

LISTENING 9-11

Time: 40 minutes

Maximum points – 40

Task 1. Listening and Vocabulary

You will hear an article from *The Times* about the way some children are brought up in Britain today. For questions **1-10** decide whether the following **statements are true (T), false (F), or not stated (NS)** according to what you hear, and for questions **11-30** do the **vocabulary tasks** that follow. You will hear the recording **twice**.

a) 1.1. True (T), false (F) or not stated (NS)?

1. Wealthy parents in London don't believe that private primary schools are as good as state primaries.
2. Private schools for children under the age of five have become selective in parts of London.
3. Pre-prep schools are fee-paying schools that take children from the age of two or three up to seven.
4. Parents are doing their children a favour by helping them avoid committing errors.
5. Risk taking is a useful tool in a child's development and parents need to learn to let go.
6. Competition between children of the same age is rarely beneficial.
7. Teachers at Eton College* don't worry if their pupils are under a lot of pressure.
8. Boys at Eton follow an academic programme of study; they do non-academic activities such as sport; and they get involved in self-motivated projects.
9. Boys enter Eton about age 13 and continue there until they are ready to enter university.
10. The role of a teacher/parent is to watch children practising acrobatics on the high wire.

*Eton College is an exclusive single sex public school in England where William, Prince of Wales, and his brother Prince Harry, Duke of Sussex, went.

b) Vocabulary tasks. Answer the questions below (11-30) about the words or expressions from the listening text.

1.2. For questions **11-13** **uncover** the clues and **combine** the two parts to make **compounds** from the recording for the definitions below. Study the example first.

*E.g. 0 animal+relative (a very strict parent who makes their child work very hard at school, and at other activities such as music, in order to be successful) **tiger mother***

11. the state of not being dangerous + (informal) the internet (*an arrangement that helps to prevent disaster if something goes wrong*) _____

12. an actor's part in a play, film, etc. + a copy of something, usually smaller than the original object (*a person that people admire and try to copy*) _____
_____;

a member of the nobility or the House of Lords + the force of the atmosphere on the earth's surface (*the force from people of your age or social group to behave like them in order to be liked or accepted*) _____

13. having a high temperature; producing heat + a building for people to live in, usually for one family (*a place or situation that encourages the rapid development of somebody/something, especially ideas and emotions*) _____

1.3. For questions **14-18 uncover** the clues and **combine** the two parts (prefix + root) to **form a word** from the recording. The **meanings of the prefixes and the roots** as well as **the definitions** are given. Study the example first.

Model: the meaning of prefix + the meaning of root = definition

E.g. 0 (in verbs, nouns and adjectives) before + (formal) to live or work in a room, house or building; to enter a place in a large group and take control of it, especially by military force = *thinking and/or worrying continuously about something so that you do not pay attention to other things* _____ **preoccupied**

14. (in adjectives, adverbs and nouns) extremely; more or better than normal + to choose somebody/something from a group of people or things, usually according to a system = *tending to extremely carefully choose which children to admit, especially according to ability* _____

15. (in adjectives and nouns) more than normal; too much + a person's father or mother = *a phenomenon characterised by excessive attention to children, when parents try to solve all of their children's problems and protect them from all dangers*

16. small; on a small scale + to control or be in charge of = *to control every detail of an activity or project, especially your employees' work* _____

17. (in adjectives) outside; beyond + the subjects that are included in a course of study or taught in a school, college, etc. = *not part of the usual course of work or studies at a school or college* _____

18. (in verbs and related nouns, adjectives and adverbs) the opposite of + to make somebody want to do something, especially something that involves hard work and effort = *to make somebody less keen to work or study* _____

1.4. 0 Check questions **19-23** for **mistakes** with the **words and phrases from the recording**; if there is one, put a cross (✗); if there is no mistake, put a tick (✓).
E.g. A number of measures were taken to alleviate the problem. ✗

19. The idiom ‘walk a tightrope’ means ‘to be in a difficult situation in which you do not have much freedom of action and need to be extremely careful about what you do’.

20. The correct transcription for the word ‘nemesis’ ((*formal*) a person or thing that has been an enemy for a long time; punishment or defeat that is deserved and cannot be avoided) is /'neməsi:z/.

21. The plural form of ‘curriculum’ is ‘curricula’ in British English and ‘curriculums’ in American English.

22. The noun ‘reflection’ (*careful thought about something, sometimes over a long period of time; your written or spoken thoughts about a particular subject or topic*) has an old-fashioned form ‘reflexion’ in British English.

23. The noun ‘advocate’ ((*formal*) a person who supports or speaks in favour of somebody or of a public plan or action) and the verb ‘advocate’ have the same pronunciation.

1.5. For questions **24-30** complete the **sentences with “Education words”** used in the recording. All the necessary words are given in the box. The **definitions** are provided.

approach	coaching	collaboration	competition	competitive	concept
debate	define	development	dialogue	drill	entrance test
experience	housemaster	mentoring	mistake	motivating	norm
portfolio	pressurize	private school	programme	project	psychological
review	self-motivated	tutor			

24. Extra _____ is available for students who might need a little more help. ((*especially British English*) the process of giving a student extra teaching in a particular subject)

25. He decided to use the carrot and stick _____. (*persuade somebody to try harder by offering them a reward if they do, or a punishment if they do not*)

26. Children who miss a lot of schoolwork through illness are usually allowed a home _____ who help them to succeed. (*a private teacher, especially one who teaches an individual student or a very small group*)

27. Students can _____ the material at their own pace before the exam. (*read or study information about something, especially in order to reach an opinion about it*)

28. The final term will be devoted to _____ work. (*a piece of work involving careful study of a subject over a period of time, done by school or college students*)

29. The government worked in close _____ with teachers on the new curriculum. (*the act of working with another person or group of people to create or produce something*)

30. A _____ approach to learning is discouraged. (*used to describe a situation in which people or organizations compete against each other*)

Task 2. Listening and Reading

Read the text below, then listen to the audio-recording on the same topic. You will notice that some ideas coincide and some differ in them. Answer questions **31-40** by choosing **A** if the idea is expressed in **both** materials, **B** if it can be found **only in the reading text**, **C** if it can be found **only in the audio-recording**, and **D** if **neither** of the materials expresses the idea. Now you have **8 minutes** to read the text and the questions.

