课。泛读课的特征体现在“泛”与“读”两个方面。就“泛”而言，教材选用语言材料的内容呈百科知识性，包括社会生活各个方面。同时，语言材料的文体呈多样性，既有文学作品，又有记叙文、说明文、议论文、新闻、广告等语言风格不同的各类文章。就“读”而言，泛读课的重要任务是指导学生掌握各种阅读方法，从而提高理解的准确性，加快阅读速度。泛读课的阅读量大，这亦是与综合英语课的区别之一。学生通过大量阅读，逐步扩大英语词汇。泛读课应帮助生活在信息爆炸时代的学生学会通过阅读快速、准确地获取并处理信息。

《新编英语泛读教程》选用语言材料的内容涉及英语国家社会、政治、经济、文化、历史、新闻、宗教、哲学、文学、体育、风土人情、科普知识等。《新编英语泛读教程》全套四册。每册十八单元，按阅读方法编为三到四组。每一单元分三个部分。

第一部分(Section A)要求在课堂上处理，学生不要预习。

词汇测试(Word Pretest)所列单词选自 Section A 的课文，大多为有可能妨碍理解的生词或重要的常用词。这一练习形式替代了生词表，其目的是帮助学生顺利阅读课文。

课文(Text)根据难易程度，由浅入深编排。课文长度从第一册的 650 字左右逐渐增加到第四册的 1200 字左右。除专业性词汇以外，四册课文基本词汇分别掌握在《大纲》三、四级和五、六级以内。

阅读方法(Reading Skill)循序渐进、系统介绍各种阅读技能。第一册首先指导学生根据上下文判断生词的词义，了解内容题材与中心思想的区别。第二册针对一年级学生阅读常常“只见树木，不见森林”的现象，重点培养学生把握文本中心思想的能力。第三册着重阅读速度和逻辑推导方面的操练。第四册进行阅读方法综合训练，提高学生对文本的批评与鉴赏能力。Reading Skill 属单项技能强化训练，即同一种阅读技能要连续在几个单元内反复操练，以使学生能真正掌握，运用自如。

词汇练习(Vocabulary Building) 第一、第二册系统介绍常见构词法，第三、第四册进行词形变化练习。

完形练习(Cloze)重点放在测验学生阅读理解能力，培养学生语感。

第二部分(Section B)选用课文长度超过第一部分课文，内容是对相关题材的深化或补充，供学生课外阅读，教师在课堂上进行检查，也可结合 Section A 课文作适当讲解。

第三部分(Section C)有三篇相关题材的短文，主要用于快速阅读训练。阅读应在规定时间内完成，但教师可根据学生的情况对阅读时间进行适当调整。

每个单元的最后有两个思考题，供学生在课堂或课外讨论，旨在加深对课文思想内容的理解和掌握。

《新编英语泛读教程》在南京大学英语系、国际商务系试用时，得到学生和教师的支持和配合，他们提出了不少宝贵的建议，在此特表示谢意。由于我们水平有限，错误缺点在所难免，欢迎使用《新编英语泛读教程》的同志批评指正。

王守仁
1997年1月

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Unit 1 Language Testing



Section A

Directions: *You are expected to read this section in class. Don't preview.*

◆ Word Pretest

For each italicized word, choose the best meaning below.

1. What is your *assessment* of this state of affairs?
 - A. evaluation
 - B. prediction
 - C. position
2. He teaches a *remedial* class for first-graders.
 - A. elementary
 - B. advanced
 - C. helping
3. We received a *lift* from his speech.
 - A. a message
 - B. an encouragement
 - C. a disappointment
4. The ability to speak several languages was among his *attainments*.
 - A. merits
 - B. accomplishments
 - C. virtues
5. He drove at a *constant* speed.
 - A. unchanging

- B. various
C. great
6. We made plans for a visit, but *subsequent* difficulties with the car prevented it.
A. unexpected
B. continuous
C. later
7. The *prospective* member of Parliament for our town will be introduced to the local party tonight.
A. ambitious
B. promising
C. expected
8. I didn't know anything about any of the books so my choice was quite *arbitrary*.
A. based on facts
B. based on reason
C. based on chance or personal opinion

◆ Text

Types of Test

Placement

A *placement* test is designed to sort new students into teaching groups, so that they can start a course at approximately the same level as the other students in the class. It is concerned with the student's present standing, and so relates to general ability rather than specific points of learning. As a rule the results are needed quickly so that teaching may begin. A variety of tests is necessary because a range of different activities is more likely to give an accurate overall picture of a student's level than a single assessment.

