JOURNAL
OF
HUMANITIES

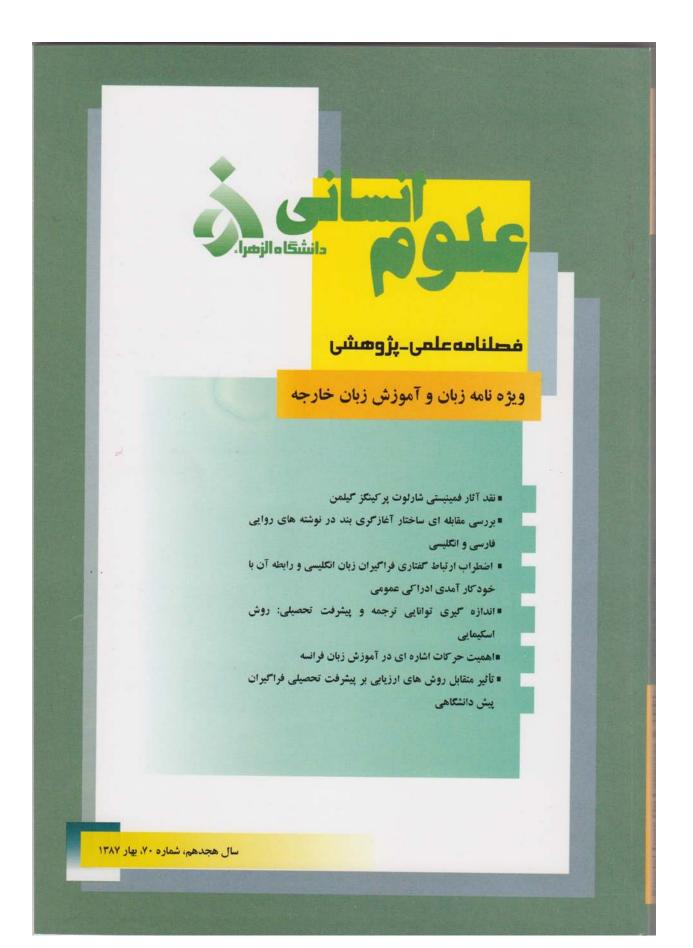**AL.ZAHRA UNIVERSITY**

Special Issue On Language & TEFL

- A Contrastive Study of Thematic Organization of Paragraphs in Persian and English Narrative Texts
- EFL Learners' Oral Communication Apprehension and Their General Perceived Self-Efficacy across Genders and Educational levels
- Measuring Translation Ability and Achievement: A Schema-Based Approach
- L'importance de la gestuelle dans les cours de FLE
- The Washback Effect Of Alternatives In Assessment On Iranian EFL Pre-University Learners' Achievement
- Feminism in the Fiction of Charlotte Perkins Gilman

علوم انسانی

دانشگاه الزهرا

فصلنامه علمی-پژوهشی

ویژه نامه زبان و آموزش زبان خارجه

- نقد آثار فمینیستی شارلوت پرکینگز گیلمن
- بررسی مقابله ای ساختار آغازگری بند در نوشته های روایی فارسی و انگلیسی
- اضطراب ارتباط گفتاری فراگیران زبان انگلیسی و رابطه آن با خودکار آمدی ادراکی عمومی
- اندازه گیری توانایی ترجمه و پیشرفت تحصیلی: روش اسکیمایی
- اهمیت حرکات اشاره ای در آموزش زبان فرانسه
- تأثیر متقابل روش های ارزیابی بر پیشرفت تحصیلی فراگیران پیش دانشگاهی

بسم الله الرحمن الرحیم

اندازه گیری توانایی ترجمه و پیشرفت تحصیلی: روش اسکیمایی

دکتر ابراهیم خدادادی[1]

