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SECTION I: READING COMPREHENSION (15 pts)

READ THE TEXT AND DO THE RELATED TASKS.

[1] There seems to be consensus that teacher quality is the most important variable in determining how well a child learns. While such an observation hardly sounds like headline news, it is a milestone in the development of teaching as a profession. It suggests where investments should be made if people really are serious about student learning. It also explains why policymakers and the public should care about what it means to be an effective teacher and what it will take to create and empower a teaching workforce defined by **accomplished practice**. Teachers, administrators, and others whose work is to support best practice in our schools must rethink every aspect of the trajectory people follow to become accomplished teachers. Getting that path right and making sure all teachers follow it asserts the body of knowledge and skills teachers need and leads to a level of consistent quality that is the hallmark of all true professions.

[2] Before addressing the trajectory and the need to build a coherent continuum of experiences that all teachers should follow as they become accomplished, we must ask a basic question: Is teaching a true profession? If it is, it should be held to the same standards as other professions when it comes to the quality of its practitioners; if not, then such expectations are nice but not necessary. Dan C. Lortie (1975) explains that teaching, which has the potential to be a profession, lacks many of the characteristics of one. For example, there is no period of mediated entry into practice that all new teachers follow. Perhaps more important, there is no base of knowledge and skills that all teachers must acquire and none of the internal structures common to other professions, such as a standards-based assessment created by practitioners of the profession to certify when people have acquired the knowledge and skills. Because of the increased interest in education since Lortie's book was published, one might assume that the education community has made some fundamental changes. However, little has changed that would move teaching toward becoming more of a profession.

[3] Furthermore, policy makers seem to have made their voice even more dominant in key areas that are traditionally left to the province of professions, deploying an agenda that in many ways treats teachers less like professionals and more like traditional **blue-collar workers**. Evidence for such a shift can be seen in the proliferation of alternate routes into teaching, the increase in accountability systems that focus on the most narrow measures of effectiveness, and the move to empower non-educators to make decisions that should be made only by those whose skills, knowledge, and experience provide the judgment such decisions require. Medical practitioners, for instance, would not tolerate such an intrusion into their domain. Perhaps there is no more telling sign that education has not yet become a profession than how silent its practitioners have been in the face of these policies.

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[4] What are the characteristics of a "profession"? As Lee Shulman (2004), Lortie and others have pointed out, a distinguishing operating principle of a profession is that those who are in it define the key terms. Those terms include initial formal preparation, **induction plan**, the trajectory of development, standards for success, code of behaviour and professional development schemes. That teaching does not meet these conditions does not mean that it does not deserve to be a profession; only that its practitioners have not **coalesced** around making that happen. Teaching is a complex undertaking. It almost certainly has an identifiable body of knowledge that is connected to content, the teaching/learning process, and the characteristics of children. There are also skills that must be acquired to help students develop in ways that prepare them for further study and life. Many teachers have this knowledge and these skills, but their numbers do not define the teaching workforce, which leads to inconsistent quality teaching. The lack of consistency in the quality of teaching is most apparent in schools serving large numbers of poor children, where the job of teaching is more difficult and requires greater knowledge and skills for success than it does in schools serving more affluent children.

[5] Can teachers and those who are devoted to education and whose work supports what happens at the confluence of teacher and student create the conditions that lead to accomplished practice? Can such practice become the norm rather than the exception? The answer to both questions is yes. Furthermore, these conditions must be created and they must become the norm. The need for good teaching in all classrooms and for all children regardless of their age and mental capacity is equal to, if not more compelling than, what is required for other professions. The negative long-term consequence when poor or mediocre instruction of children is the norm is clear: no society can prosper if it fails to develop its **most important asset**. Just as nations cannot become great or even good without healthy populations and dependable infrastructure, they cannot do so without an educated citizenry. Some people think it is not possible for teaching to reach such a level. Furthermore, teachers do work that most people believe anyone can do. That belief stems in large part from the fact that today almost all adults have spent too many hours as students watching teachers. No other occupation is observed so extensively, and this familiarity undoubtedly adds to the belief that teaching just is not that hard. Still others do not want teaching to be a profession or, **put more generously**, do not believe it needs to be. They pursue strategies designed to **"teacher-proof"** schools, and they imagine classrooms led primarily by young people who "do" teaching for two to three years on their way to a real job. Such a scheme ensures that salaries stay low and retirement costs mostly disappear. This attitude toward teachers should be unmasked for what it is: an effort to ensure that poor children never get the education they need.

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Choose the correct answer. (1 pt each)

01. The best title for the text is

01	...

A. Teacher professional development **B.** The teaching profession at risk
C. Sustaining the teaching profession **D.** The effect of teacher quality on learning

02. "accomplished practice" (paragraph 1) refers to practice which

02	...

A. can be measured objectively.
B. is completed as required.
C. leads to financial gains.
D. results in professional qualifications.

03. The main idea of paragraph 2 is:

03	...

A. Teaching has the same standards as other professions.
B. Teaching is still far from becoming a profession.
C. The trajectory of the teaching profession is satisfactory.
D. Teacher training is not based on knowledge and skills.

04. In paragraph 3, teachers are compared to "blue-collar workers" because

04	...

A. their job includes manual work.
B. their job is accessible to anyone.
C. they don't take part in decision-making.
D. they are similar to medical practitioners.

05. "induction plan" (paragraph 4) refers to the process used within a profession to

05	...

A. track the progress of employees over time to guarantee their promotion.
B. introduce new employees to the profession and prepare them for their new role.
C. set a number of principles and rules that employees are expected to abide by.
D. evaluate the performance of employees after certain years of work.

