Written Exam IV

Name: _____ Level:_____

Reading #1: Poverty — note that paragraphs are numbered

(1) On average, national income per adult has increased 60 percent in the U.S. since 1980, but most of those gains have accrued to those at the top. People at the bottom half of the income distribution are making, on average, $16,000, while the average pre-tax income of the top 1 percent of adults is about $1.3 million. In the 1980s, the top 1 percent of adults earned 27 times more than the bottom 50 percent. Now, they earn 81 times more.

(2) America is becoming a more unequal society. But does it matter that the rich are making more money than they once did?

(3) The problem is less with the existence of extreme wealth than with how it is created and preserved. For one thing, people at the top are able to use their ample resources to help their children get ahead and stay in their parents' income bracket. People on the lower rungs of the economic ladder can't access the same resources. As children make their way through the education system, their parents' financial situation tends to inform how successful they are: A child with a nanny, access to pre-school, a tutor, and paid-for college tuition will likely have more professional success in life than a poor child.

(4) But it's not just access to resources that's important. Perhaps more important is the power the wealthy have in shaping societies. Because they have access to private schools, elite colleges, and homes in good neighborhoods, for example, wealthy parents have little incentive to back spending on public education, affordable housing, and other services they don't use. Without support, these services fall by the wayside in poorer neighborhoods, yet it is those services that often do the most to increase social mobility: Access to early childhood education and good schools in safe neighborhoods have been shown, time and again, to improve children's life prospects. In a higher inequality society, there is more of a chance that public policy will be skewed to reflect the preferences of those who have more voice."

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Reading #1 Questions: Poverty

1. The statistics in paragraph #1 show that in the past forty years,

a. The rich have gotten richer but the poor haven't become poorer.

b. The gap between the rich and the poor has increased.

c. The gap between the rich and the poor has decreased.

d. Tax laws have favored the rich.

2. What does it mean in paragraph #3 when the author says, "The problem is less with the existence of extreme wealth than with how it is created and preserved"?

a. That wealthy people are skilled at finding new investment opportunities

b. That financial intelligence is key to life success

c. More protection should exist for preserving everyon's savings

d. That creating and preserving wealth doesn't typically benefit those who are less well off

3. The author's overall purpose is to show:

a. How the poor aren't really at a disadvantage.

b. How extreme wealth reinforces the cycle of poverty.

c. The American Dream is still real.

d. Social mobility is possible if only the poor pursue education.

4. Which is more important, according to the author?

a. The power the rich have to decide public policy

b. The resources the rich have to send their children to good schools

5. The reason the poor tend to stay poor, according to the passage, is that:

a. They don't try hard enough to succeed

b. Public policy puts them at a disadvantage.

c. They don't know how to access the resources they need to succeed.

d. They are raised to believe school isn't important.

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6. The author poses the question, "But does it matter that the rich are making more money than they once did?" (Paragraph #2). The author's answer to this question is:

a. Yes

b. No

READING COMPREHENSION PRACTICE TEST 2

Reading #2: Developmental education* — note that paragraphs are numbered

(1) Psychology and motivation play an important role in the developmental* classroom. Many students enter developmental classes resentful that they have been denied access to college-level classes. Instructors must therefore respond to the self-sabotaging of students who lack motivation because they either failed in previous academic settings or experienced education to be "unassisted" or even prison-like.

(2) Some students may have needed support in learning but never received it because their classes were little more than study halls in which they filled out endless, apparently irrelevant worksheets. When students enter classes expecting too little of both themselves and their pre-college teachers, they never produce the quality of work they are capable of producing, and they may even fail.

(3) It is important for teachers not just to be aware of these misaligned expectations, but to address their first manifestations. When students first opt out of an assignment, start to miss too many classes, or just hand in work that is not their best, instructors should not simply mark down these failures in their ledgers so that they can grade students according to these deficiencies. Rather, intervention is necessary, and time is of the essence. Draw students into a discussion of what is causing their sub-par performance as early as possible so that they can regain their footing sooner rather than later.

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Reading #2 Questions:

1. Who is the implied audience?

a. Developmental teachers

b. Developmental students

c. High school teachers

d. Parents of developmental students

2. Which of the following can be inferred from the passage?

a. The writer thinks that teachers criticize students too much.

b. The writer dislikes developmental students.

c. The writer wants to help developmental teachers understand students.

d. The writer thinks all students should study psychology.

3. The author of the passage uses the phrase "endless, apparently irrelevant" (paragraph 1,sentence 5) in order to

a. Show how some instructors give students too much work without any breaks

b. Show why classes need to be more fun and playful

c. Show why class meeting times need to be shorter to accommodate students' limited attention spans

d. Show why some students don't take developmental classes seriously because the assignments they've been doing for years have seemed pointless

4. Which best describes the relationship between the two paragraphs?

a. The first paragraph explains how too many students end up in developmental classes because their high schools didn't prepare them for college, and the second paragraph explains how instructors should be tougher on these underprepared students.

b. The first paragraph explains various emotional and intellectual causes of developmental students' under-performance, and the second paragraph shows

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how instructors should address it.

c. The first paragraph provides several examples of what instructors think of developmental students, and the second paragraph gives advice for how to improve the teacher-student relationship.

d. The first paragraph shows the problems with college education, and the second paragraph proposes solutions.

5. As presented in the first paragraph, a main challenge developmental students face is to:

a. Stay motivated and do their assignments to the best of their ability

b. Manage their time so they can pass their classes despite work and family commitments

c. Overcome their hatred of teachers in general

d. Understand what will be expected of them in college

6. The reason the author refers to students' opting out of assignments and missing classes (paragraph 2, sentence 5) is to:

a. Shame students for being slackers and not taking class seriously

b. Give an example of which students should not be allowed to take college-level classes

c. Warn developmental teachers to take action to prevent students from failing

d. Warn developmental students not to lose motivation

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Listening skills practice: Important people

Complete the gaps with a word from the box.

childhood friend	brother	best friend
next-door neighbour	boyfriend	

1. Speaker A is talking about her _____ .
2. Speaker B is talking about his _____ .
3. Speaker C is talking about her _____ .
4. Speaker D is talking about his _____ .
5. Speaker E is talking about her _____ .

Circle *True* or *False* for these sentences.

1.	A – Her next-door neighbour also worked with her mum.	*True*	*False*
2.	A – Her next-door neighbour has a healthier lifestyle now.	*True*	*False*
3.	B – He didn't see his brother after he went to university.	*True*	*False*
4.	B – He supports the same football team as his brother.	*True*	*False*
5.	C – She and her friend argued about a boy.	*True*	*False*
6.	C – She is going to go to the same university as her friend.	*True*	*False*
7.	D – He didn't have much in common with his friend when they were young.	*True*	*False*
8.	E – She didn't like the look of her boyfriend at first.	*True*	*False*

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Listening skills practice: Tour of London –

Do this exercise while you listen. Write a number (1-8) to put these places in order that the tour bus will visit them.

.....	Oxford Street
.....	Madame Tussauds, Museum
.....	Tower of London
.....	London Eye
.....	Houses of Parliament
.....	Buckingham Palace
.....	Big Ben
.....	Tower Bridge

Choose the best word to complete these sentences.

1. The tour takes 2 / 3 / 4 hours.
2. At Madame Tussaud's you can see maps of London / models of famous people / famous shops .
3. Oxford Street is a famous street for drinking tea / eating / shopping .
4. The Queen lives at Buckingham Palace / the Tower of London / Tower Bridge .
5. Big Ben is a tour guide / clock / bridge .
6. You can see great views of London from Oxford Street / the Houses of Parliament / London Eye .

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