

Министерство образования Республики Беларусь  
Учреждение образования «Витебский государственный  
университет имени П.М. Машерова»  
Кафедра английского языка

**EDUCATION**  
**ОБРАЗОВАНИЕ**

*Учебно-методическое  
пособие*

*Витебск*  
*УО «ВГУ им. П.М. Машерова»*  
*2008*

УДК 802.0(075)  
ББК 81.432.1-923  
Е25

Печатается по решению научно-методического совета учреждения образования «Витебский государственный университет имени П.М. Машерова». Протокол № 2 от 19.12.2007 г.

Автор-составитель: старший преподаватель кафедры английского языка УО «ВГУ им. П.М. Машерова» **Г.Ш. Бочкова**

Рецензент:  
заведующий кафедрой английского языка УО «ВГУ им. П.М. Машерова»,  
кандидат педагогических наук, доцент *Л.И. Бобылева*

**Education = Образование** : учебно-методическое пособие / авт.-сост. Г.Ш. Бочкова. –  
Е25 Витебск : УО «ВГУ им. П.М. Машерова», 2008. – 133 с.  
ISBN 978-985-425-946-8.

В учебно-методическое пособие включены оригинальные тематические тексты, а также языковые и речевые упражнения и практические задания по теме «Образование».  
Предназначается для студентов IV курса филологического факультета.

УДК 802.0(075)  
ББК 81.432.1-923

ISBN 978-985-425-946-8

© УО «ВГУ им. П.М. Машерова», 2008

## CONTENTS

Предисловие .....	4
Introduction .....	5
I. The Teacher .....	6
II. Teacher-Pupil Relationship .....	19
III. School and Schooling education in Great Britain .....	35
IV. Higher Education .....	84
Supplementary material .....	117
Литература .....	133

## ПРЕДИСЛОВИЕ

Настоящее пособие предназначено для студентов 4-го курса отделения английского языка филологического факультета. Основной задачей студентов на данном этапе является качественное совершенствование навыков и умений практического владения иностранным языком в основных формах и функциональных сферах его актуализации.

Пособие состоит из 4-х частей и дополнительного материала для проектной работы, в которых представлены оригинальные тексты по теме «Образование», дающие возможность осуществлять работу над тематикой, предусмотренной программой, где ведущую роль играют общественно-политические и страноведческие темы.

Каждая часть включает тематическую лексику и систему лексических упражнений, а также ряд заданий на развитие устной речи студентов. Главным критерием отбора лексики для активного усвоения явилась частотность ее употребления в современном английском языке. Включение в словарь ряда слов и выражений, менее употребительных в языке, диктовалось задачами речевой коммуникации при обсуждении ряда тем. Лексические упражнения, предназначенные для активизации словарного запаса и предупреждения речевых ошибок при обсуждении, способствуют развитию чувства языка и языковой компетенции студентов.

Для дальнейшего совершенствования монологической речи предлагаются сообщения и доклады на общественно-политические и страноведческие темы, а также реферирование текстов с родного языка на иностранный.

Для совершенствования диалогической речи в пособие включены такие активные формы речевой деятельности, как ролевая игра, диспут, дискуссия. Задания, стимулирующие самостоятельные высказывания студентов по вопросам этики, морали, способствуют формированию личности студента.

Для совершенствования навыков аудирования предлагаются аутентичные аудиоматериалы, отражающие различные функциональные стили речи и сферы общения.

Кроме того, в пособие включены задания для контролируемой самостоятельной работы студентов.

## INTRODUCTION

### Pre-reading-task

What do you think teaching practice is aimed at?

### Reading

**Read the text and say whether the author's impressions of teaching are positive.**

### **Our Teaching Practice**

As we are training to be teachers we have our teaching practice in the final years at the Institute. We spend one or two weeks observing lessons in different forms and watching demonstration lessons given by the best teachers of the school, then give lessons ourselves.

I've been fortunate enough to have my practice at a specialist school. The teachers of the school are highly trained, competent professionals, mainly young and energetic, enthusiastic and ready to experiment. They are quite at home in the subjects they teach. The school is well equipped with necessary facilities.

I gave five periods of English a week and observed 10 more periods, not only English, but also other subjects in order to become better acquainted with the children I was going to teach. All in all I gave 45 lessons.

The children whom I taught were active and full of their own ideas. Most of them were friendly and responsive. Discipline was quite satisfactory in my lessons, even when there was no other teacher in the classroom with me. There were only 4 troublemakers who tried to take advantage of my inexperience. Two of them were really "problem" children. Both were from the families in which the parents didn't want to and couldn't bring up their children.

I spent a lot of time in preparing for my lessons. I wanted them to be exciting and I was eager to make my pupils attentive, responsive and creative. I understood that the pupils were inattentive and badly behaved only when the lesson was boring or when they felt that the teacher was too lenient and permissive to them.

There were many teaching aids at our disposal to achieve effective classroom learning. When video was used the pupils were invited to look, listen and discuss.

Three pupils in my class lagged behind their classmates having missed many lessons through illness. I tried to coach each of them through individual classes at the end of the school day.

Marking written work in English took me ages, especially compositions. I tried to mark my pupils' homework in my free periods at school so that I didn't have to carry a bag full of workbooks home every night.

A teacher has a thousand and one duties. Apart from giving lessons all the student teachers were to organize this or that kind of extra-curricular work for pupils. I gave a talk on popular English fairy tales and helped the children to hold a meeting on the topic “The Right to Happiness”.

One of the most popular types of mass extra-curricular work is club work. Our students of the Art faculty helped the members of the school artistic group to organize their exhibition. They put up drawings on stands in the hall of the school and invited the children’s parents and friends. The drawings were imaginative, dynamic and colourful.

When giving my first lessons, I was all nerves. But the teachers of the school were so sympathetic and helpful, so willing to give me advice, that I overcame my doubts and regained my self-confidence.

### **Do the following exercises**

#### **1. Find the English equivalents for the following:**

Проходить педпрактику, старшие (выпускные) курсы, открытый урок, наблюдать за уроком, провести урок, свободно владеть предметом, ТСО, нарушители дисциплины, воспользоваться неопытностью, отставать, по болезни, проверять работы, заниматься дополнительно (подтягивать), «окно» в расписании, внеклассная работа, вывесить на стенде, обрести уверенность, отзывчивый, снисходительный, школа с углубленным изучением предмета, потакающий, условия/оборудование.

#### **2. Speak of your teaching practice.**

### **I. THE TEACHER**

#### **Reading 1**

#### **And Gladly Teach**

September, 7

Dear Ellen,

It’s a far cry from our dorm in Lyons Hall (Was it only four years ago?), a far cry from Chaucer and a far cry from Professor Winters’ lectures on “The Psychology of the Adolescent”. I have met the Adolescent face to face; obviously, Professor Winters had not.

You seem to have done better with your education than I. While you are walking with your baby or taking a shower in the middle of the third period, I am automatically rubbing out obscene words from the blackboard.

What I really had in mind was to do a little teaching “and gladly wolde he lerne, and gladly teche” — like Chaucer’s Clerke of Oxenford, I had come eager to share all I know and feel; to imbue the young with a love for their language and literature; to instruct and to

inspire. What happened in real life was something else again, and even if I could describe it, you would not believe me.

But it's the truth.

In homeroom they went after me with all their ammunition: whistling, shouting, drumming on desks — all this with an air of innocence, while I stood there, asking for attention, my eyes on all 46 at once.

By the time I got to my subject classes, I began to feel lost under a mass of papers — directives, circulars, letters, notices, forms, blanks, records. It was especially difficult because I am what's known as a "floater" — I float from room to room.

There's a whole vocabulary to be learned. My 3rd termers are "special-slows"; my 5th termers are "low-normal" and "average-normal". So far, it's hard to tell which is which, or who I am, for that matter.

I made one friend and one enemy. And I saw hate and contempt on the face of a boy — because I am a teacher.

The building itself is hostile: broken windows, gloomy corridors and an auditorium, which has no windows. That's where we had an assembly this morning. Picture it: the air heavy with hundreds of bodies, the principal's microphone-voice crackling with sudden static: "...a new page; for here at Calvin College we are all free and equal, with the same golden opportunity..." The students are silent in their seats. The silence has nothing to do with attention; it's a silence, ready to be broken at a moment.

The teachers stand in the passages: a hen-like little woman with a worried profile; a tall young man with amused eyebrows; a round lady — my colleagues, as yet unknown.

"...precious than rubies. Education means..." — he's obviously winding up for a finish — "...and if you have any problems, remember my door is always open." Significant pause. "And so, with this thought in mind, I hope you will show the proper school spirit, one and all."

Released at last they burst, and I with them, into the hall.

"Where is your pass?" says the elevator man gloomily. "Have you got an elevator pass?" "I'm a teacher," I say silly, as if caught in a lie. For only teachers, and students with a serious disability, may ride in the elevators. Looking young has certain disadvantages here; if I were a man, I'd grow a mustache. Or better still — a beard.

This morning, the students standing on the street in front of the school parted to let me pass — the girls, their faces either pale or masked with make-up; the boys looking at me with interest.

"Hey — eeah!" the two-note whistle of insolent admiration followed me inside.

It seems to me kids were different when I was in high school. But the smell was the same unmistakable school smell.

I joined the other teachers on line at the time clock, and gratefully found my card. I was expected: Someone had put my number on it — 91. I punched the time on my card and put it on the shelf. I was in.

But when I had written my name on the blackboard in my room, for a moment I had a strange feeling that it wasn't spelt right. It looked unfamiliar — white and drowning in that hard black sea.

I am writing this during my lunch period, because I need to reach towards the outside world of sanity, because I am overwhelmed by the clerical work still to be done, and because at this hour of the morning normal ladies are still sleeping.

We have to punch.

(From *Up the Down Staircase* by Bel Kaufman)

### **Do the following exercises**

#### **Ex.1. Explain or paraphrase the following:**

To imbue, termer, adolescent, special slows, high school, floater, ammunition, clerical work, the outside world of sanity, to release, to punch, insolent.

#### **Ex. 2. Confirm or refute the following statements:**

1. The lectures of Professor Winters were far from real life. 2. The pupils met the young teacher with hostility. 3. She had a lot of clerical work to do. 4. The young teacher had noble ideas and intentions in mind when she came to Calvin College.

#### **Ex. 3. Discuss the text answering the following questions:**

1. Who is the author of the letter? 2. Who is the letter addressed to? 3. Did the young teacher find Professor Winters' lectures on psychology useful? Did lectures on psychology and pedagogics come in handy to you during your teaching practice? 4. Do you agree that Ellen has done better with her education than the author of the letter? 5. What did the young teacher have in mind when she came to work to school? 6. Was it easy to realize her noble intentions at Calvin College? 7. What difficulties did she come across? 8. Why did she think that it was a disadvantage to look young? Do you also think that to look young is a disadvantage for a teacher? 9. Do you think that a teacher has too many duties to perform?



## Reading 2

### WHO ARE WE?

In an attempt to lure more people into the teaching profession, the Government has launched a TV commercial in which celebrities, including the Prime Minister, recall a particular schoolteacher who influenced their lives. While the prospect of getting credit from famous alumni may appeal to the next generation of teachers, this is not the only instinct, which drives people into the profession. Why do they really do it?

#### (1) The missionary



THE MISSIONARY

As Tony Blair would be the first to point out, teaching always attracts some idealists and philanthropists, drawn to the “caring” and “giving” side of the job. In a secular age teaching appeals to those who, in a previous life, might have been evangelists or missionaries, committed to the guidance of lost souls and the development of buried talents. Missionary-teachers, however, are not always ego-free — what could be more appealing to the ego than eventually being acknowledged and credited by someone who succeeds? It is this peculiar marriage of altruism and egotism, which informs the Government’s current advertisement, reflecting perhaps the pious yet ambitious PM who endorsed it.



THE EXHIBITIONIST

#### (2) The exhibitionist

Teachers are given a ready-made, regular audience. As such, the profession will always attract second-rate comedians and frustrated thespians. The OED describes the “ham actor” as “an inexpert or ineffective performer “who rants and overacts” — a description applicable to at least one teacher in almost every school. One of my former pupils is a professional stand-up comic, working as Rory Bremner’s warm-up man. He told me recently that, as his teacher in the sixth form, I had been his “inspiration”. He admitted, though, that this inspiration took a rather negative form — for he recognized that his own efforts at stagey humour could not possibly be worse than mine.

#### (3) The fascist

Teaching is always likely to attract someone fascinated by power and the exercise of authority. For those with authoritarian leanings, the prospect of regimenting hundreds of impressionable youths into uniform procedures appeals.

This aspect of the profession has been diminished by the demise of corporal punishment in schools; nevertheless, there are still ample opportunities for punitive activity and disciplinarian tactics. A pupil who left a neighbouring

school last year described his schooldays as “institutional humiliation”. But this would have required a very high quota of fascist-teachers in one school, which, while common up to the 1970s, would be unusual today. He must have been very unlucky.



#### (4) The bureaucrat

During the last few years, schools have become remarkably complex in their administration — making them fertile territory for those with pen-pushing, mandarin-esque instincts. There are endless opportunities for producing and reproducing pieces of paper, which make no sense. Accordingly, the number of internal jobs requiring some interest in administration, or “management” has grown - with financial reward for those who hold them. Indeed, the chances of promotion within the profession now depend on a mastery of arcane bureaucratic language and some familiarity with the enervating disciplines of “management science”. The result is that today’s ambitious ladder-climbing teacher is, in effect, a surrogate civil servant. Schools, unsurprisingly, have become very dull places as a result.



#### (5) The scholar

Even in these days of GCSE and national curricula, schools still claim a link with traditional academic disciplines. Consequently, teaching may still appeal to someone who was adept at passing exams and who prospered in dusty libraries or empty archive offices. This is especially true of arts and humanities scholars, whose MAs and PhDs offer little prospect of remunerative employment.

Scholar-teachers usually face early disenchantment: the job simply does not lend itself to the reflective, hesitating approach of pure academic study. This harsh truth was discovered by a colleague who had just completed a doctoral thesis on electioneering in 18th-century England. Having started his first week of teaching practice with seminar-style discussions of Lord Grey and the 1832 Reform Act, he finished it with papier-mache models of Napoleon.

Such debauchment of academic study is quite usual, and normally severs any real interest teachers had in their specialist subject.

#### (6) The hearty

For those devoted to sport or outdoor activity, school teaching again offers you useful opportunities. This is particularly true in the independent sector, where extracurricular activities remain untouched by teachers’ strike action over the last 20 years. Within independent schools, one



often finds teachers who are defined not by any academic subject but by an obsession with physically robust activities like soccer, rugby, trekking, mountaineering and so on.

Hearty-teachers have no cause for complaint. After all, where else could you be paid over 20,000 pounds a year for walking up Snowdon and running football teams for the under-12s?



### (7) The cynic

When compiling these categories of teachers, it is easy to overlook what may be the biggest group of all, viz, those who entered teaching not out of any enthusiasm, but because other jobs looked even worse. These cynic-teachers have no real interest in their subjects, have no fondness for any extracurricular activity, are not especially theatrical, are as familiar with bureaucracy as anyone else, and are not turned on by the exercise of power. In short, they are ordinary working people who simply want to earn a living, and can see benefits in a job with three months' annual leave and relatively short office hours.

The happiest cynic-teachers will always be those who have tried other jobs before entering the profession. That way they can be assured that, in other jobs too, it is possible to be bored and miserable, while still working longer hours with much shorter holidays.

These seven categories are not mutually exclusive. It is quite possible, for example, to be both a scholar and an exhibitionist, or both a fascist and a hearty. But what this categorization shows, I hope, is that teaching (contra the new advertisement) is really a Profession for the Displaced. For it comprises those who should really be elsewhere – be it Voluntary Service Overseas, small-scale provincial theatre, the Prison Service, the town hall planning office, the basement of a university library, various Outward Bound centers or simply at home doing nothing. It isn't true that those who can do and those who can't teach. It is just that those who can teach can't be bothered to do anything else.

### **Do the following exercises**

#### **1. Practise reading the following words:**

Alumni, philanthropist, evangelist, pious, thespian, regiment, demise, corporal, punitive, quota, mandarin-esque, bureaucrat, bureaucratic, bureaucracy, arcane, surrogate, curricula, adept, archive, remunerative, papier-mache, debauchment, sever, robust

#### **2. Give synonyms and antonyms (if possible) for the following words:**

Alumni, secular, ego-free, to endorse, pious, a frustrated thespian, the exercise of authority, ample opportunities, punitive activity, arcane

language, surrogate, adept, remunerative employment, disenchantment, to overlook, to rant and overact

### **3. Paraphrase the following:**

1) the prospect of getting credit from famous alumni may appeal to the next generation of teachers; 2) committed to the guidance of lost souls and the development of buried talents; 3) with authoritarian leanings; 4) the prospect of regimenting hundreds of impressionable into uniform procedures; 5) making them fertile territory for those with pen-pushing, mandarin-esque instincts, 6) the job doesn't lend itself to the reflective, hesitating approach of pure academic study, 7) such debauchment of academic study severs any real interest teachers have in their specialist subject; 8) independent schools; 9) GCSE; 10) cynic teachers are not turned on by the exercise of power, 11) to lure more people into the teaching profession

### **4. Confirm or refute the following statements:**

1. Missionary teachers are selfless altruists committed to the guidance of lost souls.
2. As teachers are given a ready-made regular audience, the profession always attracts first-rate star performers.
3. At modern schools there are no opportunities for punitive activity and disciplinarian tactics.
4. Schools have become very dull places.
5. Teaching may appeal to those whose degrees offer little prospect of remunerative employment.
6. Hearty-teachers have every cause to complain, as the scope of extra curricular activities has been considerably diminished lately.
7. The cynic teachers are those who feel bored and miserable in their job.

### **5. Give detailed characteristics of each category.**

#### **☺☺ Role play**

**Project yourself into the skin of one of the characters and act the part out.**

#### **🎤 Discussion**

Do you agree that: "Teaching is a profession for the Displaced"?

**Use supplementary material pp. 121-125.**

#### **📖 Reading 3**

##### **EXTRACT ONE**

**This extract comes from a play about life in a convent school in London in the 1950s.**

**Read the following extract, stopping at each STOP. Each time, predict what you expect to follow - cover the next piece of text and answer the question. Then read on, and check if your prediction was correct. When**

**you have finished reading, compare your predictions with those of your partner. How many did each of you get right?**

MOTHER PETER: Now. Who's going to tell me what day it is today? Mary Mooney.

MARY MOONEY: It's Tuesday, Mother Peter.

MOTHER PETER: Oh, sit down, you little simpleton and think before you speak. Will somebody with a bit of sense please tell me what day it is today? *[Long pause.]* Well? Doesn't the eighth of September ring a bell? A very important bell indeed. *[Pause.]* Evidently it does not.

**STOP 1 Why do you think September 8th is such an important day for Mother Peter?**

Oh, aren't you the fine pack of heathens! It's Our Blessed Lady's birthday, that's what day it is. I hope you're all ashamed of yourselves. Is this an example of the standard I can expect from form 5A this year? I hope you realize that this is the most crucial year of your academic life. In January you'll be sitting the mock O level exams. And in June the O levels proper. And I don't intend to have any failures in my form. Any girl showing signs of imbecility will be sent straight down to 5B. And see will that get you to Oxford or Cambridge. Of course, nobody ever passed any exam of their own accord.

**STOP 2 What do you think Mother Peter considers necessary for passing exams?**

Only prayer will get results. The best thing each one of you can do is to pick out a particular saint and pray to him or her to get you through. Your Confirmation saint, perhaps, or any saint you fancy. But not St Peter the Apostle, if you wouldn't mind.

**STOP 3 Why do you think Mother Peter tells the class not to pray to St Peter the Apostle?**

He's my saint, so he is, and don't any of you go annoying him now. We've a great understanding, myself and Peter. He's never let me down in all the years I've been beseeching him for favours. Oh, he's a wonderful man and a glorious martyr. I'm mad about him. Now you must be prepared for a heavy burden of homework all this year. At least three hours every evening. Plus revision. And double that amount at the weekend. If any girl has ideas about serving behind the counter of a Woolworth on a Saturday she can put such ideas right out of her head. Under no circumstances will Mother Thomas Aquinas give permission for a girl from Our Lady of Fatima to take on a job of work. Anyway, your parents have a duty to provide you with sufficient pocket money. They also have a duty to supply you with the correct school uniform, which must be obtained from Messrs Houlihan and Hegarty and only Messrs Houlihan and Hegarty. There's no

greater insult to this school than to see a girl dressed up in a shoddy imitation of the uniform. Mary Mooney, step up here to me and face the class.

[MARY MOONEY *comes forward and stands next to MOTHER PETER'S desk. She is wearing a large, shapeless hand-knitted cardigan and a thick pair of striped, knitted knee-length socks.*]

**STOP 4 Why do you think Mother Peter calls Mary Mooney up before the class?**

Will you look at this girl's cardigan! Who knitted you that monstrosity, Mary Mooney?

MARY MOONEY: My mother, Mother Peter.

MOTHER PETER: Did she now? Have you no school cardigan to wear?

MARY MOONEY: No, Mother Peter.

MOTHER PETER: Will you please inform your mother that she must order you two school cardigans from Houlihan and Hegarty immediately. And don't dare come into school wearing that thing again.

MARY MOONEY: No, Mother. Sorry, Mother, [MARY MOONEY *goes off.*]

MOTHER PETER: Come back here a minute, [MARY MOONEY *comes back.*] Mary Mooney, have you joined a football team?

MARY MOONEY: No, Mother.

MOTHER PETER: Well, what are those horrible socks doing on your feet? Is this another example of your mother's handiwork?

MARY MOONEY: Yes, Mother.

MOTHER PETER: God help the girl. Isn't her mother a martyr for the knitting. Go back to your place now and don't ever let me see you wearing socks like that again.

MARY MOONEY: No, Mother. Sorry, Mother.

#### **Do the following exercises**

**1. Work with your partner to decide if each of the following interpretations is correct or not. Give your grounds.**

a) "Oh, sit down you little simpleton and think before you speak."

Mother Peter says this because Mary Mooney has said the wrong day of the week.

b) [*Long pause.*] [*Pause.*]

This tells us that the girls in the class are too scared to answer.

c) "Oh, aren't you the fine pack of heathens!"

Mother Peter says this as criticism of the girls' ignorance of religious matters.

d) "I'm mad about him".

Mother Peter means she is in love with him.

e) "Mary Mooney, have you joined a football team?"

Mother Peter says this in a sarcastic tone of voice.

**2. Work with your partner to do the following exercise.**

- a) Look at what Mother Peter says in the sentences before and after the STOP signs. Does she always continue in the way that a reader would expect? In each case can you see anything funny about the way she continues? If so, can you explain why it is funny?
- b) In each case how would you describe the humour? Use one of the words below to help you, or add your own.
- gentle harmless ironic ridiculous unkind

**EXTRACT TWO**

This extract comes from a novel about a teacher who worked at a girls' school in Edinburgh in the early 1930s.

**Read the following extract, stopping at each STOP. Each time, predict what you expect to follow -cover the next piece of text and answer the question by ticking one of the two boxes. Then read on and check if your prediction was correct. When you have finished reading, compare your predictions with those of your partner. How many did each of you get right?**

The term opened vigorously as usual. Miss Brodie stood bronzed before her class and said, I have spent most of my summer holidays in Italy once more, and a week in London, and I have brought back a great many pictures which we can pin on the wall. Here is a Cimabue.

**STOP 1 What follows?**

**An explanation of the picture: likely  
unlikely**

Here is a larger formation of Mussolini's fascisti, it is a better view of them than that of last year's picture. They are doing splendid things, as I shall tell you later. I went with my friends for an audience with the Pope. My friends kissed his ring but I thought it proper only to bend over it.

**STOP 2 What follows?**

**An explanation of why she did not kiss his ring: likely  
unlikely**

I wore a long black gown with a lace mantilla and looked magnificent. Mussolini is one of the greatest men in the world, far more so than Ramsay MacDonald, and his fascisti.

"Good morning, Miss Brodie. Good morning, sit down, girls," said the headmistress who had entered in a hurry, leaving the door wide open.

"I have only just looked in, said Miss Mackay, and I have to be off. Well, girls, this is the first day of the new session. Are we downhearted? No. You, girls, must work hard this year at every subject and pass your qualifying examination with flying colours. Next year you will be in the

senior school, remember. I hope you've all had a nice summer holiday, you all look nice and brown. I hope in due course of time to read your essays on how you spent them".

When she had gone Miss Brodie looked hard at the door for a long time. A girl, not of her set, called Judith, giggled. Miss Brodie said to Judith, "That will do." She turned to the blackboard and rubbed out with her duster the long division sum she always kept on the blackboard in case of intrusions from outside during any arithmetic periods when Miss Brodie should happen not to be teaching arithmetic. When she had done this she turned back to the class and said, "Are we downhearted, no. As I was saying, Mussolini has performed feats of magnitude and unemployment is even farther abolished under him than it was last year. I shall be able to tell you a great deal this term. As you know, I don't believe in talking down to children, you are capable of grasping more than is generally appreciated by your elders.

### **STOP 3 What follows?**

**More of Miss Brodie's opinions of Mussolini: likely  
unlikely**

Education means a leading out from *e*, out and *duco*, I lead. Qualifying examination or no qualifying examination, you will have the benefit of my experiences in Italy. In Rome I saw the Forum and I saw the Colosseum where the gladiators died and the slaves were thrown to the lions. A vulgar American remarked to me, "It looks like a mighty fine quarry. They talk nasally. Mary, what does to talk nasally mean?"

Mary did not know. "Stupid as ever," said Miss Brodie.

"Eunice?"

"Through your nose," said Eunice.

"Answer in a complete sentence, please," said Miss Brodie.

This year I think you should all start answering in complete sentences. I must try to remember this rule. Your correct answer is "To talk nasally means to talk through one's nose." The American said, "It looks like a mighty fine quarry." Ah, it was there the gladiators fought. "Hail Caesar!" they cried. "These about to die salute thee!"

Miss Brodie stood in her brown dress like a gladiator with raised arm and eyes flashing like a sword. "Hail Caesar!" she cried again, turning radiantly to the window light, as if Caesar sat there.

### **STOP 4 What follows?**

**More about the gladiators: likely  
unlikely**

"Who opened the window?" said Miss Brodie dropping her arm.

Nobody answered.



“Whoever has opened the window has opened it too wide,” said Miss Brodie. “Six inches is perfectly adequate. More is vulgar. One should have an innate sense of these things...”

 **Do the following exercises**

1. In this extract the writer shows Miss Brodie making some unusual connections of thought, for example:

In the sentences before and after STOP 1, she mentions in the same breath, and without seeming to see the strangeness of the combination, a medieval painting and a photograph of a group of fascist soldiers.

**a) Look at what Miss Brodie says in the sentences before and after STOP 2 and 4. In each case:**

- explain what is amusing, and unusual, about the way she continues after the STOP.

- say what you think this shows of her character, using the ideas in the list below to help you, and adding ideas of your own.

i) Miss Brodie is very energetic.

ii) She has many enthusiasms.

iii) She is deliberately trying to influence the girls.

iv) She is not able to discriminate between important and trivial things.

v) She has a superficial mind.

**b) What does the unusual thought connection at STOP 3 say about her character?**

2. Miss Brodie has a romantic view of history, for example, her attitude towards the Colosseum and the gladiators. When she stands before the class saluting like a gladiator, what more recent historical memory is the reader intended to have? How does this memory affect the way the reader sees Miss Brodie’s character?

**3. Analyse the characters of Mother Peter and Miss Brodie by discussing the following questions. In each case, support your ideas with examples from the extracts. (Note that these questions are generally very open -there can be no “right” answer.)**

In your opinion, which of the two teachers:

a) has a stricter view towards what is or is not correct behaviour?

b) is more concerned with teaching from the syllabus?

c) is more concerned with physical appearances?

d) is more unkind to her pupils?

e) has the more unusual character?

f) has a more dangerous influence on her pupils?

g) is a better teacher?