Dictionaries are like watches, the worst is better than none, and the best cannot be expected to go quite true.

Samuel Johnson, 1709–84, English poet, critic, and lexicographer

[The] collective unconscious of the race is the OED.

James Merrill, 1926–95, American poet

Look it up!

If you're not sure what a word means, the easiest thing to do is to look it up in a dictionary. This is the second edition of the full *Oxford English Dictionary*. It was published in 1989 in twenty volumes with 22,000 pages and more than 615,000 words. It weighs nearly 70 kg.

Work started on the first *Oxford English Dictionary* in 1879. The editor, James Murray, thought it would take ten years to complete, but he soon realized that he would never be able to achieve this. After five years, his team, which included his eleven children, had only managed to reach the word 'ant'. Eventually, Murray succeeded in publishing the first part in 1884 with the last part following over forty years later.

The problem is that English is a living language, and it's always changing. If you look up 'hoodie' in the dictionary published in 1989, it isn't there, but today it's frequently heard in conversations, seen in newspapers and used on TV and in films. This is true for many other words, so there have to be constant updates of the dictionary. These used to be published as printed supplements. Today, there is an easier, more cost-efficient and more user-friendly way to keep the dictionary up to date: the dictionary is online. Just type in the word, and there it is: a hooded sweatshirt, fleece or other garment; a young person who wears a hoodie and is typically regarded as socially disruptive. You don't need seventy kilos of book to find your answers; simply switch on, log on – and read! There are definitions, pronunciations, spellings and examples of the word in use.

Keeping a dictionary up to date is a complex and expensive process. About sixty people are working on it here in Oxford. But how do they decide which new words should go in the dictionary?

“The Oxford English Dictionary uses three methods to try and identify new words: we use the corpus, we use the reading programme and we use the internet. A corpus is a collection of words from a language from newspapers, novels, even song

lyrics. And they can all be collected together so that people can then search it to try and find new words. I think the Oxford English Corpus currently has about two billion words, so it's extremely large. And the most common word is 'the'.

The reading programme is run in Oxford and we have a number of readers from throughout the world who are reading novels, newspapers, things like that, to try to find new words. Once they've found these new words, we can put them into an electronic database, which we call 'incomings'. And then editors are able to search through that to try and find new words to put into the dictionary.

We use the internet as the internet has hundreds of databases which we can search, again, to look for new words. It's also very useful because it will tell us how many people are using the word to make sure that lots of people are using the word. We can also use it to try and maybe find the earliest example of a word in English.”

So that's why 'hoodie' is now officially included in the dictionary online. From a simple piece of clothing made in the 1930s originally to keep workers warm, to a controversial item that has been banned in schools and supermarkets, it's surprising that the word only appeared in text for the first time in 1991. But the next time a complete *OED* is published, it will make it onto the page as well.

Now listen to editor, Diana Lea, talking about recent and future changes in dictionaries, and then do the task (**questions 31-40**), **comparing the text above and the recording**. You will hear the recording **twice**.

Statement	Both	Reading	Audio	Neither
31 Dictionaries are regularly updated.	A	B	C	D
32 Dictionary updates were previously published as printed supplements.	A	B	C	D
33 There is a special event held to choose new words.	A	B	C	D
34 The complete print dictionary can weigh like a human being.	A	B	C	D
35 Changes in technology are affecting both the format of dictionaries and the way in which they are updated.	A	B	C	D
36 Online dictionaries are economical and more convenient.	A	B	C	D
37 The word 'hoodie' is found in the recent edition of the online <i>Oxford Advanced Learner's Dictionary</i> .	A	B	C	D
38 Readers help to choose words for a dictionary.	A	B	C	D
39 In new words affixes can change their original meaning.	A	B	C	D
40 The <i>OED</i> is now available as an online publication which is updated every three months to keep it modern and relevant.	A	B	C	D

Transfer the answers to the answer sheet.

READING 9-11

Time: 40 minutes

Maximum points – 40

Task 1

The year **2023** was declared by President of the Russian Federation Vladimir Putin **the Year of the Teacher and Mentor** in order to recognize the special status of teachers, including those engaged in mentoring. This decision speaks of the high status of these specialists in our society and the importance of their work and is another important step towards enhancing the prestige of the teaching profession.

For questions **1-20** read the three texts on **the higher education systems in Russia, the US, and the UK** and do the tasks.

Higher education

Higher education is any of various types of education given in postsecondary institutions of learning and usually affording, at the end of a course of study, a named degree, diploma, or certificate of higher studies. Higher-educational institutions include not only universities and colleges but also various professional schools that provide preparation in such fields as law, theology, medicine, business, music, and art. Higher education also includes teacher-training schools, junior colleges, and institutes of technology. The basic entrance requirement for most institutions is the completion of secondary education, and the usual entrance age is about 18 years.

1.1. For items **1-5** complete the sentences **with two words** for which there are either **synonyms** or **confusables** in the text below. (In one case the word in the text is part of a compound.) Write the correct words and the corresponding words from the text (in the appropriate form) on your answer sheet. Study the example first.

E.g. 0 He _____ and never let anyone know — it was a matter of _____ and death. **won one life live**

1 Experts from industry, _____ (*the world of learning, teaching, research, etc. at universities, and the people involved in it*), and the government who were present at the forum got into an _____ over increasing spending on education.

