Below is a text on memory. Mark the best choice for each blank.

In the 1970s, a man named Lawrence Berson was accused of several rapes. At about the same time, the police caught another man named George Morales, (1) accused him of robbery. Both men were identified at the police headquarters by the victims. However, both men (2) were later proved to be innocent when a third suspect, Richard Carone, was arrested and found guilty of all the crimes. This situation raises several difficult questions, (3) which is how reliable eyewitnesses are. One of the major causes of most convictions of innocent people (4) is mistaken eyewitness identification. In fact, it is estimated that over 4000 people each year in the United States are wrongfully convicted (5) based on sincere but inaccurate eyewitness identifications.

(6) Explain this abnormal situation, we should understand how human perception and memory work. The human mind does not function like a video camera, simply recording and replaying everything. Human memory is actually very complicated, and it is vulnerable to distortion in a variety of ways. It is possible (7) to divide the process of memory formation into three broad categories: acquisition of memory, storing of memory and retrieval. During every stage of memory formation, people (8) would rather make several mistakes.

In the first stage, events are perceived, and bits of information (9) are prepared for storage in the brain. However, the human brain can only process a small number of the events (10) that it experiences. We can’t remember every single thing we see. Through conscious and subconscious processes, observers determine which details they will focus on and which (11) will fail to remember.
The type of event observed is significant in what details an eyewitness will remember and how accurately he or she will recall them. If an observed event is fairly simple, such as two people fighting in the street, an eyewitness often remembers the details accurately. However, if the event is more complex, for example if it involves several people, usually eyewitnesses remember events correctly. Experiments have also shown that fear, stress and anxiety can all cause memory distortion. For example, weapons an anxiety-producing effect on most witnesses. With a gun, witnesses are much more likely to focus on the gun than on the people around or on the things that happen.

12. a) determine b) having to determine c) to determine d) determining
13. a) mustn’t b) shouldn’t c) aren’t able to d) don’t have to
14. a) have believed to have b) are believed to have c) believe to have had d) believed to have
15. a) Whether faced b) Having to face c) To face d) Faced

In its second stage, also called storage, memory can become further distorted. Our memories degrade over time. Witnesses can forget large portions of an event between the time it happened and the time they to identify the suspect. Frequently, we creatively fill in the gap resulting from long-term memory loss. The human mind prefers a ‘complete’ picture to an incomplete one. Additionally, an individual’s memory during the storage stage by certain events. For example, after a witness reads or hears about a crime he or she witnessed, he/she combines this new piece of information with previously stored memories.

16. a) are asked b) ask c) asked d) were asking
17. a) also alter b) will also be altering c) can also be altered d) are also altered

In the third and final stage, we can search our memory to locate information. During recall, emotions also seem a part in memory distortion. Naturally, eyewitnesses, like other people, wish to avoid foolish. When a witness observes a lineup of criminal suspects, he/she may assume the culprit (a person who is guilty of a crime) has been found. As a result, it is possible that such eyewitnesses select an individual despite their uncertainty. Eyewitnesses are considered the key to a positive identification. However, through normal processes of the human mind, these people even create people or events that their eyes did not witness.

18. a) to play b) playing c) having played d) to have played
19. a) to appear b) appearing c) to have appeared d) appeared
20. a) must b) ought to c) may d) would rather
Below is a text on Stephen Hawking. Mark the best choice for each blank.

Stephen Hawking, an English physicist and cosmologist, was born in 1942, in London. He had two younger sisters and a brother whom his parents had (21)_____ before Stephen was born. He was a good but not (22)_____ student in terms of his grades. However, he was always interested in science. Later, he studied physics at Oxford University. His physics tutor, Robert Bertman, said, “He didn’t need to see how other people did something. He didn’t have many books, either. The thing was that, just like a computer, he could retrieve whatever information he needed just by thinking for a few seconds.”