Sometimes one member of staff sees each student individually before the final class allocation is made. This procedure has several advantages. It helps to complete the assessment for each individual student by disclosing factors which are not revealed by the written tests, either positive ones such as a friendly, outgoing character or a higher level of production than a writing test suggests, or negative ones such as a slight stammer or more than average shyness. Perhaps the greatest advantage of the interview is that there is now the opportunity to assess both oral production (the ability to make English sounds) and fluency (the ability to sound English in a social situation) at one and the same time.

Diagnostic

A *diagnostic* test (sometimes called a *formative* or *progress* test) checks on student's progress in learning particular elements of the course. It is used for example at the end of a unit in the course book or after a lesson designed to teach one

particular point. These tests can take the form of an extension of the lesson from a practice phase into an assessment phase. They can provide information about progress which may be used systematically for remedial work. The diagnostic test tries to answer the question "How well have the students learned this particular material?" If his learning has been successful, the results will give a considerable lift to the student's moral and he is likely to approach the next learning tasks with fresh enthusiasm. If he finds he has not mastered the point at issue, the test should give him clear indications of how he falls short, so that he can do some useful revision.

Achievement

An *achievement* test (also called an *attainment* test) looks back over a longer period of learning than the diagnostic test, for example a year's work, or a whole course, or even a variety of different courses. It is intended to show the standard which the students have now reached in relation to other students at the same stage. This standard may be established for a country, as with school-leaving certificates; or it may relate to an individual school or group of schools which issues certificates to students attending courses. But the important point which is common to all these situations is that the standard remains constant as far as possible from course to course and from year to year and is external to the individual class or textbook.

Proficiency

The aim of a *proficiency* test is to assess the student's ability to apply in actual situations what he has learnt. It seeks to answer the question: "Having learnt this much, what can the student do with it?" This type of test is not usually related to any particular course because it is concerned with the student's current standing in relation to his future needs. Efforts must be made to use in the tests the kind of language which actually occurs in the situations the student will meet. For example, a test which sets out to assess the proficiency of a student hoping to follow a university course in an English-speaking country would need to take into account not only his level of skills in listening to lectures, but also his ability to take notes, to make full use of what is written on the blackboard or projected, and finally to use the information he has gained from the lecture in his subsequent writing. An important element in proficiency testing is to assess in some way the student's ability to repair breakdowns in communication, by asking for a repetition or an explanation, for example, or by rephrasing what he has just tried to say.

A rather typical example of a standardized proficiency test is the Test of English as a Foreign Language (TOEFL). It is used by nearly 1 000 institutions of higher education in the United States as an indicator of a prospective student's ability to undertake academic work in English. The TOEFL consists of the following sections:

- Listening Comprehension measures the ability to understand English as it is spoken in the United States.
- Structure and Written Expression measures mastery of important

structural and grammatical points in standard written English.

——Vocabulary and Reading Comprehension tests the ability to understand the meanings and uses of words in written English as well as the ability to understand a variety of reading materials.

Proficiency tests sometimes add sections that involve free writing and/or oral production.

This division of tests into separate categories is clearly rather arbitrary, and though it is convenient to say that the purpose of any test can be defined in this way, there are in practice several different purposes for every test. For example, it has been argued above that an achievement test assesses the learning that has gone before, and is therefore concerned with the past, but a student taking this kind of test usually does so because he needs the qualification to convince someone else of his future potential, either as a student in a more advanced course or as an employee. In the same way, although a proficiency test is not in theory concerned with how the student's present stage of competence has been arrived at, he may well have prepared for it by taking a course designed to help him to pass.

Total Words: 976

Total Reading Time: _____

The text is based on *A Language Testing Handbook* by Andrew Harrison. London: Macmillan Press, 1983.

◆ Reading Comprehension

Circle the letter of the best answer.

