

LEARNINGGUILD

CERTIFICATE

IN

REASONING AND EXPRESSION

WRITTEN EXAMINATION

OCTOBER 2014

Time allowed: half an hour for reading the paper and making notes upon it, and two-and-a-half hours for writing answers. **Times recommended for each section are based on the assumption that the initial half-hour has been well used.**

Paper for writing answers will be distributed at the end of that half-hour. Put a given name and your family name at the top right of each sheet you use. **Write the whole or the earlier part of your answer to any section on the page that has that section's number.** Use the back of a sheet for a second page and for any other even page of an answer. Write in ink (preferably black). To make it easier for examiners to write legible comments on your pages, leave clear the margins at left and right and the space at the foot of the page.

1. CORRECTION

(Recommended time: 15 minutes.)

Most but not quite all of the following sentences contain one or (usually) more errors in one or more of the following eight categories: grammar, punctuation and spelling; use or non-use of apostrophes, capitals and inverted commas; word-order and choice of word(s). Where you consider a sentence correct, just put 'Correct' after writing the sentence's letter; where you consider one to be incorrect, write out in full a correct version of it. On the one hand, you should in each case ask yourself "Does this sentence, considered as a piece of written English, need correction because of errors or awkwardness?". On the other, you should make no unnecessary changes.

- a) 75% of our caravan parks facilitate not only to your needs, but your pets too.
- b) I need to ask which of these fields do you, or have you, worked in?
- c) Enthusiasm for growing vegetables was imparted to them, along with the relevant skills.
- d) He came up the social mobility from being a rubber tapper to a great educator.
- e) Unlike most Australian carriers which charge for checked luggage, this fee must be paid at the Airport upon check-in.
- f) The likelihood of the trial lasting that long is extremely unlikely.
- g) This cheque contains a microprinted line which, if absent, could indicate a fraudulent document.
- h) We were heartened by his mention of the word dynasty which infers he will be part of it.
- i) Just because you don't yet have an offer of a place, doesn't say that you can't enquire where else you might get one.
- j) The strategy of using songs has great impact on language teaching till present, and students learn quicker in comparison to other techniques.
- k) The knowledge and experience shared with the students is not what is poured into them that counts but what was planted.
- l) Your simple mannerism and disciplined life carpeted with profound character has set a glaring example for many to follow.

2. INSERTION OF PUNCTUATION, ETC.

(Recommended time: 15 minutes.)

The following consists of a report of and then a response to an imagined conversation between two persons, Max and Jill, about uses of the word 'industry'. Write it out with suitable punctuation and capital letters, putting what you regard as the remarks of each person, and any other quotations, into double inverted commas, and indicating with single inverted commas, as was done in the previous sentence, that **a word or set of words** is being **talked or written about** rather than **used**. Underline any set of words that you take to be the title of a book, and divide the passage reasonably into two paragraphs.

max began youve come across such phrases as the football industry and even the education industry yes indeed jill replied i hate them really said max isn't it just logical to talk that way so much moneys involved indispensable to those enterprises theyre big businesses look said jill industry belongs in such a phrase as commerce and industry which refers respectively to engaging in buying and selling and to manufacturing in each case as people say for ones living and primarily so neither sport nor education should be engaged in primarily i emphasize that word for that motive or for anyones profit theyre corrupted if they are the compilers of the shorter oxford english dictionary begin their entry for this most recent use by telling us that an industry in that sense of our word is as they put it a particular profitable activity notice the brackets around that word they are not of course thereby disagreeing with jill's view

3. EXPLANATION AND COMMENT

(Recommended time: 30 minutes.)

The two paragraphs below are close to the end of a book of 1937, *The Good Society*, by Walter Lippmann (1889-1974), the famous American political philosopher. For most of the 1930s, at the end of which the Second World War began, Germany was dominated by Hitler and his Nazis, Italy by Mussolini and his Fascists, and Russia by Stalin in a Communist regime. In none of these countries was much or any tolerance given to dissenters. Read the two paragraphs with reference to what is asked of you on the opposite page, and then write your three answers. It is suggested that you write about 150, 100 and 200 words respectively.

Of the many rationalizations of tyranny the subtlest is that which teaches the individual that he is a cog in a corporate machine or a cell in a collective organism. Men have learned to defend themselves against personal sovereigns, against the doctrine that as slaves they belong to their lord, as subjects to their king. But in the presence of the anonymous master, the super-organism of the collectivists, they do not so easily discern its inhuman pretensions and brutalizing dominion.

For the demand that men be subordinated and submerged in the mass is easily mistaken for the ideal of a fellowship of free individuals in which the human personality realizes some of its noblest possibilities. It is not always easy to distinguish between the patriotism of the collectivist who sacrifices the individual and the patriotism of free men who sacrifice themselves voluntarily; or to distinguish between social obligation which is the respect of persons for the legal and equitable rights of others and social discipline which means that men's lives are to be planned and administered by their superiors. The counterfeit resembles the real thing just enough to be deeply confusing. Thus many cannot even distinguish between the plebiscites by which dictators ratify their supremacy and the elections by which free men choose their public servants, between acquiescence which dictators obtain when individuals are cowed, corrupted, and without recourse, and the consent of self-governing societies.

- i) Show how this passage enables you to understand what view of the nation and individual citizens of it is held by people called here by Lippmann **collectivists**.

- ii) What two things do you especially notice in Lippmann's set of words in the last sentence "the elections by which free men choose their public servants"? Explain why you do or do not approve his choice of words in each case.

- iii) In the first sentence of the second paragraph, Lippmann writes of "the ideal of a fellowship of free individuals in which the human personality realizes some of its noblest possibilities". How would you reply to someone who said "Any politician, any advertiser, would tell you that's romantic nonsense"? (Refer to two or three "possibilities" that Lippmann might have in mind.)