21. a) restricted  b) removed  c) adopted  d) imposed
22. a) instant  b) brilliant  c) anxious  d) inborn

After receiving his B.A degree from Oxford, he decided to stay there to study astronomy. However, when he realized that spending all his time observing the sky did not appeal to him, he went to Cambridge University and became a/an (23)_____ theoretician. Unfortunately, almost as soon as he arrived at Cambridge, he started developing symptoms of ALS, a neurological disease. His doctors told him that it was a/an (24)_____ disease, and that he wouldn’t live long enough to even complete his doctorate. Yet, the disease soon stabilized, and he returned to working on his Ph.D. “I never expected a/an (25)_____ cure,” said Hawking. “All I wanted was to be able to work on my doctorate.”

23. a) predisposed  b) inadequate  c) dedicated  d) deliberate
24. a) fatal  b) conscious  c) fascinating  d) sophisticated
25. a) supplementary  b) miraculous  c) associated  d) toxic

By 1974, Hawking had completed his basic theory on black holes and started investigating the beginnings of the universe, and he had published numerous articles on both subjects. His achievements were made despite his increasing paralysis caused by ALS. This had (26)_____ effects on his daily life: he couldn’t feed himself or get out of bed by himself. In a short time, he became completely (27)_____ to bed and unable to speak. Being (28)_____ with such a disease would make almost anyone tired of life. However, this has not been the case with Hawking. He describes himself as lucky and says that the disease’s slow progression has allowed him to make ground-breaking studies and (29)_____ discoveries. What is more, it didn’t (30)_____ him from starting a family.

26. a) proper  b) insecure  c) wealthy  d) devastating
27. a) contributed  b) confused  c) confined  d) exposed
28. a) afflicted  b) regulated  c) invested  d) devoted
29. a) separated  b) committed  c) hereditary  d) unprecedented
30. a) blame  b) prevent  c) propose  d) anticipate
31. For decades, scientists have been fascinated by how the brain stores and recalls memories. In fact, the storage and recollection of memories have been such an interesting topic for scientists that they have largely ignored how the brain forgets. Studies show that forgetting is not a simple process. On the contrary, ________.

a) it is something everyone finds annoying
b) it is as complex a process as recalling memories
c) recalling memories is even more complicated than forgetting
d) forgetting and recalling memories involve different parts of the brain

32. Adolescence, the period of transition from childhood to adulthood, can be defined in three different terms. ________. In that case, it begins with sexual maturity and finishes with the end of physical growth. If we look at it from a more psychological perspective, it is marked by discovery, confusion, and a growth toward adult behavior and lifelong commitments. The period can also be considered in social terms, where the individual is seen not yet as an adult, but no longer as a child, either.

a) Adolescents experience certain biological and psychological changes
b) In the long term, it is a period that shapes our personality as an adult
c) Speaking of adolescents, we are generally talking about teenagers
d) We may choose to define adolescence in biological terms

33. ________. Selecting friends on the basis of needs satisfaction is similar to choosing a marriage partner, an employee, or any person who may be in a position to satisfy our needs. Thus, for instance, if we have the need to be the center of attention or to be popular, we choose friends who fulfill these needs.

a) Being popular and receiving approval from others are basic human needs
b) Friendships develop and are maintained with the motive of satisfying our needs
c) As “social animals,” humans rely on their social ties, including family and friends
d) In harmony with our changing needs, our choice of people as friends changes over time
Text I.

1 Education is the history of the theories, methods, administration and problems of schools and other agencies of information, both formal and informal, throughout the world from ancient times to the present. Education denotes the methods by which a society passes its knowledge, culture and values from one generation to the next. The educated individual develops physically, mentally, emotionally, morally and socially. The work of informal education may be accomplished by an individual teacher, the family, a religious institution or any other group in society. Formal education, on the other hand, is usually carried out by a school, an agency that employs men and women who are professionally trained for this task.

2 The oldest known systems of education in history had two characteristics in common: they taught religion, and they promoted the traditions of the people. In ancient Egypt, the temple schools taught not only religion but also the principles of writing, the sciences, mathematics and architecture. Similarly, in India, much of the education was carried out by priests. India was the fountainhead of the Buddhist doctrines that were taught in its institutions to Chinese scholars; they, in turn, spread the teachings of Buddha to the various countries of the Far East. Education in ancient China stressed philosophy, poetry and religion, in accordance with the teachings of Confucius, Laozi and other philosophers. It was valued by all levels of the society: the Chinese civil-service examination system, which originated more than 2,000 years ago and was used in China up until the 20th century, made it possible to select the best scholars for important posts in the government.

