An invisible border
divides those arguing for computers in the classroom on the behalf of
students' career prospects and those arguing for computers in the
classroom for broader reasons of radical educational reform. Very
few writers on the subject have explored this __1__indeed,
contradictionwhich goes to the heart of what is wrong with the
__2__ to put computers in the classroom. An education that aims at
getting a student a certain kind of job is a/an __3__ education,
justified for reasons radically different from why education is __4__
required by law. It is not simply to __5__ everyone's job prospects
that all children are legally __6__ to attend school into their
teens.Rather, we have a certain __7__ of the American citizen,a
character who is __8__ if he cannot competently assess __9__ his
livelihood and happiness are affected by things __10__ of himself.
But this was not always the case. before it was legally required for all
children to attend school until a certain __11__, it was widely
accepted that some were just not equipped __12__ nature to pursue
this kind of education.With optimism characteristic of all
industrialized countries, we came to accept that everyone is __13__
to be educated. Computer-education advocates __14__ this
optimistic notion for a pessimism that __15__ their otherwise cheery
outlook. __16__ on the confusion between educational and
vocational reasons for bringing computers into schools,

computer-education advocates often __17__ the job prospects of graduates over their educational __18__. There are some good arguments for a technical education given the right kind of student. Many European schools __19__ the concept of professional training early on in order to make sure children are __20__ equipped for the professions they want to join. 1. [A] distinction [B] topic [C] separation [D] education 2. [A] campaign [B] practice [C] action [D] goal 3. [A] informal [B] basic [C] technical [D] expensive 4. [A] differently [B] universally [C] conversely [D] regularly 5. [A] form [B] consist [C] arise [D] raise 6. [A] ordered [B] inquired [C] required [D] acquired 7. [A] conception [B] information [C] theme [D] imagination 8. [A] complete [B] accomplished [C] incomplete [D] improper 9. [A] why [B] what [C] where [D] how 10. [A] inside [B] outside [C] beside [D] aside 11. [A] year [B] age [C] day [D] extent 12. [A] in [B] at [C] by [D] with 13 [A] fit [B] responsible [C] suitable [D] able 14. [A] consider [B] forget [C] forsake [D] foretell 15. [A] believes [B] becomes [C] bears [D] betrays 16. [A] Encountering [B] Banking [C] Devising [D] Seeking 17. [A] emphasize [B] encourage [C] engage [D] enlarge 18. [A] academy [B] position [C] degree [D] achievement 19. [A] interact [B] introduce [C] announce [D] invent 20. [A] traditionally [B] drastically [C] properly [D] hardly

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