**4. What do you think the main intentions of the writer of each extract were? Write Yes (Y) or No (N) for each extract in the boxes below. Give reasons for your ideas, and add any ideas of your own.**

- a) to make the reader laugh
- b) to make the reader think
- c) to shock the reader
- d) to show the reader something of the educational conditions of the time
- e) to make comments on the nature of teaching
- f) to create an amusing and loveable character
- g) to create an unusual and dangerous character

### **Discussion**

- a) What qualities and character do you think a good teacher should have? Do either Mother Peter or Miss Brodie have any of these?
- b) How unusual do you think Mother Peter and Miss Brodie are? Is there anything about either of them that reminds you of a teacher that you had?
- c) Which of the two would you prefer to have as a teacher?

### **Reading 4**

The article below was written by an Italian student for a school English magazine.

- a) Read it and say what she thinks the teacher can do to keep the classroom trouble-free.
- b) Identify all the errors and correct them.

#### **What makes a good English teacher?**

Nowadays, for the particular role English language is playing in many fields of the modern life. English teachers are always growing in number. But, unfortunately, not all the teachers are prepared in the same way.

About myself, in two years and half at the Liceo Scientifico I have met three different English teachers, but I'm sure in the future I will think of just one of them as a good one. I think she has all the qualities, personal and professional, a good English teacher should have.

The most important thing, she has a personal interest in the students as human beings, she knows we are students, yes, but inside we are persons, with our problems and feelings. I think a good personal relation is the first thing we, students and teachers, should try to achieve, because it is an indispensable basis for a good professional relation, founded on understanding and esteem. This is very important above all in the case that students haven't chosen to study English, but are forced to because it is one of the ministerial subjects the teacher, in this case, has to interest the students in what he or she teaches.

On my side, I can say when I went to the Liceo Scientifico I did not like English, now I study English everyday, so I cannot imagine my afternoons without it.

In three years of experience I've understood what the second most important quality for a teacher is to be well prepared and able to convey

students what he/she knows. I think I don't need to explain why a teacher should be skilled. It is not unusual the fact that students at the Secondary School learn something, which is completely wrong, and not being particularly interested in the subject, will always persist in their mistakes. Another important point is the didactic methodologies the teacher prefers. In my opinion, a teacher should be very flexible in his/her approach: In general, I think it is better to work on pairworks to allow students to discover things for themselves and make them free to experiment new structures, but there's also a time when a lesson with the teacher at the centre of the attention and a close comparison of the language used by students are preferable. It is the teacher who has to choose the method time by time to understand what is better for the students to improve their skills and to enjoy the lesson.

Of course, a student who likes the subject will improve his/her abilities much quicker than one who does not. But he/she has to be supported by the use of modern technologies, such as the video recorder and similar machines, with which the teacher should be familiar. At the end, for a good teacher who, since he/she does all of the things above, likes his/her-job, other things that students appreciate like punctuality, marking homework and classwork on time, disponibility to give help outside the classroom are logical consequences.

*Barbara Monda*

c) **If you were the editor of the magazine would you:**

- a) publish the article?
- b) correct its mistakes before publication?
- c) publish it uncorrected?
- d) get the writer to correct it before publication?

### **Writing**

Write an essay on the topic: "What makes a good English teacher?"

## **II. TEACHER-PUPIL RELATIONSHIP**

### **Topical vocabulary**

#### **A Adults/Teachers: educational goals**

To broaden/deepen smb's outlook/scope/knowledge

To be a (one's) guide/guardian

To be concerned with/in charge of/to have the charge of the educational development of children

To educate/to bring up/to raise the younger generation

To maintain a correct sense of values

To mould somebody's character/personality/a worthy person

To nurture/to cultivate/to bring out personal truthfulness, generosity, compassion

**Adults/Teachers:**

<b>Desirable qualities</b>	<b>Efficient behaviour and success</b>	<b>Establishing order and discipline</b>
Affectionate	To act wisely	To assert/establish one's authority
Amiable	To afford smb freedom/privacy	To bring smb before the school-board/the form meeting
Artistic	To capture smb's attention	To detain the wrong doer after class
Benevolent	To coax/cajole/talk smb into/out of doing smth	To forbid smb to do smth
Broad-minded	To excite/evoke/stimulate interest	To lecture smb
Competent	To establish/create a mood/a business-like atmosphere	To maintain/keep up/establish discipline/order
Consistent	To develop/encourage/welcome smb's inquisitiveness	To notify one's parents
Creative	To direct smb's energy/ideas/inquisitiveness/creativity/vigour into constructive/noble/the right channels	To pass over petty/minor offences
Cultivated	To find a way with somebody	To report to the Head-teacher
Cultured	To gain respect/affection/confidence	To reprimand smb/smb's behaviour
Efficient	To get adjusted to	To show smb/to make smb see who's boss
Enthusiastic	To have all makings of a teacher/to be cut out for teaching	To send the wrong-doer away from the lesson
Exacting	To have confidence in somebody	To sentence the wrong-doer to some work
Flexible	To handle smb gently and subtly	To set one's class in order
Generous	To involve smb in work/purposeful activity	To summon the wrong-doer's parents to the school

Honest	To impart knowledge	To take firm action
Impartial	To provide an incentive for creativity/learning	To take smb in hand
Intelligent	To outweigh the evil of the outside world/damaging unfavourable influences/surroundings/environment	To take up a firm attitude from the very beginning
Inventive	To put up with smb/smith	To tell somebody off
Lenient	To reason with smb	
Patient	To show flexibility and impartiality/adequate response/understanding/respect/consideration	
Proficient	To take a different line of behaviour	
Prudent	To treat with respect/trust/confidence	
Punctual	To welcome smb under the school roof	
Resourceful	To win love/respect/affection/confidence	
Reasonable	To work/to do wonders/magic/miracles	
Sensible		
Responsible	To imbue smb with love	
Self-sacrificing		
Sympathetic		
Tactful		
Tolerant		
Well-read		
Witty		

<b>Undesirable qualities</b>	<b>Inefficient behaviour and failure</b>
Unreasonable	To fall in one's duty
Incompetent	To neglect/corrupt/spoil smb
Devoid of pedagogical ability	To give too much rope
Inefficient	To damage/hamper/hinder (the development of smb's personality)
Uncultured	To overindulge smb's desires/whims
Narrow-minded	To lavish smb with creature comforts/praise
Shallow	To pamper/to baby/to make too much of smb
Uninspiring	To be too lenient/peremptory
Negligent	To give too much rope
Intolerant	To play right into smb's hand
Impatient	To shield smb from life
Imprudent	To be too much of a dictator
Tactless	To use parental pressure/ strict supervision
Inconsistent	To deny smb's freedom/independence
Dishonest	To use corporal punishment
Unpunctual	To punish/smack/spank/beat/cane smb severely
Irresponsible	To rap on one's knuckles

Unresponsive	To extract obedience through fear/threat/scaring/mistreat
Callous	To be hard on smb
Irritable	To humiliate/to hurt one's feelings
Arrogant	To make a fuss about a trifle
Resentful	To find fault with
Hostile	To speak down to smb
Permissive	To give smb a dressing down
(Over)indulgent	To take one's irritation out on smb
Over-strict	To lose touch with/alienate from/embitter smb
Over-exacting	To put an ugly creak into smb's relations
Ill-mannered	To laugh smb/smth off
	To induce cramming

### **Reading 1**

**Read the text and comment upon the teacher's behaviour, using the topical vocabulary.**

#### **Assistant Teacher**

Ursula was a bright girl of seventeen. She stood in the-near end of the great room. It was her classroom. There was a small high teacher's desk, some long benches, two high windows in the wall opposite. This was a new world, a new life, with which she was threatened. She sat down at the teacher's desk. Here she would sit. Here she would realize her dream of being the beloved teacher bringing light and joy to her children! Then she returned to the teachers' room. There was Mr Harby. The schoolmaster was a short man with a fine head. He took no notice of her. No one took any notice of her.

The first week passed in confusion. She did not know how to teach, and she felt she never would know. Mr Harby sometimes came down to her class, to see what she was doing. She felt so incompetent as he stood by. He said nothing, he made her go on teaching. She felt she had no soul in her body. The class was his class. She was only a substitute. He was hated. But he was master. Though she was gentle and always considerate of her class, yet they belonged to Mr Harby, and did not belong to her. He kept all power to himself. And in school it was power, and power alone that mattered.

Then she began to hate him. All the other teachers hated him, for he was master of them and the children.

So she taught on. She was getting used to the surroundings, though she was still a foreigner in herself.

"If I were you, Miss Brangwen," Mr. Brunt, one of the teachers told her once, "I should get a bit tighter hand over my class. Because they'll get you down if you don't tackle them pretty quick.

"Oh, but —"

“Harby will not help you. This is what he’ll do — he’ll let you go on, getting worse and worse, till either you clear out or he clears you out.”

“You have to keep order if you want to teach,” said another teacher.

As the weeks passed on, there was no Ursula Brangwen, free and cheerful. There was only a girl of that name who could not manage her class of children. She did not tell anybody how horrible she found it to be a schoolteacher.

The headmaster only wanted her gone. His system, which was his very life in school, was attacked and threatened at the point where Ursula was included. She was the danger. And he decided to get rid of her.

When he punished one of her children for an offence against himself, he made the punishment very heavy. When he punished for an offence against her, he punished lightly, as if offences against her were not important. All the children knew this, and they behaved accordingly.

This was coming up to a crisis. While he punished the class, he made her the cause of the punishment and her class began to pay her back with disobedience. And one evening, as she went home, they threw stones at her. Because of the darkness she could not see who were those that threw. But she did not want to know.

Only in her soul a change took place. Never more would she give herself as individual to her class. Never would she, Ursula Brangwen, come into contact with those boys. She was going to fight.

She knew by now her enemies in the class. The one she hated most was Williams. He was a sort of defective, not bad enough to be so classified. Once he had thrown an inkwell at her, twice he had run home out of class. He was a well-known character.

During the geography lesson, as she was standing at the map with the cane, the boy did everything to attract the attention of other boys.

“Williams,” she said, gathering her courage, “what are you doing?”

“Nothing,” he replied, feeling a triumph. Ursula turned to the map again, to go on with the geography lesson.

“Please Miss” — called a voice. She turned round.

“Please Miss, Williams has nipped me.”

“Come in front, Williams,” she said. The rat-like boy sat with his pale smile and did not move.

“Come in front,” she repeated.

“I shan’t,” he cried, rat-like.

Something broke in Ursula’s soul. She took her cane from the desk, and brought it down on him. He was twisting and kicking. She saw his white face, with eyes like the eyes of a fish, stony, yet full of hate and fear. She brought down the cane again and again. A few times, madly, he kicked her. But again the cane broke him, he fell down and lay on the floor like a beaten animal.

“Get up,” she said. He stood up slowly. “Go and stand by the radiator.” As if mechanically, he went.

“If you do the same with Clarke and Lewis, Miss Brangwen, you’ll be all right,” said Mr Brunt after the lesson.

The next morning Williams came to school, looking paler than ever, very neat and nicely dressed. He looked at Ursula with a half smile, ready to do as she told him.

Now Ursula did not send her children to the headmaster for punishment. She took the cane, and struck the boy over head and hands. And at last, they were afraid of her, she had them in order.

But she had paid a great price out of her own soul, to do this. Sometimes she felt as if she would go mad. She did not want to see them beaten and broken. She did not want to hurt them. Yet she had to. Oh why, why had she accepted his cruel system? Why had she become a schoolteacher, why, why?

(After *The Rainbow* by D. H. Lawrence)

**Answer the questions:**

1) What was Ursula’s dream? 2) How did the schoolmaster treat Ursula? 3) What were the relations between Mr Harby and his pupils (and the teachers of the school)? 4) Could Ursula manage her class? 5) Why did the schoolmaster decide to get rid of Ursula? 6) How did the schoolmaster make the boys hate Ursula? 7) Why did Ursula have to accept the schoolmaster’s system?

**B Youngsters: Desirable qualities**

Mature	To be well-brought up
Inquisitive	To look up to smb/one’s elders
Inventive	To have to share duties/chores
Resourceful	To go one’s way
Truthful	To work out one’s problems
Self-reliant	To segregate into groups
Sensitive	To assert oneself
Sympathetic	To strive/long for a separate existence
Amiable	Self-assertion/self-expression
Sociable	To test out adults/one’s teacher
Gregarious	To have/show respect for smb/smth
Respectful	To develop/form complex skills
Generous	To exhibit one’s native intelligence
Considerate	To show adequate response/understanding
Industrious	To speak one’s mind freely
Diligent	To tolerate the opinions of others
Persevering	To realize one’s gift for smth
Conscientious	To be well read/to read widely



Alert	To seek more and more knowledge
Unselfish	To show initiative
Selfless	
Outgoing	
Self-directive	
Grateful	
Obedient	

<b>Undesirable qualities</b>	<b>Problems of behavior and character</b>
Submissive	To dislike routine work
Unrestrained	To look down on smb
Immature	To have/to develop complexes/ the inferiority
Inactive	To be opposed to authority/ challenge/resist smb's authority
Sulky	To talk back
Irresponsive	To disobey/distrust/despise/resent smb/smith
Irresponsible	To undermine/break (the) discipline
Fearful	To be/to get out of control/hand
Impudent	To go astray
Inconsistent	To go to extremes
Insolent	To run wild
Willful	To break/defeat smb
Revolting	To fall/lag behind
Misbehaving	To develop acquisitive tendencies/a "want" disease
Unadjusted	To have no sense of decency
Ruthless	To get under one's skin
Violent	To demonstrate a chilly lack of response
Resentful	To bully smb
Callous	To rag a teacher
Arrogant	To be badly looked after
Unruly	To be neglected
Defiant	To be a real abuse of concern
Hostile	Breach of discipline
Mischievous	Tardiness
Disrespectful	Misbehaviour/misdeed
Ill-mannered	Wrong-doing/offence
Disobedient	Delinquency
Naughty	Rowdyism
	Hanging about
	Pinching

## Do the following exercises

**1. Study the vocabulary (pp. 17-22) and arrange the words into chains of synonyms. Comment on the shift of meaning, if any.**

**2. Arrange the vocabulary into antonyms.**

**3. Give all possible verbs which can form collocations with the following nouns:**

the younger generation; character, personality; personality development; creativity, independent thinking; respect, affection, confidence; authority; wrong-doer; discipline; knowledge.

**4. Give English equivalents of the following words and expressions:**

наглый, дерзкий, своевольный; снисходительный, потворствующий, потакающий; благожелательный, великодушный, любезный; беспристрастный; рассудительный, благоразумный; общительный; отзывчивый; находчивый, изобретательный; добросовестный, сознательный; сообщить родителям; вызвать родителей в школу; сделать выговор, отругать, дать нагоняй; быть слишком строгим к кому-то; баловать; давать слишком много свободы; прививать любовь; передавать знания; уговорить; нарушение дисциплины, проступок; слоняться без дела; отбиться от рук; вымещать раздражение на ком-то; обижать, задирать; тормозить развитие; побуждать к зубрежке; отставать от одноклассников; самоутверждаться.

**5. Read these personality evaluation profiles of different pupils and using the topical vocabulary (see above), give detailed characteristics of your own.**

**Smoky.** “Nobody’s going to hurt me now. If they want to treat me O.K., all right, if not, all right. It’s not going to bother me any more. I don’t show any consideration for other people — not as much as I should, I guess —but if they want to be nice to me, I’ll be nice to them. Otherwise, what difference does it make?” And that is Smoky. He knows he has been hurt; but, if he can help it, he won’t be hurt again. Unfortunately, he cannot help it. He has even less faith in himself than he has in others. He continues to be dependent and unhappy, while he struggles for independence chiefly by taking a negative and defiant attitude toward society. He is known to be openly critical of teachers and other authorities. The boy has none of the accepted standards of conduct.

Shortly after Smoky entered elementary school his parents separated, and since that time he has lived with his mother in the home of her married brother. Some people say: “His aunt and uncle spoiled him.” Others say: “They always expected too much of him. They’ve thought he ought to act like a grown-up ever since he was a kid.” He failed to find in his family the

kind of affection and security that he needed, and he is not a strong enough person to face the world and make an adequate adjustment without that security.

Smoky's academic record in high school is very poor though he is above average in intelligence. His teachers recognize that he has more ability than he makes use of, but their attitude toward him is colored by the fact that he has been a behaviour problem.

**Lester.** Lester is a rather colourless boy, both in appearance and in personality. He is of average height, neither handsome nor unattractive. There is nothing about his behavior, either negative or positive, that serves to differentiate him to the casual observer. He is shy and passive.

Lester seems to have had considerable affection from his family but not a great deal of guidance and direction. He has a feeling of dependence upon his parents and a feeling of obligation to them.

He is an insignificant member of the school group. But he makes a definite effort to enter into activities and; wants to be friendly. His lack of success in this respect is probably because his peers find him uninteresting. He is not seriously concerned about his poor school achievement, it is not very important to him. He is concerned about his health and his appearance; his relations with the opposite sex; about family financial difficulties.

**Daniel.** "The best thing that could happen to me is to become important in the college or university I hope to go to," writes Daniel at the age of sixteen.

He is an ordinary-looking boy. He is one of several children in a middle-class family. His father is a professional man and is said to be "one of the finest men in town." The family training has been rather strict, and the boy has learned to obey his parents and to depend on them.

He is still very uneasy in the presence of girls. He has difficulty in talking to girls and he does not go out with girls much. For several years Daniel was a Boy Scout, and he spent his free time with three friends of his own age, hunting, fishing, and practising photography. When he realized that he was being left out of the developing social life of his class, Daniel did the characteristic thing. He thought the situation over carefully, and then decided to learn to dance and to make himself take part in social activities. These things he did, with surprising success. He developed his social skills and became one of the leaders of his class.

On tests of intelligence and academic achievement Daniel does extraordinarily well. He likes science and mathematics and plans to become an engineer.

**Sally.** Sally is a pretty girl, very graceful and quick. Her parents haven't had much education, but they are good intelligent people. They are not active in social life, but it is a friendly family. Sally's home environment is a permissive one. She is free to go out with boys, to go to movies, to dances, and to parties. She says: "I never was punished, and so I never was afraid of my parents like some of the kids are." As the girl grows older she shows herself to be more and more independent of her parents. Affection for her family remains, but their authority is gradually weakening.

At school Sally takes part in everything. She and her friends are the leaders in practically all school activities. She has an excellent school record, which is in keeping with her high intelligence. But her main ambition is to make a successful marriage.

In summary, Sally is mature for her age, self-confident and unusually secure in her social relations.



## **Reading 2**

### **Getting Along with Pupils (Part I)**

You probably have noticed that teachers are talkative. This is not surprising, since teachers need to be communicative in order to enjoy teaching, but it is at the same time unfortunate, for teachers should listen and observe. Epictetus said two thousand years ago that man was given one tongue but two ears so that he might hear from others twice as much as he spoke. This should be the rule for teachers, who necessarily have to listen to pupils in order to know them.

In too many classrooms the teacher is the star performer, probably because he is working under the idea that since he is paid for teaching, he should do all of the work. The teacher's relation to pupils should be one of direction, and help through a series of planned experiences that have value for the pupils.

It is the teacher's responsibility to see to it that pupils "catch" positive, constructive feelings and thoughts that will help them in learning. Just as an interested, enthusiastic teacher has an interested, enthusiastic group of pupils, so do problem teachers have problem pupils — the emotional balance of the teacher is more important than his knowledge. Teachers must have optimistic thoughts and emotions to project, since constructive ideas and feelings provide the drive for real achievement, just as negative ideas and feelings retard the development of children.

What weakens the effectiveness of potentially effective teachers is the thought that the main function of the teacher is to discover mistakes and to stop them from the very beginning. Such teachers work in a spirit of

constant, criticism; their attention is directed to the negative aspects of the child's work. A youngster may have in a project or paper ten excellent qualities worthy of comment but the teacher gives a detailed analysis of the one or two weaknesses to be noted. A chronic attitude of faultfinding is as harmful to classroom achievement as it is to any constructive effort, and the teacher who displays it is the most pitiful victim of all.

In happy contrast is the teacher who realizes that mistakes are part of the learning process. The self-confidence of pupils must be built through recognition and development of strong qualities, with tactful yet persistent attention to mistakes that cause trouble. The situation should be work-centered and free from personality-centered comments and comparisons. No good teacher causes a pupil to "lose face". In such an atmosphere, pupils are then free to turn their attention to the work at hand in the security that they do not have to defend themselves from the teacher in order to save face with the class, nor do they have to worry about pleasing the teacher. The way to please the teacher is to do the work as well as possible. The teacher, in turn, plans and conducts lessons in such a way that pupils experience success, which helps to keep interest and build confidence.

In addition to responsibilities connected with subject-matter learning, teachers have a guidance function. Take, for example, the matter of health habits. The teacher should discuss health habits with his pupils: proper diet, enough time for sleep, time for recreation, plenty of outdoor exercises, etc.

We should be interested professionally in all matters, which are important to pupils. Take, for example, the matter of failure. It is hard to admit one's own failure. Yet surely all experienced teachers know that failure, properly used, can be an instructive and constructive force in our lives. The person who really thinks learns quite as much from his failures as from his successes.

The teacher who hopes to feel secure in classroom relations needs a consistent philosophy of life and a few guiding principles in classroom conduct that are clear to pupils. This matter of consistency is of the greatest importance. If a teacher is neurotic or uncertain, or has the kind of open mind which all the winds blow through, he is not the sort of person who can safely handle conflicts and tensions in others.

Certainly there can be no security for a teacher in a situation in which there is no security for the pupils, and there is no security for anyone if there are no guiding principles that all members of the group understand and to which all members obey.

 **Do the following exercises**

**1. Match the words on the left with their meanings on the right.**

drive	hamper
retard	manage
faultfinding	inconsistent
secure	keeping to the same principles
consistent	nagging
handle	motivation, stimulus
open mind all winds blow through	free from anxiety

**2. Answer the following questions:**

1. What should be the rule for teachers? 2. Why shouldn't the teacher be a star performer in the classroom? What should his role be? 3. Do you agree that the emotional balance of the teacher is more important than his knowledge? Give your reasons. 4. Why is the teacher's constant criticism and faultfinding harmful? Explain why in this case the teacher is the most pitiful victim of all. 5. What is the best way to please the teacher? 6. How must the teacher plan and conduct lessons to build self-confidence of pupils? 7. What are other responsibilities of the teacher besides those connected with subject matter teaching? 8. Do you agree that failure properly used can be instructive?

 **Discussion**

**Say whether you share the following statements:**

1. The situation should be work-centered and free from personality-centered comments and comparisons.
2. If a teacher is neurotic or uncertain, or has the kind of open mind which all the winds blow through, he is not the sort of person who can safely handle conflicts and tensions in others.

 **Reading 3**

**Getting Along with Pupils (Part II)**

One of the best ways to become acquainted with pupils is to ask them to help you in various classroom tasks that pupils can perform but in which you hold a directing hand. It is also a good idea to have pupils help each other in work that calls for explanation and practice, for the slow pupils who have not learned from the teacher are more relaxed in pupil-to-pupil teaching and ask questions freely.

A special paragraph about the teacher who calls on the same pupils every day: few teachers realize that they do this, but the fact is that unless

you carefully check your name-calling (in the academic sense), you will call on some pupils frequently and on others not at all. One of the writer's professional colleagues working with student teachers asks, on entering the classroom he is visiting, for a seating chart of the class. As the lesson progresses, the visitor indicates on the chart the pupils who have been called upon to recite or to contribute to the lesson in any way, and at the end of the period he gives the chart to the student teacher. As a rule the student teacher is surprised to learn that he has called two or three times on the same students, while others have been silent all period. Some teachers call on the boys and some call on the girls — or vice versa, some teachers call on the quick pupils, seldom calling on the slower ones — or vice versa; teachers call on the pupils sitting at the right of the room (or the left, according to the teacher) or on pupils at the back of the room (or the front). That every pupil should participate in the lesson according to his ability, with the bright pupils answering the difficult questions or performing the hardest tasks and the slow pupils answering the easy questions or performing the not-so-hard tasks, is a principle that teachers know but often fail to apply. In such cases the pupils see that the teacher does not pay much attention to some members of the class. They are of little value — and to be of little value in any group is not a good experience for child or adult.

The teacher should not be hurt by personal remarks of his pupils. This does not mean that teachers cannot learn a great deal from such remarks; they can, and for their improvement. The important question is, "Why did the child make the remark?" or "What made the child act as he did?" Troublesome occurrences in the classroom should be discussed in private, never before the class. Of course, a teacher's definition of a troublesome occurrence would differ from the child's. One teacher had a boy in a high school who once asked her:

"Miss B, why aren't you married?"

Miss B looked at the boy and said pleasantly, "Why, Jack, who would marry me?"

"Lots of fellows," answered Jack with unexpected loyalty.

"Well, you just bring one of them around," said Miss B, and returned to the lesson. A more formal teacher would probably have lectured a child on the rudeness of his questions, the necessity of paying more attention to the lesson, etc., etc., but Miss B used her sense of humour to cope with the situation.

Every teacher can tell some personal anecdotes that resulted from the daydreaming of pupils as the teacher talked on and on. One teacher tells about a lesson on religion he conducted on the topic "The Love of Jesus Christ" to a group of eight-year-old boys. Because he was young and inexperienced, the teacher did all the talking, and at the end of his lecture

he optimistically asked, "And now are there any questions?" One little boy raised his hand. The teacher was proud of himself and asked the boy what his question was.

"Do you know that your eyebrows meet in the middle?" asked the child.

Do not think that this daydreaming is limited to dull pupils and children. Several months after Miss C's first day of teaching in high school, one of the brightest senior pupils said, "I never will forget the first lesson you taught us, Miss C." The beginning teacher was happy, for she had really prepared that first lesson. She said,

"Thank you, Erma. Why do you remember that lesson?"

"Because you wore such pretty green shoes, Miss C. You haven't worn them since that very first day!"

Such is life in a classroom. It is in the classroom that the teacher's feelings of security are threatened, especially during the first two or three years of teaching. For example, during the first years of teaching, the teacher relates everything that occurs in the classroom to himself; someone has truly said (was right when he said) that it takes the beginning teacher at least three years to progress from the question "How am I doing?" to the more important question "How are the youngsters doing?"

The teacher must learn to be selfless in the classroom in order to direct full attention to the pupils: their relationships to each other, their relationship to the work of the school, and their relationship to authority represented by the teacher.

Selflessness includes self-regard. Self-regard is possibly a combination of physical and mental well-being and faith: good health; normal attractiveness; belief in the importance of one's work; competence in doing that work; and faith in the remarkable capacities for growth in human beings, teachers included.

In summary, let us say that emotional balance — or psychological security is a quality that a teacher needs in order to have satisfactory relationship with pupils. The teacher needs to understand himself and to see himself in relation to his environment and most specifically to the classroom. His consistent philosophy of life and of education should enable youngsters to orient themselves to proper patterns of behavior. Most important, however, is the spirit in which the teacher works. Emotions are communicated by contact, and therefore the teacher who looks for emotional security in the classroom must first offer it.

### **Do the following exercises**

#### **Ex. 1. Give Russian equivalents:**

1. To hold a directing hand. 2. pupil-to-pupil teaching. 3. a seating chart of the class; 4. in the academic sense. 5. To be of little value is not a good



experience for a child or adult. 6. a teacher's definition of a troublesome occurrence. 7. remarkable capacities for growth in human beings. 8. consistent philosophy of life. 9. emotions are communicated by contact. 10. Selflessness includes self-regard.

**Ex. 2. Say it in English:**

1. Способный (сообразительный, медлительный, несообразительный) ученик. 2. часто вызывать одного и того же ученика. 3. в соответствии со (своими) способностями. 4. замечания, имеющие целью задеть, обидеть. 5. найти выход из положения. 6. норма поведения. 9. чувство безопасности. 10. не удастся применить, 11. требовать объяснения.

**Ex. 3. Confirm or refute the following statements:**

1. The teacher should direct and check all the tasks he gives to his pupils. 2. Slow learners feel less tense when they are explained something difficult by their classmates. 3. All the pupils should contribute to the lesson to the best of their abilities. 4. The teacher should not get offended when his pupils become personal. 5. The inexperienced teacher thinks only about his performance in the classroom. 6. It is the teacher who should first make his pupils feel emotionally secure at the lesson.