1. According to the author, placement test can provide information about students' _____.
 - A. specific points of learning
 - B. general ability
 - C. progress learning in the course
2. The interview has the following advantages except _____.
 - A. disclosing factors which are not revealed by the written tests
 - B. assessing both oral production and fluency at the same time
 - C. reducing the workload of faculty members
3. A diagnostic test checks on students' _____.
 - A. general language ability
 - B. ability to communicate
 - C. progress in learning particular elements of the course

4. It can be inferred that the diagnostic test is often _____.
- A. a test for one course
 - B. a test for a variety of courses
 - C. external to the individual course or textbook
5. Which of the following tests can be regarded as an achievement test?
- A. Mid-term test.
 - B. Test for school-leaving certificates.
 - C. Test for admission.
6. A proficiency test _____.
- A. is related to particular courses that the students have taken
 - B. aims to assess students' ability to apply in actual situation what they have learned
 - C. focuses on one specific skill the students have acquired
7. The author chooses the TOEFL as an example of proficiency tests because _____.
- A. the TOEFL is a well-known test
 - B. the TOEFL includes free writing and oral production
 - C. the TOEFL is designed to test students' ability to conduct academic studies in English in the United States
8. With which of the following statements would the author most likely agree?
- A. An achievement test is only concerned with the past.
 - B. An achievement can sometimes be regarded as a placement test.
 - C. A proficiency test has only one purpose.

◆ Vocabulary Building

① Definition

Define the following terms in your own words.

diagnostic test

achievement test

proficiency test

integrative test

communicative competence

② Idioms

Complete the following sentences with the appropriate idiomatic expressions which are related to the idea of HARD WORK. Make sure it fits the blanks.

burn the midnight oil

hit the books

do back-breaking work

work like a dog

fall down on the job

work one's fingers to the bone

1. He _____. In other words, he studies hard.

2. Jane _____. In other words, she studies very late at night.
3. Mike _____. In other words, he fails to do well.
4. Sally _____. In other words, she studies in a serious way.
5. He _____. In other words, he does very difficult physical work.
6. Tom _____. In other words, he works hard and seriously.

③ General Vocabulary Exercise

Choose the word that correctly completes the sentence.

1. The candidates who wish to _____ from the examination must notify the secretary immediately.
 - A. resign
 - B. remove
 - C. suspend
 - D. withdraw
2. Gradually the balloon _____ out and rose into the air.
 - A. swelled
 - B. expanded
 - C. stretched
 - D. enlarged
3. When you take medicine, be careful not to _____ that amount printed on the bottle.
 - A. exceed
 - B. substitute
 - C. surpass
 - D. overcome
4. The current political _____ of our country is favorable for foreign investments.
 - A. weather
 - B. climate
 - C. temperature
 - D. state
5. Our spokesman has _____ our position on this question.
 - A. verified
 - B. certified
 - C. testified
 - D. clarified
6. A teacher should give attention to each _____ student in his class.
 - A. personal
 - B. private
 - C. own
 - D. individual
7. The population of Hong Kong is _____ Chinese.
 - A. popularly
 - B. regularly
 - C. commonly
 - D. predominantly
8. Children feel that their parents do not give enough _____ to the problems of young people.
 - A. consent
 - B. appeal
 - C. affection
 - D. recognition

④ Analogies

Select the lettered pair that best expresses a relationship similar to that expressed in the original pair.

1. DEPORT: NATION:
 - A. expel: school
 - B. boycott: store

- C. confine: prison D. colonize: frontier
2. VESSEL: BLOOD:
 A. sewer: plumbing B. tank: oil
 C. pipeline: gas D. compressor: air
3. ITINERARY: TRIP:
 A. lottery: chance B. railroad: transportation
 C. agenda: meeting D. university: education
4. TACT: OFFENSIVE:
 A. manners: sincere B. money: poor
 C. speech: illiterate D. wine: sober
5. EPIDERMIS: MAMMAL:
 A. blanket: bed B. root: plant
 C. topsoil: farm D. bark: conifer
6. SUBMISSION: OBEISANCE:
 A. dilemma: frustration B. fear: foreboding
 C. boredom: listlessness D. affection: embrace
7. CLIENTELE: CUSTOMERS:
 A. army: civilians B. boycott: merchants
 C. faculty: teachers D. testimony: lawyers
8. LEAF: OAK:
 A. needle: pine B. berry: fruit
 C. tree: forest D. stem: flower

◆ Cloze

Read through the following passage and then decide which of the choices given below would correctly complete the passage if inserted in the corresponding blanks.

The cloze procedure originated in the 1950s as a means of assessing the difficulty of a reading text for native speakers, but within three years 1 originator was suggesting that it could be used for assessing the 2 of second and foreign language learners. The principle is that single words are taken out of a text at regular intervals, 3 gaps which students have to complete with appropriate "fillers," 4 only for each gap. In order to do this the student has to 5 to the text on either side of the gap so that he can judge what an appropriate filler might be, taking into account 6 meaning and structure.