چکیده

این تحقیق روایی و اعتبار سه آزمون پیشرفت تحصیلی یعنی تست بسته و اسکیمایی چهار جوابی (MCIT)، تست ترجمه فارسی به انگلیسی MCIT و امتحان ترجمه به فارسی باز (OETE) را مورد بررسی قرارداد. نتایج بدست آمده از عملکرد ۸۹ دانشجوی دانشگاه در مقطع کارشناسی نشان میدهد که تست بسته و اسکیمایی MCIT (α=0.93) و تست ترجمه فارسی به انگلیسی MCIT (α=0.80) دارای بالاترین روایی می باشند. اگر چه امتحان OETE هیچ معیار عینی از روایی به دست نمیدهد، اما با تست بسته و اسکیمایی MCIT و تست ترجمه فارسی به انگلیسی MCIT همبستگی معناداری را نشان میدهد و بنابر این می توان از آن به عنوان آزمون پیشرفت تحصیلی در دروس زبان عمومی استفاده نمود. همچنین با نشان دادن همبستگی معنا دار، این سه آزمون خود را بعنوان تست های معتبر و عینی توانایی ترجمه تثبیت می کنند. با وجود این، تحلیل واریانس مالتی وریت (Wilks' Lambda F= 953.14, p<0.001) نشان می دهد که این سه تست بطور معنا داری دارای میانگین های متفاوت هستند. از آنجا که تست بسته و اسکیمایی MCIT دارای بالاترین درجه روایی بوده و همبستگی معنا دار آن با امتحان OETE (r = 0.75) از همبستگی تست ترجمه فارسی به انگلیسی MCIT و امتحان OETE (r = 0.61) بیشتر است،

۱. استادیار گروه زبان انگلیسی، دانشگاه فردوسی ekhodadady@ferdowsi.um.ac.ir

Measuring Translation Ability and Achievement: A Schema-Based Approach

Dr. E. Khodadady[1]

Abstract

This study explores the validity and reliability of three measures of achievement: a schema-based cloze multiple choice item test (MCIT), a Persian to English MCIT and an English to Persian open-ended translation examination (OETE). The results obtained on the performance of 89 undergraduate University students show that the schema-based cloze MCIT has the highest reliability (a = 0.93) followed by Persian to English MCIT (a=80). Although English to Persian OETEs suffer suffer from not yielding to objective measures of reliability, they correlate significantly with schema – based cloze MCITs and Persian to English MCITs and can therefore be used as valid measures of achievement in general English courses. Since the three tests correlate significantly with each other they establish themselves as empirically valid measures of

1. Assistant professor of English Department, Ferdowsi Univesity.
 ekhodadady@ferdowsi.um.ac.ir

translation ability, too. An analysis of means, however, reveals that they have significant differences. Since the schema – based cloze MCIT enjoys MCIT enjoys the highest indices of reliability and its significant correlation with the English to Persian OETE (r = 0.75) is higher than the significant correlation between Persian to English MCIT and English to Persian OETE (r = 0.61), it is suggested that schema – based cloze MCITs be used as reliable and valid measures of both translation ability and achievement.

Key words: Schema theory, multiple choice item tests, achievement, translation ability.

1. Introduction

Translation has been used to teach foreign language ranging from Latin to Chinese, from 16th century to the present (Richard & Rodgere, 2001). It has also been advocated as a communicative activity to help learners not only foreign but also second languages (Widdowson, 1983).

In spite of its being employed as a method of teaching and learning, few studies have focused on the application of translation in measuring the outcome of teaching and learning, i. e., achievement. Nor has there been any systematic attempt to render the measurement of translation objective. The lack of interest in the measurement of translation as an ability in itself and its application as a means of measurement is so prevalent that textbooks dealing with translation do not address it, even in passing, e. g., Newmark (1988).

As applied linguists, however, Farhady and khany (1999) announced that there are generally two alternative methods for measuring translation: open – ended questions requiring test takers to translate what they read and

multiple choice item tests on which the test takers have to choose the most appropriate translation from among alternative.

Based on Farhady and Khany's (1999) classification of the methods used for measuring translation, seif and Khodadady (2003) developed an English to Persian open – ended examination (OETE) and a Persian to English multiple choice item test (MCIT) to measure the achievement of 110 underghaduate students. Since English to Persian to English MCITs require a trial period to develop well functioning items, seif and Khodadady constructed a schema – based cloze MCIT and administered it along with an English to Persian OETE and Persian to English MCIT. Their results showed that the three measures correlated significantly with each other. Their study, However, suffered from the following major shortcomings.

First, the schema – based cloze MCIT, English to Persian OETE, and Persian to English MCIT were all developed on only eight passage taken from the Literary History of the Arabs (Nicholson, 1969), The Encyclopedia of Islam (Brill, 1971), and Anthology of Islamic Literature from rise of Islam to the present time (Kritzeck, 1964). The present study has overcome this shortcoming and employed 23 units comprising a textbook to develop the schema – based cloze MCIT.