2 The road along the _____ continues as straight as an _____.

3 Some people consider that _____ to university should be based on academic potential, others maintain that _____ should be free to anyone willing to get a degree.

4 She _____ her speech with a vote of thanks to the committee, and then suddenly _____ (*rude or offensive in manner or speech*) laughter broke out.

5 He _____ with a client at the Ritz, not far from 10 Downing Street, the British Prime Minister's official _____.

The system of higher education in Russia

Russian education is **one** of the most advanced and developed systems in the world. The higher education system in Russia is renowned for its achievements and emphasis in the field of science and technology. Many of the **courses** offered at state-funded institutions are focused around the sciences, but a large variety of humanities and social sciences programs are offered as well.

The schools of higher learning are divided into universities, where humanities and pure sciences are taught; institutes, where single fields are taught (e.g., law, medicine, and agriculture); polytechnical institutes, where subjects similar to those in the institutes are taught but with a broader scientific foundation; and **academies**, normally dedicated to specific subject areas such as art, architecture or science.

Another distinction of the Russian system is that it greatly extends the educational network by offering a broad **array** of carefully prepared correspondence courses. These courses are supplemented by **live** or recorded broadcasts and are further **augmented** by regional study centres. Many students are thus able to **proceed** (part-time) with their education while holding full- or part-time jobs.

Traditionally, the universities and institutes conducted their own **admissions** tests as **entrance** exams regardless of the applicants' school record. In 2003 the Ministry of Education **launched** the Unified state examination (USE or EGE) programme. Now students are admitted to higher-educational institutions on the basis of standardised tests for high school graduates, issued uniformly throughout the country. A few higher education establishments are still allowed to introduce their own entrance tests in addition to USE scoring

The duration of studies for a first degree ranges from four (Bachelor's degree) to five-six (Specialist degree) years. The curriculum consists of compulsory, alternative, and optional subjects. Candidates for a degree must take State final examinations in two or three basic disciplines related to a chosen special(i)ty and/or defend a final research paper/project. At the conclusion of a first-degree course, all students receive the same 'diploma', but students with the best results are awarded a 'distinction.' Access to 2-year MSc/MA programmes is competitive. The Master's degree is awarded after successful completion of two years of full-time studies. One year is dedicated to research which includes practice and preparation for a thesis defence.

Most institutions organize graduate schools for postgraduate studies. Postgraduate education (graduate school, **residency** in medicine, assistantship in the field of art, adjunctura in the field of military science) is available for persons who have a specialist degree or master's degree; the duration of study is from 2 to 4 years depending on academic discipline. A dissertation must be backed up by publications in **peer**-reviewed journals. The system makes a distinction between *scientific degrees* (Candidate of sciences, Doctor of sciences), evidencing personal postgraduate achievement in scientific research, and related but separate *academic titles* (dotsent and professor), evidencing personal achievement in university-level education.

1.2. For items **6-11** combine the two parts from lists **A** and **B** to form the words that fit the gaps (6-11) in the text below. You have more parts than necessary. The example (0) is given. 0 *classroom*

<p>A</p> <p><i>class</i> de pre pro post nation</p> <p>under en to trans e counter</p>	<p>B</p> <p>sure wide vision cript emphasise</p> <p>value graduate scribe ward part</p> <p><i>room</i></p>
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The system of higher education in the United States

The system of higher education in the United States differs from its
6) _____ in Europe in certain ways. In the United States, there is a
7) _____ assumption that students who have completed secondary school should have at least two years of university education. Hence, a great number of “junior colleges” and “community colleges” have sprung up to provide two years of undergraduate study, in contrast to the traditional universities and colleges, where a majority of students complete four years of study for a degree and where substantial numbers go on for one to three years of postgraduate study in a “graduate school.” Universities that provide four-year study courses are either privately funded foundations or are state or city foundations that depend heavily on the government for financial support. Private universities and colleges depend largely on tuition charges levied on students. The individual state governments fund the nation’s highly developed system of state universities, which **8)** _____ the provision of higher education for the vast majority of those willing and academically qualified to receive such education.

In the American system, the four-year, or “bachelor’s,” degree is ordinarily obtained not by passing a “finals” examination but rather by the accumulation of course “credits,” or hours of **0)** _____ study. The quality of work done in these courses is assessed by means of a continuous record of marks and grades in a course **9)** _____. The completion of a certain number (and variety) of courses with passing grades leads to the “bachelor’s” degree. The first two years of a student’s studies are generally taken up with **10)** _____ courses in a broad range of subject areas, along with some “elective” courses selected by the student. In the third and fourth years of study, the student specializes in one or perhaps two subject fields. Postgraduate students can pursue either advanced studies or research in one of the many graduate schools, which are usually specialized institutions. At these schools students work toward either a “master’s” degree (which involves one to two years of postgraduate study) or a doctoral degree (which involves two to four years of study and other requirements).

A marked feature of American education that derives from the German model is the **11)** _____ on lecture and examination. In both of these countries, students are evaluated according to their performance in individual courses where discussion and written essays figure importantly.

1.3. For items **12-20** put the following parts in the **correct order** to complete a paragraph summarizing **the system of higher education in Great Britain**.

12 13 14 15 16 17 18 19 20

The system of higher education in Great Britain

The autonomy of higher-educational institutions is strikingly pronounced in Great Britain. Its universities enjoy almost complete autonomy ...