There are two types of gap: "function" gaps (such as conjunctions, prepositions, articles) 7 have only one correct filler, and "semantic" gaps (such as nouns, adjectives, verbs, adverbs) that can be filled 8 any one of a number of alternatives.

The variation in acceptable fillers 9 to two main systems of marking: "exact" an "acceptable." The first of these means 10 only the original word is counted as correct, and 11 there is only one right answer, the marking is objective and can be

done quickly. In "acceptable" marking, decisions must be 12 about whether a student's offering is good enough to be counted as correct or not. It has been shown, however, that the two systems of marking produce very similar results, in the sense that the students are sorted into roughly the same rank order.

- | | | | |
|----------------|-------------|------------|-----------------|
| 1. A. their | B. its | C. that | D. whose |
| 2. A. progress | B. score | C. success | D. intelligence |
| 3. A. leave | B. left | C. leaving | D. leaves |
| 4. A. one | B. which | C. each | D. that |
| 5. A. look | B. refer | C. consult | D. examine |
| 6. A. either | B. together | C. both | D. with |
| 7. A. it | B. what | C. but | D. which |
| 8. A. with | B. at | C. in | D. for |
| 9. A. causes | B. comes | C. leads | D. begins |
| 10. A. this | B. that | C. which | D. where |
| 11. A. since | B. though | C. but | D. while |
| 12. A. judged | B. brought | C. made | D. decided |

Section B

Directions: *Please read this section before you come to class.*

◆ Text

Language Testing

What Is a Test

Whether we realize it or not, we test every day in virtually every cognitive effort we make. When we read a book, listen to the news on TV, or prepare a meal, we are testing hypotheses and making judgments. Anytime we "try" something — a new recipe, a different tennis racquet, a new pair of shoes — we are testing. We are making a judgment about something on the basis of a sample of behavior. Foreign language learners are testing their newly acquired forms of language almost every time they speak. They formulate hypotheses about how the language forms are structured and how certain functions are expressed in forms. On the basis of the feedback they receive, they make judgments and decisions. Language teachers also test, informally and intuitively, in every contact with learners. As a learner speaks or writes, the teacher makes a judgment about the performance and from that judgment infers certain competence of the learner. Classroom-oriented informal testing is an everyday and very common activity in which teachers engage almost intuitively.

A test, in plain, ordinary words, is a method of measuring a person's ability or knowledge in a given area. The definition captures the essential components of a test.

A test is first *a method*. There is a set of techniques, procedures, test items, which constitute an instrument of some sort. The method may be quite intuitive and informal, as in the case of judging offhand someone's authenticity of pronunciation. Or it may be quite explicit and structured, as in a multiple-choice technique in which correct responses have already been specified by some "objective" means.

Next, a test has the purpose of *measuring*. Some measurements are rather broad and inexact, while others are quantified in mathematically precise terms. The difference between formal and informal testing exists to a great degree in the nature of the quantification of data. Informal tests, the everyday intuitive judging, are difficult to quantify. Judgments are made in rather general terms. For example, it is common to speak of a "good" tennis player, "fair" performance by an actor in a play, or a "poor" reader. In formal testing, in which carefully planned techniques of assessment are used, quantification is important.

A test measures a person's *ability or knowledge* — that is, competence. A test samples performance but infers certain competence. A driving test for a driver's license is a test requiring a sample performance, but that performance is used by the tester to infer someone's general competence to drive a car. A language test samples language behavior and infers general ability in a language. A test of reading comprehension may consist of some questions following one or two paragraphs, a tiny sample of a second language learner's total reading behavior. From the results of that test the examiner infers a certain level of general reading ability.

Finally, a test measures *a given area*. In the case of a proficiency test, even though the actual performance on the test involves only a sampling of skills, that *area* is overall proficiency in a language — general competence in all skills of a language. Other tests may have more specific criteria. A test of pronunciation might well be a test only of a particular phonemic pair in a language.

Discrete Point and Integrative Testing

Discrete point tests were constructed on the assumption that language can be broken down into its component parts and those parts adequately tested. Those components are basically the "four skills" (listening, speaking, reading, and writing). It is claimed that a typical proficiency test with its sets of multiple-choice questions divided into grammar, vocabulary, reading, and the like, can measure these discrete points of language and by adequate sampling of these items can achieve validity.