**Ex.4. Answer the following questions:**

1. What is one of the best ways to become acquainted with pupils? 2. Why is pupil-to-pupil teaching useful? 3. What principle do all the teachers know well but frequently fail to apply? 4. Why should the teacher check his name-calling carefully? 5. How can different pupils contribute to the lesson? 6. How should troublesome occurrences be discussed with pupils? 7. Do you agree that the teacher shouldn't be hurt by personal remarks of his pupils? And if the remarks are rude and offensive?

**🎤 Discussion**

a) **Speak of your own experience of getting along with pupils.**

b) **Team up and work out "The Teachers' Code".**

**😊😊 Role play**

**Act out a talk between an experienced teacher and a student-teacher.**

**📖 Reading 4**

**Read the passage below about a child with behavioral problems. Decide how you would deal with Daniel if he were a pupil of yours. Use the topical vocabulary (pp. 21-24).**

Nine-year-old Daniel was troublesome at school. His parents were well off but they were divorced. Daniel was in the habit of pushing children for no apparent reason, and on one occasion he scratched a girl's leg with a cocktail stick until it bled. In spite of this very objectionable behaviour the teacher reported that there was something very appealing about Daniel when she talked to him and reprimanded him.

Daniel was also a problem at home. There was a close connection between his home circumstances and his behaviour at school. He lived with his mother and a younger brother with whom Daniel quarrelled all the time. Mother preferred the younger brother who was much better behaved at home and much more successful at school than Daniel. The mother tried not to favour her younger son, but she was aware of her preferences.

It seemed very obvious that Daniel's attacks on other children at school were connected with his jealousy of his younger brother. He attacked his brother at home, just as he attacked the children at school. His attacks on his brother were, of course, linked to his feelings of being unwanted and unloved at home. They also ensured that his mother took notice of him. Similarly, his attacks on the other children at school necessitated the teacher's attention. Once he had the teacher's attention, e.g. when she talked to him, he could be very appealing. Just as his frequent quarrels with his younger brother can be seen as his way of telling his mother that he felt hurt by her preference of the younger child, he showed his teacher how hurt he was by her attending to other children. Neither the mother nor the teacher neglected him. Neither of them could give him as much attention as he desired. The reasons for Daniel's insatiable greed for attention were very complex and complicated and not easy to discover.

Daniel's attention-seeking behaviour made the teacher's life very difficult. She understood that he wanted attention and that he needed it, yet as one of forty children he could not get what he wanted. She also had to protect the other children from his attacks. So she had to reprimand him and punish him, just as his mother did at home. In this way Daniel was caught in a vicious circle, which was difficult to break. He wanted to be loved, he felt angry because he could not get what he wanted, he attacked other children because he was angry, and therefore could not get the love he wanted.

(from *Troublesome Children in the Classroom*: Irene Caspari)

### III. SCHOOL AND SCHOOLING EDUCATION IN GREAT BRITAIN

#### Topical Vocabulary

1. **Types of schools:** maintained (state), county, voluntary, nursery, primary, infant, junior, secondary, grammar, secondary modern, technical, comprehensive, all-through, two-tier, first, middle, upper, mixed (co-educational), single-sex, special, specialist, independent (fee-paying, private), pre-preparatory, preparatory, public, sixth-form college, tertiary college, denominational.

2. **Stages of education:** compulsory, pre-school, primary, secondary, further, higher.

3. **Education policy:** administration, schooling, full-time education, part-time education, tripartite system, class-divided and selective system of education, to sustain inequality of opportunity, to go comprehensive, the Department of Education and Science, Local Education Authorities (LEAs), to be responsible for national education policy, to run a school, to prescribe curricula or textbooks, the provision of schools, to provide maintained school education, grant-maintained, publicly funded.

4. **Management:** Head Teacher (Master), Principal, Assistant Principal, Acting Head Teacher, staff, governing body, to have responsibility, to employ teachers, provide and maintain buildings, supply equipment, provide grants, appointment and dismissal of staff.

5. **Admission:** to admit, to allocate, to apply for admission, selective procedure, intelligence tests, substitute for the abolished 11+ exams, to measure inborn abilities, to have a time limit, to coach for, catchment area, without any reference to a child's ability or aptitude, to transfer (promote) from one class to another, to withdraw from.

6. **Curriculum:** broad curriculum, academic course, non-academic course, vocational bias, foundation course, foundation subjects, cross-curricular themes, to meet special interests, common curriculum, simplified curriculum, education with a practical slant for lower-attaining pupils, to be encouraged to do smth, the three R's, subject teaching, specialist teacher, to have set periods, remedial teaching, to conform to

7. **Examinations:** GCSE (exam); to sit for an exam; "A" level exam; Common Entrance Exam; to be set and marked by, to hand the papers out, to assess; examining board; grades, "pass" grade; resits and retakes; unsuccessful pupil; to repeat the year; to pass an exam; to keep up with the group; to fall behind.

#### Reading 1

##### State Schools

The majority of pupils-over 90 per cent-go to publicly funded schools, usually known as state schools. These make no charge to parents. In most

areas children aged five to 10 attend primary schools, and move on to secondary schools at 11 for education up to the age of 16 or beyond. Primary schools usually have both girls and boys as pupils; secondary schools may be either single-sex or co-educational.

### **England and Wales**

Within the state schools system in England and Wales there is a wide range of provision. However, here will be changes during the next few years. At present there are a number of different categories of schools:

- **county schools** are wholly owned and maintained by Local Education Authorities (LEAs).
- **voluntary schools (voluntary-aided schools, voluntary controlled schools and special agreement schools)** are provided by voluntary bodies, the majority of which are churches or bodies associated with churches. They too are financed and maintained by LEAs but the assets of the schools are held and administered by trustees.
- **grant-maintained schools** are funded by central government through the Funding Agency for Schools. Following a ballot seeking the views of parents, individual schools maintained by LEAs may apply to central government for grant-maintained status.
- **specialist schools (city technology colleges, technology colleges and language colleges, sports colleges and arts colleges)** only operate in England. The Specialist Schools Programme enables secondary schools to develop a strength in a particular subject area, often in partnership with an employer with an interest in the same specialism, while still delivering a broad and balanced education through the National Curriculum.
- **special schools** are provided by LEAs for certain children with special educational needs though the great majority are educated in ordinary schools.

The Government's concern is to ensure the best possible quality of teaching and learning in every school. The Government intends to introduce a new framework of foundation, community and aided schools, which will better promote these wider objectives of raising standards.

This framework will replace grant-maintained (GM) status, and will incorporate existing GM schools. Plans were set out in the White Paper *Excellence in Schools* and legislative proposals introduced in autumn 1997 include provisions to implement these proposals.

### **Northern Ireland**

In Northern Ireland public education (up to higher education level) is administered centrally by the Department of Education and locally in controlled schools by five Education and Library Boards. There are several categories of school:

- **controlled** schools which come under the Education and Library Boards;

- **voluntary maintained schools** which are mainly under Roman Catholic management;
- **voluntary grammar schools**;
- **grant-maintained integrated schools**, which take Protestant and Roman Catholic pupils.

Although all schools in Northern Ireland are open to pupils of all religions, most Roman Catholic pupils attend schools under Catholic management and most Protestant children attend controlled schools and non-denominational voluntary grammar schools.

### **Scotland**

In Scotland, 32 Scottish Local Authorities are responsible for the provision of education locally. School Boards, with elected parent and teacher members, play an important part in the running of Scottish state schools. There are three school categories:

- **state schools**, which are maintained and controlled by the LEA;
- **grant-aided** schools (including those for special educational needs);
- **self-governing schools** (equivalent to grant-maintained schools in England).

### **Independent Schools**

About seven per cent of pupils in England attend independent schools, of which there are around 2,270. In Scotland, around four per cent of pupils go to independent schools, of which there are around 114. Independent schools are not funded by the state and obtain most of their finances from fees paid by parents and income from investments. Some of the larger independent schools are known as public schools. Most boarding schools are independent schools and look after their own day-to-day affairs. However, they are subject to inspection to ensure they maintain acceptable standards of premises, accommodation and instruction.

### **The School Curriculum**

All state schools in England, Wales and Northern Ireland must conform to the National Curricula. These set out what subjects pupils should study, what they should be taught and what standards they should achieve. They ensure that pupils cover a broad and balanced range of subjects that helps them to develop the qualities and skills needed in adult and working life.

The period of compulsory education is divided into four key stages, depending on pupil age:

- **Key Stage 1** – Pupils aged 5 to 7
- **Key Stage 2** - Pupils aged 7 to 11
- **Key Stage 3** - Pupils aged 11 to 14
- **Key Stage 4** - Pupils aged 14 to 16

Pupils at Key Stages 1 and 2 study English, mathematics, science, design and technology, history, geography, art, music and physical education; at

Key Stage 3 they study all these subjects plus a modern foreign language. Pupils at Key Stage 4 must study English, mathematics, science, physical education, technology and a modern foreign language; this gives pupils more choice and the opportunity to pursue further vocational courses if they wish.

For each subject, at each key stage, Programmes of Study set out what pupils should be taught with Attainment Targets setting out the expected standards of pupils' performance.

From September 1998 the primary curriculum in England and Wales will be modified to allow schools to concentrate on the teaching of literacy and numeracy. The other key stage subjects will continue to be taught.

In Wales, the teaching of Welsh is part of the curriculum. In Northern Ireland the curriculum is made up of religious education and six broad areas of study: English, mathematics, science and technology, environment, society and creative studies. It also includes six compulsory cross-curricular themes: education for mutual understanding, cultural heritage, health education, information technology, economic awareness and careers education.

In Scotland the curriculum in state schools is not prescribed by statute. Instead, the Secretary of State issues national advice and guidance to schools and Scottish Local Authorities. Under the 5-14 Development Programme pupils aged between five and 14 study a broad and balanced curriculum based on the national guidelines which set out the aims of study, the ground to be covered and the way that pupils' learning should be assessed and reported.

The key aims of the programme are to achieve breadth, balance, coherence, continuity and progression for all pupils. Pupils aged between 14 and 16 in Scotland generally study for Standard Grade examinations and may also take National Certificates in vocational subjects.

### **Religious Education**

Religious education in schools is not prescribed nationally as part of the curriculum, but is decided locally. Most schools provide religious education in accordance with locally agreed syllabuses. These are required to reflect that religions traditions in Britain are in the main Christian while taking account of the teaching of the other principal religions represented in Britain. Agreed syllabuses should be non-denominational and should not try to convert pupils, or to urge a particular religion on pupils. All parents have the right to withdraw their child wholly or partly from religious education and schools must agree to any such request.

### **Assessment**

#### **England, Wales and Northern Ireland**

The Government intends to introduce baseline assessments of pupils when they enter primary school. This will be followed by regular

assessment and testing of pupils in schools to act as a check on their progress under the National Curriculum and will help teachers to be better informed on areas of weaknesses. Towards the end of each of the first three key stages children are assessed in the core subjects of English, mathematics and science against the attainment targets through teacher assessments and nationally designed tests. At the end of Key Stage 4, pupils take GCSE examinations.

### **Scotland**

There is no national system of baseline assessment in Scottish schools. The 5-14 Development Programme includes provision for teachers to undertake regular assessment of pupils in schools to confirm progression through the five levels (A-E) of the Programme and identify and deal with any weaknesses. In English and mathematics pupils sit national tests when teachers consider that they have achieved each of the five levels of the Programme.

### **Do the following exercises**

#### **1. Answer the questions:**

1. What types of schools are common in England and Wales?
2. Which type of school enjoys the highest attendance? Why?
3. Which are owned and maintained by LEAs?
4. Do LEAs finance and maintain voluntary schools?
5. What is the difference between specialist and special schools?
6. Who caters for special schools?
7. Do specialist schools deliver an education through a curriculum of their own?
8. What schools do most Roman Catholic pupils in Northern Ireland attend?
9. Who plays an important part in the running of Scottish State Schools?
10. Do independent schools in England enjoy the highest attendance?
11. What is the status of boarding schools?
12. What is set out in the National Curriculum?
13. What do the curricula in England, Wales and Northern Ireland differ in?
14. Do state schools in Scotland conform to a National Curriculum?
15. Is religious education prescribed as part of the curriculum?
16. What are the requirements for agreed syllabuses?
17. Do schools practise regular assessment of pupils?
18. What subjects are the pupils assessed in? At what stage?

## **Reading 2**

**In late 1989 Britain decided to follow the example of most other countries and introduce a national Curriculum into schools. Read the extract below and answer the questions.**

### **THE NATIONAL CURRICULUM**

For most of the 20th century primary and secondary schools in Britain and Wales were able to determine their own curriculum (albeit under the supervision of one of the 104 Local Education Authorities, the city and county councils responsible for running schools). Teachers and heads, after varying degrees of consultation with their school governors, were free to decide whether to teach maths on Monday morning or English on Thursday afternoon; which books and teaching methods to use; how much time to allocate to each activity; and whether to teach academic subjects like history and geography separately, study interdisciplinary topics like “Our Town”, “Health”, “Education” and “The Environment” or, more usually, do both.

The arguments for and against a National Curriculum were well aired during several years. Supporters claimed that, since we were one of the few countries in Europe which did not have one, it was about time we came into line; that children who moved schools would simply carry on where they had left off; that teachers would have the security of an agreed structure within which to work; that parents and employers would be able to see what had been covered during schooling; that children would have an entitlement to study a foreign language or science, rather than it being left to the whim of individual schools.

Critics feared that teachers’ imagination and commitment would be inhibited if they were told what to teach; that it might be more difficult to relate teaching to children’s needs and interests, producing clones rather than individuals; that a government-approved curriculum could be the first step towards the teaching of Statemind; that a curriculum conceived around single academic subjects might rule out interesting topic and project work, especially in the primary schools where it was a proud fraction that training was being dominated by the requirement for children to be given national tests at the ages of seven, eleven and fourteen and sixteen.

#### **The subjects**

From the autumn, schools must teach nine subjects to all pupils aged 5-14 - three core subjects: English, maths and science; and six foundation subjects: technology and design, history, geography, music, art and physical education, plus a modern foreign language to secondary pupils.

Religious education has to be offered by all schools. Children also have time to study subjects outside the National Curriculum such as a second



modern foreign language, Latin or the so-called “technical and vocational educational initiatives”. The main difference between core and foundation subjects is that pupils spend longer each week on core subjects, about 12 periods for each in secondary schools. Cross-curricular and “theme” work, especially in primary schools, is still possible.

 **Do the following exercises**

**1. Match the words from the text with their equivalents:**

curriculum	stopped
interdisciplinary	be allowed to
came into line	a course of study
left off	concerned with a job
have an entitlement	exclude
whim	across different subjects
inhibited	conform
clones	restricted
rule out	parts of the same
vocational	sudden desire

**2. Answer the questions:**

1. According to the article what were the five arguments for and five arguments against a National Curriculum?
2. What are “core” and “foundation” subjects?

 **Discussion**

Do you think a National Curriculum is a good idea? Why/why not?

 **Reading 3**

**Before you read, talk with your colleagues about your first school. What did you think of it? Can you remember your first day there?**

**Now read the text. It was written by Winston Churchill (1874 — 1965), and is from his autobiography *My Early Life*. He describes his first day at school, when he was seven.**

**WINSTON CHURCHILL’S PREP SCHOOL**

The school my parents had selected for my education was one of the most fashionable and expensive in the country. It modelled itself upon Eton and aimed at being preparatory for that Public School above all others. It was supposed to be the very last thing in schools. Only ten boys in a class; electric light (then a wonder); a swimming pond; spacious football and cricket grounds; two or three school treats, or “expeditions” as they were called, every term; the masters all **M.A.’s** in gowns and **mortar-boards**; a chapel of its own; no **hampers** allowed; everything provided by the authorities. It was a dark November afternoon when we arrived at this establishment. We had tea with the Headmaster, with whom my mother

conversed in a most easy manner. I was preoccupied with the fear of spilling my cup and so making “a bad start”. I was also miserable at the idea of being left alone among all these strangers in this great, **fierce, formidable** place. After all I was only seven, and I had been so happy in my nursery with all my toys. I had such wonderful toys: a real steam engine, a magic lantern, and a collection of soldiers already nearly a thousand strong. Now it was to be all lessons. Seven or eight hours of lessons every day except half-holidays, and football or cricket in addition.

When the last sound of my mother’s departing wheels had died away, the Headmaster invited me to hand over any money I had in my possession. I produced my three half-crowns, which were **duly entered** in a book, and I was told that from time to time there would be a “shop” at the school with all sorts of things which one would like to have, and that I could choose what I liked up to the limit of the seven and sixpence. Then we **quitted** the Headmaster’s **parlour** and the comfortable private side of the house, and entered the more **bleak** apartments reserved for the instruction and accommodation of the pupils. I was taken into a Form Room and told to sit at a desk. All the other boys were out of doors, and I was alone with the Form Master. He produced a thin greeny-brown covered book filled with words in different types of print.

“You have never done any Latin before, have you?” he said.

“No, sir.”

“This is a Latin grammar.” He opened it at a **well-thumbed page**. “You must learn this,” he said, pointing to a number of words in a frame of lines. “I will come back in half an hour and see what you know.”

**Behold me** then on a gloomy evening, with an aching heart, seated in front of the First Declension.

Mensa	a table
Mensa	O table
Mensam	a table
Mensae	of a table
Mensae	to or for a table
Mensa	by, with or from a table

What on earth did it mean? Where was the sense in it? It seemed **absolute rigmarole** to me. However, there was one thing I could always do: I could learn by heart. And I thereupon proceeded, as far as my private sorrows would allow, to memorize the task which had been set me. In due course the Master returned. “Have you learnt it?” he asked. “I think I can say it, sir,” I replied; and I **gabbled it off**.

He seemed so satisfied with this that I was **emboldened** to ask a question.

“What does it mean, sir?”

“It means what it says. Mensa, a table. Mensa is a noun of the First Declension. There are five declensions. You have learnt the singular of the First Declension.”

“But, I repeated, what does it mean?”

“Mensa means a table,” he answered.

“Then why does mensa also mean O table,” I enquired, “and what does O table mean?”

“Mensa, O table, is the vocative case,” he replied.

“But why O table?” I **persisted in genuine curiosity**.

“O table — you would use that in addressing a table, in **invoking** a table.” And then seeing he **was not carrying me with him**, “You would use it in speaking to a table.”

“But I never do,” I **blurted out** in honest amazement.

“If you are **impertinent**, you will be punished, and punished, let me tell you, very severely,” was his **conclusive rejoinder**.

Such was my first introduction to the classics from which, I have been told many of our cleverest men have **derived so much solace and profit**.

#### **Do the following exercises**

**1. Explain or paraphrase the bold-faced words and expressions.**

**2. Answer the questions:**

- 1 In the first paragraph, what is the contrast that the writer makes between his new school and how he felt on his first day there?
- 2 What were some of his fears?
- 3 What did he do with his “three half-crowns”? Why?
- 4 Why didn't Churchill understand the task that the Form Master set him? Do you think he knew what Latin was? Did he know what declensions are?
- 5 Why did the Form Master threaten to punish Churchill?
- 6 Churchill obviously felt very miserable on his first day at school. Find the words in the text that describe his negative attitude to the day.

#### **Discussion**

- 1 Have you ever learnt Latin or Greek? How was it taught?
- 2 Have you ever learnt a modern language in the way Churchill had to learn Latin? What did you think of learning in that way?

#### **Reading 4**

**1. What are the differences between the following types of British schools?**

a comprehensive

- b alternative
- c public
- d boarding

Which are state schools (paid for and controlled by the government) and which are private schools (where parents pay)?

**2. Divide into three groups. Each group should read one of the articles about schools.**

Group 1 reads about life at a comprehensive school.

Group 2 reads about life at a public/boarding school.

Group 3 reads about life at an alternative school.

**a First predict, in groups, what you think the students will say about these topics. Check first that you understand what the topics mean.**

School rules

Extra curricular activities

Typical daily routine

What she thinks of school

**b Read the article and make notes about the headings in a.**

**c Make sure you know the exact meanings of the words listed in a box beneath the text you have read.**

Name: Katy Roberts

Age: 16

School: Backwell School, Backwell, Avon

Type: Comprehensive School

“I’m in the fifth year at Backwell School. Like most of the 1,000 kids who come here, I travel here every morning on the school bus. I get here for 8.50 when we have to register with our tutor group. At nine the buzzer goes and we have our first two 50 minutes’ lessons, then a break of 20 minutes. We have two more lessons, then lunch, which lasts 50 minutes. I usually hang out with my friends or boyfriend at lunch, but there are lunchtime activities I could do.

We have a 25-minute tutorial after lunch and before our next two classes, where we receive messages, chat to our tutor groups or go to assembly. Our school is strict on discipline with detentions for swearing or breaking the school rules, but the uniform’s quite relaxed. We have to wear navy or black but we can wear any style we want, although if something’s too fashionable, for example, a brightly coloured coat, we have to take it off. I like our uniform. It’s comfortable to wear and the colour’s okay. The activities at school are really good – both the kids and teachers are into them. There’s loads of after-school clubs and trips: we can do weight

training, squash, trampolining, hockey, music lessons, orchestra, drama club, ski trips, cookery trips to France, school discos for the younger kids, charity fetes, etc. I like my school – it’s friendly and my mates are here. People might think you get a better standard of schooling by paying to go to a private school, but I think Backwell has a high standard of education and a good reputation. I’d never want to go anywhere else!”

tutorial	tutor group	a buzzer	detentions	mates	charity
fetes					

Name: Emma Langford

Age: 17

School: Cobham Hall, Kent

Type: Public/Boarding School

“I’ve been going to Cobham Hall for seven years and I love it. The average day here begins at 7 a.m. when we are woken up to have breakfast. By 8.25 a.m. we have to be in our tutorial groups where we read the papers and see what’s happening in the world. At 8.40 a.m. we all go off to morning prayers and lessons begin at 9 a.m.

I suppose our school day is quite long because we don’t finish till 4.25 a.m. but after that we can do what we want. We can either watch TV, have dinner or join one of the activity classes such as Keep Fit or Tennis. At 7 p.m. we have to do homework till 9 p.m. I’m now in the upper sixth, so I don’t have a set bedtime, but the lower years have to be in bed by certain times. For example, fourth years have to be in bed by 10 p.m.

I think that things are quite relaxed here at Cobham. They are strict about some things, like smoking, drinking and seeing boys, but apart from that we are allowed to go out at weekends and a couple of nights a week.

There are always loads of things to do at school like sport, swimming, weight training etc. I don’t even have to wear uniform and can wear jeans to lessons.

I used to be a day pupil for the first couple of years because my family live so close but now I board as I have much more work to do. Boarding is good fun and I love it. I share with three other girls.”

Name: Sonnie Ashdrow

Age: 10

School: The Rudolf Steiner School, Bristol

Type: Alternative School

“My school is a bit different from other schools. It’s based on the teachings of Rudolf Steiner (a European educational philosopher), and is for children aged between 4 and 14. There’s not a big emphasis put on exams at our school because the teachers don’t believe in competition, but

in cooperation. We do take GCSEs but they are not as important as they would be in state schools.

It's different in other ways too. It's funded by parental contributions, and we don't have a headmaster – our teachers make decisions between themselves.

There's a lot of emphasis on the arts at Steiner schools. We do Eurythmy, which is a sort of music and dance, and music and art. We learn French and German from an early age and even perform plays in foreign languages. We do English three times a week and Math twice a week. The only thing I don't like about our school is that we aren't taught to read until we're about seven, which I find a bit late. We don't have many trips but we do most sports. We aren't allowed to do football. I think it's to do with not believing in competition.

School starts at nine o'clock when we have to say a verse. We do this every day - the same verse, although I'm not too sure why we do this. Then we have a lesson with our main teacher for about an hour, then a break and two more lessons. Lunch is half an hour to an hour, after which we have three lessons.

I like my school because it's so friendly and we don't wear school uniforms, but I don't feel we learn enough here. Once when I visited another school some girls teased us about going to this school. I have thought about going to other schools but it's hard to leave my friends and the teachers, who I like here".

funded	parental contributions	a verse
teased		

### **Do the following exercises**

**1. Work with two people who have read the other articles and find out about the other two students at different schools. Make notes of:**

- what they do on a typical day
- what they are allowed/not allowed to do
- the school subjects studied
- extra activities they do
- what the person thinks of the school

**2. Discuss any surprises you got while you were reading these texts and any differences between these schools and the one you went to.**

**3. Which of the three schools would you send your children to? Give your reasons.**

### **Listening**

**Listen to the tape and answer the following questions:**

1. What school did the speaker attend?
2. Was it coeducational?

3. Was it a denominational school?
4. How did the school help children who left at sixteen?
5. Where did the speaker send his own children to school? How was their school different from his own?
6. Did the speaker's wife have a similar education to his?

### 👉👉 Discussion

1. In what sense was the speaker's school "successful" and in what sense was it unsuccessful?
2. What does the speaker mean when he describes his school as "a socially divisive institution"?
3. What features do you think a "successful" school should have?

### 📖 Reading 5

**Read the text slowly and carefully, and then answer the questions.**

#### **Summerhill education and standard education**

I hold that the aim of life is to find happiness, which means to find interest. Education should be a preparation for life. Our culture has not been very successful. Our education, politics, and economics lead to war. Our medicines **have not done away with** disease. Our religion has not abolished usury and robbery. Our boasted humanitarianism still allows public opinion to approve of the barbaric sport of hunting. The advances of the age are advances in mechanism - in radio and television, in electronics, in jet planes. New world wars threaten, for the world's social conscience is still primitive.

If we feel like questioning today, we can pose a few awkward questions. Why does man seem to have many more diseases than animals have? Why does man hate and kill in war when animals do not? Why does cancer increase? Why are there so many suicides? So many insane sex crimes? Why the hate that is anti-Semitism? Why Negro hating and lynching? Why **back-biting and spite**? Why is sex **obscene** and a **leering** joke? Why is being a bastard a social disgrace? Why the continuance of religions that have long ago lost their love and hope and charity? Why, a thousand whys about our **vaunted state of civilized eminence!**

I ask these questions because I am by profession a teacher, one who deals with the young. I ask these questions because those so often asked by teachers are the unimportant ones, the ones about school subjects. I ask what earthly good can come out of discussions about French or ancient history or what not when these subjects **don't matter a jot** compared to the larger question of life's natural fulfillment - of man's inner happiness.

How much of our education is real doing, real self-expression? Handwork is too often the making of a pin tray under the eye of an expert. Even the Montessori system, well-known as a system of directed play, is an

artificial way of making the child learn by doing. It has nothing creative about it.

In the home, the child is always being taught. In almost every home, there is always at least one ungrown-up grown-up, who rushes to show Tommy how his new engine works. There is always someone to lift the baby up on a chair when the baby wants to examine something on the wall. Every time we show Tommy how his engine works we are stealing from that child the joy of life – the joy of discovery – the joy of overcoming the obstacle. We make that child come to believe that he is inferior and must depend on help.

Only pedants claim that learning from books is education. Books are the least important apparatus in a school. All that any child needs is the three R's; the rest should be tools and clay and sports and theatre and paint and freedom.

Most of the schoolwork that adolescents do is simply a waste of time, of energy, of patience. It robs youth of its right to play and play and play; it puts old heads on young shoulders.

When I lecture to students at teacher training colleges and universities, I am often shocked at the ungrowupness of these lads and lasses stuffed with useless knowledge. They know a lot; they shine in dialectics; they can quote the classics – but in their outlook on life many of them are infants. For they have been taught *to know*, but haven't been allowed *to feel*. These students are friendly, pleasant, eager, but something is lacking – the emotional factor, the power to subordinate thinking to feeling. I talk to these of a world they have missed and go on missing. Their textbooks do not deal with human character, or with love, or with freedom, or with self-determination. And so the system goes on, aiming only at standards of book learning – goes on separating the head from the heart.

It's time that we were challenging the school's notion of work. It is taken for granted that every child should learn mathematics, history, geography, some science, a little art, and certainly literature. It is time we realized that the average young child is not much interested in any of these subjects.

I prove this with every new pupil. When told that the school is free, every new pupil cries: "Hurrah! You won't catch me doing dull arithmetic and things!"

I am not decrying learning. But learning should come after play. And learning should not be deliberately seasoned with play to make it palatable.