In addition to being developed an a relatively few passages, the tests employed by Seif and Khodadady (2003) were administered to undergraduate students majoring only in Arabic Language and Literature. Furthermore, the three tests contained a relatively small number of items and thus could not measure achievement as well as measures having more items. Under standard conditions and compared to short tests, long measures provide a more reliable and valid indices of whatever they are developed to measure (Cronbach, 1984; Khodadady, 1999). The present study was therefore designed to remove these shortcomings and explore the validity and reliability of schema – based cloze multiple choice item tests as measures of achievement and translation ability.

2. Method

Participants

The participants of the present study were 97 undergraduate university students who had enrolled in the course General English offered centrally at Kurdistan University. They had to take the three tests developed for the study as part of their course requirement. Since eight students did not of the three tests administered during the research period they were excluded from the study. 73% of the remaining 90 students were majoring in scientific fields, i. e., cattle production technology 1%, chemistry 1%, mathematics 3%, mining 66%, physics 1%, and 27% were doing humanities, i. e., shafeii branch of Islamic jurisprudence 22% and theology 5%. The age of participants ranged between 18 and 32. Most of them were 19 and 20 years old (69%). They spoke Kurdish (63%), Persian (27%) and Turkish (10%) as their mother language.

Materials

The schema – based cloze multiple choice item test (MCIT), English to Persian open – ended examination (OETE) and Persian to English (MCIT) were developed on reading for general English (Pourgive, Tajalli, Sadighi & Yamini, 1999). The textbook consists of 23 units whose lengths range sequentially between 233 and 367 words.

Khodadady (2002) estimated the readability of all the units by employing the Flesch Readability Ease Score (FRES) developed by Flesch (1984, 1949). The FRES bases its rating on the average number of syllables per word and words per sentence on a 100 – point scale; the higher the score, the easier it is understand the texts. The estimated FRES of the 23 passages ranged between 50.2 and 89.9 these indices indicate that the units comprising the textbook are at elementary and intermediate levels of English language proficiency. They are thus suitable and comprehensible for undergraduate university students who major in courses other English.

Instruments

Three tests were designed in the present study to assess the non-native undergraduate university student's achievement and translation ability. They included a schema based cloze multiple choice item test (MCIT), a Persian to English MCIT and an English of Persian open-ended translation examination (OETE). The tests were developed on Readings for general English (Pourgive, Tajalli, Sadighi & Yamini, 1999), which was taught to participants as their course textbook.

1 Schema-based Cloze Multiple Choice Item Test

Schema-based cloze multiple choice items test (MCITs) were first developed by Khodadady (1997) to remove the shortcomings of traditional cloze MCITs. In constructing traditional cloze MCITs, test writers usually either write the reading passages themselves or choose the texts which best yield well-functioning items. Then the test writers delete a number of words from these texts and present them as the keyed responses of their items. For example, Hale, Stansfield, Rock, Hicks, Butler, and Oller (1988) designed the following traditional cloze multiple choice item.

"Folk song" then has come to be the inclusive term, covering many… of music.

a. varieties b. advances   c. conclaves   d. adherents

as can be seen, the distractors of the item above, i.e., advances, conclaves and adherents, have no semantic relationships with each other. To solve the problem of writing or choosing appropriate texts, Khodadady (1997) stated that all authentic texts written for the purpose of reading can be used to develop well-functioning multiple choice items if they are based on schema theory.

According to Khodaday and Herriman (2000), each and all words comprising an authentic text from its schemata because they represent the

writer's background knowledge of whatever topic conveyed by the text. A given test will have construct validity if it measures the test taker's knowledge of each schema in relation to other schemata which have semantic, syntactic and discoursal relationships with the constituting schemata of the text. The schema ground was, for example, deleted to form one of the 100 items developed in the presents study. (The schema-based cloze MCIT is given in Appendix 1.)

Dinosaur footprints, bones, and teeth were preserved, or saved, in the ….
a. land   b. earthc. ground   d. dust

in contrast to the semantically unrelated distractors of traditional cloze multiple choice items, the choices employed in schema-based cloze multiple choice items, e. g., land, earth and dust, share the semantic feature of soil with the delete schema ground. Although dust as a choice can mean very small particles of soil, it is not used by the author of the text because it can not preserve bones. Similarly, the readers of the text should know that the author used neither land nor earth because they refer to the purposeful use of a piece of ground. These two choices also differ from ground in embodying the distinctive semantic features of air and water, respectively.