The discrete point approach met with some criticism which came from John Oller, who argued that language competence is a unified set of interacting abilities which cannot be separated apart and tested adequately. The claim is, in short, that communicative competence is so global and requires such integration (hence the term "integrative" testing) that it cannot be captured in additive tests of grammar and reading and vocabulary and other discrete points of language. "If discrete items take language skill apart, integrative tests put it back together. Whereas discrete items

attempt to test knowledge of language one bit at a time, integrative tests attempt to assess a learner's capacity to use many bits all at the same time."

What does an integrative test look like? Two types of test have been held up as prime examples of integrative tests: cloze tests and dictations. A *close test* is a reading passage which has been "mutilated" by the deletion of certain words; the student is required to supply words that fit into those blanks. Oller and others have claimed that cloze test results are good measures of overall proficiency. The ability to supply appropriate words in blanks requires a number of abilities that lie at the very heart of competence in a language: knowledge of vocabulary, grammatical structure, and reading skills and strategies. The *dictation test* is familiar to virtually all classroom language learners. A relatively short passage is read by the teacher to the students. In the first of what are usually three readings, the passage is read through at "normal" speed while students listen. In the second reading, the passage is broken up into phrases or chunks of language long enough to challenge learners; the learners write what they hear during pauses. In the third reading, students hear the passage again at normal speed and can check their written work. Success on a dictation requires careful listening, reproduction in writing of what is heard, efficient short-term memory, and to an extent, some expectancy rules to aid the short-term memory.

Total Words: 967

Total Reading Time: _____

The text is based on *Principles of Language Learning and Teaching* by H. Douglas Brown. Prentice-Hall, Inc., 1987.

◆ Reading Comprehension

Decide whether each of the following statements is true or false.

- _____ 1. Testing is associated with making judgments and decisions.
- _____ 2. Language teachers only test at the end of a semester.
- _____ 3. A test is a method of measuring a person's ability or knowledge in a given area.
- _____ 4. The author mentions "a 'good' tennis player" as an example of precise terms.
- _____ 5. By sampling language behavior, teachers infer students' general competence in a language.
- _____ 6. Discrete point testing is based on the assumption that language is a unified whole and cannot be broken into separate components.
- _____ 7. Integrative tests attempt to assess a learner's ability to use many skills at the same time.
- _____ 8. Cloze tests and dictations are two types of integrative tests.

Section C

Directions: The passages in this section are meant to be read through quickly. Try to finish them within 5 minutes. Don't preview.

Questions 1 to 3 are based on the following passage.

True/false questions are the easiest test questions for the obvious reason that you have at least a fifty-fifty chance of getting the right answer. First, be sure you have read the question correctly. Look for words such as *always* or *never*; these words often indicate a false answer. Words such as *often*, *usually*, *rarely*, or *sometimes* can indicate a true answer. Decide if the statement is totally true before you mark it true. Answer what the tester intended, not what you read into the question. For example, the statement "General Motors produces compact cars" is true. If the question had read "General Motors alone produces compact cars," then it would be false. On true/false questions, stick with your first impression. Studies have shown over and over that your first impression is usually right, so be slow to change your answer, if you change it at all. Remember that a statement is more likely to be true if it is a fairly long statement; it takes more qualifiers to make a true statement than a false one.

1. True/false questions are the _____ test questions.
 - A. most difficult
 - B. easiest
 - C. most common
2. Words such as *always* or *never* often indicate _____ answer.
 - A. an obvious
 - B. a true
 - C. a false
3. Studies have shown that your first impression is usually _____.
 - A. wrong
 - B. right
 - C. ambiguous

Questions 4 to 6 are based on the following passage.

An important rule to remember when answering *multiple-choice questions* is to read the answers first. In this way, you'll view each answer separately and equally, without "jumping" on the first and easiest one. Look for an answer that not only seems right on its own but completes the question smoothly. If the question asks why something occurs, then your answer must be a cause. Try to eliminate any obviously poor answers. Suspect as a possible right answer phrases such as "all of the above," "none of the above, or "two of the above." Check the wording of questions to notice qualifying phrases such as "all of the following are true except..." or "which two of the below are not..." Statistically, the least likely correct answer on a multiple-choice question is the first choice. When in doubt, pick the longer of two answers. But,