

Watson – Glaser Critical Thinking Appraisal – UK Edition

Goodwin Watson – Edwin Glaser

Practice Test

PEARSON

The Pearson logo consists of the word "PEARSON" in a bold, black, sans-serif font. Below the text is a thick, black, curved line that arches over the letters, resembling a stylized smile or a bridge.

Published by Pearson Assessment, 80 Strand, London, WC2R 0RL.
Copyright © 2002, 1993, 1990, 1980, 1964 by The Psychological Corporation.
Adapted by permission.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording or any retrieval system, without permission in writing from the publisher.

Printed in England.

ISBN: 978 0 749107 66 6

DIRECTIONS

- Turn this booklet over and carefully tear off the back cover. Place it next to this booklet so that the words *Practice Test Record Form* are facing up. Don't look at the reverse of the Record Form as that's where the answers are.
- Read the instructions below and then do the practice test. Once you have done the test turn the Record Form over to check your answers.
- This booklet contains five types of test designed to find out how well you are able to reason analytically and logically.
- *Each test has separate directions that should be read carefully.*
- All answers are to be marked on the separate Record Form. Use a sharp pencil. If you wish to change an answer, make sure that you erase your old answer completely.

PEARSON



Test 1: Inference

DIRECTIONS

An inference is a conclusion that a person can draw from certain observed or supposed facts. For example, if the lights are on in a house and music can be heard coming from the house, a person might infer that someone is at home. But this inference may or may not be correct. It is possible that the people of the house did not turn the lights and the radio off when they left the house.

In this test, each exercise begins with a statement of facts that you are to regard as true. After each statement of facts you will find several possible inferences i.e., conclusions that some persons might draw from the stated facts. Examine each inference separately, and make a decision as to its degree of truth or falsity.

For each inference you will find spaces in the answer sheet labelled T, PT, ID, PF and F. For each inference put a cross on the answer sheet under the appropriate heading as follows:

T if you think the inference is definitely TRUE; that it properly follows beyond a reasonable doubt from the statement of facts given.

PT if, in the light of the facts given, you think the inference is PROBABLY TRUE; that it is more likely to be true than false.

ID if you decide that there are INSUFFICIENT DATA; that you cannot tell from the facts given whether the inference is likely to be true or false; if the facts provide no basis for judging one way or the other.

PF if, in the light of the facts given, you think the inference is PROBABLY FALSE; that it is more likely to be false than true.

F if you believe the inference is definitely FALSE; that it is wrong, either because it misinterprets the facts given, or because it contradicts the facts or necessary inferences from those facts.

Sometimes, in deciding whether an inference is probably true or probably false, you will have to use certain commonly accepted knowledge or information that practically every person has. This will be illustrated in the example that follows.

Now look at the example below; the correct answers are indicated in the box at the right.

In the exercises that follow, more than one of the inferences from a given statement of facts may be true (T), or false (F), or probably true (PT), or probably false (PF), or have insufficient data (ID) to warrant any conclusion. Thus you are to judge each inference independently.

EXAMPLE

Statement:

Two hundred school students in their early teens voluntarily attended a recent weekend student conference in Leeds. At this conference, the topics of race relations and means of achieving lasting world peace were discussed, since these were problems that the students selected as being most vital in today's world.

Proposed Inferences:

1. As a group, the students who attended this conference showed a keener interest in broad social problems than do most other people in their early teens. (PT, because, as is common knowledge, most people in their early teens do not show so much serious concern with broad social problems. It cannot be considered definitely true from the facts given because these facts do not tell how much concern other young teenagers may have. It is also possible that some of the students volunteered to attend mainly because they wanted a weekend outing.)
2. The majority of the students had not previously discussed the conference topics in the schools. (PF, because the students' growing awareness of these topics probably stemmed at least in part from discussions with teachers and classmates.)
3. The students came from all parts of the country. (ID, because there is no evidence for this inference.)
4. The students discussed mainly industrial relations problems. (F, because it is given in the statement of facts that the topics of race relations and means of achieving world peace were the problems chosen for discussion.)
5. Some teenage students felt it worthwhile to discuss problems of race relations and ways of achieving world peace. (T, because this inference follows from the given facts; therefore it is true.)

TEST 1					
	T	PT	ID	PF	F
1	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EXERCISES

Statement:

Studies have shown that there is relatively much more heart disease among people living in the north of England than people living in the south of England. There is little if any difference, however, in rate of heart disease between northerners and southerners who have the same level of income. The average income of southerners in England is considerably higher than the average income of northerners.

Proposed inferences:

1. The easiest way to eliminate heart disease in England would be to raise the general standard of living.
2. People in high income brackets are in a better position to avoid developing heart disease than people in low income brackets.
3. There is a lower rate of heart disease among northerners with relatively high incomes than among northerners with much lower incomes.
4. Whether northerners have high incomes or low incomes makes no difference to the likelihood of their developing heart disease.