3. Persian to English Multiple Choice Item Test

The Persian to English multiple choice item test (MCIT) consisted of 60 items. The first 52 items were based on sentences chosen from the 23 units comprising the textbook covered during the semester. The structural complexity of sentences was employed as a guiding principle. They included both simple sentences like she had to battle acute seasickness and complex sentences like His graphic paintings of black Americans remind us in a very real way of the obstacles they have overcame. The last remaining seven items, i.e., from 53 to 60, were reproduced from seif and

Khodadady's (2003) study as unseen questions. (The Persian to English MCIT is presented in Appendix 2)

After choosing the 52 sentences varying in linguistic complexity, they were translated by the researchers and given as the stem of the Persian to English MCIT. These translated sentences were then administered to 100 advanced learners studying in a private institute in Sanandaj, Iran. They were required to translate the Persian sentences to English. The most frequent translations were then chosen and given as the distracters of the Persian to English MCIT. (Some minor changes were made whenever necessary). The following item serves as an example.

A. She obliged to fight with serious seasickness.
B. She had forced to struggle with seasickness.
C. She should struggle against seasickness.
D. She had battle acute seasickness.

3 English to Persian Open-Ended Translation Examination

Similar to the Persian to English multiple choice item test, 27 sentences were chosen from the 23 units comprising the textbook taught during the academic term. They varied in complexity from simple to complex sentences. These sentences were then translated into Persian by the researchers. The opinions of at least two other academic members of Ferdowsi University of Mashhad were sought whenever the researchers could not agree on the translation of a given sentence.

After reaching a unanimous agreement on the translated version of the 27 English sentences, each translated sentence was divided into its constituting Persian schemata or words and underlined to guide its scoring. For example, the Persian translation of the English sentence below consisted of 9 schemata. A mark of 9 was, therefore, assigned for this item and given in a parenthesis appearing at the end of the English sentence. This procedure

was followed for all sentences and thus an answer key was developed to reach objectivity in scoring. (The 27 English sentences and their translated Persian versions along with their underlined schemata used for marking the examination are given in appendix 3.)

Procedure

After teaching the 23 units comprising Readings for general English (Pourgive, Tajalli, Sadighi & Yamini, 1999), the English to Persian open-ended translation examination (OETE) was held under standard conditions two weeks before the end of the term. All the items comprising the examination were marked manually by one of researchers and checked by the other on the basis of the underlined constituting schemata translated as the Persian equivalents of the presented English sentences. The adoption of the underlined schemata employed for scoring the examination was achieved one week before the administration of the examination.

The Persian to English multiple choice item test (MCIT) was administered one week before the end of the term and the schema-based cloze MCIT was held as the final examination. After administering both tests under standard conditions, one of the researchers scored the answer sheets manually by employing two separate answer keys prepared one week before the administration of the two MCITs. In order to avoid any possible errors involved in manual correction, the scored answer sheets were checked by the other researcher.

Data Analysis

Cronbach Alpha (a) was employed to estimate the internal consistency reliability coefficient of schema-based cloze multiple choice item test (MCT) and Persian to English MCIT. The translated sentences written in response to the 27 items comprising the English to Persian open-ended translation examination was scored by both researchers separately to reach a high inter rater reliability consistency. The employment of underlined

Persian equivalents in marking the translated sentences was instrumental in reaching the consistency (r = 0.90).

For determining the validity of schema-based cloze MCITs as measures of academic achievement and translation ability, the schema-based cloze MCIT was correlated with the Persian to English MCIT and English to Persian open-ended translation examination. A one-way ANOVA with repeated measures was also run to determine whether was a significant difference in the means obtained on the three measures. All statistical analysis were performed by using SPSS Release 11.5 for windows, standard version. They were carried out to test the following three hypotheses:

1) The schema-based cloze MCIT will correlate significantly with the Persian to English MCIT.

2) The schema-based cloze MCIT will correlate significantly with the English to Persian OETE.

3) The score obtained on the schema-based cloze MCIT will be significantly higher than the Persian to English MCIT and English to Persian OETE.

4. Results and Discussion

Table 1 presents the descriptive statistics obtained on the schema-based cloze multiple choice item test (MCIT), Persian to English MCIT and English to Persian open-ended translation examination (OPTE). As can be seen, the schema-based cloze MCIT has the highest reliability coefficient, i. e., a = 0.93. It is slightly higher than the coefficient obtained by seif and Khodadady (2003), i. e., a = 0.91.