3 At the beginning of the 20th century, education was greatly influenced by the writings of the Swedish feminist and educator Ellen Key. Her book The Century of the Child (1900) was translated into many languages and inspired progressive educators in various countries. Progressive education was a system of teaching based on the needs and potentials of the child, rather than on the needs of society or the principles of religion. It had existed in idea and in fact under other names throughout history and had appeared in various forms in different parts of the world. In America, the philosopher and educator John Dewey brought progressive education forward by influencing educators all around the world. The related activity program, which was derived from the theories of Dewey, stressed the educational development of the child in terms of individual needs and interests. It became the major method of instruction for many years in primary schools in the United States and other countries.

4 The 20th century was marked by the expansion of educational systems in the West, as well as by the emergence of new school systems after World War II. From the mid 1940s on, in the developing nations of Asia and Africa that had recently become free of European colonial rulers. Since that time, the idea of providing compulsory basic education has become nearly universal, but there are still large numbers of children, perhaps 50% of those of school age in certain parts of the world, who are not attending school. In response, the United Nations Educational, Scientific and Cultural Organization (UNESCO) has launched several literacy campaigns and other educational projects. The aim is to increase the number of schools in developing countries, to put every child into school and to eliminate illiteracy. Some progress has been seen, but it is obvious that much more time and effort are needed to produce universal literacy. According to a recent report by the United Nations Children’s Fund (UNICEF), 130 million children between the ages of 6 and 11, including 73 million girls, go without basic education worldwide. Girls and women apparently comprise two thirds of the world’s illiterate population. Discrimination is a major barrier to educating girls and women, but the rewards of overcoming this problem are great: it has been demonstrated that educated women contribute more to the economic and political life of their countries and have fewer (and healthier) children than uneducated women. However, unfortunately, although the 1948 Universal Declaration of Human Rights established the right to education as a human right, more than 850 million people – about one sixth of the global population – entered the 21st century unable to read or write, says UNICEF.
Mark the best choice.

34. What is the difference between formal and informal education?
   a) In formal education, the learner is exposed to the ethics of the culture he belongs to.
   b) Informal education generally ignores the individual requirements of the learner.
   c) Formal education is carried out by professionals, whereas informal education may be performed by other members of the society.
   d) In informal education, teachers aim to improve their techniques in order to raise learners’ awareness.

35. What does “fountainhead” in para. 2 mean?
   a) promotion  c) exploiter
   b) source  d) invention

36. The Chinese had a smoothly functioning government administration for thousands of years because ________.
   a) they had a civil-service examination system which helped them to choose the best people
   b) their civil-examination system was incredibly hard to pass despite the support of religion
   c) the priests introduced both formal and informal teachings to their scholars
   d) the philosophers had improved their teaching methods based on student needs for 2000 years

37. What did progressive education emphasize?
   a) the teachings of religion
   b) the needs and the ethics of the society
   c) the feminist perspective of education
   d) the needs and the skills of the learner

38. What does “it” in para. 3 refer to?
   a) the educational development
   b) the related activity program
   c) the individual need
   d) the child

39. The majority of children in developing countries DON’T attend schools ____________.
   a) because they prefer to be involved in education which needs time and effort
   b) as industrialized nations do not feel the need to provide their youth with formal education
   c) even though a commitment to compulsory education has spread everywhere since 1945
   d) despite the fact that there are more than enough schools for them to go to in their regions

40. Why are there more illiterate women in the world than men?
   a) Women are subject to discrimination all around the world.
   b) The majority of the world’s population is women.
   c) Women prefer to start work at an early age.
   d) Educating women produces hardly any rewards.
Text II.