Test 2: Recognition of Assumptions

DIRECTIONS

An assumption is something presupposed or taken for granted. When you say, 'I'll be a qualified solicitor in two months', you take it for granted that you will be alive in two months, that you will pass the relevant examinations, and similar things.

Below are a number of statements. Each statement is followed by several proposed assumptions. You are to decide for each assumption whether a person, in making the given statement, is really making that assumption i.e., taking it for granted, justifiably or not.

If you think that the given assumption is taken for granted in the statement, mark 'YES' under 'Assumption made' in the proper place on the answer sheet. If you think the assumption is not necessarily taken for granted in the statement, mark 'NO' in the space under 'Assumption made'. Remember to judge each assumption independently. Below is an example. The box at the right shows how these items should be marked on the answer sheet.

EXAMPLE

Statement:

'We need to save time in getting there so we'd better go by plane.'

Proposed assumptions:

1. Going by plane will take less time than going by some other means of transportation. (YES, it is assumed in the statement that the greater speed of a plane over the speeds of other means of transportation will enable the group to reach its destination in less time.)
2. There is a plane service available to us for at least part of the distance to the destination. (YES, this is necessarily assumed in the statement as, in order to save time by plane, it must be possible to go by plane.)
3. Travel by plane is more convenient than travel by train. (NO, this assumption is not made in the statement – the statement has to do with saving time, and says nothing about convenience or about any other specific mode of travel.)

TEST 2

	Assumption made	
	YES	NO
1	<input checked="" type="radio"/>	<input type="radio"/>
	Assumption made	
	YES	NO
2	<input checked="" type="radio"/>	<input type="radio"/>
	Assumption made	
	YES	NO
3	<input type="radio"/>	<input checked="" type="radio"/>

EXERCISES

Statement:

'The proper aim of education in a free society is to prepare the individual to make wise decisions.'

Proposed assumptions:

5. People who have been educated in a free society will not make unwise decisions.
6. Some education systems in our society do not have the proper aim.
7. Some kinds of education can help individuals make wise decisions.
8. In a society that is not free, the individual cannot make any decisions.

Test 3: Deduction

DIRECTIONS

In this test, each exercise consists of several statements (premises) followed by several suggested conclusions. *For the purpose of this test, consider the statements in each exercise as true without exception.* Read the first conclusion beneath the statements. If you think it *necessarily* follows from the statements given, mark 'YES' under 'Conclusion follows' in the proper place on the Answer Sheet. If you think it is *not a necessary conclusion* from the statements given mark 'NO' under 'Conclusion follows', even though you may believe it to be true from your general knowledge. Similarly, read and judge each of the other conclusions. Try not to let your prejudices influence your judgement – just stick to the given statements (premises) and judge whether each conclusion *necessarily* follows.

The word 'some' in any of these statements means an indefinite part of quantity of a class of things. 'Some' means *at least* a portion, and perhaps *all* of the class. Thus, 'Some holidays are rainy' means *at least* one, possibly more than one, and perhaps even *all* holidays are rainy.

Study the example carefully before starting the test.

EXAMPLE

Statement:

Some holidays are rainy. All rainy days are boring. Therefore:

Proposed Conclusions:

1. No clear days are boring. (NO, the conclusion does not follow. You cannot tell from the statements whether or not clear days are boring. Some may be.)
2. Some holidays are boring. (YES, the conclusion necessarily follows from the statements as, according to them, the rainy holidays must be boring.)
3. Some holidays are not boring. (NO, the conclusion does not follow, even though you may know that some holidays are very pleasant.)

TEST 3

Conclusion follows
YES NO

1

Conclusion follows
YES NO

2

Conclusion follows
YES NO

3

EXERCISES

Statement:

No responsible leader can avoid making difficult decisions.

Some responsible leaders dislike making difficult decisions.

Therefore:

Proposed conclusions:

9. Some difficult decisions are distasteful to some people.

10. Irresponsible leaders avoid things they dislike.

11. Some responsible leaders do things they dislike doing.

Test 4: Interpretation

DIRECTIONS

Each of the following exercises consists of a short paragraph followed by several suggested conclusions.

For the purpose of this test, assume that everything in the short paragraph is true. The problem is to judge whether or not each of the proposed conclusions logically follows beyond a reasonable doubt *from the information given in the paragraph*. If you think that the proposed conclusion follows beyond a reasonable doubt (even though it may not follow absolutely and necessarily), mark 'YES' under 'Conclusion Follows' in the proper place on the answer sheet. If you think that the conclusion does *not* follow beyond a reasonable doubt from the facts given, mark 'NO' under 'Conclusion Follows'.

Remember to judge each conclusion independently.

Look at the example below; the block at the right shows how the answers should be marked on the record form.

EXAMPLE

Statement:

A study of vocabulary growth in children from eight months to six years old shows that the size of spoken vocabulary increases from 0 words at age eight months to 2,562 words at age six years.