Table 1
Basic descriptive statistics for the three test

Test	No. of items	Mean	Sd	Kurtosis	A
Schema-based cloze MCIT	100	72.92	14.48	1.18	.93
Persian to English MCIT	60	32.88	7.60	0.03	.80
English to Persian OPTE	27	270.30	49.90	1.85	

Although Persian to English multiple choice item test (MCIT) enjoys a relatively high reliability, i. e., a = 0.80, and is more objective than English to Persian open-ended translation examination (OETE), it requires a trial administration in order to develop well-functioning items. This process renders Persian of English MCITs less cost effective and thus highlights the superiority of schema-based cloze MCITs as the most reliable and cost effective measures of achievement.

Table 2 presents the correlation coefficients of the three measures of achievement and translation. These result support the first hypothesis that the schema-based cloze MCIT will correlate significantly with the Persian to English MCIT, i.e., 0.52. the second hypothesis that the schema-based cloze MCIT will correlate significantly with the English to Persian OETE is also supported by the significant correlation coefficient of 0.75.

Table 2
Correlation coefficients of the three tests

Tests	Persian to English MCIT	English to Persian OPTE
Schema-based cloze MCIT	52	75*
Persian to English MCIT		61*

* Correlation is significant at the 0.01 level (2-tailed)

As can be seen in Table 2, the correlation coefficient of schema-based cloze multiple choice item test (MCIT) and English of Persian open-ended translation examination (OPTE), i.e., 0.75, is much higher than that of the Persian to English MCIT and English to Persian OPTE, i.e., implying that schema-based cloze MCITs enjoy a much higher covariance with direct measures of translation ability, i.e., 56%, than with their English to Persian counterparts, i.e., 37%.

Table 3 presents the results of a one-way ANOVA with repeated measures for the scores of participants on the three measures of achievement and translation. As can be seen, there are significant differences between the means obtained by the three measures ($p < 0.001$). These results support the third hypothesis that the scores obtained on the schema-based cloze MCIT will be significantly higher than the Persian to English MCIT and English to Persian OETE.

Table 3
One-way ANOVA with repeated measures for the scores of participants on the three tests

Source of variance	Df	Ss	Ms	F-test	Sig
Between Groups	2	2875733.13	1437866.57	1564.74	0.001
Within Groups	264	244594.90	918.92		
Total	266	3118328.03			

Table 4 presents follow-up Scheffe tests. As can be seen, the schema-based cloze multiple choice item test (MCIT), Persian to English MCIT and English to Persian open-ended translation examination are substantially different from each other. These results indicate that adopting various methods of achievement and translation brings about significantly different performance on the part of test takers. As measures of achievement and

translation, the schema-based cloze MCITs differ significantly from their traditional counterpart and open-ended translation examinations and thus provide a theoretically and empirically more valid method of achievement as well as translation ability.

Table 4
Scheffe T-tests of the participants performance on the three measures

Schema-based cloze MCIT	Persian to English MCIT	English to Persian OETE
	197.38	40.04
		237.43

Note: * p < .0001

Conclusion

Seif and Khodadady (2003) established schema based cloze multiple choice item tests (MCITs) as valid and reliable measure of translation ability by correlating them with open-ended translation examination and bilingual MCITs. The present study extended the application of open-ended translation examination and bilingual MCITs to measuring academic achievement and established their empirical validity by employing schema based cloze MCITs.

Although schema based cloze MCITs correlate significantly with open-ended translation examinations and bilingual MCITs, their correlation does not reach the level at which their interchangeable use can be established, i.e., 0.80 and higher. This might be attributed to the fact that the constituting items of these measures are heavily influenced by materials taught during the academic term and the most frequent translations if of students themselves. Further research is needed to explore whether specialist involvement in the process of constructing well-functioning alternative for bilingual MCITs and increasing the number of unseen items in the open-

ended translation examinations will reveal a closer relationship between schema-based cloze MCITd and direct measures of translation.

References

Brill, E. J. (1971), *The Encyclopedia of Islam*, London: Lozac & co.

Cronbach, L. J. (1984), *Essentials of psychological testing* (4th ed.), New York, Harper and Row.

Farhady, H. & Khany, R. (1999, March), Justification development and validation of transdictation as a measure of language proficiency, Paper *presented at the 3rd Tabriz Conference*, Tabriz University, Iran.

Flesh, R. (1948), A new readability yardstick, *Journal of Applied Psychology*, 32, 221-233.

Flesh, R. (1949), *The art of redable writing (rev. ed.)* NewYork, Harper & Row.