Learning is important – but not to everyone. Nijinsky could not pass his school exams in St Petersburg, and he could not enter the State Ballet without passing those exams. He simply could not learn school subjects – his mind was elsewhere. They faked an exam for him, giving him the answers with the papers – so a biography says. What a loss to the world if Nijinsky had had really to pass those exams!



Creators learn what they want to learn in order to have the tools that their originality and genius demand. We do not know how much creation is killed in the classroom with its emphasis on learning.

I have seen a girl weep nightly over her geometry. Her mother wanted her to go to the university, but the girl's whole soul was artistic. I was delighted when I heard that she had failed her college entrance exams for the seventh time. Possibly, the mother would now allow her to go on the stage as she longed to do.

Some time ago, I met a girl of fourteen in Copenhagen who had spent three years in Summerhill and had spoken perfect English here. "I suppose you are at the top of your class in English", I said.

She grimaced ruefully. "No, I'm at the bottom of my class, because I don't know English grammar", she said. I think that **disclosure** is about the best commentary on what adults consider education.

Indifferent scholars who, under discipline, scrape through college or university and become unimaginative teachers, and incompetent lawyers would possibly be good mechanics or excellent bricklayers or first-rate policemen.

We have found that the boy who cannot or will not learn to read until he is, say, fifteen is always a boy with a mechanical bent who later on becomes a good engineer or electrician.

I should not dare dogmatize about girls who never go to lessons, especially to mathematics and physics. Often such girls spend much time with needlework, and some, later on in life, take up dressmaking and designing. It is an absurd curriculum that makes a prospective dressmaker study quadratic equations or Boyle's Law.

Caldwell Cook wrote a book called *The Play Way*, in which he told how he taught English by means of play. It was a fascinating book, full of good things, yet I think it was only a new way of bolstering the theory that learning is of the utmost importance. Cook held that learning was so important that the pill should be sugared with play. This notion that unless a child is learning something the child is wasting his time is nothing less than a curse – a curse that blinds thousands of teachers and most school inspectors. Fifty years ago the watchword was "Learn through doing". Today the watchword is "Learn through playing." Play is thus used only as a means to an end, but to what good end I do not really know.

(From *Summerhill* by A.S. Neill)

### **Do the following exercises**

**1. Explain the bold-faced words and expressions.**

**2. Answer the questions:**

1. What does Neill regard as the basis of happiness?
2. What does he feel about our culture?

3. Sum up what he says about the behaviour of civilized people.
4. Why are the questions, so often asked by teachers, unimportant, according to Neill?
5. Neill says: "The child is always being taught". Does he consider this a good or bad thing?
6. "It robs youth of its right". What do "it" and "its" refer to?
7. Explain "it puts old heads on young shoulders".
8. "I talk to these of a world they have missed". Who are "these"?
9. Explain what Neill means by "separating the head from the heart".
10. Explain "learning should not be deliberately seasoned with play to make it palatable".
11. What is meant by the expression "the pill should be sugared".
12. Does Neill feel that if a child is not learning something he is wasting his time?

 **Writing**

In a paragraph of about 100 words, sum up Neill's views on education.

 **Reading 6**

**Read the following descriptions of Summerhill school. The extracts are taken from a book written by the founder of the school in 1962. Make a note of anything which you would like to talk about, either because you agree or disagree, or simply because you are surprised.**

**The Philosophy of Summerhill**

Summerhill was founded in the year 1921 by the psychologist A.S. Neill as an alternative to the state run education system.

Some children come to Summerhill at the age of five years and others as late as fifteen. The children are divided into three age groups: the youngest range from five to seven, the intermediates from eight to ten and the oldest from eleven to fifteen. The school is residential, and the children are housed by age groups with a house mother for each group. The pupils do not have to stand room inspection and no one picks up after them. They are left free. No one tells them what to wear: they put on any kind of costume they want to at any time.

The way of teaching in ordinary schools was wrong. It was based on an adult conception of what a child should be and how a child should learn. Obviously, a school that makes active children sit at desks studying mostly useless subjects is a bad school. Children, like adults, learn what they want to learn. All prize-giving and marks and exams sidetrack proper personality development. Only pedants claim that learning from books is education. Learning in itself is not as important as personality and character.

We set out to make a school in which we should allow children freedom to be themselves.

Summerhill is a school in which the child knows he is approved of. You can't be on the side of children if you punish them and storm at them. In Summerhill everyone has equal rights.

Logically, Summerhill is a place in which people who have the innate ability and wish to be scholars will be scholars, while those who are only fit to sweep the streets will sweep the streets. But we have not produced a street cleaner so far. Nor do I write this snobbishly, for I would rather see a school produce a happy street cleaner than a neurotic scholar.

Lessons are optional. Children can go to them or stay away from them - for years if they want to. There is a timetable - but only for the teachers. But if Jimmy comes to English on Monday and does not make an appearance again until Friday of the following week, the others quite rightly object that he is holding back the work and they may throw him out for impeding progress.

Pupils from other schools vow that they will never attend any beastly lessons again at any time. This sometimes goes on for months. Our record case was a girl from a convent. She loafed for three years.

We have no new methods of teaching. The child who wants to learn long division will learn it no matter how it is taught.

Summerhill children see all kinds of films. We have no censorship.

### **The Rules and Regulations**

Summerhill is a self-governing school, democratic in form. Everything connected with social, or group, life, including punishment for social offences, is settled by vote at the Saturday night General School Meeting. Each member of the teaching staff and each child, regardless of his age, has one vote. My vote carries the same weight as that of a seven-year old. There is a different chairman at each meeting, appointed by the previous chairman and the secretary's job is voluntary. In my opinion, one weekly General School Meeting is of more value than a week's curriculum of school subjects. It is an excellent theatre for practising public speaking and most of the children speak well and without self-consciousness. I have often heard sensible speeches from children who could neither read nor write.

The school that has no self-government should not be called a progressive school.

When there is a boss, there is no real freedom.

Good self-government is only possible when there is a sprinkling of older pupils who like a quiet life and fight the indifference or opposition of the gangster age. Children up to, say, twelve, on the other hand, will not run good self-government on their own.

Yet at Summerhill a seven-year old rarely misses a General Meeting.

No one in Summerhill is more important than anyone else. If a child does not want you in his room, he can ask you to leave immediately. Our democracy makes laws - good ones, too.

You can be yourself as long as you don't interfere with other people.

At the beginning of term, rules about bedtime are made by vote. You go to bed according to your age.

Air guns are forbidden.

There is a law forbidding selling your own clothes, because this is not fair to the parents who have bought them.

It is forbidden to bathe in the sea without the supervision of lifeguards who are always staff members.

It is forbidden to climb on the roofs.

Throwing food in the dining room is not allowed.

Invariably the punishment has some relation to the crime.

Our community is pretty hard on bullies. Bullying is not so rife in Summerhill, however, as in strict schools, and the reason is not far to seek. Under adult discipline, the child becomes a hater. Since the child cannot express his hatred towards the teacher he tries to bully smaller or weaker boys. But this seldom happens in Summerhill. Punishments are nearly always fines:

- hand over pocket money for a week or miss cinema

- if you ride another's bike without permission, there is an automatic fine of sixpence.

- bedtimes must be kept or there is an automatic fine

- I wrote to ask him (Neill) if some friends could visit the school on a certain Monday. He replied that since they have forty visitors a week the kids had made a rule that they should be allowed only on Saturday, and if he broke the rule he would quite likely be fined his pudding.

### **Corporal Punishment is Evil.**

Usually the School Meeting's verdict is accepted by the culprit. If the verdict is unacceptable, the defendant may appeal. The children realize that if the defendant feels he has been unfairly judged, there is a good chance that he actually has been. No culprit at Summerhill ever shows any signs of defiance or hatred of the authority of the community.

### **Do the following exercises**

#### **1. Match the words on the left with their meanings on the right.**

impede	spend time idly
loaf	use strength or power to fight or hurt those who are weaker
sidetrack	wrong-doer
rife	disobedience, resistance
bully	retard
culprit	money paid as a penalty for breaking a rule

defiance	decision
verdict	solemn promise
fine	small quantities
vow	turn from
sprinkling	caning, whipping
corporal punishment	common

**2. Choose one of the statements with which you strongly agree or disagree. Following the rules for giving a presentation prepare a talk of no more than three minutes to present to either a small group or the whole class. You could practise it first with a partner.**

### Reading 7

#### **Penalties Against the Fixed Rules**

There was no need to waste time in preliminary **admonitions**. Miss Dove's rules were as fixed as the signs of the zodiac. And they were known. The **penalties** for **infractions** of the rules were also known. If a child introduced a foreign object — a pencil, let, let us say, or a wad of paper, or a lock of hair — into his mouth, he was required to wash out his mouth with yellow laundry soap. If his **posture** was incorrect he had to go and sit for a while upon a stool without a back-rest. If a page in his notebook was untidy, he had to rewrite it. If he **emitted an uncovered cough**, he was expected to rise immediately and fling open a window, no matter how cold the weather, so that a blast of fresh air could protect his fellows from the **contamination** of his germs. Again if he felt obliged to disturb the class routine by leaving the room for a drink of water (Miss Dove **loftily** ignored any other necessity) he did so to an accompaniment of dead silence. Miss Dove would look at him - that was all - following his departure and greeting his return with her perfectly expressionless gaze and the whole class would sit idle and motionless, until he was back in the fold again. It was easier —even if one had eaten salt fish for breakfast — to remain and suffer.

#### Do the following exercises

**1. Explain the bold-faced words and expressions.**

#### Discussion

**Consider the penalties which are described in the extract.**

Do you think they will have a positive effect?

Which of them would you use in class if any at all?

Do you know any others?

Do you think punishment in general should be used in teaching?

**These are examples of what would be considered bad behaviour in British schools.**

**Decide if each example is *very serious/ serious/ minor/unimportant*.**

1. Running in the corridor
2. Fighting in the classroom
3. Being rude to a teacher
4. Throwing paper across the classroom in a lesson
5. Smoking in the school toilets
6. Stealing from other pupils
7. Cheating in an examination
8. Looking out of the window in a lesson
9. Forgetting to hand in your homework
10. Bullying a younger pupil
11. Breaking a window playing football in the playground

**These are the most common punishments in British schools:**

- a) Lines: Writing out the same sentence many times. E.g. I must not be late
- b) Detention: Having to stay after school for extra studying
- c) Report: Having to carry a card on which your teachers report on your work and/or behaviour after every lesson
- d) Community service: Doing an agreed number of hours work in school for the benefit of others, e.g. picking up litter, cleaning
- e) Exclusion: Not being allowed in school for a few days or weeks. Pupils are not usually re-admitted until parents have been interviewed
- f) Expulsion: Sent away from school permanently. Pupils then have to find another school to accept them. Their bad record goes with them.

**Which punishment would you give for each offence?**

**🗨️ Discussion**

**Discuss the problem of punishment in pairs. One of the pair will insist that punishment should be abolished and never used in class; the other will defend the opposite point of view. Consider the following and expand on the items where possible.**

**Should punishment be used in class?**

<b>For:</b>	<b>Against:</b>
1. Punishment helps to do away with animal instincts such as greed, anger, idleness and discourtesy, which lie in the depth of human nature.	1. It is no good to discipline children through fear.
2. It is impossible to bring up self-confident, strong-willed citizens without any punishment, as it keeps them under control.	2. Any punishment (corporal punishment in particular) humiliates a human being.
3. The thing that distinguishes a man from a brute is not instinct but performance, and certain kinds of punishment help here a lot.	3. Teachers who punish their pupils do not care for children, they care only that

	children conform to the rules.
4. Not all kinds of punishment are acceptable, but it is inevitable as a phenomenon to control discipline.	4. When one uses any kind of punishment he brings up (produces) cruel and heartless people.
5. The means of punishment is important; it should never be humiliating, never contemptuous. Children are not monsters, some of them simply go a little further than they intend.	5. Punishment leads to lies, as children would tell any lie to prevent the unpleasant act.
6. It's not punishment itself that is important, but the threat it represents (it keeps children from breaking the rules).	6. Punishment destroys a child's personality.

### **Reading 8**

**Read the magazine article below. Think of a title for it.**

The girls in Jill Gugisberg Wall's science class at Farnsworth Elementary School in St Paul, Minnesota, get angry when they think about the bad old days. At the schools they attended before coming to Farnsworth, "the boys got all the attention," says Carrie Paladie, 12. "Every time *we* asked a question, the teacher would just ignore us." Her classmate, 11-year-old Jennie Montour, agrees: "The boys got to participate in everything." Jennie says the teachers made her feel "that I was stupid." Their new science teacher's mission is to change all that. "In my classroom," she says. "I encourage everyone to be involved". Unfortunately, there are too few teachers like Wall. **Sexism** may be the most widespread and damaging form of **bias** in the classroom, according to a report **released** last week by the American Association of University Women. The report, which summarized 1.331 studies of girls in school, describes a pattern of **downward intellectual mobility** for girls. The AAUW found that girls enter first grade with the same or better skills and ambitions as boys. But, all too often, by the time they finish high school, "**their doubts have crowded out their dreams.**"

In elementary school, the researchers say, teachers call on boys much more often and give them more encouragement. Boys frequently need help with reading, so **remedial reading** classes are an integral part of many schools. But girls, who just as often need help with math, rarely get a similar chance to sharpen their skills. Boys get praised for **the intellectual content of their work**, while girls are more likely to be praised for neatness. Boys tend not to be **penalized** for calling out answers and taking

risks, girls who do the same are **reprimanded** for being rude. Research indicates that girls learn better **in cooperative settings**, where students work together, while boys learn better in **competitive settings**. Yet most schools are based on a competitive model. The report also indicates that schools are becoming more tolerant of male students **sexually harassing** female students.

Despite these problems, girls get better grades and are more likely to go on to college, according to the report. But even these successful girls have less confidence in their abilities than boys; they have higher expectations of failure and more modest aspirations. The result, the report concludes, is that girls are less likely to reach their potential than boys.

The differences between the sexes are greatest in science. Between 1978 and 1986 the gap between the national science achievement test scores of 9- and 13-year-old boys and girls widened - because girls did worse and boys did better. Girls and boys take about the same number of science courses, but girls are more likely to take advanced biology and boys are more likely to take physics and advanced chemistry. Even girls who take the same courses as boys and perform equally well on tests are less likely than boys to choose technical careers. A Rhode Island study found that 64 per cent of the boys who had taken physics and calculus in **high school** were planning **to major** in science or engineering compared with only 18.6 per cent of the girls who had taken those courses.

More than two-thirds of the nation's teachers are women. Presumably, their **gender bias is unintentional** but no less apparent. "When researchers have asked teachers to remember their favorite students, it always ends up being kids who **conformed to gender stereotypes**", says researcher David Sadker. "The ones they like best are **assertive males** and the ones they like least are assertive females."

Keith Geiger, president of the National Education Association, the largest teachers' union, **advocates incorporating gender awareness** into teacher training and classroom reviews. Also, he says, as schools **upgrade** their math and science standards, they should encourage more participation by girls. A more controversial solution might be **single-sex schools** or **sex segregation** at crucial points in a girl's development.

In Jill Wall's class girls get a lot of support from their teacher. Wall learned more about teaching girls after receiving an AAUW fellowship in 1990 during which she studied elementary science education. At Farnworth her students give her straight A's. "She treats us all the same", says Tamika Aubert, 11. **Equity** in the classroom won't turn all girls or boys into physicists. But may be a generation of teachers will emerge who can delight in assertive girls and shy boys with a talent for the arts.



### **Do the following exercises**

**1. Explain or paraphrase the bold-faced words and expressions.**

**2. Answer the questions:**

1. On what model do most schools base their work? How does it affect girls?
2. Are boys and girls treated differently at school?
3. What are boys and girls praised and reprimanded for?
4. Why is sexism the most damaging form of bias?
5. What can be done to drive gender bias out of school?

### **Listening 1**

Mary McDonald, a primary school teacher, talks about society's attitude to boys and girls and how she deals with it at school.

**Listen to the tape and answer the following questions:**

- a) What three things does Mary McDonald mention which are different for boys and girls before they come to school?
- b) Whose expectations influence the differences between boys and girls before they come to school?
- c) What four examples does Mary McDonald give of ways in which she would not treat boys and girls differently?
- d) What story does Mary McDonald tell about the school assembly?

### **Tape dictation**

**Fill in the blanks. Check your answers by listening to the tape again.**

Well I think you <sup>1</sup> — to look at this in <sup>2</sup> — of society in general. I <sup>3</sup> — that schools what schools do is that <sup>4</sup> — reflect the pattern of society; in other <sup>5</sup> — when a child is born it's born with a <sup>6</sup> —, it's born with a name, it's a girl <sup>7</sup> — a boy and it wears different clothes and those things are all <sup>8</sup> — by sex. Apart from that we have then the sort of <sup>9</sup> — of parents and of the wider family and then of <sup>10</sup> — if you like in terms of boys and girls. So right from birth there's some sort of <sup>11</sup> — input into this business of sex. When <sup>12</sup> — come to school yes, they are different. You can see that they're different, you can <sup>13</sup> — them playing differently as well. <sup>14</sup> — then they're given different toys to <sup>15</sup> — with.

### **Discussion**

**In groups, discuss one of the following topics:**

- What basic differences (apart from physical characteristics) do you think there are between boys (men) and girls (women)?
- Are the differences between boys and girls something we are born with or are they “taught” by society?
- How did your schools and your parents treat the two sexes? Did you agree with their treatment?

## **Listening 2**

Mary McDonald talks about the chances of promotion for a primary teacher.

### **Before you listen**

What is the proportion of women and men who work at primary school?

What jobs do men and women have at primary schools?

### **General listening**

**Read the following sentences. Are they true or false?**

- a) There are more women teachers than men teachers in primary education, so there are more women heads.
- b) Mary doesn't want to be a classroom teacher; she'd like to be a head.
- c) Mary doesn't like her job very much.
- d) Boys are never brought up to be more ambitious than girls.

### **Detailed listening**

**Answer the following questions.**

- a) What has the interviewer read recently and what did it say?
- b) What does Mary mean by the "Lower School"?
- c) Why do men get promoted, and what does Mary want for herself?

## **Reading 9**

**"Any form of education other than co-education is simply unthinkable"**

Imagine being asked to spend twelve or so years of your life in a society, which consisted only of members of your own sex. How would you react? Unless there was something definitely wrong with you, you wouldn't be too happy about it, to say the least. It is all the more surprising therefore that so many parents in the world choose to impose such abnormal conditions on their children - conditions which they themselves wouldn't put up with for one minute!

Any discussion of this topic is bound to question the aims of education. Stuffing children's heads full of knowledge is far from being foremost among them. One of the chief aims of education is to equip future citizens with all they require to take their place in adult society. Now adult society is made up of men and women, so how can a segregated school possibly offer the right sort of preparation for it? Anyone entering adult society after years of segregation can only be in for a shock.

A co-educational school offers children nothing less than a true version of society in miniature. Boys and girls are given the opportunity to get to know each other, to learn to live together from their earliest years. They are put in a position where they can compare themselves with each other in terms of academic ability, athletic achievement and many of the extra-curricular activities, which are part of school life. What a practical advantage it is (to give just a small example) to be able to put on a school

play in which the male parts will be taken by boys and the female parts by girls! What nonsense co-education makes of the argument that boys are cleverer than girls or vice versa. When segregated, boys and girls are made to feel that they are a race apart. Rivalry between the sexes is fostered. In a co-educational school, everything falls into its proper place.

But perhaps the greatest contribution of co-education is the healthy attitude to life it encourages. Boys don't grow up believing that women are mysterious creatures – airy goddesses, more like book illustrations to a fairy tale, than human beings. Girls don't grow up imagining that men are romantic heroes. Years of living together at school dispel illusions of this kind. There are no goddesses with freckles, pigtails, piercing voices and inky fingers. There are no romantic heroes with knobbly knees, dirty fingernails and unkempt hair. The awkward stage of adolescence brings into sharp focus some of the physical and emotional problems involved in growing up. These can better be overcome in a co-educational environment. Segregated schools sometimes provide the right conditions for sexual deviation. This is hardly possible under a co-educational system. When the time comes for the pupils to leave school, they are fully prepared to enter society as well-adjusted adults. They have already had years of experience in coping with many of the problems that face men and women.

### **Discussion**

In groups discuss which is better:

#### **Single-sex or co-educational schools?**

#### **The argument: key words**

1. Imagine spending 12 years with members of your own sex.
2. Many parents impose these conditions on their children.
3. Discussion of topic must question aims of education.
4. Not only accumulation of knowledge.
5. Equipping future citizens for adult society.
6. Segregated schools: not the right sort of preparation.
7. Co-educational school: society in miniature.
8. Boys and girls learning to live together.
9. Can compare themselves: academic and athletic abilities, school activities.
10. Many practical advantages: e.g. school plays.
11. Boys and girls not made to feel a race apart.
12. Co-education encourages healthy attitudes to life.
13. Boys: no illusions about women: airy goddesses.
14. Girls: no illusions about men: romantic heroes.
15. No goddesses with freckles, pigtails, piercing voices, etc.
16. No romantic heroes with knobbly knees, dirty fingernails, etc.

17. Physical and emotional adolescent problems best overcome in coeducational environment.

18. Sexual deviation hardly possible.

19. Pupils enter society as well-adjusted adults.

**The counter-argument: key words**

1. School is not a miniature society.

2. It is highly artificial, unrelated to outside world.

3. It is a training ground: a very special society in its own right.

4. Many teachers claim better work done in segregated schools.

5. Greater achievements academically, socially, in athletics, etc.

6. Children from segregated schools have greater self-confidence when they leave.

7. Many more practical advantages in segregated schools: e.g. administration.

8. Adolescent problems better dealt with – easier for teachers to handle.

9. Sexual deviations, greatly exaggerated.

10. No distractions – co-educational schools often lead to disastrous early marriages.

11. Segregated schools have successfully existed for centuries: a proof of their worth.

12. In many countries, the most famous schools are segregated.

13. Thousands of great men and women attended segregated schools: e.g. Churchill.

✍ **Writing**

Write an essay expressing your views on single-sex education.

**B EDUCATION IN THE UNITED STATES OF AMERICA**

Donald K. & Janelle J. Jarvis, 14 September 2006

Education in the USA is characterized by great variety. No central national office controls education: each of the 50 states directs its own educational system and standards. The national government collects statistics, requires some testing, and provides a little funding. Within each state, local school boards have a lot of control over education in grades 1-12.

Elementary and secondary education (grades 1-12) in the United States is publicly funded and basically free of charge for all students, although some modest fees are commonly assessed for books and supplies. Private education is also available in most cities, but is usually very expensive. Parents can also get permission to “home-school” their children if they agree to follow certain legal guidelines. Many parents pay for private music, dance, gymnastics, or other lessons for their children.

No religious education is permitted in any public schools (grades 0-12). Parents desiring religious teaching for their children usually take or send

them to church-supported (Sunday) Schools once a week, enroll them in private schools, or home-school them. 11% of US pupils attend private schools, most of which are Catholic.

Educational level	Grades	Age	Note: Few schools are specialized-most are general schools for all pupils.
Pre-school/child care/day care		1-4	Usually private, often expensive. Publicly funded pre-school care is rare.
Kindergarten	0	5-6	This is a free “zero-grade” in every elementary school.
Elementary School	1-6	6-12	Usually a neighborhood school with required classes for all pupils, a library, and gymnasium/lunch room/auditorium. Many schools put on music programs for parents two or more times a year.
Middle School	7-8	12-14	Usually a large school, where most classes are required. A few class options are available, such as band, chorus, a foreign language.
High School	9-12	14-18	Many class options are usually available. Students may choose a vocational or college-preparatory track. Spanish is a common foreign language. Extra-curricular activities like sports, music, and drama are popular. Many pupils work after school at paying jobs or in volunteer service. Student clubs are common.

### **Reading 1**

The Fourteenth Amendment to the U.S. Constitution guarantees each citizen equal protection under the law. However, up until the 1950s, this equal protection was interpreted as “separate but equal” for Americans of European ancestry and Americans of African ancestry. This segregation was most apparent in education. American public schools-have not always been racially integrated, but since the 1950s, efforts have been made to integrate American society through the schools. The road to integrating

America's schools has been a long and hard one, and the goals of integration have changed along the way.

In the early 1800s black slaves were not allowed to attend schools in America, so all schools were white. In later years, black and white children both attended public schools, but separately. In 1896, a famous Supreme Court case, *Plessy v. Ferguson*, attempted to attack the "separate but equal" **doctrine** that had ruled the country for so long. Homer Plessy, the **plaintiff** in the case, attacked the Louisiana law that required segregation on trains within the state, stating that his rights had been violated under the Constitution. He claimed that legal segregation had created a system in which black citizens were inferior in the eyes of the law. Plessy lost his case, and the Courts 8-1 decision ruled that "segregation by race did not necessarily imply racial inferiority," thus upholding the doctrine of "separate but equal". The decision resulted in the continuation of segregated schooling.

It was not until many years later that the nation officially **repudiated** its segregation policies. In 1954, the Supreme Court **overturned** "separate but equal" in the famous *Brown v. Board of Education* case. Linda Brown, a five-year-old girl, had to walk five blocks to a bus stop and then ride two miles each day to her all-black elementary school in Topeka, Kansas, even though there was an all-white school only four blocks from her home. Her parents, believing that the segregated school system deprived their daughter of her constitutional rights, sued the Topeka Board of Education. The Supreme Court then interpreted the Fourteenth Amendment to mean that states had to provide equal educational opportunities to all students and viewed segregated schooling as "inherently unequal." This **momentous** decision practically **banned** segregation in the public schools—at least in theory.

For several years, however, there was no real attempt made to integrate the schools. Because U.S. education is not nationalized, powerful local school districts were able to continue their old practices. Then in the late 1960s and early 1970s, several court decisions ordered the elimination of segregated schools. Desegregation processes were instituted through mandatory **busing**, in which children from **predominantly** white school systems were sent in buses to black schools, and children from predominantly black school systems were sent in buses to white schools. The focus was on integrating African-Americans into the **mainstream** of white America. Many families in busing programs have been satisfied with the results. However, opponents of busing point out that it is **ironic** that children must spend so much time traveling to school on buses when avoiding busing was one of the original reasons for the *Brown v. Board of Education* case.

Even advocates of busing concede that busing may have created more problems than expected. Many white parents have protested busing by fleeing the inner city for the suburbs; others have enrolled their children in private schools. This “white flight” has caused cities and schools to *re-segregate*, forming even more racially isolated *ghettos* within many American cities.

And while the physical separation of children by race is far less common than it was in 1954, there is evidence that the number of racially segregated schools is now on the rise. In fact, in some areas of the United States, particularly in the Northeast, the degree of racial separation in the schools is even greater than it was in 1954.

Some African-Americans as well have left their own communities, in order to live in safer areas with better schools. This has left inner-city children with fewer successful, well-educated black *role models*, and instead has allowed the negative example of drug *pushers* to take their place. Many black parents have also come to oppose school busing, insisting instead on better quality educational programs in neighborhood schools. The famous *Brown v. Board of Education* case had officially registered the nation’s distaste for discrimination, yet many parents now see the results of the 1954 case as a *mixed blessing*.

In recent years, educators and governments have sought new ways, other than busing, to deal with segregation. In a recent case, the Supreme Court softened its position, ruling that school systems could be freed from mandatory busing if they complied “in good faith” with desegregation orders.

Alternative plans for integrating schools have been offered, many of them focusing on curriculum improvement and teacher training. These plans are often referred to as “choice”, because parents gain the right to choose their children’s school, public or private. Many believe that giving parents the right to choose a school will lead to “voluntary” desegregation and that a free-market approach to schooling is one of the only ways to improve the quality of American education and give equal opportunity to all students. Critics of this approach claim that many schools will be left abandoned as students and their families *vie over* the better schools.

One example of a choice program is the “magnet schools,” designed to draw white students back into inner city schools by offering a specialized curriculum, focusing, for example, on science or art. With quality education *incentives*, these schools also work toward integration by balancing the ratio of black and white students in each school. Magnet schools have been successful in some areas but not so in others. Although some parents are attracted to the focused curriculum of a magnet school, they remain reluctant to send their children back to inner-city public

schools. African-American parents see the emphasis on getting white students to enroll in the magnet schools as an insult.