In One School, Many Sagas

1 Sabine Contrepois well remembers the day two years ago when she explained to her high-school class how the Vietnam War eventually spread to Cambodia. Suddenly, Meak, an Asian girl in the front row, burst into tears. “I asked her what was wrong,” Mrs. Contrepois recalled. “She said her father had been shot the day the Khmer Rouge took power in Cambodia in 1975. She and her mother had spent years in concentration camps before they escaped through Thailand. There was absolute silence in the classroom.”

2 The incident set the teacher thinking. One traditional role of French schools is to prepare children of immigrants to become French citizens. However, Meak’s reaction made Mrs. Contrepois realize that she knew nothing of the background of the young people of different races whom she faced every day. Clearly, many of her students’ parents had come to France simply to find work. Others had come fleeing wars and dictatorships. Yet, Mrs. Contrepois, who comes from an immigrant family herself, also wondered whether the teen-agers themselves knew why they were in France. Did they know their own family history? She thought they might be as uninformed about their family roots as she had been at that age. A year ago, seeking answers, she gave the 120 students in her six classes a research project titled, “In what way has your family been touched by history?” If they did not know, she told them, they should ask their parents and grandparents. The result is “History, My History,” a document in which 41 students, mostly in their late teens, describe the tumultuous paths – wars in Spain, Vietnam and the former Yugoslavia, repression in Poland, Portugal and Cameroon – that brought their families here.

3 Mrs. Contrepois sees the problem through the prism of her students at Frederic Mistral High School in this town in the south of Paris. Her job is to teach youths who are considered to be slow learners by the school system. Many are immigrant children who have trouble finding jobs after they finish school. To her, the youths’ main liability is not a lack of ability, but confusion about their identity. “It is easier for them to accept being French if they can also come to terms with their roots,” she said. “This project tried to do that. It made them communicate with their parents. In many cases, they discovered things that made them proud. And I think it taught them tolerance toward each other.”

4 Yassine, a 19-year-old born in France of Algerian parents, said he discovered that his grandfather had been tortured and killed by French troops during Algeria’s war of independence. “I didn’t know anything about this,” he said. “Until then, we had never spoken about Algeria at home. I had never dared ask before.” Stephanie, also 19, said she learned that her grandfather had been shot by invading German troops in Poland in 1939. “My father came here illegally in 1946, but this topic was taboo at home,” she said. “He died two years ago, and my mother told me the story. When she saw the final project, she cried. She was very proud.”

5 Mrs. Contrepois was well-equipped to oversee the project. The 36-year-old teacher was born in a rundown Paris pension shortly after her Spanish-born father and Algerian-born mother arrived there fleeing the Algerian war. “They were penniless immigrants, and they knew all about discrimination,” she said. Though her family did not have too many difficulties adapting to their new life and eventually found a place in French society, she knows that doing so is more difficult for immigrants today – but at least with this group of young people, she has made an impact. “She has changed our lives,” Yassine said, adding, “We want to compare our experiences with those of young Americans like us: how they study, what their culture is. The only New York I’ve ever seen is on television.”
Mark the best choice.

41. According to para. 1, what can be inferred about the classmates’ reaction to Meak’s story?
   a) They were indifferent towards it.
   b) They were reluctant to listen.
   c) They were shocked.
   d) They were relieved.

42. In para. 2, it is implied that _____.
   a) immigrants know their family histories well.
   b) Mrs. Contrepois lacks the necessary skills to meet their needs.
   c) French schools try to teach immigrants their own national histories.
   d) most of Mrs. Contrepois’s students’ families have been in France for many years.

43. The word “liability” in para. 3 probably means _____.
   a) circumstance
   b) disadvantage
   c) response
   d) pursuit

44. Which of the following is FALSE about the family histories mentioned in para. 4?
   a) Both stories occurred during war-time periods.
   b) Both stories explained the death of a grandparent.
   c) Both stories were eventually discussed in the students’ homes.
   d) Both stories told about the violence the students suffered at home.

45. “doing so” in para. 5 refers to _____.
   a) finding a place in French society
   b) knowing all about discrimination
   c) having too many difficulties adapting to their new lives
   d) knowing that her family eventually found a place in French society