Half, G. A., Stansfield, C. W., Rock, D. A., Hicks, M. M., Butler, F. A., & Oller, J. W., Jr. (1988), Multiple-choice cloze items and the Test of English as a Foreign Language (*TOEFL Research Report* No. 26) Princeton, Nj: Educational Testing Service.

Khodadady, E. (2002, May), Readability and lexical analysis of general English textbook designed in Iran. Paper presented at the *First Seminar on Language, Literature and Linguistics*, Kurdistan University, Sanandaj, Iran.

Khodadady, E. (1999), *Multiple choice items in testing: Practice and theory*, Tehran, Rahnama

Khodady, E.(1997). Schemate theory and multiple choice item tests measuring reading comprehension. Unpublished PHD thesis, the university of Western Australia.

Kodaday, E., & Herriman, M. (2000), Schemata Theory and Selected Response Item Tests: From Theory to Practice. In A. J. Kunnan (Ed.),

Fairness and validation in language assessment (pp.201-222), Cambridge: CUP.

Kritzeck, J. (Ed.), (1964), *Anthology of Islamic literature from rise of Islam to the Present time*, Penguin, The New American Library.

Newmark, P. (1988), *A textbook of translation*, NewYork: Prentice Hall.

Nicholson, R. A. (1969), *The Literary history of the Arabs*, Cambridge: Cambridge university Press.

Pourgive, F.; Tajalli, g. Sadighi, F., & Yamini, M. (1999), *Readings for general English*, Tehran: SAMT.

Richards, J. C. & Rodgers, T. (2001), *Approaches and methods in language teaching: A description and analysis* (2nd ed.) Cambridge: CUP.

Seif, S. & Khodadady, E. (2003) Schema-based cloze multiple choice item tests: measures of translation ability, university de Tabriz, *Revue de la faculte des Letters et Sciences Humaines, Langue*, 187 (46), 73-99.

Widdowson, H.G. (1993), *Learning purpose and language use*, London: OUP.

Appendix 1

Schema-based cloze multiple choice items. They are developed on 100 words deleted from the passages given in Readings for general English (Pourgive, Tajalli, Sadighi & Yamini, 1999). For each deleted word four choices marked A, B, C, and D have been offered. You are to choose the one answer that is most appropriate. Then, on your answer sheet, find the number of the line and blacken the space that corresponds to the letter of the answer you have chosen.

No one has ever seen a dinosaur… (1). Dinosaur footprints, bones, and teeth were preserved, or saved, in the… (2). These fossils are often found in… (3) that were once the … (4) in which the dinosaur walked.

1	A. live	B. crawling	C. alive	D. alert
2	A. land	B. earth	C. grouns*	D. dust
3	A. cliffs	B. stones	C. sands	D. rocks*
4	A. mud*	B. dirt	C. soil	D. earth

Today, rain forests are … (5). People cut down … (6) and use the land to grow… (7). As people increase their use of the land, rain forests … (8) smaller.

5	A. reforming	B. changing	C. modifying	D. differing
6	A. trees*	B. branches	C. twigs	D. stems
7	A. fruits	B. crops*	C. products	D. foods
8	A. get*	B. set	C. fall	D. fetch

Most trainers teach their animals to … (9) commands. Lion trainers work with lions, tigers and leopards. The trainers often yell out commands and crack a whip. When they have … (10) cats, the trainers may hold a chair… (11) protection. Much caution is used when working with the big cats. A trainer's back must never be turned … (12) these animals.

9	A. support	B. trace	C. follow*	D. catch
10	A. modern	B. new*	C. recent	D. fresh
11	A. in	B. on	C. for*	D. from
12	A. on	B. off	C. at	D. toward

Deep, deepin the ocean, where the sunlight never reaches, live many… (13) fish. On the … (14), deep-ocean fish swim about two miles under the water. Like the … (15) fish, have "lights" on their bodies. Others have… (16) stomachs and can eat fish twice their size.

13	A. foreign	B. rare	C. unfamiliar	D. strange
14	A. usual	B. average	C. standard	D. middle
15	A. shrimp	B. light	C. lantern	D. luster
16	A. noble	B. outstanding	C. excellent	D. enormous*

Most people have… (17) rainbows in the sky. But they can from in other places,… (18). A rainbow can from wherever light shines on… (19), or wetness. Rainbows sometimes from in small puddles on the

17	A. watched	B. looked	C. Distinguished	D. seen*
18	A. also	B. too	C. furthermore	D. either
19	A. dampness	B. liquid	C. moisture	D. fluid
20	A. can*	B. will	C. might	D. shall
21	A. clear	B. objective	C. evident	D. visible*
22	A. squirts	B. rejects	C. makes	D. lets

Skin is made up of … (23) layers. Each layer has a function, or a … (24) job to do. The … (25) layer is thick and holds sweat glands and nerves, … (26) help you feel. The sweat glands… (27), or keep the body from getting … (28) hot. Cells in the glands make sweat reaches the … (29) of the skin and dries, keeping you cool.

