

### Questions 31-35

This museum is in the centre of the town, a few metres from the cathedral, and near the market. It contains dolls, dolls' house, books, games and pastimes, mechanical and constructional toys. In this collection there are toys made by all sorts of toy manufacturers from the most important to the smallest, including the most ordinary toys and the most precious. There are also records of children's pastimes over the last hundred and fifty years.

Most major manufacturing countries of Europe had toy industries in the last century: French and German factories produced millions of toys each year. Many collectors of toys think that the second half of the nineteenth century was the best period for toy production and the museum has many examples of toys from this period which are still in perfect condition. There is now a growing interest in the toys of the 1920s and 1930s and as a result of this the museum has begun to build up a collection from these years. Visitors to the museum will find that someone is always available to answer questions – we hope you will visit us.

31. Where is this text from?  
A. a school history book      B. an advertisement  
C. a letter      D. a story book
32. What is the writer trying to give to the readers?  
A. advice      B. information      C. opinion      D. warnings
33. What does the writer want?  
A. to call for money to re-built the museum.      B. to tell about the history of the museum.  
C. to introduce the museum to readers.      D. to attract more visitors to the museum.
34. According to the text, when was the **golden age** of the toy industries?  
A. 18th century      B. 19th century      C. 20th century      D. 21th century
35. Why has the museum began to build up a collection of toys from the 1920s and 1930s?  
A. because visitors are keen on them.  
B. because it wants to attract more visitors.  
C. because many toys were destroyed over the years.  
D. because toys from those years are rare and valuable.

### Questions 36-40 refer to the following article:

Let children learn to judge their own work. A child learning to talk does not learn by being corrected at the same time. If corrected too much, he will stop talking. He notices a thousand times a day the difference between the language he uses and the language those around himself. Bit by bit, he makes the necessary changes to make his language like other people's. In the same way the children learn to do all the other things. They learn to do without being taught – to talk, run, climb, whistle, ride a bicycle – compare their own performances with those of more skilled people, and slowly make the needed changes. But in school we never give a child a chance to find out his mistakes for himself, let alone correct them. We do it all for him or correct it unless it was pointed out for him or correct it unless he was made to. Soon he became dependent on the teacher. Let him do it himself. Let him work out, with the help of other children if he want it, what this word says, what the answer is to that problem, whether this is a good way of saying or doing this or not.

If it is the matter of right answers, as it may be in mathematics or science, give him the answer book. Let him correct his own papers. Why should we teachers waste time on such routine work? Our job should be to help the child when he tells us that he can't find the way to get the right answer. Let's end all this nonsense of grades, exams, marks. Let us throw them all out, and let the children learn what all educated people must some day learn, how to measure their own understanding, how to know what they know or do not know.

Let them get on with this job in the same way that seems most sensible to them, with our help as school teachers if they ask for it. The idea that there is a body of knowledge to be learned at school and used for the rest of one's life is nonsense in a world as complicated and rapidly changing as ours. Anxious parents and teachers say, "But suppose they fail to learn something essential, something they will need to get on in the world?" Don't worry. If it is essential, they will go out into the world and learn it.

36. What does the author think is the best way for children to learn things?
  - A. By copying what other people do.
  - B. By making mistakes and having them corrected.
  - C. By listening to explanations from skilled people.
  - D. By asking questions.
37. What does the author think teachers should not do?
  - A. They give children correct answer.
  - B. They point out children's mistakes to them.
  - C. They allow children to mark their own work.
  - D. They encourage children to copy from one another.
38. The passage suggests that learning to speak and learning to ride a bicycle are \_\_\_\_\_
  - A. not really important.
  - B. more important than other skills.
  - C. basically different from learning adult skills
  - D. basically the same as learning other skills.
39. Exams, grades, marks should be abolished because children's progress should only be estimated by \_\_\_\_\_
  - A. educated persons.
  - B. the children themselves.
  - C. teachers
  - D. parents.
40. The author fears that children will grow up into adults who are \_\_\_\_\_
  - A. too independent on others.
  - B. too critical of themselves.
  - C. unable to think for themselves.
  - D. unable to use basic skills.