

Reading 1:

The essence of matter, the origins of the universe, the nature of the human mind—these are the **profound** questions that have engaged thinkers through the centuries. Until quite recently, understanding the mind—and the thinking and learning that the mind makes possible—has remained an **elusive** quest, in part because of a lack of powerful research tools. Today, the world is in the midst of an extraordinary outpouring of scientific work on the mind and brain, on the processes of thinking and learning, on the neural processes that occur during thought and learning, and on the development of competence.

The revolution in the study of the mind that has occurred in the last three or four decades has important implications for education. As we illustrate, a new theory of learning is coming into focus that leads to very different approaches to the design of curriculum, teaching, and assessment than those often found in schools today. Equally important, the growth of interdisciplinary inquiries and new kinds of scientific collaborations have begun to make the path from basic research to educational practice somewhat more visible, if not yet easy to travel. Thirty years ago, educators paid little attention to the work of cognitive scientists, and researchers in the **nascent** field of cognitive science worked far removed from classrooms. Today, cognitive researchers are spending more time working with teachers, testing and refining their theories in real classrooms where they can see how different settings and classroom interactions influence applications of their theories.

What is perhaps currently most striking is the variety of research approaches and techniques that have been developed and ways in which evidence from many different branches of science are beginning to **converge**. The story we can now tell about learning is far richer than ever before, and it promises to evolve dramatically in the next generation.

Questions:

1. What does the passage mainly discuss?
 - (A) Origin of the matter and the universe
 - (B) Scientific work on the mind and brain
 - (C) Classification of the activity in educational
 - (D) Implications of the study of mind in education
2. According to the first paragraph, understanding the mind and brain is
 - (A) Still an elusive quest
 - (B) In the midst of scientific work
 - (C) A neural process occurred in thought and learning
 - (D) The result of powerful research tools
3. According to the second paragraph, new theory of learning came because of
 - (A) The importance of education schools today
 - (B) The different approaches to design of curriculum

- (C) The revolution in the study of the mind
- (D) The teaching approaches design
- Σ. According to the passage, which of the following is NOT true?
 - (A) New interdisciplinary cooperation has related theory and practice
 - (B) Cognitive science was not applied to classroom purpose in the past
 - (C) The approaches to the design of curriculum, teaching and assessment is affected by a new theory of learning
 - (D) Cognitive researchers have always regarded classrooms as a suitable environment for testing their theories
- ο. According to the last paragraph, the variety of research approaches and techniques developed is a sign of
 - (A) Future disagreements in this field
 - (B) Dramatic developments in future
 - (C) Future specialization in science
 - (D) Future need for more versatile teachers
- ϒ. The word "elusive" in paragraph one is closest meaning to:
 - (A) Unusual
 - (B) Illuminating
 - (C) Intangible
 - (D) Inspiring
- ν. The word "those" in paragraph two refers to:
 - (A) Approaches
 - (B) Schools
 - (C) Curriculum, teaching, and assessment
 - (D) Implications
- λ. The word "nascent" in paragraph two is closest meaning to:
 - (A) Sharp
 - (B) Blossoming
 - (C) Methodical
 - (D) Vast
- ϑ. The word "converge" in latest paragraph is closest meaning to:
 - (A) Move towards
 - (B) Forward
 - (C) Similar
 - (D) Probe
- ϝ. The word "profound" in line ϝ is closest meaning to:
 - (A) Very deep
 - (B) Very thick
 - (C) Very hard
 - (D) Very stunner