23	A. two	B. three*	C. many	D. several
24	A. different*	B. Various	C. contrasting	D. diverse
25	A. behind	B. end	C. basis	D. bottom*
26	A. what	B. when	C. which	D. where
27	A. insulate*	B. separate	C. preserve	D. detach
28	A. very	B. too*	C. that	D. so
29	A. top	B. outside	C. covering	D. surface*

The tadpole's body… (30) through slow, gradual changes as ir grows. First, the tail gets… (31). Then the tadpole can swim. It darts around in the water, moving… (32) to find food. It eats underwater plants called algae.

30	A. dispatches	B. departs	C. goes*	D. moves
314	A. longer*	B. stronger	C. higher	D. taller
32	A. hurriedly	B. quickly	C. hastily	D. instantly

Holloway's boat… (33) magnets that could find metal for below the surface. When magnets showed … (34) of metal, Holloway threw a buoy into the water. This was a… (35) to Fisher. Now Fisher knew where he and his team should go to work. The second boat carried … (36) tools and diving gear. Fisher told his scuba divers to… (37). They put on wet suits and air tanks and … (38) into the water.

33	A. dragged	B. transferred	C. carried*	D. conveyed
34	A. reason	B. evidence*	C. fact	D. logic
35	A. mark	B. notice	C. clue	D. signal
36	A. dig	B. dug	C. digging	D. to dig
37	A. prepare	B. provide	C. see off	D. get ready*
38	A. crept	B. slipped	C. fell	

Many people have… (39) ideas about bats. Of all the 900 species of bats, not one kind is the … (40) creature seen in scary movies. Bats … (41) on insects, not people. They are … (42) like their rodent cousins, mice. It is not true, … (43), that

bats are blind. Although many kinds have … (44) eyesight at night, a few kinds can see… (45) well.

39	A. mistaking	B. mistake	C. mistaken	D. mistook
40	A. fearsome	B. uneasy	C. frightened	D. afraid
41	A. kill	B. target	C. game	D. prey*
42	A. timid*	B. modest	C. nervous	D. humble
43	A. so	B. also	C. either*	D. too
44	A. weak*	B. weaken	C. weakened	D. weakness
45	A. exact	B. quite	C. actually	D. whole

Everyone hnows that athletes work… (46) to strengthen their bodies. But research shows that strendthening the mind may be… (47) as important. Careful study indicates that the best athletes win … (48) because they think they can win.

46	A. out*	B. off	C. on	D. over
47	A. fair	B. rather	C. just*	D. right
48	A. extensively	B. partly	C. intensively	D. positively

… (49) the organization of an ant colony, each ant has a job… (50). Each colony has thousands of worker ants and one… (51) more queen ants. Worker ants build the … (52), find food and take… (53) young ants. Groups… (54) on many tasks. They hurry and bustle about to help one another (55) the work. At the center of their… (56) is the queen.

49	A. Inside	B. into	C. Toward	D. Within*
50	A. to do*	B. do	C. did	D. doing
51	A. and	B. but	C. or*	D. so
52	A. den	B. nest*	C. home	D. shelter
53	A. care of *	B. care for	C. look for	D. look up
54	A. operate	B. cooperate	C. contribute	D. perform
55	A. achieve	B. accomplish	C. execute	D. complete
56	A. lives*	B. existences	C. being	D. vitalities

The web most people know is often seen in the … (57) of ceilings. These webs sometimes get tangled and collect … (58). When that happens, they are known as cobwebs. You are not likely to find a … (59) in cobweb. A cobweb is not very useful. The spider cannot pull on the … (60) to catch insects. So it goes off to form… (61) web, one that will help it get food.

57	A. angles	B. bends	C. corners*	D. joints
58	A. dirt	B. dust*	C. Soil	D. filth
59	A. spider*	B. bee	C. insect	D. fly
60	A. strings	B. ropes	C. threads	D. cables
61	A. other	B. another*	C. otherwise	D. others

Early robots were made for … (62). Dolls that could walk, dance, and even pick things up were… (63) as merchandise in fine shops. People seemed amazed with machinces that were … (64). They could operate by … (65) once they had been turned on.