4. FACTORS AND ARGUMENTS

(Recommended time: 30 minutes.)

A woman named Joan, let us imagine, puts the following case to us. What is the conclusion that she wants us to accept? How can you tell that it is her **conclusion**? (The conclusion of an argument or set of arguments doesn't necessarily come at the end.) By examining what she says and her choice of factors to consider, determine to what extent, if at all, she has given us good reasons to accept that conclusion. Write about 350 words in all. Refer when you wish to particular paragraphs by writing 'P1', 'P2', etc.

How often we say "I don't know whether I can manage by myself", or "You managed that very well", or, thinking, as we so often have to do, of a group that needs leadership, "Can you manage that by tomorrow?"— and so on, and so on. We talk about management of life everywhere, don't we?

Think what a mess groups of people get into when there's no one to manage them properly. They get in each other's way; they do things in different ways instead of all in the same way so that they all know what's expected of them, and what to do when they fill in for one another; they're not shown how to cooperate.

Can there be anything more important, then, not just in companies and sporting teams (where the need is obvious), but in schools and universities, than good management? Or, therefore, anything more important in faculties of education than the study of world's best practice in management? If you took me to a faculty of education, I know what my priority would be: I'd say: "Don't talk to me about your 'luxury' courses, all too theoretical, in history or philosophy of education. Who is your top person in educational management?"

What makes a good school or university? Without doubt, a principal or a vice-chancellor who's a good manager. He or she can make the right policy decisions simply because he's studied the work of the top people in management studies.

Even in schools, boys and girls who are appointed as form or team captains, or prefects, but haven't been first taught at least the basic principles of management and leadership, are sure to make mistakes.

We can take a still wider view to back up what I've advocated here. You know how classes are held for men who are soon to be fathers. What do they need more than to attend to such questions as "How are we going to manage the birth?" and "How are you going to manage your family life?"

5. ESSAY

(Recommended time: one hour.)

Write on ONE of the following twenty topics, making sure that your essay remains entirely relevant to that topic, is balanced and well paragraphed, and covers an appropriate range of factors and considerations. Write 500-800 words.

- A) Give your own views on the question, discussed in the passage at Section 2, how widely the word ‘industry’ should be used. (Don’t limit yourself to the areas discussed by Max and Jill, and consider the view that it doesn’t matter whether we call any enterprise an industry or not.)
- B) Describe three different situations (actual or imagined) in which leadership is needed, and three different qualities of which you would wish the leader to have at least one.
- C) The Australian Prime Minister, Mr Tony Abbott, was quoted in the *Melbourne Age* on October 14th as saying: “Let’s have no demonisation of coal. Coal is good for humanity, coal is good for prosperity, coal is an essential part of our economic future, here in Australia and right around the world.” Examine and discuss these remarks.
- D) In the same newspaper on the same day, the same Prime Minister was quoted as disapproving of a decision by the ANU (Australian National University) not to go on investing in some mining companies. He said: “I think this is a bit of unnecessary posturing, frankly. The important thing for investors is to look for good returns” Explain whether and why you do or do not hold the same view.
- E) “Most of us are out of our comfort zone when we’re in groups consisting of both men and women.” To what extent do you agree? Where people are in that state in such company, does it show that there’s something seriously wrong?
- F) Describe a river and its surroundings, or a park, or a particular example of botanic gardens, to which you like to go, and two places there to which you’d wish to take a visitor.
- G) “The days in which long-term loyalty is valued, to a company or a team or a school or a university, are just about over. The question has to be ‘What will advance my career?’” Discuss.
- H) “Should we print that, or leave it to be accessed electronically?” Explain some of the contexts in which that question arises or will arise, and what some of the relevant considerations are or may be.

- I) “In order to prevent a disastrous spreading of our cities into immense length and breadth, we have to build with greater heights and densities than ever before. That means the end of the suburban garden.” Discuss.
- J) Describe a particular building, built area or sculpture about which there is controversy. What different views are held about it, what is your own, and how would you defend it?
- K) Describe an experiment (whether of a scientific or another type) that you would like to perform, and explain why.
- L) A says: “For children and teenagers, education must above all be entertaining: otherwise you won’t get or keep their attention.” B replies: “Why don’t you allow them the chance to be serious human beings?” Along what lines do you think the discussion between A and B might continue? Make your own substantial contribution to such a discussion.
- M) “Cigarette advertising and packaging have rightly been curbed by law, but that can’t be done to limit the sales of so-called junk food. We need both education and advertising to encourage children and adults to **want and aim** to be as healthy and energetic as they can be: then they’ll eat sensibly and exercise vigorously.” Discuss.
- N) What do you think are some of the factors that cause some men to be violent to women who are or have been their wives or partners? How can these factors be made less prevalent?
- O) “This country should have a closer relationship with” Name another country, explain your choice, and say with examples how you think that closer relationship might be developed. (If your home country is not the one you are in now, choose either to be “this country”.)
- P) “I want my children to have nothing but the best.” Discuss whether that is an unwise remark. If you think that it is, what are some general remarks that you’d rather hear from a parent, and why those?
- Q) Discuss, with examples, the question of how one can best decide whether to broaden or narrow one’s range of interests and activities.
- R) Describe, whether you were in it or not, a sporting or theatrical event that stands out in your memory.
- S) “Whether on radio or on television, interviews are better than discussions.” Giving examples, discuss whether or not we should agree with that statement.
- T) “The Fatherhood of God.” “The brotherhood of man.” Make a start on discussing one or both of those phrases.
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