0 j from national or local government in their administration and the determination of their curricula, despite

a) The greater the number of “advanced level” passes, rather than General Certificate of Secondary Education (formerly “ordinary level”) passes, that a student acquires,

b) to which candidates for admission are able to give their choice of universities in an order of preference.

c) rather than the standard four years. Great Britain’s academic programs are more highly specialized

d) while the remaining minority of students take “pass” courses that cover a variety of subjects. Great Britain’s model of higher education has been copied to varying degrees in Canada, Australia, India, South Africa, New Zealand,

e) the fact that the schools receive nearly all of their funding from the state. Entry requirements for British universities are rather complicated. A student must secure a General Certificate of Education (corresponding to the French *baccalauréat*)

f) This selective admission to universities, combined with the close supervision of students through a tutorial system, makes it possible for most British undergraduates to complete a degree course in three years

g) by taking examinations in various subjects and receiving passing marks in them.

h) the better his chances are of entering the university of his choice. Britain has a centralized admissions bureau

i) than their European continental counterparts. Most undergraduates follow an “honours” course (leading to an honours degree) in one or, at the most, two subjects,

... and other former British colonial territories in Africa, Southeast Asia, and the Pacific.

Task 2

2.1. Read the article about **brain training** and for questions **21-28** decide in which paragraph (**A-F**) the writer does the following (if the questions do not match any paragraph, write **N** (none)):

- 21** describes how brain plasticity can be used as a tool in the classroom
- 22** mentions an area where brain plasticity comes into conflict with existing ideas
- 23** maintains that experimentation with the brain is of paramount importance today
- 24** demonstrates how brain plasticity can optimize two functions of the brain
- 25** claims that humans have more than one cause for optimism thanks to brain plasticity
- 26** points out some of the limitations of brain plasticity
- 27** illustrates what kind of tasks the average adult can achieve due to brain plasticity
- 28** explains how the science of brain plasticity evolved

2.2. For items **29-33** find words or expressions with **brain** in the article for the definitions (**29-33**) and use them in the gapped sentences in the correct form (**a-h**). You have **more** sentences than necessary. Study the example first:
E.g. 0 *the process of improving your mental abilities, or of changing the impression that something gives* **i** He won a complete _____ in the show *Redesign My Brain.* **0 brain makeover i**

Definition	Example
29 <i>to ask smb a lot of questions about smth because they know more about the subject than you do</i>	a She often projects the image of a somewhat _____ aunt who can never remember anyone's name.
30 <i>an idea or invention of one person or a small group of people</i>	b The band's drummer is _____ their latest venture.
31 <i>to think very hard or for a long time about smth</i>	c There were some real _____ in the quiz.
32 <i>the most intelligent person in a particular group who is responsible for thinking of and organizing smth</i>	d Women have been _____ into thinking that they must go out to work in order to fulfil themselves.
33 <i>a problem that is difficult but fun to solve</i>	e We _____ but we couldn't come up with a solution.
	f I need to _____: what can you tell me about credit unions?
	g I couldn't see how I could get home from the station – then I had a _____.
	h The TV programme was the _____ of the producer.

2.3. For items **34-40** look carefully at each line (marked **34-40**) of the article. Each line contains a **misused word**. The word can be **misspelt** or be **grammatically wrong** or the line can contain a **confusable pair** instead of the correct word. Write down the wrong word and the correct one next to it on your answer sheet. E.g. *0) seen scene; 00) datum data*

THE PLASTIC BRAIN

A Do we have to settle for the brain we are born with, or are we able to change it? After undergoing a radical brain makeover for his three-part show *Redesign My Brain*, Australian TV personality Todd Sampson would undoubtedly agree with **34)** the later. In the three months that coincided with the episodes of the show, Todd acted as a guinea pig, allowing his ordinary brain to be turbocharged into a super brain. By the end of part one, we hear him memorize and reel off the order of a shuffled deck of cards at the World Memory Championships; at the end of part two, he creates an urban artwork and puts it up in a derelict building for the public to visit. *0)* Then, in the closing scene of the final part, we see him exercising a supreme amount of self-control to get over his greatest fear: being chained, handcuffed and blindfolded underwater, and having to break out of his bonds. Todd pulled off these feats under the guidance of psychologist Michael Merzenich, the brains behind the fastest growing new science on the planet: neuroplasticity, or brain plasticity, as it is also known.

B To appreciate Dr Merzenich's breakthrough, we need to explore the body's nervous system. This is divided into two parts: the central nervous system, made up of the brain and spinal cord, and the peripheral nervous system, which passes on signals from the sensory receptors to the spinal cord and brain and carries messages **35)** from here to the muscles and glands. The peripheral nervous system has long been known to be adaptable – if you cut a nerve in your hand, it can 'regenerate' **36)** or heal itself. The central nervous system, on the other hand, was thought to lack **37)** flexibility. Working on the hypotheses that each part of the body is mapped onto its own particular area of the brain, Dr Merzenich carried out a series of experiments to track the effect of a damaged nerve on the central nervous system. If it was hard-wired, as most scientists believed, the area corresponding to the damaged nerve should no longer react to a stimulus. Dr Merzenich found out, however, that the area **38)** responded to stimuli from the nerves to the left and right of the damaged nerve instead, revealing that the unused map space on the brain had been taken over by the other nerves. Having succeeded in showing how brain maps could alter their borders and location and change their functions as well, Dr Merzenich coined a new term for the phenomenon: plasticity.

C In his eagerness to find a practical application for his discovery, Dr Merzenich turned his attention to the difficulties some children have at school. Somewhere between five and ten per cent of children have a language disability that holds up their capacity to read, write, or even follow instructions properly. Dr Merzenich picked the brains of psychologists who had already done research in the field until he came to the conclusion that the problem was caused by the auditory *00)* cortex neurons transmitting data too slowly in the brain, preventing the child from being able to hear speech clearly. Then he had a brainwave. The solution, he realized, would be to provide exercises exclusively for this part of the brain, which

would speed up the decoding process and enhance the child's ability to interpret language. Teaming up with three other leading psychologists, Dr Merzenich launched Scientific Learning, a company armed with the mission of producing a program to help language-impaired and learning-disabled children. The result was the *Fast ForWord* program, a revolutionary training software which exercises every brain function involved in language. The company's brainchild has been hugely successful, allowing the average user to move ahead 1.8 years of language development in six weeks. Moreover, scans taken afterwards usually reveal that the child's brain has begun to resemble that of a child with no reading difficulties at all.

