

## TEST Z JĘZYKA ANGIELSKIEGO DLA KANDYDATÓW DO SZKOŁY DOKTORSKIEJ NAUK HUMANISTYCZNYCH UŁ 2023

### ***I. Listen to the business interview and decide if the statements below are True or False. (20 points)***

- 1) HomeworX is an application created to offer more revision exercises for students. [False]
- 2) According to Anna Oliveira, parents should always help their teenage children with homework. [False]
- 3) Parents do not often have sufficient knowledge to help their children with homework. [True]
- 4) The app allows students to work with tutors online. [True]
- 5) It is necessary to sign up for online support. [True]
- 6) The app connects tutors and students within the same city. [False]
- 7) The tutoring service of HomeworX is free of charge. [False]
- 8) The application is beneficial for both students and tutors. [True]
- 9) Anna's personal problems resulted in her creating HomeworX. [True]
- 10) The application lacks popularity. [False]

*(Adapted from English File, fourth edition, OUP)*

### ***II. Listen to five people talking about learning words and languages. Match each speaker to the situation they mention. (10 points)***

Speaker 1 [associating the name of an object with an unrelated image]

Speaker 2 [confusing the meaning of words which sound the same]

Speaker 3 [learning the word for the first time]

Speaker 4 [misunderstanding a regional accent]

Speaker 5 [misspelling words]

*(Adapted from English File, fourth edition, OUP)*

### ***III. Read the following extract and do the subsequent exercises:***

#### Is law a social science? Lessons from a Canadian law school

From their very first lecture, law students are told not to equate legal ethics with morality, to ignore emotional responses to cases, and to dismiss any idea of reforming the law. Instead, they are taught legal positivism or 'pure law'. Pure law is the teaching of law without the 'baggage' of the social sciences: without history, politics, philosophy, morality, or ethics.

Over the years, there have been many attempts to remedy this, with varying levels of success. Thomas Jefferson, the third U.S. president, helped found the College of William & Mary, America's first law

school. At William & Mary, students were taught law within the context of politics and history, while given the chance to take part in mock legislative assemblies. It was there that they critiqued the law and debated legislative proposals. However, the least recognized and perhaps the most ambitious attempt to reform law schools was by the first dean of the University of Toronto Law School, W.P.M. Kennedy.

In 1934, Kennedy proposed a radically different vision of legal education. Instead of ignoring the social sciences, Kennedy wanted to teach law as a social science itself. He aimed to teach law as a fundamental tool to structure society, correct political problems, and serve people's needs. In other words, he wanted law to be used as a form of "social engineering." He and others believed that without law, there would be anarchy, whereas with law, society is given structure. A proper study of law, in Kennedy's view, should involve analyzing how society is structured (politics), why it is structured that way (philosophy), how it came to be structured that way (history), and the effect of that structure on society (enforcement). Under Kennedy, the University of Toronto Law School would therefore allow law students to critique the law and suggest law reforms to increase its effectiveness. It originally aimed to achieve as much by teaching subjects like economics, history, philosophy, and political science. All these subjects were compulsory in the early years of the school's existence. But unlike the Toronto Law School, most modern law schools are dismissive of the very idea that law is a social science. What's more, law firms continue to insist that lawyers should be narrowly trained in technical, vocational skills for the job, not broad theoretical ideas.

Training lawyers in a wider sense to appreciate morality, history, and philosophy would give graduating students a greater understanding of public service and human society. It would assist in the creation of well-rounded political leaders since, frequently, our politicians and prime ministers are law graduates. Teaching law as a social science would also change the common stereotypes about lawyers: the idea that lawyers are disconnected from their clients' needs, or that they are selfish, greedy, and unethical, caring little for public service. Pushed even further, the teaching of law as a social science could fundamentally transform our society. It could help train lawyers to fight government corruption, unethical laws, and institutions as well as create laws based on the principles of justice, fairness, and the needs of our society.

*(Adapted from The Conversation, an online journal)*

***a) Decide whether the following statements are True or False. (10 points)***

1. At the beginning of their education, law students are taught that legal ethics and morality are one. [False]
2. At William and Mary, students could take part in real legal meetings. [False]
3. Kennedy's attempts to reform legal education are well known. [False]
4. Kennedy's vision of legal education was like Jefferson's. [True]
5. Kennedy thought that the law helped structure society. [True]
6. Under Kennedy, the Toronto Law School curriculum included a variety of subjects. [True]
7. At the Toronto Law School, students were allowed to question the present legal order. [True]
8. Today, law firms seek broadly educated lawyers. [False]

9. Students who are taught 'pure law' would make better political leaders. [False]  
10. Lawyers are rarely believed to be selfish, greedy, and unethical. [False]

***b) For each word or phrase below, find a synonym in the text as in the example. Write ONE word in each space. (20 points)***

0. a formal talk on a serious subject given to a group of people - lecture  
1. consider or cause two things to be the same or equivalent to each other - [equate]  
2. cure, heal or improve a situation - [remedy]  
3. gatherings, meetings - [assemblies]  
4. a state of lawlessness or political disorder - [anarchy]  
5. the quality of producing an intended or desired result - [effectiveness]  
6. obligatory - [compulsory]  
7. relating to an occupation or employment - [vocational]  
8. recognize the full worth of sth - [appreciate]  
9. help - [assist]  
10. always wanting more than is needed - [greedy]

***IV. Fill in the gaps with the words listed below. There is one word you will not need. Put it in the space provided. (6 points)***

**VARIOUS NEATLY BEING HAVING DIFFERENTLY PERFORMING**

Science is primarily based on asking questions and (1) [performing] tests and analyses based on these questions. Moreover, (2) [having] curiosity is what prompts scientists to ask these questions in the first place. Besides, (3) [being] inquisitive is one of the most important components of being a successful scientist. Scientists are constantly collecting and analyzing data, all of which must be (4) [neatly] organized and documented. Good organizational skills allow scientists to remain on top of their statistics and findings and efficiently draw conclusions between (5) [various] pieces of information.