In some states, an even more extreme concept of schooling has been proposed, and in a few cases, attempted. “Voucher programs” are being advocated, in which each child receives a voucher that can be “spent” on any public or private school of his or her choice, regardless of its location. Critics of this system say that voucher programs may lead to more segregated schooling as the more highly educated parents, tend to do the research that is needed to choose the best schools.

The school does seem to be the most appropriate place to ensure that all people have equal opportunity in “one nation under God.” So far, it has been the most appropriate place to begin the process of integration. The best method for realizing this goal, however, remains unclear.

**Do the following exercises**

**1. Look at the boldfaced words and phrases in the background reading. Try to determine their meaning. Match them with the synonyms or definitions below.**

doctrine	a) defeated; in law, decided against (to reverse) an earlier ruling (decision)
plaintiff	b) rejected as unjust
repudiated	c) the main way of thinking or acting
overturned	d) mostly
momentous	e) sections of towns lived in by people who are underprivileged or discriminated against
banned	f) outlawed, made illegal
busing	g) compete for
predominantly	h) transport of children to achieve racial integration
mainstream	i) beliefs of a political system, principles
ironic	j) segregate again
re-segregate	k) in law, a person who brings action against someone in court
ghettos	l) having the opposite result from what is expected
role models	m) drug sellers
pushers	n) something that has both advantages and disadvantages
mixed blessing	o) people who can be respected or admired for what they do
vie over	p) stimulus
incentive	q) important, serious

**2. Work in small groups. Summarize the issue presented in the background reading. Take notes to complete the following outline.**

1. The issue (state in your own words).



## 2. Pros and cons of solutions to segregation in U.S. public education

	Pros	Cons
a) Busing		
b) Magnet schools		
c) Voucher programs		

### **Discussion**

1. Has racial segregation been a problem in your country?
2. Study the proposals for integration in the United States presented in your notes from summarizing the issue. What are your reactions to these proposals?

### **Opinion 1**

#### **Listening**

#### **1. Listen to the commentary. Check the statement that summarizes the commentator's viewpoint.**

1. The African-American community is losing its identity through integration efforts.
2. The *Brown v. Board of Education* decision was a mistake.
3. New integration efforts must be made to ensure equal opportunity for all students.

#### **2. Read the following questions and answers. Listen to the commentary again and circle the best answer. Then compare your answers with those of another student. Listen again if necessary.**

1. What happened in 1954?
  - a. All racial segregation was ended in the United States.
  - b. American public schools were integrated.
  - c. The Supreme Court ruled out racial segregation.
2. Why isn't it odd that there are no celebrations for this anniversary, according to the commentator?
  - a. There is a sense of weariness at court-imposed busing schemes.
  - b. Because black children used to have to ride buses past all-white schools.
  - c. Because integration has been successful.
3. Why was the *Brown v. Board of Education* decision necessary?
  - a. It had to explain the doctrine of "separate but equal"
  - b. The 1896 *Plessy v. Ferguson* decision had never been written into law.
  - c. The country had proclaimed itself a nation of equality.
4. What problem exists in the notion of integration?
  - a. It assumes that all black and white children must automatically integrate in schools.
  - b. It assumes that black children can't learn well without the presence of white children.

- c. It results in an inferior education for all children.
- 5. Why wasn't integration so ideal for the black community?
  - a. It cost the black community so much money.
  - b. Segregation was never really outlawed in some schools.
  - c. The well-educated blacks left their communities without role models.
- 6. What happened to predominantly black neighborhoods as a result of integration?
  - a. They expanded into the suburbs.
  - b. More ghettos formed.
  - c. The pushers controlled them.
- 7. What did African-Americans give up as a result of the *Brown v. Board of Education* decision?
  - a. Equality among whites
  - b. A feeling of self-sufficiency
  - c. Special help from the government
- 8. According to Muhammed, what was wrong with the way in which integration was handled?
  - a. African-Americans allowed the government to lead integration efforts.
  - b. African-Americans never accepted European-Americans.
  - d. African-Americans didn't become part of the country's mainstream.

**3. Read the text of the commentary. Try to fill in the missing words in the text as you remember them. Use your knowledge of text structure, vocabulary, and grammar to help you. Then listen again to the commentary to check your answers, stopping the tape as you fill in the blanks. If you have different answers than the original text, check with your teacher to see if they are acceptable alternatives.**

#### **Introduction**

This country's racial segregation in public schools was \_\_\_ by the Supreme Court on this date in 1954. Commentator Askia Muhammed believes the ruling came as a \_\_\_ blessing.

#### **Commentary**

It's odd that on this thirty-fifth anniversary of one of the most \_\_\_ Supreme Court decisions there are no national celebrations. Or, maybe it's not so odd.

I think there's a sense of national weariness at various court-imposed school-integration-by- \_\_\_ schemes over the years. So who wants to celebrate *that* anniversary? It's \_\_\_ because the Washington D.C. \_\_\_, whose case was joined into the *Brown v. Topeka, Kansas, Board of Education* suit, were parents who complained that their children had to ride buses \_\_\_ an all-white junior high school in their neighborhood. But the whole concept of integration or \_\_\_ is full of ironies, as far as I'm concerned.

The *Brown v. Board* decision had to be, however. Historically, the \_\_\_\_\_ of “separate but equal” from the 1896 *Plessy v. Ferguson* decision had to be \_\_\_\_\_ in U.S. law if the country was to refer to itself sincerely as “one nation under God.”

My only problem with the notion of integration, though, is having to automatically \_\_\_\_\_ that, unless white children are around, black children cannot possibly be learning anything in school. It breeds unacceptable \_\_\_\_\_ thinking among blacks, the descendants of slaves in this country.

We paid a dear price for integration. The well-educated blacks were free to move anywhere they chose when segregation was \_\_\_\_\_. And they chose, increasingly, to leave the masses of suffering people most in need of their presence, their guidance, their stability, their leadership by example. The black communities \_\_\_\_\_ models, once forced to live in \_\_\_\_\_ black neighborhoods by segregated housing laws, were at last able to flee to the suburbs. They fled, leaving the \_\_\_\_\_ to be vied over by the \_\_\_\_\_ and the poor.

As a nation, we gained as much as we lost when the Supreme Court \_\_\_\_\_ “separate but equal.” But I, for one, wish we hadn’t so quickly lost the sense of self-\_\_\_\_\_, of pride, of self-help, self-government that African-Americans surrendered. We thought, “Let George (George Bush) do it,” instead of wanting to do it for ourselves, mostly so we could get along with the majority, the European-Americans, as we integrated into the country’s \_\_\_\_\_.

## Opinion 2

### Reading 2

**Read the editorial. Check the statement that summarizes the author’s viewpoint.**

1. We must continue to use integrated schooling as a means for ending discrimination.
2. Integration efforts have not been successful in the schools.
3. Choice and excellence may be the best alternatives to integrative schooling.

## Defending the Common School

By Michael D. Ford

Education in a democratic society must equip children to develop their potential and to participate fully in American life. For the community at large, the schools have discharged this responsibility well. But for many minorities, and particularly for the children of the ghetto, the schools have failed to provide the educational experience, which could overcome the effects of discrimination and deprivation.

Busing was the principal tool used to *remedy* educational inequality, and it *sparked* controversy and resistance in most of the communities where it

was employed. Its proponents saw it as an effective remedy for the problems of racial isolation and inadequate educational resources in black communities. Opposition to busing was expressed as a fear of crime and a protest against government intervention in community affairs; it signaled an unwillingness to *relinquish* the cherished ideal of the neighborhood school. The most *telling* argument against busing was that it was *counterproductive*, because whites would abandon the affected schools, resulting in even greater isolation for blacks.

The phenomenon of “white flight” was and is real. Inner-city school systems have lost significant numbers of white students, thereby increasing the number of predominantly minority schools. But it is equally clear that busing has been effective in reducing or ending school segregation in some communities. In small cities, some suburban areas, and the rural South, racial isolation has been reduced. Numerous surveys reveal that black and white parents whose children have been bused to eliminate school segregation have been overwhelmingly positive about the experience. However, despite its history of mixed success, busing has lost support even among proponents of educational equality.

Conservatives have reformulated the terms of debate on educational issues following a successful campaign to end busing as a focal point of educational reform. Since the early 1980s, they have led a chorus singing the tune of “excellence” in education. They now argue for programs that will lead to measurable improvements in student performance. The danger they underscore is not the unfair burden imposed on black children by educational inequalities but the loss of American global *preeminence*. In order to ensure that we are producing the ranks of highly skilled, technologically sophisticated students necessary to maintain our nation’s competitive advantage, they advocate national achievement exams, a longer school year, periodic assessments of teacher competency, and privatization of education through school voucher programs.

The American common school was created in order to provide a setting in which children from different backgrounds could learn together, free from the constraints or benefits of family background. It was an environment designed to provide the resources for individual development and an appreciation of the common good. Students were expected to become productive citizens, able to contribute to the *polity* as well as to the economy. The radical individualism of conservative privatization schemes would likely cripple public education and erode any sense of *the public good*.

The talk about choice and excellence has *preempted* attempts to focus on quality in education. Some, in the black community have directed their attention to other issues, like Afro-centric curricula and all-male schools. The diminished national concern for equal educational opportunity is

responsible in part for this inward turn. All students should experience programs of study that enhance their self-image. However, a curriculum that insists on only one *vantage point* for learning, whether it is European or African, will impose burdens on students by limiting their vision.

Curricular issues are important, but they are no substitute for a well-articulated program that directly confronts racial inequality in education and other social *arenas*. All black children, female and male, deserve good schools; that goal will be realized only if we are willing to press just claims on all appropriate state institutions. Settling those claims will require that we generate a new will—in the words of the Kerner Commission, “a will to tax ourselves to the extent necessary”—to fund programs that target the conditions imposed by racial inequality.

*In this vein*, one of the most promising developments in American education in recent years is linked to a number of court cases that challenge the disparities in funding among local school districts. Lawsuits seeking redistribution of state funds among local school districts to balance educational resources have been filed in nearly two dozen states, beginning with a suit filed in Texas twenty-three years ago and not settled until 1989.

The intent of these suits is simply to *level* the playing field. The remedies crafted by state legislatures as a response to successful suits vary. Most have adopted measures that provide increased funding to districts with below-average tax bases. Montana also *capped* spending in wealthy districts. However, more significant changes in the funding of education will be necessary to *tackle* the problem generated by the ongoing segregation of our society. Given decreasing state revenues and the lack of support for new taxes, some activists are beginning to talk about a national system of revenue collection and distribution to address educational inequalities.

Efforts to reduce educational inequalities will not in and of themselves end poverty or racism, however well funded they may be; housing and employment discrimination must be eliminated as well. But schools are *crucial* determinants of social mobility and well-being, organized and administered by the state, not the marketplace, and therefore it is reasonable and *feasible* to insist that the government act to *ensure* that they serve all citizens equally.

Poverty and racism have created specific educational needs in the black community. We know where the substandard schools are, and we can assess the critical shortages in human and material resources. It is right to *press for* more and better teachers in black schools. We should adopt measures that establish more effective links between parents and schools. We should support curricula that open our children to a world of possibilities, not courses of study that wall them in intellectually and

culturally. However, we must continue to insist on desegregation as a critical yardstick by which policies and programs are measured.

Desegregating schooling does not signify that black schoolchildren cannot learn outside the company of white children. It emphasizes our recognition that common schooling can be a focal point for confronting racism and for providing children with equitably shared resources. Our increasingly diverse society will have to contend with the multiplying strains that result from difference. The American school has long been viewed as the best meeting ground for the creation of our civic culture; if we are to *nurture* democratic and egalitarian *impulses*, no other setting is likely to be as *hospitable*.

☞ **Do the following exercises**

**1. Read the following statements. Do you think the author would agree or disagree with them? Compare your answers with those of another student. If your answers differ go back to the text to find out why.**

1. People who opposed busing had an argument that made sense.
2. The problem of “white flight” from inner-city schools has been exaggerated.
3. Busing has been a successful means of reducing segregation.
4. Conservatives in America are concerned about the educational inequality offered to African-American children.
5. The loss of America’s global preeminence should be the ultimate concern when discussing the country’s educational practices.
6. Increasing the number of private schools will hurt American schooling.
7. Business firms may be a good model for public schooling in the future.
8. African-American communities have become more focused on their own culture with the loss of interest in equal educational opportunity in America.
9. An Afro-centric curriculum gives African-Americans an advantage in learning.
10. Court cases have been an effective means for equalizing state fund for schools.
11. School is the most effective place for the government to combat racial inequalities.
12. Schools should adopt free-market, or business, practices with less control by the state.
13. A school should not always be evaluated by its success or failure to desegregate.
14. The American school is still the best place to integrate society.

**2. Find boldfaced words in the essay that have similar meaning to the following:**

<b>Nouns/Phrases</b>	<b>Verbs</b>	<b>Adjectives</b>
in this respect; regarding this topic	take action about	receptive
society as a political organization	activated	extremely important
point of view	insist on	blocking the way of a goal
scenes of interest or activity	further the development of	showing a person's feelings or opinions
excellence above others	give up	possible (can be done)
sudden wishes to do something	make certain	
benefit to society	make equal	
	put a limit on	
	correct	
	replaced	

**Discussion**

Authors can have different viewpoints, but their opinions can sometimes be similar. Review opinion 1 (on pages 68-69) and opinion 2 (on pages 70-72).

Work in groups. Read the statements. Discuss whether Muhammed and/or Ford would agree with them. Put a check (✓) in the box if you think they would agree. Give evidence to support the statement.

	<b>Mohammed: Commentator (Opinion 1)</b>	<b>Ford: Author (Opinion 2)</b>
African-Americans are at an educational disadvantage when they study in all-black schools.		
Preserving an African-American identity should be an educational goal.		
American schools should be more concerned about their lack of excellence than about segregation.		
Busing has been an effective remedy for		

integration.		
Integrated schooling implies African-Americans integrating into the mainstream.		
The <i>Brown v. Board of Education</i> decision should be celebrated.		
Government should be responsible for educational reforms.		
Taxation is a solution to inequality in education.		

### **Writing**

After you have distinguished the opinions of the commentator and the author, express your own opinions on the above statements in writing.

### **Reading 3**

In some US universities and high schools there are summer schools where high school students may repeat the courses to improve their grades or they may take up some additional courses to get better opportunities while applying for admission to a university. College students attend summer schools for the above-mentioned reasons and also to speed up getting a degree by earning additional credits. (The classes are paid for on per hour basis). There have been years of debate to introduce a year-round compulsory schooling. Below is the text about an experiment, which was made in Los Angeles.

#### **Year-Round Schooling is Voted in Los Angeles**

The LA. board of education has voted to put all its schools on a year-round schedule. This decision does not necessarily increase the number of school days, but it is expected to save money on new construction and allow more efficient use of existing school facilities. Students would go to school for the same total 180 days a year, but they would have more, shorter vacations. In crowded schools, vacations would be staggered to ease the demand for space. Educational experts would study closely whether the benefits of a year-round program are worth the sacrifice of the traditional summer vacation. If it is proven that test scores of students are improved and performance is up, other cities will emulate the program.

The supporters of year-round education believe educators simply cannot justify that long three-month summer vacation any more. The nine-month schedule was never designed for education. It is a 19th century agricultural-economic schedule. Supporters, many from Hispanic and black inner-city



areas, contend that the year-round schedules are the only economically practical way to cope with continuing influx of new students into schools that are already strained beyond capacity.

But, there is a lot of opposition simply because it's a change. It's a deep-seated tradition that kids don't go to school in the summer and teachers don't teach.

The decision in Los Angeles was driven primarily by a need to alleviate overcrowding in the schools. Besides many educators also back the theory that children learn and retain more when breaks from class-room work are shorter and academic performance often improves in year-round schools. The exact calendar to be used is still under study, but most students will either go to school on a cycle of 60 weekdays of class followed by 20 weekdays of vacation, or 90 weekdays of class followed by 30 weekdays of vacation. For example, students would have one-month vacation in August, December and April. In most crowded schools students would be broken into "tracks", or groups that would follow overlapping schedules to ensure that school facilities are in constant use with a minimum of overcrowding.

Parents in Los Angeles had jammed hearing on the issue for several years with many protesting that vacations would be hard to coordinate, especially if children in different schools were in different schedules, and that it would be difficult for older children to find summer jobs. Others say that they would just as soon have vacation time to ski in the winter as they would have time off in the summer.

**Do the following exercises**

**1. Match the words on the left with their definitions on the right:**

stagger	make to house more than designed
emulate	constant inflow of large numbers
influx	make impossible
strain beyond capacity	keep
alleviate	try to do as well as or better than
jam	arrange times of events so that they do not all occur together
contend	support
back	make easier to bear
retain	state, believe

**2. a) Note down the arguments for and against the idea of a year-round compulsory schooling.**

**b) The issue of putting your school on a year-round schedule is to be debated at the sitting of the school board of education. Pair work. Enact a dialogue between a parent and a teacher on the issue offering valid arguments noted down from the text above.**

c) Work in groups of 3 or 4 (buzz groups) and assign one of the views on the issue of a year-round schooling to each group.

d) Spend a few minutes individually thinking of further arguments you will use to back up the opinion you have been assigned.

e) Enact the debates on a year-round schooling at the sitting of the school board of education. Do your best to support those who share a similar point of view and try to persuade those who disagree.

#### Reading 4

Read the text slowly and then answer the questions that follow.

### School and life

In my experience the problem of what to do in life was not made any easier by those who were entrusted with my education. Looking back, it seems most odd that never once in all the years that I was at school was there any general discussion about careers. If presumably the main object of going to school is to prepare for afterlife, it surely would have been very easy and relevant to organize lectures or discussions designed to give boys a broad view of the enormous variety of occupations open to men of average intelligence. Of course many boys were destined from birth to follow their fathers' careers, but **even these would have benefited by glimpse of a wider horizon**. Often and often in afterlife I have come across people doing jobs that I had never dreamed of before, and which would have thrilled me had I been told about them at school. I suppose the reason for this extra-ordinary omission is that so many schoolmasters had themselves such a restricted view. Spending all their time working to a rigid curriculum, the passing of examinations by their pupils gradually became the whole object of their working life. I recognize the importance of being made to learn things that one does not like, but surely it was not good to give the young mind the impression that all education was a form of mental gymnastics. For example, I used to find geometry rather fun, and when I still had the naive idea that what I was being taught might have some practical value, I asked what geometry was for. The only answer I ever got was that it taught one how to solve problems. If, instead, I had been told the simple fact that the word was derived from the Greek *ge*, the earth, and *metron*, a measure, and that the meaningless triangles that I was asked to juggle with formed the basis of geographical exploration, astronomy and navigation, the subject would immediately have assumed a thrilling romance, and, what is more, it would have been directly connected in my mind with the things that most appealed to me.

My experience in this connection may have been unfortunate, but it was by no means unique; many of my friends who went to different schools confess to a similar experience, and complain that when they had

completed their school education they had not the remotest idea of what they wanted to do. Moreover I do not think that **this curiously detached attitude towards education** was confined to schools. It had been intended that I should go to one of the great universities. **I was tepid about** the idea myself, for I had developed a dislike for the very thought of educational establishments. However, the prospect of three extra seasons in the Alps was a considerable **incentive**, and **by dint** of an enormous mental effort I succeeded in cramming sufficient Latin into my head to pass (at my second attempt) the necessary entrance examination. In due course I went to be interviewed by the master of my prospective college. When I was asked what subject I proposed to take when I came up to the university, I replied, somewhat **diffidently**, that I wanted to take Geology - diffidently, because I still regarded such things as having no reality in the hard world of work. The answer to my suggestion confirmed my fears. "What on earth do you want to do with Geology? There is no opening there unless you eventually get a first and become a lecturer in the subject." *A first, a lecturer* - I, who could not even learn a couple of books of Horace by heart! I felt that I was being laughed at. In fact I am sure I was not, and that my adviser was quite sincere and only trying to be helpful, but I certainly did not feel like arguing the matter. I listened meekly to suggestions that I should take Classics or Law, and left the room in a state of profound depression. "Oh Lord," I thought, even here I won't be able to escape from Kennedy's Latin Primary with which I had been struggling for ten years.

### Do the following exercises

**1. Explain or paraphrase the bold-faced words and expressions.**

**2. Answer the questions:**

1. What, in general, did the author's school fail to do?
2. In what ways could his school have helped him to meet life?
3. What sort of attitude did the teachers have towards education?
4. Why did he want to go to university?
5. Why did he decide not to go after all?
6. What was he really interested in?
7. Why was the author shy about admitting that he wanted to study geology?

### Discussion

Is school in this country detached from life?

How would you improve the curriculum to bring school closer to life?

### Do the following exercises

#### **Vocabulary self-check**

**I. Choose the correct answer.**

1. We all make mistakes; no one is \_\_\_\_\_

- a) fallible    b) infallible    c) over-exacting    d) unmistakable
2. Since Oscar had no proper reason for missing school, his absence should be treated as \_\_\_\_\_
- a) abstention    b) rowdyism    c) neglect    d) truancy
3. You are late again — please try to be \_\_\_\_\_ in future.
- a) accurate    b) efficient    c) punctual    d) reliable
4. An I. Q. test is supposed to measure the \_\_\_\_\_ of your intelligence.
- a) degree    b) extent    c) level    d) size
5. You are not very \_\_\_\_\_ today, Hugh. What's the matter? I've never known you so quiet.
- a) considerate    b) restrained    c) amiable    d) talkative
6. Those pupils never \_\_\_\_\_ any notice of what their teacher says.
- a) attend    b) give    c) make    d) take
7. After he broke the window, the boy was \_\_\_\_\_ from school.
- a) exiled    b) excluded    c) expelled    d) extracted
8. There is no \_\_\_\_\_ in going to school if you're not willing to learn.
- a) aim    b) point    c) purpose    d) reason
9. Clare was \_\_\_\_\_ her homework when her boyfriend called.
- a) at the centre    b) halfway through    c) in between    d) in the middle
10. That work is needed by next Thursday, so make sure you keep to the \_\_\_\_\_.
- a) dead end    b) deadline    c) deadlock    d) dead stop
11. What \_\_\_\_\_ did you get for your French composition?
- a) figure    b) mark    c) number    d) score
12. Can you recite the Russian alphabet \_\_\_\_\_?
- a) around    b) backwards    c) reverse    d) upside down
13. For tomorrow, I'd like you to read pages 25 to 38 \_\_\_\_\_
- a) excluded    b) exclusive    c) included    d) inclusive
14. Judging by the \_\_\_\_\_ Sean has put into his essay, he should do well.
- a) exercise    b) effort    c) labour    d) toil
15. There are a lot of mistakes in your homework. I'll have to \_\_\_\_\_ it again with you.
- a) come through    b) go over    c) instruct    d) pass
16. The instructor \_\_\_\_\_ me what my mistake was.
- a) clarified    b) demonstrated    c) explained    d) showed
17. It's no good \_\_\_\_\_ me of giving the wrong answer!
- a) accusing    b) blaming    c) criticizing    d) scolding
18. It's vital that the students' handwriting be \_\_\_\_\_
- a) illiterate    b) legible    c) legitimate    d) literate
19. It's quite \_\_\_\_\_ which question you answer first because you must answer them all.
- a) arbitrary    b) indifferent    c) unconditional    d) voluntary

20. Vincent read the article through quickly, so as to get the \_\_\_ of it before settling down to a thorough study.

- a) core    b) detail    c) gist    d) run

21. I tried to concentrate on my homework but my eyes kept \_\_\_ away from the handbook.

- a) digressing    b) lapsing    c) rambling    d) straying

22. On Sunday, Vivian studied for seven hours \_\_\_

- a) at length    b) at once    c) in full    d) on end

23. Miss Nervous handed in the test and awaited the results \_\_\_

- a) in the same breath    b) out of breath    c) under her breath  
d) with bated breath.

24. Wilfred was so \_\_\_ in his studies that he did not notice the time passing.

- a) imbued    b) drowned    c) engrossed    d) imparted

25. You will need a pen and some paper to \_\_\_ this problem. It is too difficult to do in your head.

- a) discover    b) find out    c) realize    d) work out

26. Students will be \_\_\_ for exceeding word-limits in their precis.

- a) condemned    b) penalized    c) punished    d) sentenced

27. I'm afraid I've only had time to \_\_\_ the article you recommended.

- a) glance    b) look    c) peruse    d) scan

28. Frank has a good \_\_\_ for figures.

- a) brain    b) head    c) mind    d) thought

29. The noise from the traffic outside \_\_\_ me from my homework.

- a) annoyed    b) distracted    c) prevented    d) upset

30. You must not \_\_\_ from the point when you write an essay,

- a) diverge    b) go astray    c) ramble    d) wander

31. I can't possibly mark your homework, as your handwriting is \_\_\_.

- a) illegible    b) illicit    c) illogical    d) illusive

32. Deborah is going to take extra lessons to \_\_\_ what she missed while she was away.

- a) catch up on    b) cut down on    c) put up with    d) take up with

33. I have English classes \_\_\_ day — on Mondays, Wednesdays and Fridays.

- a) all other    b) each other    c) every other    d) this and the other

34. I haven't had a very \_\_\_ week. I seem to have done nothing at all.

- a) economic    b) diligent    c) conscientious    d) productive

35. It is \_\_\_ impossible to find a good educational computer program.

- a) almost    b) barely    c) hardly    d) merely

36. A small \_\_\_ of students was waiting outside the classroom to see the teacher.

- a) form    b) gang    c) group    d) team

37. And as she didn't understand anything, she merely gave the teacher a \_\_\_ look.

a) blank    b) clear    c) unresponsive    d) shallow

38. Andy was \_\_\_ from school because of his misdemeanor

a) evicted    b) expelled    c) dropped out    d) resigned

39. You can learn as much theory as you like, but you only master a skill by \_\_\_ it.

a) doing    b) exercising    c) practising    d) training

40. Most of the students agreed to the plan, but a few \_\_\_ it.

a) argued    b) notified    c) failed    d) opposed

41. Please reply \_\_\_ as I have no time to lose.

a) hastily    b) promptly    c) rapid    d) swift

42. Miss Pretender's knowledge of the subject was only \_\_\_.

a) external    b) proficient    c) outward    d) superficial

43. Arnold is \_\_\_ a bit with his English classes so his parents have arranged for him to have private tuition.

a) dragging    b) fighting    c) straining

d) struggling

44. At the beginning of the school year, every teacher is \_\_\_ a classroom.

a) allocated    b) distributed    c) registered

d) sorted

45. Could you stand \_\_\_ for me and teach my history class tomorrow, Maggie?

a) down    b) in    c) out    d) up

46. The teaching profession offers good career \_\_\_ for a well-qualified teacher.

a) ladders    b) perspectives    c) prospects    d) scales

47. My mother had to take private pupils in order to \_\_\_ her salary as a teacher.

a) augment    b) expand    c) complete    d) inflate

48. Mr Horrid was a terrible teacher and obviously not \_\_\_ for teaching.

a) cut in    b) cut on    c) cut out    d) cut up

49. The \_\_\_ exam in March prepared pupils for the real thing in May.

a) false    b) imaginary    c) mock    d) unreal

50. The wrong-doer was sent away from the lesson and his parents were \_\_\_ to the school.

a) notified    b) summoned    c) reprimanded    d) sentenced

**II. Use each verb, at least once, in the correct form to complete the following.**

guide    instruct    learn    lecture    teach    train

1. Animals are often \_\_\_ by their instinct as to what is the right thing to do in a difficult situation.

2. German shepherd dogs are sometimes \_\_\_ to \_\_\_ the blind.

3. Prof. Wise \_\_\_ on British history twice a week. He has already \_\_\_ us a lot. We \_\_\_ from him how to read and evaluate original documents.
4. Mr Needle \_\_\_ a class of apprentices in sewing. He \_\_\_ apprentices about types of cloth and they are \_\_\_ to cut out and sew garments.

**III. Complete the sentences below with the following words:**

grade	edutainment
mark	certificates
revise	diploma
undergraduates	

1. On graduation day, all the high school graduates received their \_\_\_.
2. I can't come out tonight, as I'm \_\_\_ for tomorrow's test.
3. Ten out of ten is the best \_\_\_ anyone can get.
4. We will need to see photocopies of your G.C.S.E \_\_\_.
5. Is this video series really \_\_\_, or is it just a gimmick?
6. Although Eric got a D \_\_\_ in the exam, it was a narrow fail.
7. In the USA, first-year students are called \_\_\_.