D Dr Merzenich's brain training is not confined to children, as evidenced by Todd Sampson's experiences in *Redesign My Brain*. Even in adults, the benefits of the exercises are astonishing. At the start of Todd's show, his thinking speed, measured by the rate at which he correctly categorized objects, came in at 0.893 seconds, while after brain training he managed to accomplish a much more **39)** impressive speed of 0.493 seconds. A similar improvement occurred with his attention. At the start of the show, he could accurately make out two numbers among letters flashing across a screen 64.4% of the time, but after the exercises he achieved a near-perfect accuracy rate of 95.6%. By following the course that Dr Merzenich designed especially for him, Todd was able to increase his thinking speed and sharpen his attention by more than 30%.

E Despite the fact that Todd Sampson has not yet reached middle age, his remarkable transformation offers hope for the elderly, who have been brainwashed by traditional psychologists into believing that mental ageing is inevitable. Tens of thousands of papers have been published offering various hypotheses on the physical and chemical processes that occur in the brain as neurons die. In contrast to mainstream psychology, Dr Merzenich pins the deterioration on the neglect suffered by our brains in later life. He claims that once our schooling is complete, we spend the rest of our lives repeating the same daily tasks, thereby giving up stimulating the organ. As a result, our brains gradually become atrophied, our memories begin to fade and we get more and more scatterbrained as time passes. Through another of his companies, *Posit Science*, Dr Merzenich has developed exercises that he believes can halt this decline. These brain-teasers are intended to preserve the plasticity of the brain as people age and extend mental life span to match that of the rest of the body.

F Until Dr Merzenich's research, psychologists had been racking their brains to explain why the shape of the human brain differs from one person to another. London taxi drivers, for example, have a much larger memory centre because they **40)** need to remind the thousands of streets that make up the city of London. Neuroplasticity has helped to clear up the mystery, but more importantly, it has the potential to turn around our lives in the future. Not only does it provide the means for combating learning disabilities in the young, but it is also able to improve the quality of life of the elderly. And that cannot be bad when you consider that a person has a 47% chance of developing Alzheimer's disease once they reach the age of eighty-five.

Transfer the answers to the answer sheet.

USE OF ENGLISH 9-11

Time: 60 minutes

Maximum points - 60

Part 1. Culture

Task 1

For items **1-15** fill in the gaps in the text about **the most prestigious universities in the UK and the US** choosing an **appropriate word or phrase** from the box below (write **a-z**). Choose one item **once only**. There are **some extra items** which you do not have to use.

- | | | | | | |
|------------------------|-------------------------|--------------------------|-------------------------|---------------------------|----------------|
| a) <i>Stanford</i> | b) <i>Princeton</i> | c) <i>Pennsylvania</i> | d) <i>Harvard</i> | e) <i>Yale</i> | |
| f) <i>Birmingham</i> | g) <i>Massachusetts</i> | h) <i>public schools</i> | i) <i>state schools</i> | | |
| j) <i>learning</i> | k) <i>scholarships</i> | l) <i>tuition</i> | m) <i>certificate</i> | n) <i>degree</i> | |
| o) <i>tripos</i> | p) <i>viva voce</i> | q) <i>supervisions</i> | r) <i>seminars</i> | s) <i>full professors</i> | t) <i>dons</i> |
| u) <i>Boat Race</i> | v) <i>Football Cup</i> | w) <i>climbing</i> | | | |
| x) <i>mortar board</i> | y) <i>top hat</i> | z) <i>academic dress</i> | | | |

Oxbridge

Oxbridge is a word made from the names Oxford and Cambridge and is used to refer to the universities of Oxford and Cambridge together.

Oxford and Cambridge are the oldest universities in Britain. They are generally also thought to be the best universities to study at. An Oxbridge **(1)** makes a good impression with many employers, and graduates of these universities may have an advantage when applying for jobs. Although efforts are made to attract more students from **(2)**, many of the undergraduates at each university have been educated at independent schools. The upper class have traditionally sent their children to Oxbridge, and many prime ministers and politicians studied there. To many people, Oxford and Cambridge seem very remote places where only the very privileged can study.

Students at Oxford and Cambridge must be accepted at one of around 30 partly independent colleges. Students are chosen after an interview in the college they want to go to. The teachers are called **(3)** Each college has its own teaching and research staff, who are fellows of the college, and its own buildings, including hall (= where members of the college eat), a library, a chapel, and rooms for students to live in during the term. The buildings are often arranged round a quad. Until the 1970s colleges were single-sex, but now all Oxford colleges and almost all Cambridge colleges are mixed. The universities provide other facilities for all students to use, including laboratories, lecture rooms and libraries.

The teaching system is different from that at most other universities. Students have tutorials, called (4) at Cambridge, at which they read their essays to their tutor, a fellow who is a specialist in what they are studying. There are usually no more than one or two students at a tutorial and tutorials are arranged by the college. Students also go to lectures that are arranged by the university and open to all students. Terms are short, and students are expected to prepare for them in the vacations. Final examinations at Oxford are called schools, and at Cambridge the (5) Undergraduates at Oxford and Cambridge study for a BA degree, but after a period of time graduates can convert their BA to an MA (Oxon) or an MA (Cantab) without doing any further study. *Oxon* is short for *Oxoniensis*, and *Cantab* for *Cantabrigiensis*, Latin for ‘of Oxford’ and ‘of Cambridge’.