Unnecessary word: (6) [differently]

(Adapted from: <https://www.indeed.com/career-advice/career-development/what-is-a-scientist>)

***V a. Language elements - choose the correct option. (10 points)***

**1) Can you tell me when [a]?**

- a) the conference takes place  
b) the conference take place  
c) does the conference take place  
d) will the conference take place

**2) Your boss [c] you three times this morning.**

- a) called
- b) called to
- c) has called
- d) has called to

**3) They are believed [b] it many times before.**

- a) to do
- b) to have done
- c) they did
- d) they have done

**4) Let me know as soon as you [a], please.**

- a) have finished
- b) finished
- c) will finish
- d) would finish

**5) They wish they [d] it long ago.**

- a) would prepare
- b) prepared
- c) have prepared
- d) had prepared

**6) We are not accustomed [d] such things.**

- a) with
- b) by
- c) in
- d) to

**7) This computer needs [a] immediately.**

- a) repairing
- b) to repair
- c) to be repair
- d) be repaired

**8) They all insist [a] it being done right now.**

- a) on
- b) in
- c) to
- d) about

9) He passed the exam [b] he wasn't well prepared.

- a) however
- b) although
- c) despite
- d) nevertheless

10) Do you [b] to know the results of the survey?

- a) like
- b) happen
- c) think
- d) get

*V b. Word formation. Complete each sentence with the correct word derived from the given words.  
(9 points)*

1. I was on a [residential] course last week. **RESIDENCE**
2. Many [proposals|propositions] were put forward at the meeting. **PROPOSE**
3. I am looking for a job, [preferably] related to my studies. **PREFER**
4. They wanted to leave the lecture early, so they asked for the professor's [permission]. **PERMIT**
5. Let's discuss it, it's a matter of great [significance]. **SIGN**
6. One of the [criticisms] of this film was very poor acting. **CRITIC**
7. This interesting theory says that we're not the [descendants] of the Neanderthal man. **DESCEND**
8. John is not particularly gifted but [willing] to work hard to succeed. **WILL**
9. We are deeply [appreciative] of your advice. **APPRECIATE**

*VI. Complete the letter by choosing the correct word or phrase. (15 points)*

Dear Sir/Madam,

I am writing (1) **to apply / applying** [to apply] for the Tenure-Track English Professor position at Teal University (2) **so / as** [as] advertised on the university's online job board. Starting as a Graduate Teaching Assistant at River University and continuing through the last five years as a Senior Lecturer, I have over seven years of experience teaching at the post-secondary level.

While in my Ph.D. program, I (3) **dealt / completed** [completed] teaching instruction courses in English composition, professional writing and literature. Further, I have published articles about education and Modernist literature in a variety of peer-reviewed journals, and Bale University Press is publishing my doctoral dissertation, Metaphysics and Modernist Poetry, early next year. With my experience as an instructor and researcher, I am confident that I can be an integral member of TU's English faculty.

As a Senior Lecturer at River University, I have taught two sections of Early Modernist Poetry **(4) for / since** [for] 10 semesters. Last year, I started teaching a new course called Imagist Poetry During WWII **(5) thus** / **that** [that] focuses on the work of Ezra Pound, Amy Lowell and Hilda Doolittle. In these classes, I developed lectures and classroom exercises and taught intensive research methods. Also, I have taught online freshman English classes for three years at the Community College of Providence that focus on standard conventions of composition, grammar and genre.

The job posting states the department is looking for a professor with a demonstrated ability to create and direct unique courses, and I possess **(6) this / such** [such] strengths. My combined classroom experiences have helped me **(7) develop / developing** [develop] my pedagogical skills so **(8) as / that** [that] I can target lessons toward individuals' strengths and challenges. This dedication has earned me highly positive feedback from my students and the faculty at River University. In 2018, River's English department awarded me the Mary Henry Winston Fellowship for **(9) excellence / excellence** [excellence] in undergraduate teaching. I intend to continue this high caliber of instruction at Teal University.

My pedagogy combines reader-response theory and structuralism, and I encourage my students to give equal value to their emotional experiences of reading as I do to their textual analysis. **(10) In / As** [In] doing so, the classroom becomes a site where my students feel a sense of belonging in the history of literature, **(11) what** / **which** [which] makes them more avid readers even outside of the classroom. I have also found that sharing our subjective experiences of reading makes for a more respectful and generous class. My students have responded well to my approach, and two of my pupils have won undergraduate research awards for their work in my class.

**(12) Apart of / Besides** [Besides] teaching, I am an avid and outgoing researcher and have been a participant in the last three conventions of the Modern Literature and Art Association. In my first presentation, I detailed the effect of William Carlos Williams' medical practice on his poetic theory. Through a close reading of the poem "January Morning (Suite)," I showed that Williams believed **(13) being / to be** [being] a doctor was a source of heightened perception, a quality necessary for poets.

In 2019, I **(14) chaired / did** [chaired] a discussion panel on the co-occurring rise of psychoanalysis and surrealist art in the early 20th century. I proposed that each discipline believed that accessing and manipulating the personal unconscious could affect great social change. The discussion resulted in a spirited debate that prompted me to reexamine some of my conclusions. This new investigation forms the basis of my most recent book on the politics and economics of different schools of poetry over the last hundred years. I am happy to provide additional materials, such as a sample syllabus or scholarly publication, at your request. Thank you for your time and consideration. I look forward to discussing this position with you further.

**(15) Yours sincere / Yours faithfully** [Yours faithfully],

*John Hanson, Ph.D.*