**IV. Read the text below and fill in one suitable word for each number.**

**Lionel Mendax: Curriculum**

I was a child prodigy, and went to the most expensive and most academically demanding schools in the country. I was a model student and was popular both 1) my teachers and my classmates. I was elected class president for six years 2). I passed every exam I 3) for with flying 4) and came 5) of my class in every subject I took. I also excelled 6) sports. In my final year at school, I 7) a scholarship to Cambridge University. Cambridge was child's play and I sailed 8) every exam I took, finally getting a first class honours degree 9) natural sciences. On graduating 10) Cambridge, I went on to Oxford to 11) research 12) atomic particles. 13) completed my research, I took 14) a teaching post at Harvard, where I lectured 15) astrophysics. I am presently teaching post-16) students everything they do not know about nuclear physics at the Sorbonne University in Paris. Oh well, it keeps me occupied, and it's a job.

**V. Read the text below and decide which option (A, B, C or D) best fits each.**

**Lionel Mendax: The Truth**

It was my misfortune to be Lionel Mendax's form master in his last year at school. Lionel was a 0) liar and an inveterate cheat who, when not 1) truant, plagued the hell out of both myself and my teaching colleagues. Contrary to his own inflated opinion of his intellectual abilities Lionel was not a 2) student. Far from it. He was at best a 3) candidate for his GCSE exams and as such it was perhaps a blessing that he was 4) from the school before he took them. It is only fair, however, that I should give Lionel

credit where credit is due. No one had ever been 5) out of Greyfriars School before.

Notwithstanding that, even our ridiculously 6) and excessive liberal headmaster could not ignore the fact that Lionel had been caught cheating 7) every single one of his 8) GCSE Exams. After his 9) he 10) a course in printing and design at the local technical college, but soon 11) out.

	A	B	C	D
0	hardened	heavy	compulsive	addictive
1	running	playing	making	doing
2	gifted	upstanding	skilled	strict
3	grey	borderline	futile	debatable
4	evacuated	expelled	evicted	expired
5	thrown	pitched	discarded	hurled
6	harsh	light	stringent	lenient
7	on	at	in	by
8	false	pretend	mock	fake
9	eviction	extraction	expulsion	evacuation
10	made	did	assisted	sat
11	fell	went	let	dropped

**VI. In most lines of the following text, there is one unnecessary word. It is either grammatically incorrect or does not fit in with the sense of the text. For each numbered line 0-17, find the unnecessary word. Some lines are correct.**

### **The Credit Card School**

0 Enforcing rules is a problem in many educational institutions,  
 1 as students often perceive them as be dull and negative in tone.  
 2 One school claims to have it a solution, however. Primary school  
 3 pupils at the village of Steeple Morden are been given credit-card  
 4 sized copies of the school's new code of behaviour. They are  
 5 encouraged to carry with them at all times. Pupils have to follow  
 6 nine basic rules ranging from "Don't run in the corridor" to "Work  
 7 hard". They cover essential social skills which there need to be  
 8 learnt at an early age, but they also enable to the school to point  
 9 to something if the children do something is wrong. The rules  
 10 were agreed in consultation with the children, who therefore  
 11 understand exactly what they mean. The idea, which appeals to  
 12 the children, who love the responsibility of keeping the cards  
 13 and see that the whole idea as very grown-up and business-like.  
 14 Parents are encouraged to get so involved in talking to their  
 15 children about the rules, and for why they are needed.  
 16 The system seems likely to take off and be adopted by other  
 17 schools as a more friendly or way of presenting school rules.



## ✍ Writing

**Render the text into English using the topical vocabulary and comment upon the issues discussed.**

### **Где учатся «карьеристы»**

С тех пор как уроки профессора Хиггинса за три месяца сделали из бедной необразованной цветочницы Элизы настоящую даму, авторитет английского образования ни разу не подвергся сомнению. И сегодня для любого родителя выучить ребенка на берегах Туманного Альбиона - все равно, что выдать ему пропуск в счастливую жизнь с гарантиями отличной карьеры и материального благополучия. Поэтому уже весной они начинают подыскивать для будущих кандидатов в элиту бизнеса и политики подходящую стартовую площадку. Чтобы выяснить, как это происходит на самом деле, в сопровождении представителя языкового центра “Интенс” я отправилась в Британию.

### **AS Level, леди и джентльмены!**

Первое, в чем я убедилась: школьное образование в Англии абсолютно непохоже на наше. Учат здесь не 11, а 13 лет. Иначе построен сам процесс обучения, который делится на младшую подготовительную школу для детей от 5 до 13 лет и старшую - с 14 лет. В младшей дети изучают общеобразовательные предметы - математику, физику, химию, географию, историю и иностранный язык. По желанию школа может пополнить этот список дополнительными предметами. Чем амбициознее учебное заведение, тем претенциознее его “внеклассная” программа. Но чаще всего будущие леди и джентльмены изучают верховую езду, занимаются музыкой, кулинарией, шитьем, учатся играть в гольф, теннис.

По завершении подготовительного курса воспитанники сдают вступительные экзамены в среднюю школу и в 16 лет получают сертификат о среднем образовании. Но те, кто нацеливается на вуз, должны будут провести в школе еще два года. На продвинутом уровне им придется углубленно изучать несколько предметов, выбранных по собственному усмотрению, чтобы потом сдать A-level - экзамены, которые одновременно считаются и выпускными, и вступительными в университет.

Недавно в британской программе подготовки к экзаменам A-level произошли самые серьезные за сто лет изменения. Прежде всего, они коснулись количества изучаемых дисциплин - их стало больше. Изменился и порядок сдачи экзаменов: помимо основного A-level в конце первого года обучения старшеклассники будут сдавать промежуточный экзамен AS по пяти основным предметам и трем из обязательного курса. Причем результаты AS тоже будут рассматриваться приемными комиссиями университетов.

По правилам, каждый претендент может отправить заявление не более чем в шесть вузов. Выбрать их с учетом индивидуальности и способностей старшеклассника помогают на отделении карьеры, которое существует почти в каждой школе. Обычно к зимним каникулам приходят ответы из университетов с отказом или условным предложением. Воспользоваться последним удастся лишь в том случае, если на выпускных экзаменах претендент наберет объявленный университетом проходной балл. Самый высокий - 30, с ним берут в престижные Кембридж и Оксфорд.

#### **Лист ожидания для элиты**

Предусмотрительные родители записывают свое чадо на лист ожидания еще в младенческом возрасте. Особенно это касается школ, где учатся члены королевских домов и отпрыски самых известных семейств. Среди них школы Хэрроу, Севеноукс, Бромсгров, Итон, King's School и другие. Не многим повезет попасть туда, уже хотя бы потому, что места в таких школах давно расписаны по семьям. В стране, где во всем и всегда почитают традиции, протекционизм, называемый "old boys network" (сеть старых ребят), так же естествен, как и ежедневный пятичасовой чай.

Но правил без исключений не бывает, поэтому обычные дети тоже вытаскивают счастливый билет. Из подопечных "Интенса", например, двое-трое ребят ежегодно поступают в Кембридж или Оксфорд.

Чтобы попасть в университет, вполне достаточно бывает и средней школы плюс продвинутый уровень или учебы в одной из языковых школ (Aspect, Anglo World Education, King's School) по программе "Академический год за рубежом". В Великобритании также существуют короткие программы по подготовке в университеты абитуриентов, окончивших школы у себя дома.

Все британские средние учебные заведения делятся на интернаты и дневные школы, раздельного обучения и смешанного, на городские и те, что находятся на значительном удалении от цивилизации, специализированные и общего профиля. Они независимы от государства, а значит, самостоятельны в выборе того, как, сколько и кого учить. На сегодняшний день в Англии около 3000 "независимых" школ, из них более 800 - пансионного типа. Интернаты в основном рассчитаны на детей до 18 лет. Учат здесь отлично, но держат в строгости. От занятий физкультурой, например, ребенка не освобождает даже наличие высокой температуры, а кашель и насморк вообще не считаются признаками болезни.

На летних языковых курсах многие дети предпочитают жить в семьях. В каждой из "скулз" имеется свой список семей, в которые она пристраивает учеников. Кстати, семьи берут школьников на проживание не ради дополнительного заработка (это всего \$100 в

неделю), чаще им просто хочется о ком-то заботиться, потому что собственные дети уже выросли. Но не каждой семье могут позволить взять в дом чужих детей. Чтобы получить такое право, она должна иметь отдельный дом с несколькими спальнями и двумя ванными комнатами, жить недалеко от школы - обычно в 5-7 минутах ходьбы. За \$100 в неделю школьник может рассчитывать на отдельную комнату, завтрак и ужин. И все же семья - это лотерея, здесь уж как повезет. Бывает, что, пожив какое-то время, дети просят найти им новый дом. Помимо школы семью для ребенка может найти и опекуновское агентство. Опекуны по английским законам положены каждому иностранцу моложе 18 лет, приехавшему в страну учиться на срок больше 3 месяцев.

### **Сколько стоят амбиции**

В большинстве случаев на выбор школы влияет не только ее известность, но и цена обучения. В Британии все школы частные, а значит, платные. Платить придется за все - за обучение, проживание, школьную одежду, развлечения. В среднем в год на все это уходит около 20 тысяч долларов. Цену устанавливает сама школа, и чем она престижнее, тем выше сумма. С введением экзамена AS Level и увеличением количества предметов цены, вероятно, подрастут, хотя и ненамного. На стоимость обучения влияет и то, какие образовательные направления сегодня занимают верхние строчки рейтинга. В последние год-два это - экономика, финансы, юриспруденция, дизайн, иностранные языки. Самый высокий рейтинг у медицинского образования, соответственно там же и самые высокие цены.

Так что амбиции амбициями, а школу большинству родителей придется подыскивать, исходя из собственных финансовых возможностей. И лучше, если этим займется образовательная фирма. Профессионалы хорошо знают рынок и помогут найти самый оптимальный вариант. За свои услуги они берут от 10-15%, зато у вас ни о чем не будет болеть голова. Согласно статистике, 85% учащихся частных школ становятся студентами британских университетов. "Когда что-нибудь делается превосходно, в этом всегда чувствуется профессионализм", - заметил оппонент профессора Хиггинса Пиккеринг. После возвращения из Англии мне показалось, что я нашла этому еще одно блестящее подтверждение.

## IV. HIGHER EDUCATION

### Topical vocabulary

**1. Who is who:** applicant/prospective student; freshman; sophomore, junior, senior, undergraduate student; graduate (grad) student; part-time student; transfer student; night student; faculty (the entire teaching staff at an educational institution); teaching assistant, assistant professor, associate professor, (full) professor; counselor.

**2. Administration:** dean, assistant dean, department chairman; President of the University; academic vice-president; student government; board of trustees.

**3. Structure:** college (college of Arts and Sciences); school (school of Education), evening school; grad school; summer school; college of continuing education (service training, updating one's qualification); department; career development and job placement office.

**4. Academic calendar:** fall, spring term/semester; fall, winter, spring, summer quarter; school/academic year; exam period/days — reading days/period; break/recess; deadline (last date for a retake); fall term break; winter recess or winter holidays, summer vacation.

**5. Academic programs:** course (a one / three credit course) to take a course, to give a lecture; pass-fail course (A course where you don't take an examination, but a pass-fail test (зачет)); elective, a major/to major (what's your major?); a minor (second in importance); discussion session; seminars; a more academic class, usually with grad students; a student-teacher.

**6. Grades:** to get/to give a grade; pass-fail grading (e. g.: to take grammar pass-fail); grades A, B, C, D, E; A-student; to graduate with straight A; a credit, to earn a credit; education record (information on a student's attendance, enrollment status, degrees conferred and dates, honours and awards; college, class, major field of study; address, telephone number).

**7. Tests:** quiz; to take/to give an exam; to retake an exam (a retake); to flunk a course; to flunk smb; to drop out/to withdraw; a pass-fail test; multiple choice test; essay test; SAT, PSAT (preliminary SAT) ACT; GPA (Grade Point Average — a grade allowing to continue in school and graduate).

**8. Red Tape:** to register (academically and financially); to enroll for admission; to interview; to sign up for a course; to select classes/courses; to drop a course, to add a course (to take up an additional course for personal interest, not for a credit and to pay for it additionally - факультатив); a student I.D. (Identification Document) — студенческий билет), library card; transcript; degrees: B.A., MA, Ph. D.; to confer a degree; to confer tenure, thesis, paper, dissertation.

**9. Financing:** full-time fees; part-time fees; grants; student financial aid; to apply for financial aid; to be eligible for financial assistance; scholarship; academic fees; housing fees; a college work-study job.

### Reading 1

#### **British and American universities**

British and American universities are similar in their pursuit of knowledge as a goal but are quite different in their organization and operation.

English universities and colleges, because of their selective intake, are relatively small. American universities, which combine a number of different colleges and professional schools, are large, sometimes with 20,000 to 25,000 students on one campus. Teacher training colleges and polytechnics are alternatives to the university course for some students in England, being established for specific purposes. In contrast, virtually all schools of education, engineering and business studies, are integral parts of universities in the United States. In England universities receive about 70% of their financial support through Parliamentary grants. Similarly, in the United States, public institutions receive about 75% of their funds from local, state, and federal sources, but private colleges and universities receive little or no government support. In England, personal financial aid is provided by the government to over 80% of the students through local educational authorities according to the parents' income. In the US student's aid is administered by the university or the sponsoring agency and is provided by private organizations and the state or federal governments. Obviously British and American universities have similar educational aims but different means of achieving those aims.

#### **Oxford and Cambridge—Two Famous University Cities**

I never realized when I first decided to go to Oxford and Cambridge the seriousness of the step I was taking. One might have gone to Eton and Harrow and got away with it. Oxford and Cambridge, however, are a national passion. Father is divided against son, mother against daughter, aunts against nephews and nieces, by a fierce emotional conviction that they are "Oxford" or "Cambridge". This feeling seems stronger amongst those who have not attended them than with those who have. The crowds that throng the tow-paths of the Thames on Boat Race Day show that.

Let us try to survey both the universities from an inner standpoint. Similarities, of course, are many. The ancient tradition of centuries is shared by both, and the threat of modern scientific education is equally felt. Scientists throng "King's Parade" in Cambridge as much as they do "The High" in Oxford.

If similarities exist, the differences are deeper marked. The most striking contrast is the difference in **ethos** between the two. Cambridge is a matter-

of-fact, **down-to-earth**, sensible university. It is still **defiantly progressive**. Oxford is very much the city of dreaming spires, and conservative in its deepest roots. Eccentricity is **frowned on** at Cambridge; at Oxford it is a cult. Poetry flourishes at Oxford; philosophy finds its home in Cambridge; Oxford undergraduates have a certain brilliance; their conversation sparkles; they are intimately concerned with their inner reactions and feelings. Cambridge undergraduates are more concerned with their relations with their fellow-men; they get on with the job.

Generalizations are inevitably faulty. Oxford types may be found in Cambridge and vice versa, individuals exist who **defy any classification**; yet, generally speaking, the distinction is true.

Are Oxford and Cambridge romantic? Well, yes, that is the only word. Romantic to the outsider because of their long history, their exquisitely beautiful buildings, and the sense that within those buildings something timeless and beneficent lives in spite of all changes in the world at large.

Oxford and Cambridge form two of the most wonderful groups of buildings in the world, and it is no use pretending that, if Oxford or Cambridge were re-housed in efficient, modern structures, they would still be Oxford and Cambridge. They would not.

They would remain great institutions, yes; but just that essence which makes them precisely what they are would have been lost. Oxford today leads a peculiar sort of double life. Down the famous High Street roar trucks and buses. They roar between the glories of English architecture: University College, Queen's College, Magdalen College, etc. The buses are bound for the Morris Works, one of the biggest motor-car plants in Europe, in full swing there, just outside the old city.

The other Oxford exists now like an island in a flood, cut in two by the main stream. But what an island! Leave the High Street, and in a moment you are in a city of wonderful, stately silence, not a city of free squares and open places, but a city of enclosures, for the colleges of Oxford look inwards. Each has one or two, or perhaps, three, grass-covered quadrangles into which no wheeled traffic goes. Round these beautiful quadrangles are the chapels and halls and libraries of Oxford, and the rooms of the undergraduates of the colleges.

Among this network of quadrangles, the life of the university goes on. All day, during term-time, undergraduates in their queer, **scrappy** little gowns—**tokens** of a seventeenth-century style of dress—thread their way through this Gothic labyrinth, or come streaming in and out of it on bicycles, with the automatic familiarity of bees round a bee-hive.

The colleges may be small or large, but whether they are small or large, they are never—or very rarely—grandiose. But here and there rise the great gestures of Oxford architecture—the **soaring** fourteenth-century steeple of

St. Mary's, the elegant tower of Magdalen, and the bulk of Tom Tower at Christ Church.

Those are the messengers, sky-messengers of Oxford, seen for many miles round. This grandeur of silhouette is unique to Oxford. If Oxford leaves the impression of enclosure and skyward aspiration, Cambridge leaves the impression of horizontal space. I think this is partly due to the overpowering, horizontal splendour of King's College, the most **conspicuous** of the colleges, and one of the few which is visible all at once from the street. The quadrangle—a very large one—is screened from view by a light, low, pierced stonework screen. The college itself spreads broadly across the background, which, on one side of the quadrangle, is a building which I think, without doubt, is one of the great architectural spectacles of Europe: King's College Chapel.

There is nothing you can compare that building with, except buildings so utterly different in climate and purpose as to make the comparison absurd—the Parthenon, perhaps, or Chartres Cathedral. But why compare? The complete and **unruffled** nobility of King's Chapel is one of those things which make comparisons meaningless. At evening service, with only the fading daylight above you and the sparkle of candles on the choristers' desks, you feel that space has been mastered in a way that has never been achieved at any other time or place.

As to architecture, Cambridge is to Oxford what Paris is to Rome. In Cambridge, as in Paris, everything is on show, and the whole is **laid out to the best advantage**. Oxford, like Rome, **abounds in beauty**, but it is a hidden beauty that must be sought for.

*Norman St. John-Stevenson and John Summerson.*

### **Do the following exercises**

**1. Explain the bold-faced words and expressions,**

**2. Answer the questions:**

1. What is similar about Oxford and Cambridge?
2. What is the most striking difference between the two?
3. What sciences flourish at either of them? Can you name outstanding graduates of Oxford and Cambridge?
4. Do these universities differ in the architecture? What impression does it produce?

### **Reading 2**

## **Higher Education in the United States of America**

Out of more than three million students who graduate from high school each year, about one million go on for higher education. A college at a

leading university might receive applications from two percent of these high school graduates, and then accept only one out of every ten who apply. Successful applicants at such colleges are usually chosen on the basis a) their high school records; b) recommendations from their high school teachers; c) their scores on the Scholastic Aptitude Tests (SATS).

The system of higher education in the United States comprises three categories of institutions: 1) the university, which may contain a) several colleges for undergraduate students seeking a bachelor's (four-year) degree and b) one or more graduate schools for those continuing in specialized studies beyond the bachelor's degree to obtain a master's or a doctoral degree, 2) the technical training institutions at which high school graduates may take courses ranging from six months to four years in duration and learn a wide variety of technical skills from hair styling through business accounting to computer programming; and 3) the two-year, or community college, from which students may enter many professions or may transfer to four-year colleges.

Any of these institutions, in any category, might be either public or private, depending on the source of its funding. Some universities and colleges have, over time, gained reputations for offering particularly challenging courses and for providing their students with a higher quality of education. The factors determining whether an institution is one of the best or one of the lower prestige are: quality of the teaching faculty; quality of research facilities; amount of funding available for libraries, special programs, etc.; and the competence and number of applicants for admission, i. e. how selective the institution can be in choosing its students.

The most selective are the old private north-eastern universities, commonly known as the Ivy League, include Harvard Radcliffe, (Cambridge, Mass., in the urban area of Boston), Yale University (New Haven, Conn. between Boston and New York), Columbia College (New York), Princeton University (New Jersey), Brown University, Cornell University, Dartmouth College, University of Pennsylvania. With their traditions and long established reputations they occupy a position in American university life rather like Oxford and Cambridge in England, particularly Harvard and Yale. The Ivy League Universities are famous for their graduate schools, which have become intellectual elite centers.

In defence of using the examinations as criteria for admission, administrators say that the SATs provide a fair way for deciding whom to admit when they have ten or twelve applicants for every first-year student seat.

In addition to learning about a college/university's entrance requirements and the fees, Americans must also know the following:

Professional degrees such as a Bachelor of Law (LL.A.) or a Bachelor of Divinity (B.D.) take additional three years of study and require first a B.A. or B.S. to be earned by a student.



Grad schools in America award Master's and Doctor's degrees in both the arts and sciences. Tuition for these programs is high. The courses for most graduate degrees can be completed in two or four years. A thesis is required for a Master's degree; a Doctor's degree requires a minimum of two years of course work beyond the Master's degree level, success in a qualifying examination, proficiency in one or two foreign languages and/or in a research tool (such as statistics) and completion of a doctoral dissertation.

The number of credits awarded for each course relates to the number of hours of work involved. At the undergraduate level a student generally takes about five three-hour-a week courses every semester. (Semesters usually run from September to early January and late January to late May.) Credits are earned by attending lectures (or lab classes) and by successfully completing assignments and examinations. One credit usually equals one hour of class per week in a single course. A three-credit course in Linguistics, for example, could involve one hour of lectures plus two hours of seminars every week. Most students complete 10 courses per an academic year and it usually takes them four years to complete a bachelor's degree requirement of about 40 three-hour courses or 120 credits.

In the American higher education system credits for the academic work are transferable among universities. A student can accumulate credits at one university, transfer them to a second and ultimately receive a degree from there or a third university.

### **Do the following exercises**

#### **1. Answer the questions:**

1. What are the admission requirements to the colleges and universities?
2. What are the three types of schools in higher education?
3. What degrees are offered by schools of higher education in the USA? What are the requirements for each of these degrees?
4. What are the peculiarities of the curricula offered by a college or a university?
5. What is a credit in the US system of education? How many credits must an undergraduate earn to receive a bachelor's degree? How can they be earned?

#### **2. Find in the text the factors, which determine the choice by an individual of this or that college or university.**

#### **3. Summarize the text in three paragraphs.**

### **Reading 3**

1. **College and university admission/entrance requirements:**
  - 1) application including personal information.
  - 2) high school report including class rank, a transcript with the list of all the courses taken and all

grades received in high school with courses failed or repeated, test results, SAT, Achievement Test and ACT scores and a general assessment of the applicant's character such as academic motivation, creativity, self-discipline, leadership, self-confidence, warmth of personality, sense of humor, etc. 3) one or more recommendations by school teachers. 4) personal commentary such as major extra-curricular activities, hobbies, special awards or prizes, work or travel experiences, educational and/or career goals and the reasons for the choice of this particular university. 5) personal interview.

2. **Administration and organization:** The head of the university is usually called President, sometimes Chancellor. His principal assistants are Vice-presidents, directors, deans and business managers. Each university consists of a number of units called either College or School. There is always a College of Arts and Sciences and several professional schools, e.g. one unit of a university may be called College of Medicine, whereas another one of the same university may be called Law School, i. e. the units of a university providing professional education may be called either colleges or schools, without any difference in meaning.

3. **Faculty members:** The teaching staff of an American university is called the faculty. Full-time faculty consists of professors and instructors. The rank of associate professors, assistant professors corresponds to the British rank of readers or senior lecturers.

4. **To audit a course**-to take up an extra course for personal interest without earning credits; it must be paid for on an hourly basis.

5. **Career development and job placement**-an academic advising service, which provides up-to-date information on career areas and individual career counseling and planning. Job placement is not guaranteed in universities of the USA.

6. **Counselor**-a person on a university staff who provides counseling and consultation service to help in decisions regarding courses, majors, vocational plans, career opportunities and personal matters. Services are free to all students.

7. **Tenure** - signifies that a faculty member has become a full and permanent member of the academic body of the university and provides the faculty member with the right of continued employment without discriminatory reduction in salary unless there be grave reasons for dismissal. Normally tenure is attached to the ranks of Associate Professor and Professor who have demonstrated excellence in teaching, research and service.

8. **Degrees:** the Associates' degree-the Associate of Arts (AA), the Associate of Science (AS) - is usually awarded at a community or junior college upon completion of 2 years of study-it represents the same level as

completion of the first two years of a 4-year college or university and students with AA or AS may transfer to 4-year institutions.

The Bachelor's degree - normally requires 4 years of academic study beyond the high school diploma: the Bachelor of Arts (BA), the Bachelor of Science (BS); the Bachelor of Education (B. Ed.); the Bachelor of Fine Arts (BFA), etc.

The Master's degree - programs leading to the degree usually require 1 or 2 years of advanced study in graduate-level courses and seminars. Frequently a thesis is required or a final oral or written examination. (MA- the Master of Arts, etc.)

The Doctor's degree - usually the Doctor of Philosophy (Ph. D.) (equal to the Soviet candidate of Science, Philology, etc.) - the highest academic degree; it requires a minimum of 2 years of course work beyond the Master's degree level, success in a qualifying examination, proficiency in 1 or 2 foreign languages and/or in a research tool (such as statistics) and completion of a doctoral dissertation.

9. **SAT-the Scholastic Aptitude Test** (in mathematics and verbal ability) used since 1947: 1600 scores-a good result; 400 scores-poor.

The SAT is taken in the 11th grade of high school! (About 1,5 mln students take it yearly.)

Many educators point out that SAT scores are related to family income- the higher the income, the higher the SAT scores and certain minorities have not scored well because of low incomes and bad schools. SAT can be taken two or three times (in the 11 and 12th grades), generally preceded by PSAT (preparatory), a test to give students a warm-up exercise for the SAT and indicate their probable SAT scoring range.

**ACT-the American College Testing program**-is similar to SAT but scores social studies and the natural studies. The ACT is taken when required by certain colleges or universities. (About 200,000 students take this test yearly.)

Both tests are widely used in the admission process of US colleges and universities. Their results are sent to the colleges or universities to which the students have applied. ACT is meant to be taken only once.

Achievement tests - special tests in a discipline required by some colleges for admission.

"TOEFL" stands for the Test of English as a Foreign Language. This test is used to measure your English language proficiency. If you are applying to a college or university, your TOEFL scores will help the admission staff to determine if your skills are adequate for enrollment into the program of study you have selected.

10. **Academic Year** is usually nine months duration, or two semesters of 4 and a half months each. Classes usually begin in September and end in

July. There are summer classes for those who want to improve the grades or take up additional courses.

During one term or semester, a student will study, concurrently, four or five different subjects. The students' progress is often assessed through quizzes (short oral or written tests), term papers and a final examination in each course. Each part of a student's work in a course is given a mark, which helps to determine his final grade. A student's record consists of his grade in each course.

College grades, determined by each instructor on the basis of class work and examinations, are usually on a five-point scale, with letters to indicate the levels of achievement. A - is the highest mark, indicating superior accomplishment, and the letters go through B, C, D, to E or F which denotes failure. Many schools assign points for each grade (A = 5, B = 4, etc.) so that GPA (grade point average) may be computed. Normally, a minimum grade-point average (3,5 points) is required to continue in school and to graduate.

**11. Student Financial Aid**-sums of money for students who need financial aid to attend college.

When a family applies for aid, an analysis is made of the parents' income; Financial Aid is normally awarded as part of a package: part grant (a grant needn't be repaid, parts of which might come from several sources: federal, state, private scholarship, college scholarship); part loan (to be repaid after college); part work (colleges normally expect students on aid to earn some of the money they need by working summers on the campus).

**12. Students Union.** There are several national nongovernmental associations of students. The largest and most active has been the United States National Student Association, with headquarters in Washington, D.C. (USNSA). Each year USNSA conducts a student Congress, which brings together delegates of student governments for debates on a wide variety of student, national and international issues.

A great deal of the cultural and recreational life at a university is created and conducted by student groups. They sponsor or participate in concerts, plays, debates, forums and festivals. They have various clubs, film societies, jazz groups, newspapers, magazines, radio stations, athletic events. At many universities, the centre of these social and cultural out-of-class activities is the Students Union.