Proposed Conclusions:

1. None of the children in this study had learned to talk by the age of six months. (YES, the conclusion follows beyond a reasonable doubt since, according to the statement, the size of the spoken vocabulary at eight months was 0 words.)
2. Vocabulary growth is slowest during the period when children are learning to walk. (NO, the conclusion does not follow as there is no information given that relates growth of vocabulary to walking.)

Test 4		
	Conclusion follows	
	YES	NO
1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Conclusion follows	
	YES	NO
2	<input type="checkbox"/>	<input checked="" type="checkbox"/>

EXERCISES

Statement:

In 1970, 60.4% of adults (people 25 years of age and older) had completed 11 years or less of schooling, while 4.6% had completed three or more years of university. In 1990, 40.0% of adults had completed 11 years or less of schooling, while 7.1% had completed three or more years of university.

Proposed conclusions:

12. In 1970, most adults had not entered the sixth form.

13. If the trend toward more education continues at the rate indicated by the above figures, then by 2000 more than 25% of adults will have completed three or more years of university.

14. In 1990, for every adult who had completed three or more years of university, there were more than five adults who had completed not more than 11 years of schooling.

Test 5: Evaluation of Arguments

DIRECTIONS

In making decisions about important questions, it is desirable to be able to distinguish between arguments that are strong and arguments that are weak, as far as the question at issue is concerned. *For an argument to be strong, it must be both important and directly related to the question.*

An argument is weak if it is not directly related to the question (even though it may be of great general importance), or if it is of minor importance, or if it is related only to trivial aspects of the question.

Below is a series of questions. Each question is followed by several arguments. *For the purpose of this test, you are to regard each argument as true.* The problem then is to decide whether it is a *strong* or a *weak* argument.

Mark 'STRONG' on the answer sheet under 'Argument' if you think the argument is strong, or 'WEAK' if you think the argument is weak. Judge each argument separately on its own merit. *Try not to let your personal attitude toward the question influence your evaluation of the argument, since each argument is to be regarded as true.*

In the example, note that the argument is evaluated as to how well it supports the side of the question indicated.

When the word 'should' is used as the first word in any of the following questions, its meaning is, 'Would the proposed action promote the general welfare of the people in the United Kingdom?'

EXAMPLE

Statement:

Should all young people in the United Kingdom go on to higher education?

Proposed Arguments:

1. Yes; college provides an opportunity for them to wear college scarves. (WEAK, this would be a silly reason for spending years in college.)
2. No; a large percentage of young people do not have enough ability or interest to derive any benefit from college training. (STRONG. If it is true, as the directions require us to assume, it is a weighty argument against all young people going to college.)
3. No; excessive studying permanently warps an individual's personality. (WEAK, this argument, although of great general importance when accepted as true, is not directly related to the question, because attendance at college does not necessarily require excessive studying.)

TEST 5	
Argument	
STRONG	WEAK
1	<input type="radio"/> <input checked="" type="radio"/>
Argument	
STRONG	WEAK
2	<input checked="" type="radio"/> <input type="radio"/>
Argument	
STRONG	WEAK
3	<input type="radio"/> <input checked="" type="radio"/>

EXERCISES

Statement:

Should the government provide 'baby grants' to help support each dependent child in a family so that the family standard of living is not lowered by having children?

Proposed arguments:

15. Yes; many families who cannot now afford it would then provide better childcare, and this would greatly improve the general health of the nation.

16. No; such grants would seriously undermine parents' sense of personal responsibility for their own families.

17. No; government provision of 'baby grants' would involve additional public expenditure of money.

STOP
this is the end of the practice test

Watson–Glaser Critical Thinking Appraisal

Answers to Practice Test

TEST 1: Inference

1 ID

2 PT

3 T

4 F

TEST 2: Recognition of Assumptions

Assumption made

5 NO

6 NO

7 YES

8 NO

TEST 3: Deduction

Conclusion follows

9 YES

10 NO

11 YES

TEST 4: Interpretation

Conclusion follows

12 YES

13 NO

14 YES

TEST 5: Evaluation of Arguments

Argument

15 STRONG

16 STRONG

17 WEAK

Number Correct

.....

Number Wrong

.....

Practice Test Record Form

Candidate Details

SURNAME FIRST NAME
DATE OF TEST

INSTRUCTIONS TO CANDIDATES

The answers are on the reverse of this sheet. So do not turn over until you have completed the entire test.

TEST 1: Inference

T PT ID PF F
1

T PT ID PF F
2

T PT ID PF F
3

T PT ID PF F
4

TEST 2: Recognition of Assumptions

Assumption made

YES NO
5

YES NO
6

YES NO
7

YES NO
8

TEST 3: Deduction

Conclusion follows

YES NO
9

YES NO
10

YES NO
11

TEST 4: Interpretation

Conclusion follows

YES NO
12

YES NO
13

YES NO
14

TEST 5: Evaluation of Arguments

Argument

STRONG WEAK
15

STRONG WEAK
16

STRONG WEAK
17