At Oxford students sometimes have to wear gowns, at dinner in hall or when they go to see the college principal. When they sit examinations or go to a degree ceremony they have to wear (6) This is known as *subfusc*, and consists of black trousers or skirt, black shoes and socks or tights, a white shirt and a black or white tie. They also wear their gown and a (7) (= a black hat with a flat, square top) and, when they graduate, a hood that shows their status. At Cambridge students only have to wear gowns when they matriculate (= become members of the university) and at graduation.

The two universities are academic rivals, and also compete in debating and sport. The (8), held each year around Easter, attracts national attention. Rugby and cricket teams play against each other in varsity matches, as well as against professional teams.

The Ivy League

US universities and colleges organize themselves into conferences, groups of institutions that are near each other and do certain activities, such as sports, together. The most highly respected of these groups is the **Ivy League** in the north-eastern US. Its most famous members are (9) and (10) Universities, whose strong competition in various sports is like that between Oxford and Cambridge Universities in Britain. The other members of the Ivy League are Columbia University, Cornell University, Dartmouth College, Brown University, (11) University, and the University of (12) The name **Ivy League** comes from the ivy (= a (13) plant) that grows on the old buildings of the colleges.

Ivy League institutions have a very high academic reputation, and many more people want to attend them than are able to do so. They are very expensive, with high (14) fees, although (15) are available to help students who cannot pay for themselves. People who are educated in the Ivy League have a good chance of finding a well-paid job, and many political leaders have been to Ivy League universities. Many other colleges and universities in the US offer a high standard of education but none has the status of the Ivy League institutions.

Task 2

For questions **16-22 match** the names of the **famous British personalities** with their **contribution to the development of the English language** (write **a-n**). There are **more** descriptions than necessary. *E.g. 0 o*

0) James Murray o	19) Geoffrey Chaucer
16) Caedmon	20) William Caxton
17) William the Conqueror	21) Samuel Johnson
18) Alfred the Great	22) Noah Webster

a) (1422-91) the man who first brought the printing machine to England in 1476. Many of the books he published were French stories which he translated himself. By printing books in English, he had a strong influence on the spelling and development of the language. The East Midlands dialect was used, mainly because it was spoken in London and used by government officials. Slowly standard spellings developed. However, after this time, the sounds in many words changed or disappeared. As a result, there are now thousands of words that are spelt in the way that they were pronounced then.

b) the first English-speaking king since 1066. In the following century English took the place of French in the home, in education, and in government. It also became the language of written communication so that after 1450 most letters were in English, not Latin.

c) the king of England from 1603 to 1625 and of Scotland from 1567 to 1625. He is associated with the Jacobean period in literature and the arts. In 1604 the new king ordered a translation of the Bible into English. There were many different English translations of the Bible and he wanted to have one main translation. The translators used old words, even ones that were out of date or were becoming unusual. They also aimed to make the language sound like poetry when it was read out and usually they succeeded. The Authorized Version (1611) became the main English version of the Bible for hundreds of years (and some Anglican churches continue to use it). It was also read in people's homes and taught at school, and for many people it was the only book that they read again and again. As a result, it had an important effect on the English language.

d) the greatest writer in the English language, having the largest vocabulary of any English writer and making about two thousand new words, and a large number of expressions which are now part of Modern English. His plays are written mainly in verse and are greatly admired for their poetic language, dramatic technique and literary style; his poems are famous for their beautiful language and strong emotion.

e) the first person to teach people 'correct' English pronunciation. In the 1750s and 1760s he gave talks to large numbers of important people about the 'correct' sounds and pronunciation of English words. Like correct spelling and grammar, correct pronunciation was a sign of education and class.

f) a schoolteacher, the author of the first purely English dictionary 'A Table Alphabetical' (1604), treating some 2,500 words with explanations of their meaning and sometimes which language they had come from.

g) (1667-1745) an Irish writer, one of the greatest satirists in English literature. He wanted to fix the English language because he disliked spelling changes, newly fashionable words,

the habit of shortening words, and 'bad' grammar. He wanted a group of people to 'fix' the language by making grammar rules, making lists of words that were incorrect, and deciding on correct spellings. In 1712 he wrote 'A Proposal for Correcting, Improving, and Ascertaining the English Tongue'. The idea never succeeded, partly because other people realized that change in a language was unavoidable. But it made people think about the need for everyone to use the same spelling and grammar. As a result, different spelling guides, dictionaries, and grammar books began to appear.

h) the king of England from 1066 to 1087, after invading England and defeating King Harold II at the Battle of Hastings in 1066. This conquest had a very great effect on the development of the English language. Norman French immediately became the language of the governing classes and remained so for the next two hundred years. French and Latin were used in government, the Church, the law, and literature. Very little was written in English, although English monks continued writing 'The Anglo-Saxon Chronicle' until 1154.

i) the king of Wessex from 871 to 899, after winning an important battle, made an agreement with the Vikings to separate England into two parts. In order to bring back the centres of learning that had been destroyed, he decided to make English, not Latin, the language of education and literature. So at the age of forty he learnt Latin and began translating books into Old English. He also started a history of England in English: 'The Anglo-Saxon Chronicle'. This was written by monks in different parts of the country.

j) the first English poet (in the 7th century). According to Bede (an English monk and historian, the author of 'Ecclesiastical History of the English People', written in Latin, the first serious work of English history), he worked for a monastery, looking after the cows. One day he woke up after having a dream and was able to write religious poetry in English. Only a small part of his work survives.

k) (1758-1843) a US teacher and author, who felt very proud of American English and is best known now for his 'American Dictionary of the English Language' (1828). It explained about 70,000 words and gave American English the same importance as British English in the minds of Americans. He also helped to establish a standard American spelling of English with 'The Elementary Spelling Book' (1783). His name is now used on many dictionaries published by different US companies.

l) 14th century poet and writer, often called 'the father of English poetry' because he was the first major poet to write in (Middle) English rather than Latin or French. He wrote in the East Midlands dialect (spoken by people living in the Oxford- London-Cambridge triangle) and used many words from French. He also used rhyme, which was used in French and Italian poetry.

m) (1709-84) an English writer and critic, remembered for his many clever remarks and his 'Dictionary of the English Language' (1755). He worked on this dictionary for nine years, with the help of six other people. The dictionary explained more than 42,000 words, and as well as the meaning of each word, it gave the pronunciation and history of the word, and an example from literature to show how the word was used. Though not perfect, the dictionary was an immediate success and remained the most important English dictionary in Britain for more than a century.

n) used English for the first time at the opening of Parliament in 1362.

o) (1837-1915) a Scottish lexicographer who is mainly remembered as the first editor of 'The New Oxford English Dictionary' (later called 'The Oxford English Dictionary'), published between 1884 and 1933. The dictionary gave a detailed history of the English language.

