

Answer Key

LISTENING COMPREHENSION TEST

Общее количество баллов – 40.

Каждый пункт теста оценивается в 2 балла.

За каждую орфографическую ошибку/ пропущенное слово снимается 0,5 балла.

TEXT 1

1. full-time students
2. part-time students
3. distance learners
4. make an appointment
5. (your) ID card
6. Economics
7. French Literature
8. the new restaurant
9. 150
10. national newspapers

Tapescript

Librarian Good morning. My name is Mandy and I am going to tell you a little about the John R Jones Memorial Library here at Blackwater College. We regard the library as a gateway to the resources that you as students at the college may need. The majority of you are *full-time students* - you may find you spend a lot of time here. Even those of you who are *part-time students* will no doubt require the services too. I hope that by the end of this short talk you will know the services the library has to offer, including the website, and how to get any further help you may need. Sorry, I forgot there may be a few *distance learners* on the tour today. I'll explain about the online facilities and borrowing by post scheme a little later on.

This is the main site of the library, but we also have the Rivergate building and the Fieldhouse Library. The Rivergate building houses the Geography resources, that is the book collection and the journal collection as well as the map collection. The hours and days of opening of the Rivergate collection are the same as this building except that it is closed on Christmas Day and New Year's Day. The Fieldhouse Library contains a specialist collection of local history and if you want to visit it you will need to *make an appointment*. Those two facilities are the only exceptions to the rule that all the Blackwater College libraries are open 24 hours a day, seven days a week, 365 days a year. However, to gain access to the facilities you must have *your ID card* - no ID card, no entry. We have heard all the stories and excuses and we don't accept any of them. Just remember your ID card!

Now I must apologize for the mess you can see around you today. Libraries should be quiet places, but unfortunately this is not currently the case here. This new building has been

here for only two months, and as a result we have not quite finished moving in! So far, we have moved most of the book and journal collections from the old library into this new building. There are two exceptions: we are currently moving the *Economics* collection here, which should be installed by tomorrow, and we will be moving the *French Literature* collection into this building next week. But, as you can see, we are still building *the new restaurant*. We will finish it, we hope, very shortly. We have finished the cafe, however, and students can use it during the library opening hours. We have recently installed 150 computer places and we will be adding another 100 shortly, so that there will be plenty for everybody very soon. Very shortly this library will be one of the finest in this part of the country. Don't forget that the library isn't just about academic books. In addition to the books and journals there is a wide range of *national newspapers* available from the librarians on request. I'd like to mention the different ways you can get help in using our resources. Don't forget our website at www.mlbc.ac.uk. There are the full catalogues, and journal access is available if you have your password and ID number. Now, any questions?

TEXT 2

1. B
2. B
3. B
4. B
5. A
6. agriculture
7. air-conditioning
8. summer school
9. class size
10. parental support

Tapescript

Lecturer So, having seen that the six-term system has passed the test of cost-effectiveness, we can move on to the educational aspects of this arrangement. Firstly, all the terms would be approximately the same length. Instead of terms up to thirteen weeks, which we have now, there could be a repeating pattern of seven weeks of term time plus two weeks of vacation. This would be repeated six times per year. How does this affect the effectiveness of the educational provision? The most noticeable result would be that the very long summer holiday would be reduced in length. This by-product of the six-term system could be beneficial. There is plenty of evidence of huge learning loss by pupils during the summer holidays. By learning loss, we mean the amount that pupils forget - or lose - during a holiday break. Ashley carried out a number of analyses which showed this conclusively. He investigated 39 studies examining the effects of summer holidays on standardized test scores. His analyses indicated that summer learning loss equalled two weeks to seven weeks of instruction. On average, children's test scores were three weeks lower than when they left school in the previous term. He also found differences in the learning loss effect according to subject. The subjects he analysed were reading, writing, and maths, and he found that the effect was greatest in maths and reading. Furthermore, although all social groups experienced roughly similar learning loss in the field of maths, the studies found that disadvantaged children showed even greater losses in reading skills. So the problem of learning loss in traditional schools is clear. However, the results of studies into the six-term system and learning loss are ambiguous. Marchmont found that pupils in six-term schools maintained their test scores after the shorter holiday period. This is certainly an improvement on the traditional system where, as we have seen, pupils perform worse after the summer break. Benson, however, found no differences between those in traditional schools and on the six-term schedule. It would seem reasonable that if long holidays result in learning loss, then shorter holidays should result in less learning loss. So we await the outcome of further studies. Historically, of course, everyone knows the reason for our system of three terms per year. In days when agriculture was of much greater importance in our working lives, it was essential that the children helped with the harvest. Later on this changed and more people

moved into the towns, but then there was a new problem. Before air-conditioning, it was very impractical to try to teach children in the summer months. Nowadays, that's no longer a barrier. One way of providing something different is the summer school. Here there is a completely different kind of educational provision. Cooper and others investigated 93 summer schools and the results they achieved. They all had a positive effect on learning. Most summer schools, of course, have small classes and class size was shown to have a positive effect. Additionally, summer school children usually benefit from a great deal of parental support - not least because payment of fees is involved - and this, as so often, was shown to produce very good outcomes. Results were most impressive in maths in general.