**13. Student Life.** Some community colleges or universities maintain major resident facilities, fraternity and sorority houses, and students unions.

There are also a large number of national fraternities and sororities with chapters (branches) at almost 500 colleges and universities. These organizations, Greek letter societies, are descendants of the 18th century library and social clubs which flourished in the early American colleges.

No society has more than one chapter in any one college. While those societies are secret in character there is seldom any overemphasis of ritual or mystery in their conduct. The Greek alphabet is generally used in naming the fraternity, sorority or a chapter. It has become quite the practice for students of a particular fraternity to reside together during their college course in their “chapter” house. Students who live outside the colleges or universities live in cooperatives (cooperative housing associations providing lodgings), rooming houses or apartment complexes.

### **Do the following exercises**

#### **1. Use the topical vocabulary in answering the following questions:**

1. What steps do students have to take to enroll in a college/ university for admission? Speak about the exams they take — PSAT, SAT, ACT. 2. What financial assistance are applicants eligible for? What is college scholarship, grants, loan? Explain and bring out the essence of student financial aid. 3. Speak about academic calendar of a university. How does an academic year differ from the one in Russia? 4. How many credit hours does a student need to graduate? What type curricular courses and how many does a student have to take to earn a degree? What is a GPA (grade point average)? 6. What is there to say about a college faculty? What is tenure? 7. What is the role of a student’s counselor? Specify the function of career development and job placement within a university. 8. Should there be an age limit for university full-time students? What are your attitudes to mature students? 9. What are the sources of funding for universities and colleges (both public and private)? 10. What is an undergraduate student? A graduate student?

#### **2. Give English equivalents of the following words and expressions:**

Подавать заявление в вуз; быть зачисленным; записаться на курс; провалить курс; отсеяться; передавать экзамен; читать лекцию; иметь право на материальную помощь; присудить степень; проводить собеседование; специализироваться по какому-нибудь предмету; опрос; данные об успеваемости; вступительные требования; срок пребывания в должности; копия; закончить с отличием; плата за обучение; абитуриент; 10-ть абитуриентов на место; первокурсник; второкурсник; зам. декана; проректор; каникулы; заочник; ссуда; стипендия; необязательный предмет; диссертация; университетский женский клуб; студенческая мужская организация; студенческий совет.

**3. Speak about Vitebsk State University, its administration and organization, facilities, faculty, admissions requirements, student body, etc. Use the topical vocabulary.**

## **Reading 4**

Harvard University, today recognized as part of the top echelon of the world's universities, came from very inauspicious and humble beginnings.

This oldest of American universities was founded in 1636, just sixteen years after the Pilgrims landed at Plymouth. Included in the Puritan emigrants to the Massachusetts colony during that period were more than 100 graduates of England's prestigious Oxford and Cambridge universities, and these university graduates in the New World were determined that their sons would have the same educational opportunities that **they** themselves had had. Because of this support in the colony for an institution of higher learning, the General Court of Massachusetts appropriated 400 **pounds** for a college in October of 1636 and early the following year decided on a parcel of land for the school; this land was in an area called Newetowne, which was later renamed Cambridge after its **English cousin** and is the site of the present-day university.

When a young minister named John Harvard, who came from the neighboring town of Charlestowne, died from tuberculosis in 1638, he willed half of his estate of 1,700 pounds to the fledgling college. In spite of the fact that only half of the bequest was actually paid, the General Court named the college after the minister in appreciation for what he had done. The amount of the bequest may not have been large, particularly by today's standards, but it was more than the General Court had found it necessary to appropriate in order to open the college.

Henry Dunster was appointed the first president of Harvard in 1640, and it should be noted that in addition to serving as president, he was also the entire faculty, with an entering freshman class of four students. Although the staff did expand **somewhat**, for the first century of its existence the entire teaching staff consisted of the president and three or four tutors.

1. The main idea of this passage is that
  - (A) Harvard is one of the world's most prestigious universities
  - (B) what is today a great university started out small
  - (C) John Harvard was key to the development of a great university
  - (D) Harvard University developed under the auspices of the General Court of Massachusetts
2. The passage indicates that Harvard is
  - (A) one of the oldest universities in the world
  - (B) the oldest university in the world
  - (C) one of the oldest universities in America
  - (D) the oldest university in America
3. It can be inferred from the passage that the Puritans who travelled to the Massachusetts colony were
  - (A) rather well educated

- (B) rather rich  
(C) rather supportive of the English government  
(D) rather undemocratic
4. The pronoun “they” in line 8 refers to  
(A) Oxford and Cambridge universities  
(B) university graduates  
(C) sons  
(D) educational opportunities
5. The “pounds” in line 10 are probably  
(A) types of books  
(B) college students  
(C) units of money  
(D) school campuses
6. The “English cousin” in line 13 refers to a  
(A) city  
(B) relative  
(C) person  
(D) court
7. Which of the following is NOT mentioned about John Harvard?  
(A) What he died of  
(B) Where he came from  
(C) Where he was buried  
(D) How much he bequeathed to Harvard
8. By which of the following could the word “fledgling” be replaced best of all?  
(A) Newborn  
(B) Flying  
(C) Winged  
(D) Established
9. The passage implies that  
(A) Henry Dunster was an ineffective president  
(B) someone else really served as president of Harvard before Henry Dunster  
(C) Henry Dunster spent much of his time as president managing the Harvard faculty  
(D) the position of president of Harvard was not merely an administrative position in the early years
10. The word “somewhat” could best be replaced by  
(A) back and forth  
(B) to and fro  
(C) side by side  
(D) more or less

## Reading 5

### **“Examinations exert a pernicious influence on education”**

We might marvel at the progress made in every field of study, but the methods of testing a person’s knowledge and ability remain as primitive as ever they were. It really is extraordinary that after all these years, educationists have still failed to devise anything more efficient and reliable than examinations. For all the pious claim that examinations test what you know, it is common knowledge that they more often do the exact opposite. They may be a good means of testing memory, or the knack of working rapidly under extreme pressure, but they can tell you nothing about a person’s true ability and aptitude.

As anxiety-makers, examinations are second to none. That is because so much depends on them. They are the mark of success or failure in our society. Your whole future may be decided in one fateful day. It doesn’t matter that you weren’t feeling very well, or that your mother died. Little things like that don’t count: the exam goes on. No one can give of his best when he is in mortal terror, or after a sleepless night, yet this is precisely what the examination system expects him to do. The moment a child begins school, he enters a world of vicious competition where success and failure are clearly defined and measured. Can we wonder at the increasing number of “drop-outs”: young people who are written off as utter failures before they have even embarked on a career? Can we be surprised at the suicide rate among students?

A good education should, among other things, train you to think for yourself. The examination system does anything but that. What has to be learnt is rigidly laid down by a syllabus, so the student is encouraged to memorize. Examinations do not motivate a student to read widely, but to restrict his reading; they do not enable him to seek more and more knowledge, but induce cramming. They lower the standards of teaching, for they deprive the teacher of all freedom. Teachers themselves are often judged by examination results and instead of teaching their subjects, they are reduced to training their students in exam techniques which they despise. The most successful candidates are not always the best educated; they are the best trained in the technique of working under duress.

The results on which so much depends are often nothing more than a subjective assessment by some anonymous examiner. Examiners are only human. They get tired and hungry; they make mistakes. Yet they have to mark stacks of hastily scrawled scripts in a limited amount of time. They work under the same sort of pressure as the candidates. And their word carries weight. After a judge’s decision you have the right of appeal, but not after an examiner’s. There must surely be many simpler and more effective ways of assessing a person’s true abilities. Is it cynical to suggest



that examinations are merely a profitable business for the institutions that run them? This is what it boils down to in the last analysis. The best comment on the system is this illiterate message recently scrawled on a wall: "I were a teenage drop-out and now I are a teenage millionaire."

## ☺☺ Role play

### **Exams or continuous assessment?**

You are members of the staff of the English Department holding a sitting to discuss a possible shift from exams to continuous assessment. Use the arguments and counter arguments given below. Think of your own grounds. A vote must be taken.

#### **The argument: key words**

1. Great progress in many fields, but exams: a primitive method of testing knowledge and ability.
2. Educationists haven't devised anything more efficient, reliable.
3. Exams should test what you know; often do the opposite.
4. Test of memory, working under pressure; not ability, aptitude.
5. Exams cause anxiety: mark of success or failure; future decided by them.
6. Personal factors (e.g. health, mother's death) immaterial.
7. Cannot give of your best if in terror or after sleepless night.
8. School: vicious competition: success, failure clearly defined, measured.
- 9 Increasing number of "drop-outs", suicides.
- 10 Education should train you to think for yourself; exam system doesn't.
- 11 Exams encourage memorization; restrict reading; induce cramming.
- 12 They lower teaching standards; teacher: no freedom.
- 13 Teachers often judged by exam results; therefore teach exam techniques.
- 14 Most successful candidates not best educated; best trained in techniques.
- 15 Results: subjective assessment by an examiner.
- 16 Examiners human: tired, hungry, make mistakes, work under pressure.
- 17 After the judge's decision, right of appeal; not after the examiner's.
- 18 There must be more effective ways of assessing ability.
- 19 Exams merely a profitable business?

#### **The counter-argument: key words**

1. Exams are a well-tried system; many advantages.
2. They offer the best quick way of assessing a candidate.
3. Their reliability has been proven again and again.
4. They are marked anonymously: therefore reliable.
5. Not possible to do well relying merely on memory and exam techniques.
6. They are often not the only way of assessing a candidate: used in connection with teachers' assessment.
7. Exams are constantly being improved.

8. There are complex checking systems used by examiners to ensure fair results.
9. There is a lot of research into objective testing techniques to eliminate human error.
10. Computers are already widely used to mark specially devised tests.
11. Pernicious aspects of system (cramming, etc.) are not the fault of examinations, but of the teacher.
12. Teachers cram weak pupils to push them through; able pupils don't need cramming.
13. Teachers want examinations: they provide a clear objective.
14. The exam system may not be perfect, but it's the best we have; it may be painful, but so are many things in life.

### **Reading 6**

#### **Colleges Begin to Ask, "Where Have the Men Gone?"**

Slowly but surely, college campuses that for decades were dominated by males are becoming the place where the boys are not. In a trend that is reshaping everything from recruiting to social life, women increasingly outnumber men at colleges and universities. Even if the imbalance never becomes extreme, it raises concerns about the consequences of fewer men getting advanced education, and the sense that the **liberal arts** education may become a women's domain.

"I don't know why there are more women here, but I know that in high school I always felt women did better and cared more about doing well," said Catherine Gang, a **sophomore** at New York University, where there are nearly six women for every four men, a **ratio** shared by others. Nationally, the population of students **enrolled** in higher education **tipped** toward women more than a decade ago, and the skew is growing year by year. The number of men enrolled in college has declined each year from 1991 to 1995 but rose in 1996, while the number of women has risen steadily. And by 2007, U.S. Department of Education projects, that gender **gap** will be larger, with 9.2 million women and only 6.9 million men.

Women outnumber men in every category of higher education: public, private, religiously affiliated, four-year, two-year. And among part-time students, older students and African-Americans, the skew is much larger.

"Men are just not as interested in higher education as women. They have these non-academic interests: the butcher, the baker, the candlestick maker. But at a **residential** liberal arts college, where kids learn as much from each other as from their professors, I think we should be concerned about the mix of students, about gender balance, about attracting more young men who are as strong as our women applicants," they say at a university enrollment service.

There is no clear consensus on what men are doing instead of college, and why they are less committed to higher education. But education experts say it is probably **a confluence** of factors, from girls' greater success in high school to a strong economy that may give boys a sense that they can make their way without higher education, whether in computer work or the military.

"You start with who does well in high school, and girls are ahead there, which some people say is because they tolerate boredom better," said a **past dean** of the Harvard School of Education. "Then there are racial and ethnic differences; black girls persist in school more than black boys. Those differences account for part of what's going on, but I think the larger difference is that men feel it easier to get a job that can support them. This **tilt** to women has a great deal to do with what people of **modest means** do or don't do educationally, and whether they see higher education as necessary to their future."

Given the widening income gap between high school graduates and those with **advanced degrees**, though, many education experts worry that men's failure to pursue higher education will seriously limit their life choices.

"We need to be concerned that high education is losing poor and minority men, that more African-American men are going to prison than to college," said the president of Columbia University's Teachers College. For college admissions officials, the under-representation of men poses a challenge. Most say they are aware of the gender imbalance, but not **overly** concerned - yet.

But there seems to be a consensus that somewhere beyond a 60-40 split, there comes a moment when a school ceases to be a comfortable place for both sexes. "We do have some concern about the skew going too far," said one director of admissions. "How far is too far? I guess that would be if students here thought it was a problem. We certainly don't want the reputation that university is not a place for men, because that's not true."

The threshold at which colleges start to worry has shifted in the last few years, said a former liberal arts college president.

"It used to be that you worried at 55 percent women, but the new wisdom is that anything up to 60 percent is OK. Probably nobody will admit it, but I know that lots of places try to get some gender balance by having easier admissions standards for boys than for girls. Recently, at a school where I was giving a speech, I asked, "How far **down the list** are you going for boys?" and the answer was "All the way." The problem is that if you take men who are not of the same caliber as the women, the highest-performing women leave, because "the men aren't as interesting."

Admissions policies are not the only ways to address the issue, though. Many schools are **repackaging** themselves to attract more male interest.

“We’ve had researchers, in-house and independent, help us shape the messages we use in our letters to the individual candidates we contact through the College Board,” said John Buckley, the dean of admissions at Fordham University. “For women, the messages we’re stressing are small classes, personal attention and access to professors. For men, we’re talking about **internships** and intercollegiate sports.”

Baylor University in Waco, Texas, which is religiously affiliated, has also taken steps to **entice** male applicants.

“We’re a liberal arts school with a large education school and we know we’re heavy toward women, so we’ve fought it a little, by adding some **majors** that we thought would appeal to guys, and an engineering school,” said Stan Madden, vice president of university relations. “We’re having our recruiting literature redesigned and we’ve been thinking about what’s a feminine look, and what’s a masculine look. We had a picture of a library with a lot of stained glass, and people said that was kind of a feminine cover. Now we’re using a picture of the quadrangle.”

While the colleges that were formerly for men only have had no trouble finding large numbers of female students, many former women’s colleges are still struggling to attract enough qualified men to reach the 40-60 threshold. You need to have 60% as critical mass.

And some admit a higher percentage of male applicants than female ones. “We have no preset criteria for men or women, and we review them one at a time, but we do take slightly more men,” said one director of admissions. “Because we want to try and have some gender balance, I think there is a bit of a **mindset** that may be a bit more generous to the men.”

At most engineering and technical schools, including the Massachusetts Institute of Technology and Carnegie Mellon, men are still the majority. Harvard, Yale and Princeton still have a male **edge**, as do the University of Chicago and Johns Hopkins University.

But at most liberal arts schools, women are the majority.

“There may be a **bias** against the liberal arts, a feeling that real men don’t speak French, that in the 20th century these are women’s topics and men do economics and engineering,” said a feminist scholar who is dean of the Graduate School of Arts and Science at NYU.

At NYU the dean of the College of Arts and Science, said he was untroubled by the gender ratio.

“It’s a very diverse, very inclusive environment,” Santirocco said. “I’d only be troubled if it got to the point where it was a majoritarian environment, where the minority was afraid to raise their hands.”

While the feeling may be absent at NYU, Ms. Stimpson said, some schools develop a sense of unease as women become the majority.

“At some places, I’ve seen **trustees** worry about the skew,” she said. “Male trustees get worried if the gender balance goes to 48 to 52, and the

female trustees say, “Are you crazy, were you worried when it was 48 to 52 the other way?” I think it’s about money and prestige and an old atavistic fear of tipping. Some people still believe that if you’re a women’s institution, you’re a lesser institution.”

Students express mixed feelings about the gender imbalance, with many male students saying they thrive on it. “I knew there were more girls than boys when I applied,” said a junior, “and I thought it was a positive thing, because if there’s more girls, the dating possibilities go up. I feel more comfortable in classes where there aren’t so many guys. It’s less competitive and **intimidating**. Guys always want to take you on. They’re really quick to say, “He’s all wrong.” Girls might disagree but they’ll say something like; “He might be right, but I think...” In my communications class I think there’re 29 girls and 2 guys. I love it.”

The women tend to be less enthusiastic “There aren’t many guys to date, and the ones there are have their pick of so many women that they have a tendency to become players,” said a drama student. “I’ve fallen in love with more gay guys than anyone should. And in scene classes, we have to do a whole lot of two-women scenes. But it’s not so bad, because we’re in New York City, and you can always find a way to meet people off campus.”

 **Do the following exercises**

**1. Match the columns and reproduce the context:**

1. religiously	a) service
2. a residential	b) researchers
3. to tolerate	c) literature
4. enrolment	d) edge
5. advanced	e) criteria
6. overly	f) the liberal arts
7. in-house	g) environment
8. recruiting	h) affiliated
9. preset	i) fear
10. stained	j) degrees
11. a male	k) possibilities
12. a bias against	l) imbalance
13. majoritarian	m) college
14. old atavistic	n) glass
15. gender	o) boredom
16. dating	p) concerned

## **2. Paraphrase the following vocabulary items:**

1) to raise concerns; 2) the population tipped towards women; 3) the thatcher, the baker, the candlestick maker; 4) less committed to higher education; 5) confluence of factors; 6) modest means; 7) intercollegiate sports; 8) to entice male applicants; 9) to be heavy toward women; 10) a critical mass; 11) a mindset... more generous to the men; 12) to develop a sense of unease; 13) to thrive on gender imbalance; 14) to take somebody on; 15) to have one's pick of women; 16) off campus.

## **3. Give synonyms and antonyms (if possible) to the following words:**

1) the liberal arts; 2) domain; 3) to recruit; 4) to outnumber; 5) a skew; 6) to persist in school; 7) to pose a challenge; 8) the highest-performing women; 9) mindset; 10) an edge.

## **4. Which words collocate with the following vocabulary items?**

- a) officials, standards, policies;
- b) majoritarian, inclusive, diverse;
- c) male, female.

## **5. Give English equivalents to the following words and expressions:**

Основной предмет специализации; гуманитарные науки; перекоc; интернатура; установка; предубеждение; преимущество; пугать, угрожать; придать более привлекательный облик; снижать планку; привлекать; бросать учебу; зарегистрированный; склоняться; разрыв между мужчинами и женщинами; слишком (чрезмерно); территория университета; статистические показатели; одновременное действие; скромного достатка; принимать вызов, мериться силами.

## **6. Confirm or refute the following statements:**

1. Dominance of women in all the academic spheres of the US higher education system raises concerns.
2. The gender gap can be easily bridged, and, in fact, it's getting smaller and smaller.
3. Men are genetically more intent on going on to higher education but women are more intelligent, brighter, which accounts for the existent gender imbalance.
4. Men are psychologically different from women: they are overly concerned about financial matters, without thinking of how higher education may contribute to their income.
5. African-Americans demonstrate worse academic performance than whites for the reason of their genetic peculiarities.
6. The men-women ratio should be 50-50 at any higher education institution for the latter to function properly.
7. The behaviour of higher-performing women in colleges depends on the level of men's scholastic achievement, which is natural.
8. To entice male and female applicants the same means of recruiting won't work at all.

9. The male advantage at Harvard, Yale and Princeton is tremendous.
10. Men adapt easily to a majoritarian female environment. In fact a man fears other men more than women.
11. Women's institutions are lesser institutions.
12. The decrease in dating possibilities that results from gender imbalance at colleges and grad schools is a surmountable obstacle for women.

**8. Answer the questions:**

1. Is the student body split evenly between men and women? Can we find under-representation of men in colleges in our country?
2. Why do you think girls do better at school?
3. Is there any income gap between high school graduates and those with advanced degrees? Is it widening?
4. Does under-representation of men pose a challenge for our college admissions officials?
5. Can we find in our colleges easier admissions standards for boys than for girls? Which are those colleges?
6. Can our highest-performing women leave a college when unsatisfied with the gender gap? Where can they go?

🗨️ **Discussion**

Do you know any effective ways to get gender balance?

😊😊 **Role play**

**Advertise our Department of Foreign Languages so as to entice more male applicants.**

📖 **Do the following exercises**

**Vocabulary self-check**

**I. Choose the right answer.**

1. New students must \_\_\_\_\_ for classes before term begins.  
a) enrol    b) enter    c) join    d) admit
2. This course \_\_\_\_\_ no previous knowledge of the subject.  
a) assembles    b) assigns    c) assumes    d) assures
3. What are you going to do when you \_\_\_\_\_ school?  
a) drop out    b) accomplish    c) end    d) leave
4. Have you \_\_\_\_\_ for any evening classes next term?  
a) engaged    b) enrolled    c) inscribed    d) signed
5. Viola took her \_\_\_\_\_ at Cambridge University.  
a) degree    b) grade    c) qualification    d) standard
6. Your progress will be \_\_\_\_\_ in three months' time.  
a) counted    b) enumerated    c) evaluated    d) priced
7. The new experimental system of enrolment didn't \_\_\_\_\_ our expectations.  
a) climb up to    b) come up to    c) reach    d) rise to
8. This school has the highest \_\_\_\_\_ standards in our town.  
a) academic    b) intelligence    c) learning    d) study

9. Before joining a course of study you must fill in a long \_\_\_\_ form.  
 a) enrolment    b) induction    c) inscription    d) personal
10. The Examination Board has recently changed the \_\_\_\_ for the Diploma in History.  
 a) brochure    b) compendium    c) programme    d) syllabus
11. During their first teacher-training year, the students often visit local schools to \_\_\_\_ lessons.  
 a) examine    b) inspect    c) investigate    d) observe
12. Mr Wellbred went to a school which \_\_\_\_ good manners and self-discipline.  
 a) blossomed    b) cultivated    c) sought    d) asserted
13. There was a(n) \_\_\_\_ against the College's new syllabuses.  
 a) bang    b) outcry    c) scream    d) whistle
14. The tutorial system at Oxford and Cambridge is the \_\_\_\_ of many universities.  
 a) envy    b) jealousy    c) regret    d) sorrow
15. Miss Undecided was not sure which profession to enter, but finally \_\_\_\_ for medicine.  
 a) accepted    b) chose    c) opted    d) selected
16. Comprehensive schools \_\_\_\_ for all levels of ability.  
 a) cater    b) cope    c) look    d) watch
17. Secondary schools offer a wide \_\_\_\_ of subjects,  
 a) field    b) list    c) range    d) type
18. If you want to attend a course, you should study the college \_\_\_\_ for full particulars of enrolment.  
 a) programme    b) prospects    c) prospectus    d) syllabus
19. During a lecture I always try to \_\_\_\_ down the main points that are made.  
 a) doodle    b) jot    c) set    d) sketch
20. That's precisely what J mean. You've hit the \_\_\_\_ on the head.  
 a) idea    b) nail    c) pin    d) point
21. A few jokes always \_\_\_\_ up a lecture.  
 a) inspire    b) liven    c) loosen    d) raise
22. Miss Duffer looked as if she hadn't a \_\_\_\_ what Prof. Sophisticated was talking about.  
 a) clue    b) guess    c) point    d) thought
23. The lecturer spoke so fast that I found it hard to take \_\_\_\_ what he was saying.  
 a) away    b) in    c) over    d) up
24. Prof. Silvertongue was a most effective speaker and his audience seemed to \_\_\_\_ on his every word.  
 a) catch    b) cling    c) hang    d) hold



25. The teacher \_\_\_\_ out the words he had written on the blackboard.  
a) cleaned    b) dusted    c) rubbed    d) scraped
26. The example you have just referred to has no \_\_\_\_ on the matter under discussion.  
a) bearing    b) connection    c) dependence  
d) relation
27. I'm afraid my speech may have \_\_\_\_ you as to my true aims.  
a) miscalculated    b) misled    c) mistaken  
d) misinterpreted
28. Billy is a most \_\_\_\_ young man; he can do a lot of different jobs well.  
a) responsive    b) cunning    c) industrious  
d) laborious
29. The new student found the informality at school \_\_\_\_ at first.  
a) misbehaving    b) exacting    c) mysterious  
d) off-putting
30. We can't teach him anything because he already knows his subject \_\_\_\_  
a) from cover to cover    b) from top to toe    c) inside out    d) upside-down
31. What's done is done. It's \_\_\_\_ wondering what would have happened if you had passed the exam.  
a) futile    b) helpless    c) inefficient    d) selfless
32. My sister is a most \_\_\_\_ student, never failing to turn up to lectures.  
a) insolent    b) careful    c) conscientious  
d) benevolent
33. Some people have the mistaken idea that all students are \_\_\_\_  
a) idle    b) motionless    c) stagnant    d) still
34. After the serious talk with his tutor, Hilary \_\_\_\_ himself more conscientiously to his studies.  
a) applied    b) converted    c) engaged    d) exerted
35. The class teacher told off disobedient pupils \_\_\_\_  
a) hardly    b) severely    c) stiffly    d) strongly
36. The most important \_\_\_\_ that Dr Projector was responsible for was the use of video in teaching.  
a) innovation    b) introduction    c) novelty    d) reformation
37. My English teacher \_\_\_\_ me into trying for a place in the English Department at Yale University.  
a) cajoled    b) encouraged    c) insisted  
d) proposed
38. Mr Violin has been teaching music for years, even though he hasn't got any \_\_\_\_  
a) examinations    b) experience    c) experiment    d) qualifications
39. Mr Unemployed went to Algeria hoping to find a teaching \_\_\_\_ without too much difficulty.