62	A. amuse	B. entertain	C. fun*	D. amaze
63	A. sold*	B. sellers	C. sell	D. selling
64	A. automated	B. automatic*	C. automation	D. automatical
65	A. themselves	B. their	C. them	D. theirs

Few robots look… (66)g like people. They are machines. Like other pieces of machinery, they … (67) in different shapes ans sizes. The way they are built … (68) on the jobs they do. Most have a … (69) arm that can lift things. Most are built to … (70) tools.

66	A. nothing	B. anything*	C. something	D. everything
67	A. approach	B. arrive	C. reach	D. come*
68	A. depends*	B. counts	C. calculates	D. bases
69	A. singular	B. separate	C. single*	D. unique
70	A. control	B. use	C. deal	D. handle*

The Nile River used to … (71) above its banks each year during the rainy… (72). The waters that flooded the land carried fine, rich soil… (73) silt. When the rains stopped each September, the water on the flooded land… (74) into the air, what was left was moist, … (75) farmland enriched with silt and ready for planting.

71	A. climb	B. rise*	C. raise	D. mount
72	A. season*	B. occasion	C. winter	D. fall
73	A. referred	B. called*	C. known	D. asked
74	A. evaporated	B. disappeared	C. vanished	D. dispelled
75	A. luxurious	B. teeming	C. fertile*	D. abundant

About the only thing the ENIAC had in common with today's computers was … (76). Both were meant to do tasks automatically,… (77) the help of people. But the … (78), or power of ENIAC was limited. It could do only mathematical … (79). Computers today can do everything from storytelling to … (80) tasks. They can monitor many things, checking anything from a person's … (81) rate to the workings of a space shuttle.

76	A. suggestion	B. idea	C. reason	D. purpose*
77	A. by	B. aside	C. without	D. besides
78	A. capability	B. capacity	C. space	D. talent
79	A. dilemmas	B. doubts	C. problems*	D. troubles
80	A. people	B. household*	C. residence	D. home
81	A. heart*	B. center	C. focus	D. core

Over and over she did he … (82), or basic, skating moves, known as school … (83). She stretched each day's training session from two hours to eight. She even… (84) sacrifice eating her much-loved Mexican foods to help… (85) weight. She worked hardest to develop a … (86) attitude. Before going on the ice, she tried to relax by thinking positive thoughts.

82	A. inevitable	B. fundamental	C. energetic	D. key
83	A. number	B. features	C. figures	D. units
84	A. had to*	B. should	C. ought to	D. must
85	A. miss	B. leave	C. lose	D. less
86	A. more quiet	B. calmer*	C. more still	D. cooler

It was intended to protect China from attacks by the … (87) nomads who wandered the Gobi Desert, north of China. Also, it … (88) the emperor's power. He forced a million men to work on the wall. Many of … (89) had been his enemies. For most, becoming a … (90) was a death sentence. So many … (91) in building the Great wall that it has been called "the … (92) cemetery in the world."

87		A. savage	B. fierce*	C. wild	D. untamed
88		A. clarified	B. explained	C. disclosed	D. displayed
89		A. they	B. their	C. them*	D. theirs
90		A. laborer	B. farmhand	C. farmer	D. worker
91		A. killed	B. disappeared	C. vanished	D. died*
92		A. long	B. longer	C. longest	D. length

It has been said that one picture is … (93) a thousand words. When an artist paints a picture, he or she can do more than just copy people and places as they appear in real life. The artist can … (94) personal feelings by the choice of colors and shapes and by the way people and objects are … (95) in the picture. In this way, the artist can emphasize his or her … (96) of life.

93	A. excellent	B. worth*	C. helpful	D. qualified
94	A. compress	B. impress	C. repress	D. express*
95	A. positioned	B. settled	C. located	D. established
96	A. vision	B. sight	C. view	D. scene

The process … (97) by combining two photograph. In this case, the picture of the six – year-old child can be … (98) with one of an older brother or sister. One photo is placed electronically on the computer … (99) and the other is … (100) on top of it.

97	A. acts	B. works	C. performs	D. operates
98	A. submerged	B. emerged	C. immersed	D. merged*
99	A. set	B. screen*	C. monitor	D. movies
100	A. posed	B. imposed	C. deposed	D. superimposed