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Directions for Questions 1-3: Choose the option which will correctly fill the blank.

1. This train travels from London _____ Paris.

- A. at
- B. to
- C. over
- D. below

Ans: B

2. We stood at the back _____ the theater.

A. of

B. on

C. in

D. for

Ans: of

3. I will work _____ five o'clock.

A. until

B. up

C. in

D. to

Directions for Questions 4-6: Choose the word nearest in meaning to the word in *ITALICS* from the given options.

4. The antidote to these problems is hard to find

A. Cause for

B. Result of

C. Remedy for

D. Consequence of

E. None of these

Ans: C

5. Because of a family feud, he never spoke to his aife's parents.

- A. Crisis
- B. Trouble
- C. Problem
- D. Quarrel
- E. None of these

Ans: D

6. The article is written in a very lucid style.

- A. Elaborate
- B. Clear
- C. Intricate
- D. Noble
- E. None of these

Ans: B

Directions for Questions 7-10: Choose the answer option which will correctly fill the blank.

7. _____ man ran into the street. A car hit _____ man.

- A. A, the
- B. An, the
- C. the, the
- D. A, the

8. The interesting thing about _____ Romans is all the roads that they built in Britain.

A. A

B. An

C. none of these

D. The

9. Albert Einstein was _____ famous scientist. Einstein won _____ Nobel Prize in Physics in 1921. Einstein left his country and lived in _____ States until he died in 1955.

A) A, the, an

B) A, the, the

C) A, an, the

D) An, an, the

Ans: B

10. Are you shopping for _____ health club to join so you can get in shape? Shop wisely! You could end up choosing _____ wrong club and losing more money than pounds.

A) the, an

B) the, the

C) A, the

D) An, the

Ans: C

Directions for Questions 11-16: Read the passage and answer the questions that follow on the basis of the information provided in the passage.

The pioneers of the teaching of science imagined that its introduction into education would remove the conventionality, artificiality, and backward-lookingness which were characteristic of classical studies, but they were gravely disappointed. So, too, in their time

had the humanists thought that the study of the classical authors in the original would banish at once the dull pedantry and superstition of mediaeval scholasticism. The professional schoolmaster was a match for both of them, and has almost managed to make the understanding of chemical reactions as dull and as dogmatic an affair as the reading of Virgil's Aeneid. The chief claim for the use of science in education is that it teaches a child something about the actual universe in which he is living, in making him acquainted with the results of scientific discovery, and at the same time teaches him how to think logically and inductively by studying scientific method. A certain limited success has been reached in the first of these aims, but practically none at all in the second.

Those privileged members of the community who have been through a secondary or public school education may be expected to know something about the elementary physics and chemistry of a hundred years ago, but they probably know hardly more than any bright boy can pick up from an interest in wireless or scientific hobbies out of school hours. As to the learning of scientific method, the whole thing is palpably a farce. Actually, for the convenience of teachers and the requirements of the examination system, it is necessary that the pupils not only do not learn scientific method but learn precisely the reverse, that is, to believe exactly what they are told and to reproduce it when asked, whether it seems nonsense to them or not. The way in which educated people respond to such quackeries as spiritualism or astrology, not to say more dangerous ones such as racial theories or currency myths, shows that fifty years of education in the method of science in Britain or Germany has produced no visible effect whatever.

The only way of learning the method of science is the long and bitter way of personal experience, and, until the educational or social systems are altered to make this possible, the best we can expect is the production of a minority of people who are able to acquire some of the techniques of science and a still smaller minority who are able to use and develop them. 11. The author implies that the 'professional schoolmaster' has

- A. no interest in teaching science
- B. thwarted attempts to enliven education
- C. aided true learning
- D. supported the humanists
- E. been a pioneer in both science and humanities.

Ans: B

12. The author's attitude to secondary and public school education in the sciences is

- A. ambivalent
- B. neutra

C. supportive

D. satirical

E. contemptuous

Ans: E

13. The word 'palpably' most nearly means

A. empirically

B. obviously

C. tentatively

D. markedly

E. ridiculously

Ans: B

14. The author blames all of the following for the failure to impart scientific method through the education system except

A. poor teaching

B. examination methods

C. lack of direct experience

D. the social and education systems

E. lack of interest on the part of students

Ans: E

15. If the author were to study current education in science to see how things have changed since he wrote the piece, he would probably be most interested in the answer to which of the following questions?