Task 3

For questions **23-30** complete the following **idioms and expressions** with the **'Education words'** in the appropriate form. The **definitions** are provided.

0 *learn*

E.g. 0 I had no idea they were related. Oh well, you live and _____ .
(used to express surprise at something new or unexpected you have been told)

23 Your request will be dealt with in due _____ . (at the right time and not before)

24 Frank and I will never get along. We're _____ and cheese.
(*British English*) if two people or things are like this or as different as this, they are completely different from each other)

25 Children learn to use computer programs by trial and _____.
(the process of solving a problem by trying various methods until you find a method that is successful)

26 Whether this new technology will stand the _____ of time remains to be seen. (to prove to be good, popular, etc. over a long period of time)

27 Your honesty does you great _____. (deserve to be praised)

28 Just because someone has expensive designer gear, it doesn't mean they have a free _____ to be mean to my staff. (not punished for something bad they have done, or given permission to do something bad)

29 He belongs to the _____ of thought that says that competition can be very stimulating for children. (a way of thinking that a number of people share)

30 In the longer _____, children of depressed mothers are more likely to suffer from childhood depression. (used to describe what will happen a long, short, etc. time in the future)

Part 2. Language

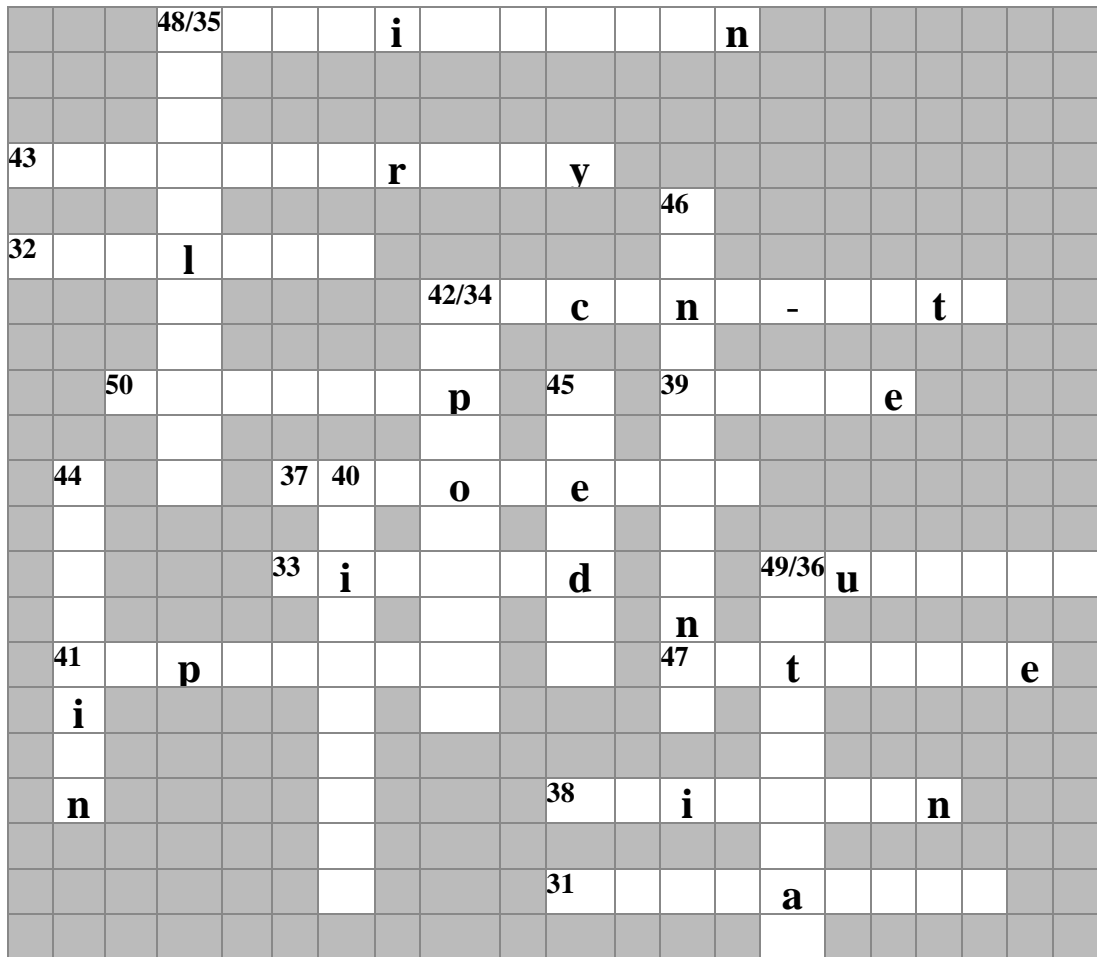
Task 4

Read the text below on some **educational issues** and for items **31-50** solve the **crossword** using the **definitions** in brackets. Some letters are provided.