06. "coalesced" (paragraph 4) means

06	...

A. contributed. **B.** converged. **C.** negotiated. **D.** allied.

07. "The lack of consistency in the quality of teaching …" (paragraph 4) is due to

07	

A. the bad working conditions in most schools.
B. the shortage in the number of qualified teachers.
C. the large number of poor children in schools.
D. the gap between schools in poor and rich areas.

08. "most important asset" (paragraph 5) refers to

08	...

A. educated children. **B.** devoted policy makers.
C. healthy populations. **D.** accomplished educators.

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09. "put more generously" (paragraph 5) shows that the writer
A. is not sure about his opinion.
B. is less direct in saying what others think.
C. is supportive of others' opinion.
D. doesn't want teaching to be a profession.

09 ...

10. Some people "pursue strategies designed to "teacher-proof" schools." (paragraph5) means that they have plans
A. to strengthen the role of teachers in schools.
B. to make schools more attractive to teachers.
C. to trivialize the role of teachers in schools.
D. to recruit more young teachers.

10 ...

11. "it is not unusual even for teachers to weigh in passionately on the side of art." (paragraph 6) means that teachers
A. support the idea that teaching is an art.
B. consider teaching both a science and an art.
C. object to the idea that art is a natural gift.
D. insist on the importance of teaching art in schools.

11 ...

12. "dreary backdrop" (paragraph 7) means
A. unhappy moment. B. challenging task.
C. gloomy situation. D. depressing situation.

12 ...

13. The main idea of paragraph 7 is that the success of any profession stems from
A. the coalition between governments and professionals.
B. the continuous internal efforts of its practitioners.
C. the joint efforts of all stakeholders.
D. the knowledge and skills of individual practitioners.

13 ...

14. In paragraph 8, the writer is making an analogy between teaching and medicine so as to
A. prove that twenty-two-year-olds cannot be good at their job.
B. show the importance of residency schools in medicine.
C. criticize teacher preparation programs in universities.
D. stress the importance of practical training in teaching.

14 ...

15. The writer believes that
A. teaching can never reach the status of an established profession.
B. a set of measures should be taken for teaching to be a profession.
C. decisions about the teaching profession should be left to policy makers.
D. the variability of routes to teaching will make of it a profession.

15 ..

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23. Choose the best option to complete the exchange.
Father: "When Jane left the party, the house became dull and boring."
Mother: "....."

23 ...

A. I wish she would stay longer with us. **B.** I wish she stayed longer with us.
C. If only she had stayed longer with us. **D.** If only she could stay longer with us.

24. '*She needn't have discussed all the details.*' means:

A. She didn't discuss all the details as it was not necessary.
B. She unnecessarily discussed all the details.
C. I regret that she didn't discuss all the details.
D. It was wrong of her not to discuss all the details.

24 ...

25. When James stopped ..... ., he realized that the area was for non-smokers.

A. smoke **B.** smoking
C. to smoke **D.** for smoking

25 ...

B. Choose the right option. (20 pts ; 2 pts each)

26. She was expecting help from her friends, but they .....

A. let her down **B.** left her down **C.** turned her down **D.** set her down

26 ...

27. The document is still confidential. Once we ..... it, we'll share it with the public.

A. get hold of **B.** put our finger on
C. get grasp of **D.** hold on to

27 ...

28. Students who participate in extra-curricular activities usually ..... . perform their peers in speaking.

A. un **B.** super **C.** mis **D.** out

28 ...

29. I saw a huge hairy spider ..... across the ceiling over my bed.

A. scraping **B.** craving **C.** crawling **D.** creeping

29 ...

30. Reforms that do not value the role of the teacher will certainly keep .....

A. biting the dust **B.** hitting the road
C. blowing smoke **D.** sitting on the fence

30 ...

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31. When students feel they. . . . . at school, they are more likely to learn better.

A. suit **B.** belong **C.** fit in **D.** enroll | 31 ...

32. The couple . . . . . doing anything that was illegal
A. complained **B.** denied **C.** admitted **D.** refused | 32 ...

33. The . . . . . of the mayor calling an early election is quite slim.
A. likely **B.** likeliness **C.** likelihood **D.** likeness | 33 ...

34. He is such an arrogant colleague. I can't . . . . . his behaviour any longer.
A. believe in **B.** live up to **C.** make up **D.** put up with | 34 ...

35. The decreasing global oil reserves and concerns . . . . . gas emissions have accelerated the search . . . . . more sustainable sources.
A. about / with **B.** over / into **C.** about / at **D.** over / for | 35 ...

C. Choose the right option (5 pts ; 1 pt each)

36. In a language, words with the same spelling and the same pronunciation but different meanings are called . . . . . .

A. allophones **B.** homonyms **C.** homophones **D.** cognates | 36 ...

37. Non-fiction texts that give facts and information about a topic are called . . . . . texts.

A. demonstrative **B.** exploratory **C.** expository **D.** persuasive | 37 ...

38. Which of the following words is NOT a preposition?
A. throughout **B.** including **C.** considering **D.** whether | 38 ...

39. Which quantifier is used only with countable nouns?
A. a few **B.** a little **C.** some **D.** a lot of | 39 ...

40. Which conditional expresses a hypothetical situation about the past?
A. conditional 0 **B.** conditional 1 **C.** conditional 2 **D.** conditional 3 | 40 ...

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SECTION IV: WRITING (15 pts)

41. Today's generation are spending too much time playing computer games, chatting aimlessly on social networking sites or simply watching TV, and too little time doing things which involve physical activity.

To what extent do you agree or disagree with this statement? Give reasons for your answer and include any relevant examples from your own experience.

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