- A. Do students know more about the world about them?
- B. Do students spend more time in laboratories?
- C. Can students apply their knowledge logically?
- D. Have textbooks improved?
- E. Do they respect their teachers

Ans: C

16. Astrology (line 31) is mentioned as an example of

- A. a science that needs to be better understood
- B. a belief which no educated people hold
- C. something unsupportable to those who have absorbed the methods of science
- D. the gravest danger to society
- E. an acknowledged failure of science

Ans: C

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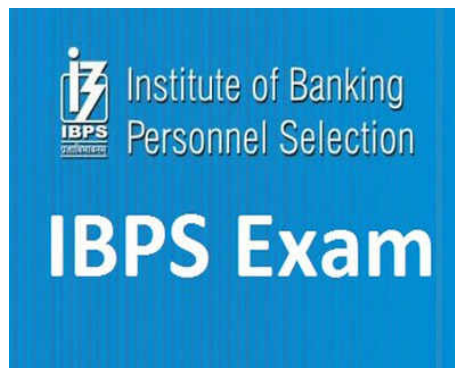
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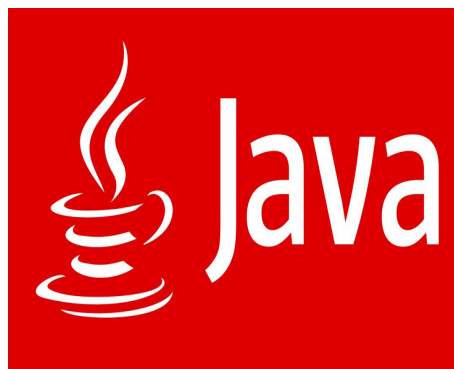
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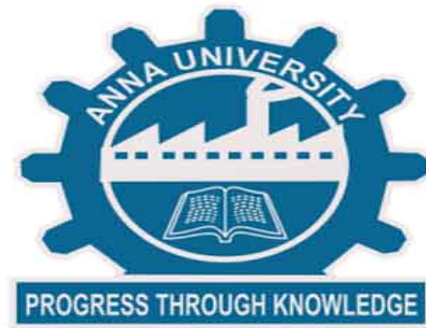
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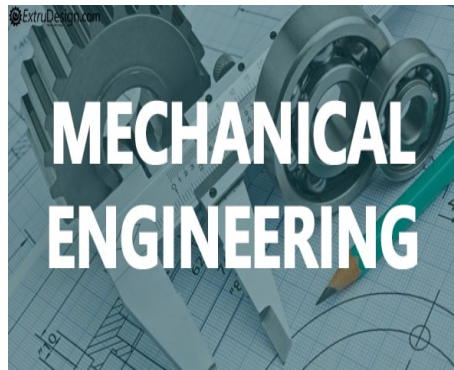
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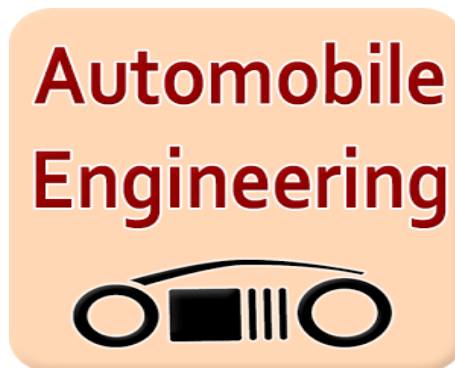
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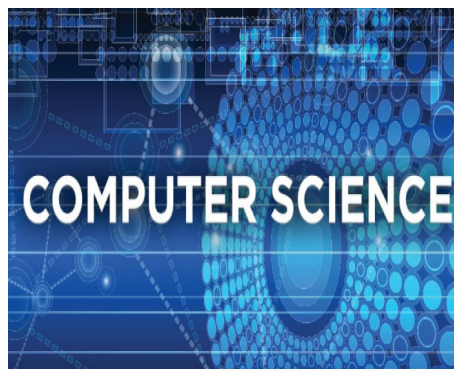
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