Issues of Education

It is interesting that in some countries which are supposedly classless, the educational system is based on **31)** (*British English*) *the policy of dividing school students into groups of the same level of ability*), which means that children are educated according to their **32)** (*a level of skill or intelligence*), with the more **33)** (*having a lot of natural ability or intelligence*) children separated from the others. **34)** (*people who like a political party, a sports team, an idea, etc.*) of this system say that more **35)** (*good at learning, understanding and thinking in a logical way about things; showing this ability*) children will be helped to achieve their full **36)** (*qualities that exist and can be developed*) in this way and that these children will be held back if they have to share lessons with less clever pupils. **37)** (*people who are against something and try to change or stop it*) of this system, on the other hand, **38)** (*to keep stating that something is true, even though other people do not agree or do not believe it*) that it creates an educated **39)** (*a small group of people in a society who are powerful and have a lot of influence, because they are rich, intelligent, etc.*), a special class of **40)** (*sometimes disapproving*) *having special rights or advantages that most people do not have*) people who are encouraged to think of themselves as **41)** (*better in quality or greater than somebody/something else*) to the others. Similarly the others may, as a result of being labelled **42)** (*not very good or impressive*), develop some kind of **43)** (*the state of not being as good as somebody/something else*) complex. In a word, such a system is divisive, since it creates a **44)** (*a disagreement or difference in opinion, way of life, etc., especially between members of a society or an organization*) between people.

Another important question in education is the amount of **45)** (*the power or right to do or say what you want without anyone stopping you*) and choice children should be given at school. The conservative view is that a **46)** (*following what is traditional or the way something has been done for a long time*) system of strict rules is best. However, critics of this **47)** (*the way that you think and feel about somebody/something; the way that you behave towards somebody/something that shows how you think and feel*) say it causes regimentation, as in the army, and discourages children's natural **48)** (*the ability to create pictures in your mind; the part of your mind that does this*) and spontaneity. We must ask ourselves what the **49)** (*the intention, aim or function of something; the thing that something is supposed to achieve*) of education is: to cram children's heads with facts or to encourage them to **50)** (*to start to have a skill, ability, quality, etc. that becomes better and stronger; to become better and stronger*) their natural abilities in their own way?



Task 5

For items **51-53** choose the correct options (**A, B, C, or D**).

51 Circle the odd one out.

E.g. 0 A comprehensive school B independent school C private school D public school A (A is funded and run by the state; the other options are privately financed)

a) **A** Oxford **B** Eton **C** Harrow **D** Rugby

b) **A** A-level **B** BA **C** CBE **D** GCSE

52 True or false?

a) All students in British schools do the *AS level* exam. **A** true **B** false

b) A *school* is a large group of fish. **A** true **B** false

53 Choose the correct option.

a) At which of these places could you not study for A-levels?

A further education college **B** sixth form college **C** grade school

b) Which is correct – **A, B, or C**? *When we first moved to England, I couldn't understand much because my friends at school used a lot of*

A slang **B** dialect **C** accent

Task 6

The difference between **pronunciation and spelling** in English causes a lot of confusion. For questions **54-56** write **the correct spellings** of the **transcribed words**.

54. She was a /ˌkɒnʃiˈeɪʃəs/ teacher, popular among her /ˈkɒliːgz/

55. According to the traditional /ˈhaɪərəːki/ of the sciences, /saɪˈkɒlədʒi/ is far separated from physics and mathematics by the intervening sciences of chemistry, biology, and neurophysiology.

56. There were /ˌʌnfəːˈsiːn/ obstacles to overcome. The only way to improve was through hard work and dogged /ˌpɜːsəˈvɪərəns/

Task 7

There are **some mistakes** in each of the sentences below (**57-60**). The mistakes can be those of **spelling** or **punctuation**. For questions **56-60** write the corrections.

E.g. 0 Let's ask professor Ragan to stick to his principals. **Professor**
principles

57. He agreed, that all the evidence needed to be re-examined, so the noise began to lesson. _____

58. After Helen was expeled from school at 15, she arrived in the country as an unaccompanied miner. _____

59. I can't explain, why I feel that I miss my true vacation in life by not working with children. _____

60. I can't help wandering why, after talking to his headmastress, he donated \$20 million to his alma mutter, Columbia University.

Transfer your answers to the answer sheet!

WRITING 9-11

Time: 40 minutes

Maximum points - 20

Your teacher has recently used the quotation “*The value of an education in a liberal arts college is not the learning of many facts but the training of the mind to think something that cannot be learned from textbooks*” by Albert Einstein to start a class discussion **on the essence of education**.

Some people think that the subjects taught at school are not relevant to real life, and young people are ill-prepared for survival in today’s competitive world. Others maintain that the younger generation should be provided with a general education of academic value, regardless of the skills needed to survive in the job market.

What do you think the main aims of education should be? Is it most important to make students memorize facts, for example, long lists of historical dates? Or is it essential to teach them practical skills which might prove necessary in the workplace or in everyday lives? Or maybe education is about teaching values and becoming a good citizen? Or rather we should aim for a balance of developing caring and at the same time intelligent students capable of critical thinking and taking decisions and acting on their own initiative, as well as providing them with the necessary academic background and a set of useful skills?

Following the discussion, you were offered to participate in **a competition** in which students have to express their views on **the subject of the aims of education**. **Respond to the points** raised and **express your own views**, with reference to the **education systems of the countries you know** and **your own learning experience**.

Write your **competition entry** in about **180 – 200 words**, including **your own title**.

Cover the following points:

- how you understand the phrase ‘the essence of education’ and what its main purposes are;
- to illustrate your reasons, provide examples from the education systems of your country and the countries you know well, using your background knowledge, as well as personal examples;
- use original ideas about the topic and give reasons for your opinion; emphasize the multipurpose aspect of education.

Write your **competition entry** covering the points above on the **answer sheet** in around **180-200 words**.

Write in your own words. DO NOT quote from the input.

Don’t forget to check and transfer your answers to the answer sheet.