- a) employment    b) job    c) occupation    d) work
40. Dr Scholar uses student volunteers as \_\_\_ for his experiments.  
a) agents    b) cases    c) models    d) subjects
41. \_\_\_ your hand if you want to ask a question in class.  
a) Arise    b) Lift    c) Raise    d) Rise
42. Our math teacher applied for a year's \_\_\_ leave to write his Ph. D. dissertation.  
a) sabbatical    b) recess    c) superfluous  
suspended
43. Remember that exams never start late; they always start \_\_\_\_\_.  
a) ahead of time    b) at the last moment    c) in time    d) on time
44. I'm going to \_\_\_ for tomorrow's exam.  
a) go through    b) cram    c) review    d) revise
45. You must tell me the result now. I can't bear the \_\_\_\_  
a) suspenders    b) suspending    c) suspense  
d) suspension
46. As my exam is next month, I'll take advantage of the week off to \_\_\_ on some reading.  
a) catch up    b) hurry up    c) make up    d) pick up
47. Eve was happy as she \_\_\_ to finish the exam in time.  
a) achieved    b) managed    c) realized    d) succeeded
48. I hate \_\_\_ formal examinations. I find it difficult to organize my thoughts in a limited space of time.  
a) making    b) passing    c) sitting    d) writing
49. Your answers to the examination questions must \_\_\_ exactly the instructions given below.  
a) accompany    b) conform    c) follow    d) keep
50. Well done! You've done an excellent \_\_\_\_  
a) job    b) task    c) trade    d) work
51. The examiners often \_\_\_ extremely difficult questions for the written exams.  
a) create    b) make    c) set    d) write
52. I expect all of you to be here ten minutes before the examination begins, without \_\_\_\_.  
a) fail    b) failure    c) fault    d) miss
53. The purpose of this examination was to \_\_\_ the students' knowledge of the subject.  
a) inspect    b) prove    c) test    d) try
54. During the test it is always better to make an educated \_\_\_ than to leave a blank.  
a) attempt    b) chance    c) endeavour    d) guess
55. This kind of question can sometimes be answered only by a process of \_\_\_\_  
a) abolition    b) elimination    c) exception    d) subtraction

56. A person who \_\_\_ the examination is supposed to see that nobody tries to cheat.  
a) dominates    b) governs    c) leads    d) supervises
57. Greg has just taken an exam \_\_\_ history.  
a) about    b) for    c) in    d) on
58. Miss Intelligent was the \_\_\_ student in her class and passed all her exams with high grades.  
a) brightest    b) shrewdest    c) fastest    d) highest
59. The school has \_\_\_ a system of monthly tests in place of an annual exam.  
a) adopted    b) agreed    c) collected    d) taken
60. Failing the final exam was a big \_\_\_ to my hopes.  
a) bang    b) blow    c) hit    d) kick
61. You shouldn't talk about him failing. You'll \_\_\_ his confidence.  
a) underestimate    b) undergo    c) undermine    d) assert
62. I'm feeling rather \_\_\_ because of the exam I'm doing next week.  
a) anxious    b) excited    c) impartial    d) unruly
63. The result of this exam will \_\_\_ his future.  
a) control    b) determine    c) govern    d) rule
64. No one is so \_\_\_ as the person who has no wish to learn.  
a) ignorant    b) sensible    c) considerate    d) callous
65. In a multiple-choice exercise it's sometimes easier to \_\_\_ the wrong answers before choosing the right one.  
a) eliminate    b) exclude    c) give    d) omit
66. Waiting outside the examination room, I trembled with \_\_\_\_.  
a) apprehension    b) comprehension    c) expectation    d) tension
67. His test results are not very \_\_\_\_\_. He does well one month and badly the next.  
a) consequent    b) consistent    c) continuous    d) invariable
68. I was completely \_\_\_\_\_ by most of the exam questions, so I must have failed.  
a) baffled    b) harassed    c) bullied    d) stupefied
69. Having already graduated from another university, he was \_\_\_\_\_ from the entrance examination.  
a) deferred    b) excluded    c) exempted    d) prohibited
70. This exam is supposed to be \_\_\_\_\_ because the marking is not affected by individual preferences.  
a) concrete    b) impersonal    c) objective    d) open-minded
71. Any candidate caught \_\_\_\_\_ in the examination will be disqualified.  
a) cheating    b) deceiving    c) swindling    d) tricking

72. Franek thought that the other students would think he was English, but his accent gave him \_\_\_\_.
- a) away    b) in    c) out    d) up
73. Some language students reach a high \_\_\_\_ of competence in communication.
- a) degree    b) grade    c) level    d) mark
74. At the language school, each student is assigned to his or her own \_\_\_\_.
- a) director    b) professor    c) staff    d) tutor
75. A(n) \_\_\_\_ error which many students make is to leave out the definite article.
- a) common    b) mere    c) ordinary    d) plain
76. Mario has now \_\_\_\_ to the point where his English is almost fluent.
- a) advanced    b) approached    c) arrived    d) reached
77. Cyril's understanding of the language is growing \_\_\_\_.
- a) by hook or by crook    b) by leaps and bounds    c) from time to time  
d) slow but sure
78. It's fifteen years since Timothy worked in Holland and his Dutch is pretty \_\_\_\_ now.
- a) rusty    b) scratchy    c) sloppy    d) stale
79. The Examination Syndicate was most impressed by the overseas student whose English was \_\_\_\_.
- a) impeccable    b) infallible    c) irreproachable    d) spotless
80. It is \_\_\_\_ that students will have doubled their vocabulary in three months.
- a) anticipated    b) foreseen    c) hope    d) worry
81. Dr Inventive received a \_\_\_\_ from the university in order to continue his research.
- a) credit    b) grant    c) prize    d) reward
82. His father paid him \_\_\_\_ while he was at university.
- a) alimony    b) an allowance    c) a pension    d) the rates
83. The headmaster had been trying to \_\_\_\_ money for a new science block.
- a) ask    b) deal    c) increase    d) raise
84. Prospective students must show that they have sufficient money to cover their course fee and \_\_\_\_.
- a) boarding    b) maintenance    c) supplies    d) support
85. If you find it difficult to make ends meet, you can \_\_\_\_ to the university for an additional grant.
- a) apply    b) ask    c) propose    d) submit
86. Many teachers are protesting about the Government \_\_\_\_ in education.
- a) contractions    b) cuts    c) drops    d) reductions
87. Students sometimes support themselves by \_\_\_\_ of evening jobs.
- a) efforts    b) means    c) methods    d) ways

88. The \_\_\_ for the course are \$150 a term.  
 a) charges    b) costs    c) fees    d) payments
89. The government will be increasing student \_\_\_ to give them more money.  
 a) aids    b) benefits    c) grants    d) rewards
90. Despite the excellent results in his A level exam he has not won a (n) \_\_\_ to the university.  
 a) aid    b) money    c) pension    d) scholarship

**II. Match the words for people in education with the correct definition**

apprentice	a) a female teacher in charge of a school
cadet	b) a person who trains sportsmen for contests or prepares private students for an exam
coach	c) highest grade of university teacher
dean	d) the lowest teaching rank at a university
disciple	e) a person in charge of a division of study
headmistress	f) a person who teaches you driving
instructor	g) the head of some universities and schools
lecturer	h) a person studying to become an officer in the army or a policeman
trainee	i) someone learning a trade who works in return for being taught
pupil	j) a person undergoing some form of vocational training
professor	k) anyone devoted to the acquisition of knowledge, especially attending university
principal	l) attends primary school
student	m) a follower of a religious teacher

**III. Put each of the following words or phrases into its correct place in the passage below.**

amount	credits	number	opportunity
course	major	specified	subjects
graduation	prospectus	three	week
outlines	technical	college	selecting
requirements	class hours	electives	
calendar	curriculum		

**Selecting Courses**

The courses given by a \_\_\_ or university are called its curriculum. The \_\_\_ of the institution \_\_\_ the complete \_\_\_. It gives the \_\_\_ for entry to each course, as well as the credits given for the \_\_\_. Each course is designated as giving a \_\_\_ number of credits. These are usually equal to the number of \_\_\_ devoted each week to the course. For example, a course that

meets three times a \_\_\_ usually gives \_\_\_ credits towards graduation. Schools using the semester \_\_\_ require about 120 credits for \_\_\_. Between 30 and 40 of the required \_\_\_ must be in the student's \_\_\_ subject. Schools vary considerably in the \_\_\_ of freedom given students in \_\_\_ their courses. Almost all schools have a certain \_\_\_ of required \_\_\_. Students can also usually choose non-required courses called \_\_\_. Liberal-arts colleges usually give students more \_\_\_ to choose than do \_\_\_ schools.

**IV. Put each of the following words into its correct place in the passage below.**

authority	bachelor's	bodies	campuses
classes	co-educational	co-ordinate	courses
degree	freshmen	graduates	junior
located	school	separate	sex
special	students	undergraduates	university
women	year		

### Students

The student body of a \_\_\_ or college is divided into \_\_\_ and undergraduates. Graduate have already received their \_\_\_ degrees, while \_\_\_ have not. The undergraduates belong to one of four \_\_\_ according to their \_\_\_ of study. These are \_\_\_, sophomore, \_\_\_, and senior classes. Most schools also admit \_\_\_ students who take a number of \_\_\_, but are not working towards a \_\_\_.

Students \_\_\_ vary considerably from \_\_\_ to school. Some institutions are \_\_\_, with both men and \_\_\_ students. Others admit \_\_\_ of only one \_\_\_.

A \_\_\_ institution has \_\_\_ men's and women's colleges. They are controlled by the same central \_\_\_ and are usually \_\_\_ on the same campus or nearby \_\_\_.

**V. Put each of the following words into its correct place in the text.**

achievement	adjustment	admit	attitude
average	colleges	common	failure
grade	letter	marking	method
minimum	occasionally	pass	percentage
perfect	progress	record	reports
school	teacher		

### Examination Grading

Grading is a \_\_\_ used in schools to \_\_\_ student achievements. Almost every \_\_\_ keeps a record of each student's \_\_\_ in order to have some basis for measuring his \_\_\_. The record supplies information for \_\_\_ to parents. Universities and \_\_\_ often use this information to help determine whether they should \_\_\_ a student.

For a long time, the most \_\_\_ method of recording achievement was by \_\_\_, with a mark, or \_\_\_, of 100 per cent representing \_\_\_ achievement. The \_\_\_ mark for a \_\_\_ was usually 70 per cent, and for \_\_\_ work, about 80 per cent. Today, the letters A, B, C, D, E, and \_\_\_ F, are much more commonly used. The mark A stands for exceptional achievement, and E or F means \_\_\_.

A few schools use no \_\_\_ system at all. Instead, each \_\_\_ writes a detailed \_\_\_ to the parents. Such letters report the student's progress, \_\_\_, activities, and social \_\_\_.

**VI. Put each of the following words into its correct place in the passage below.**

advance	approximately	balance	beginning
cash	credit	currency	delayed
fees	full	holders	installments
mail	money	payment	visa

#### **Payment Plans**

Tuition \_\_\_ are payable in \_\_\_ in full at the time billed. Students may pay by \_\_\_, cheque, \_\_\_ order or \_\_\_ card (Master Card or \_\_\_). Foreign students must pay in British \_\_\_.

\_\_\_ may be made by telephone for credit card \_\_\_. Payment may also be by \_\_\_. However, the College is not responsible for lost or \_\_\_ mail.

Students who do not pay in \_\_\_ in advance automatically choose the deferred payment plan of two equal \_\_\_. The initial payment is due \_\_\_ two weeks prior to the \_\_\_ of each term. The \_\_\_ is due four weeks after the beginning of the term.

**VII. Choose the best synonym.**

1. That student is discourteous; he GRUMBLES no matter how you try to please him.

- a) complains
- b) bullies
- c) scolds
- d) sneers

2. Vivian REVISED his paper carefully, following the professor's suggestions.

- a) copied
- b) corrected
- c) retyped
- d) reviewed

3. "Roget's Thesaurus", a collection of English words and phrases arranged by the ideas they express RATHER THAN in alphabetical order.

- a) as well as
- b) instead of
- c) restricted
- d) unless

4. Habits can be CONSCIOUSLY strengthened, as when a student of the guitar practises and memorizes different fingerings.

- a) conveniently
- b) deliberately
- c) lastingly
- d) robustly

5. My supply of confidence slowly DWINDLES as the day of the exam approaches.

- a) diminishes
- b) emerges
- c) grows
- d) revives

6. His face was FLUSHED because he had run all the way from the dorm so as not to be late for the lecture.

- a) pale
- b) red
- c) shaking
- d) wet

7. The student BROKE IN ON the conversation without waiting for the speaker to stop talking.

- a) interrupted
- b) regarded
- c) seized
- d) withdrew from

8. The warmth of the lecture hall made the student DOZE.

- a) faint
- b) fall asleep
- c) sweat profusely
- d) yawn widely

9. The speaker DEMONSTRATED his knowledge of the subject by his excellent lecture.

- a) maintained
- b) created
- c) repeated
- d) showed

10. The teacher told the student that his paper was ILLEGIBLE.

- a) illegal



- b) indecipherable
- c) outstanding
- d) sloppy

**VIII. Complete the following article by filling in for numbers the missing words. Use only one word for each space.**

### **BEARS ON CAMPUS**

Svalbard University, (0) the Norwegian island of Spitsbergen, has more than one claim (1) fame. Firstly, it is the world's most northerly campus, located in an area dotted (2) international establishments at the frontiers of scientific research. The university itself is recognized (3) a centre of excellence, specializing in things (4) climate change and marine biology. What's more, there are no fewer than fourteen professors on campus, (5) gives probably the best ratio of professors to students anywhere in the world.

Even (6) surprising, however, is the fact that Svalbard is the only campus in Europe (7) the students are routinely armed by the university authorities. Safety is a big issue here and on arrival, students must master (8) skills as the best way to pack a sledge or signal to a passing helicopter, as well as learning how to protect (9) against attack from polar bears. (10) great is the risk of attack from these creatures, that students are told never to venture out (11) their rifles.

In (12) of the bears, Svalbard is a great place to be a student, especially for those into winter sports. (13) to the warm currents of the Gulf Stream, it is one of the warmest places in the Arctic, with temperatures only twenty degrees below zero in winter compared to minus forty in parts of Canada which are much (14) south. In summer, it can be warm (15) to sunbathe.



### **Reading 6**

**Read and render the article from Russian into English.**

Высшее образование там и здесь

*«АиФ поговорил с людьми, которым пришлось учиться и в Беларуси, и на Западе. Где лучше читают лекции, проводят семинары? Что их удивило в западных вузах? Каковы достоинства, недостатки белорусской высшей школы?»*

Ирина Белинович училась в белорусском вузе, а сегодня получает образование в частном колледже Эмерсон (США). Ее будущая профессия - маркетинг и PR-специалист. Ирина рассказывает:

“Лекции в колледже Эмерсон читают лучше, они - интерактивные, широко используются компьютерные презентации (слайд-шоу). Мне нравится, что я сама могу выбирать предметы, которые хочу изучить. Даже в списке обязательных предметов есть выбор.

В отличие от Беларуси, где выпускников просто распределяют, тут заботятся о нашей будущей карьере. Колледж приглашает студентов на тренинги, семинары, связанные с будущей карьерой. В курсе, который я сейчас слушаю, изучаем «письмо для коммуникации». Мы должны сотрудничать с небольшой организацией (отработать 30 часов), писать для нее пресс-релизы. Так создаем портфолио, который потом можно предъявить своему работодателю.

По-моему, большой недостаток белорусских вузов – это «халява». В Беларуси на некоторые лекции можно было не ходить месяцами. А потом за ночь выучить или писать шпаргалки. Разве можно после этого оценку в зачетке назвать объективной? Здесь я имею право пропустить занятия лишь 1-2 раза, иначе курс провален”.

### **На французской стороне**

Полтора года назад Елена Примак получила диплом магистратуры в Сорбонне по специальности «Экономика: Банк, Финансы, Страхование», после чего начала работать в банке. Сейчас она готовит профессиональный диплом в университете Conservatoire National des Arts et Metiers (Национальная школа искусств и ремесел) по специальности «Финансы и управление активами».

Очевидный плюс учебы в этом заведении - сильная практическая ориентированность образования. В западном университете мне нравится многообразие. Существует огромное количество образовательных программ, широкий выбор специальностей по всем областям знаний.

Списывать нереально и не нужно. Все экзамены - письменные. Работа анонимная, фамилия студента на ней не указывается. Проверяющие на протяжении всего экзамена следят за аудиторией. Если кто-то и попадетсЯ, то одной из санкций является недопуск к экзаменам в любом государственном учебном заведении в течение пяти лет. Мне кажется, что существующая программа белорусского высшего образования все еще базируется во многом на устаревшей системе, хотя и появились новые специальности. Но в Беларуси, например, гораздо лучше преподают языки. Здесь, во Франции, у основной массы населения – слабый английский, - говорит Елена.

### **Академическая свобода**

Белоруска Анна учится в университете прикладных наук в Ольденбурге (Германия). Ее специальность - экономика, специализация - логистика и маркетинг/сбыт. В Минске она окончила юридический факультет госвуза.

В своем втором университете Анне нравится свободный доступ к компьютерам в специальных аудиториях, бесплатный неограниченный Интернет, подготовка по иностранным языкам

(можно изучать на разных ступенях столько, сколько душа пожелает: испанский, французский, нидерландский, финский и английский).

«Лекции в Германии интереснее, а семинаров, как в Беларуси, нет: Однажды была очень трудная тема, и профессор предложил мастерить рядами кораблики из бумаги, и всё стало сразу понятно. Наши домашние письменные работы в Германии похожи по содержанию на курсовые в Беларуси. Во время семестров часто устраивают экскурсии на предприятия, - делится впечатлениями Анна. - В университетах Германии - академическая свобода: можно выбирать, что, сколько и в каком семестре сдавать, на лекциях присутствовать необязательно, преподаватели не имеют права заставлять отвечать (кроме экзамена). В Беларуси студенты должны сдавать те предметы, которые у них идут по плану, ходить на лекции. Мне кажется, что если бы я до этого не училась в Беларуси, то не знаю, осилила ли бы учебу здесь, может, и обленилась бы».

#### **Год 2008**

По словам министра образования Александра Радькова в стране не хватает рабочих кадров и слишком много специалистов с высшим образованием. Поэтому надо ограничить количество учеников в 10-11-х классах и направлять худших из них в училища или трудоустраивать. Помочь в этом могут экзамены.

Не исключается даже применение «административного ресурса с целью ограничения количества учеников, которые после базовых 10-х классов будут продолжать обучение в 11-х и 12-х классах.

#### **Год 1958**

Никита Хрущев настаивал на том, что главной школой для советской молодёжи должен быть труд на производстве. В июне 1958 года он изложил свои взгляды в пространной записке «О системе народного образования в СССР», разосланной членам Президиума ЦК.

«Наша общеобразовательная школа, - говорилось в записке, - страдает тем, что мы очень многое взяли от дореволюционной гимназии, ставившей своей целью дать выпускникам определенную сумму абстрактных знаний. Юноши и девушки, окончившие среднюю школу, как правило, считают, что единственным приемлемым для них жизненным путем является продолжение образования в высшем или, в крайнем случае, в среднем специально учебном заведении. Окончившие десятилетку не только неохотно идут работать на фабрики, заводы, в колхозы и совхозы, но некоторые из них даже считают это для себя оскорблением. Такое барски-пренебрежительное, неправильное отношение к физическому труду проявляется и в семьях. Если мальчик или девочка плохо учатся, то родители и окружающие их люди пугают ребенка тем, что в случае,

если он не будет хорошо учиться, то не получит золотой или серебряной медали, не сможет попасть в вуз, будет работать на заводе простым рабочим. Физический труд превращается для детей в какое-то пугало». Хрущев предлагал следующее: «По моему мнению, в производительный труд на предприятиях и в колхозах следовало бы включать всех учащихся без исключения после окончания ими семивосьми классов. И в городе, и в деревне, и в рабочем поселке все выпускники школ должны пойти на производство, никто не должен миновать этого». А все дальнейшее образование - полное среднее, среднетехническое и высшее - молодежь должна была получать без отрыва от производства.

### **Discussion**

Decide which of the views you share, which you don't, and think of arguments to back up your opinion. Split into two groups to discuss the issues trying to persuade those who don't agree with you.

### **Writing**

Give your viewpoint in writing.

## Supplementary material

### THE PROFESSION OF TEACHING

#### Reading 1

##### **The rewards and dissatisfactions of teaching**

Many of the proposed reforms of the teaching profession emphasize the importance of salaries and status in attracting people to the profession, but actual studies of teacher satisfaction consistently suggest that interacting with students provides the greatest reward for teachers. The issues of teacher salaries and status are more clearly highlighted in comparisons between American and Japanese teachers. A 1987 report prepared for the U.S. Office of Education, *Japanese Education Today*, states that, in general, Japanese educators have a much higher status in their society than educators in the United States. For instance, elementary school principals in Japan have a higher status than department heads of large corporations, public accountants, and authors. And, surprisingly when compared with the United States, elementary-school teachers in Japanese society have a higher status than “civil and mechanical engineers, white-collar employees in large firms, and municipal department heads.” University professors were ranked above physicians and just below court judges and presidents of large corporations.

According to the report, a Japanese high school teacher with a bachelor’s degree had a starting salary 15 percent higher than that of a starting white-collar worker with a similar degree and 12 percent higher than the starting salary of an engineer. The report states, “First-year teacher salaries are generally higher than those of other professions such as businessmen, engineers, pharmacists, etc” In contrast, *A Nation Prepared: Teachers for the 21st Century* reports that the median weekly income of American teachers was slightly below that of mail carriers and slightly above that of plumbers. Ranking above American teachers in median weekly earnings were attorneys, engineers, chemists, systems analysts, and accountants.

Low salaries continue to be source of complaint among U.S. schoolteachers. In 1992, the average teacher’s salary in the United States reached an all-time high of \$34,213. There is a great deal of variation between states in the average teacher’s salary, with Connecticut having the highest average of \$47,510 and South Dakota having the lowest average of \$24,495.

While salary remains an important issue, teachers rate interaction with students as the most important source of job satisfaction. A major complaint about the organization of American schools is that the organization itself interferes with the relationship between students and teachers. For example, Dan Lortie, whose study *Schoolteacher: II Sociological Study* is the most complete report on the social world of the teacher, surveyed teachers in Dade County, Florida, and found that the

reward from teaching identified most often by teachers was “knowing that I have reached students and they have learned.”

For the purposes of his study, Lortie divided teacher rewards into extrinsic, psychic, and ancillary. Extrinsic rewards are those associated with salary and community status. Psychic rewards are associated with the psychological satisfaction derived from the job. Ancillary rewards refer to security of position, summer vacation time, and freedom from competition.

Of the more than 5,800 teachers included in Lortie’s survey, over 76 percent gave top priority to the psychic rewards of teaching. Only 11.9 percent selected extrinsic rewards, and 11.7 percent chose ancillary rewards. The choice given teachers with regard to psychic rewards ranged from the “knowing that I have reached students . . .” statement to “chance to associate with other teachers.” “Knowing that I have reached students . . .” was selected by 86.1 percent of the teachers as the most important psychic reward. The second choice, “chance to associate with children or young people,” was selected by 8 percent of the teachers in the survey.

An aspect of psychic rewards that Lortie did not include in this particular survey, but to which he has given reference throughout his study of American schoolteachers, is the psychic reward experienced by teachers through the exercise of creative autonomy in the classroom. It has been estimated that teachers make over two hundred decisions an hour in their classrooms. These decisions range from curricular and teaching problems to behavioral problems. Compared to the routine of some factory and office jobs, the autonomy and creative decision making required of teachers attracts many individuals to the profession. This particular psychic reward has also led to conflict when administrators and other agencies outside the classroom have attempted to control the behavior of teachers. This threat to the independence of teachers may be one of the reasons for the rapid growth of teachers’ unions.

The ancillary rewards of teaching are also attractive to many individuals. The most popular ancillary reward is the time for extended vacations and travel provided by the long summer vacation and other school holidays. Second to vacation time is the security of income and position. In most states teacher tenure laws provide a security not often found in other jobs. Of course, school closings and financial crises can threaten this security for many younger teachers.

John Goodlad, in *A Place Called School*, provides a somewhat different picture than Lortie’s. In Goodlad’s sample 57 percent of the major reasons for teaching centered around the desire to teach, while only 15 percent of the reasons were related to liking children. Because of the differences between questions asked by Goodlad and Lortie in their surveys, it is difficult to compare their results. The desire to teach can be considered a desire to interact with students. But, on the other hand, the desire to teach does reflect a greater

concern with subject matter as opposed to simply interacting with students. Goodlad also found a higher level of satisfaction among teachers than one would have suspected from the current criticism of the profession. In his sample, 74 percent felt their “career expectations had been fulfilled” and 69 percent said they would again “select education as a career”.

Goodlad found that “personal frustration and dissatisfaction in the teaching situation” was the major reason teachers left teaching. Conflicts with fellow teachers, administrators, and students ranked low as reasons for leaving the profession. Even low pay was not given as a major reason except insofar as it was related to a general sense of dissatisfaction. Goodlad argued that even though interest in money was not a major reason given by teachers for entering the career of teaching, it was given as the second reason for leaving it. Goodlad writes:

*We might speculate that, anticipating rewards intrinsic to the work, teachers begin with a willingness to forego high salaries. However, when confronted with the frustration of these expectations, the fact that they sometimes are paid less than the bus drivers who bring their students to school may become a considerable source of dissatisfaction as well.*

Another source of frustration for teachers is their relations to parents. In 1990 and 1991, Louis Harris and Associates conducted a survey of teachers’ attitudes. Seventy percent of the teachers surveyed, reported positive experiences with their students and almost 60 percent reported positive relations with other teachers. On the other hand, only 50 percent reported that their working relationship with school principals was productive. The lowest percentage of teachers expressing satisfaction was with relations with parents. Only 25 percent reported finding their relations with parents to be cooperative and supporting.

With regard to the factors contributing to a person leaving teaching, the Harris survey found that the most often cited reason was lack of parental support. The next most often cited reason was low salary. In addition, the survey found that 20 percent of new teachers felt that they were very likely to leave the profession within their first five years of teaching.

<b>Rewards</b>	<b>Dissatisfactions</b>
1. Interaction with students	1. Disinterested and violent students
2. Teaching	2. Administrative interference with teaching
3. Interaction with colleagues	3. Isolation from colleagues
4. Autonomy	4. Bureaucratic interference with autonomy
5. Long summer vacations	5. Low salaries
	6. Uninvolved parents
	7. Large class sizes
	8. Too heavy a course load in middle and secondary schools
	9. Low status of profession

## **Teacher burnout**

The list of dissatisfactions in the table provides a good guide to the causes of **teacher burnout**. The symptoms of teacher burnout are periods of depression and an extreme dissatisfaction with teaching, to the point of finding it difficult to get up in the morning and go to work. It can be the cause of excessive fatigue resulting from depression and stress. Teacher burnout does not always result from the same circumstances. For instance, a salesperson for a book publishing firm recently came to my office and, after discussing the texts her company had for sale, she told me, "I quit teaching last year to take this job. I am a product of teacher burnout. I just couldn't face those students again." She had taught in a wealthy suburban district with comparatively good working conditions and few disciplinary problems. Another burnout case was a teachers' union leader in an inner-city school who declared, half in jest, "I warn all teachers to take an extra pair of underwear to school because of the fear caused by student violence".

One way of understanding teacher burnout is to consider it in terms of Lortie's survey of rewards. If the primary rewards of teaching are psychic, what happens when those psychic rewards are withdrawn? Except for the flexibility of schedules and long vacations, there is little left in a low-salaried, careerless profession. In terms of Lortie's survey, if a student resists learning and does not care about school, then the major satisfaction in teaching no longer exists. When this lack of reward is combined with threats of student violence and problems of student discipline, it seems reasonable for teachers to burn out and either become bitter or quit teaching.

Burnout is not a phenomenon peculiar to teaching. People in other occupations also become frustrated and bored and seek career changes. What is distinctive about teacher burnout is that it may be intrinsic to the educational system. Students are not rewarded by the system for demonstrating a joy of learning. The educational structure is built on accumulating course credits and years of instruction in order to get a degree or pass on to another level of instruction. Classes filled with students who are there because the law requires their presence or because they want a degree do not constitute ideal educational circumstances. Teachers are often trying to figure out how to make students learn, while students are trying to figure how to get by with the minimum effort. This situation cannot maximize teachers' psychic rewards.

In recent years the satisfaction teachers have gained from autonomous decision-making and creativity has been threatened by expanding bureaucratic structures and attempts to control teacher behavior in the classroom. These changes may have led to greater unionization by teachers as they have attempted to restore their autonomy and ability to influence



educational policy. When there are not significant increases in salaries and few external rewards, the intrusion of bureaucratic structures in the classroom can seriously contribute to teacher burnout and to an increased number of teachers changing careers.

## Reading 2

### **Career ladders and master teachers**

An important issue is the “careerless” nature of teaching. “Careerless” in this case means the lack of advancement possibilities for classroom teachers. Other careers usually hold out the hope of advancement within the organization or through individual entrepreneurial skills. An office worker can move through the hierarchy of the organization, and a professional can attempt to increase income through his or her own ability.

Traditionally, when teachers entered the classroom there was no possibility of advancement except to leave the classroom and be trained as an administrator—or to get out of the education profession completely. Most teachers could not increase their income by superior teaching or service. In fact, merit pay is often opposed by teachers because of its potential abuse. Career ladders and master-teacher plans attempt to correct the problem of the careerless nature of teaching and the lack of rewards for superior teaching by providing different career levels. One way of understanding this idea is to compare it to university teaching. Traditionally, universities hire new faculty members as assistant professors. After a period of five to seven years the faculty member applies for tenure and a position as an associate professor. Once promoted to associate professor, the faculty member might be promoted to professor if he or she demonstrates superior qualities in teaching or scholarship. Each advancement in rank provides increased recognition and rewards.

The same basic idea underlies proposals for career ladders and master-teacher plans. A teacher might be hired as an apprentice teacher and after a number of years of receiving satisfactory evaluations be promoted to the rank of regular teacher and receive tenure. Later, if the teacher is considered superior, that teacher might be promoted to master teacher. It is important to understand that this is only a simple example. Some proposals are more complex and involve added duties for the master teacher.

In addition to overcoming the problem of the careerless nature of teaching, master-teacher and career-ladder proposals are supposed to solve the problems inherent in traditional methods of compensating teachers. The traditional salary schedule for teachers allows for increases in pay with each year of service and for added academic degrees from universities. Under a traditional pay plan all beginning certified teachers with a bachelor’s degree receive the same base salary. For each year of service

after the first year, salaries increase by a fixed percentage. Under this method of payment a teacher receives an automatic salary increase with each year of service. In addition, a teacher can increase his or her salary by earning more college credits. Usually, the earning of a master's degree results in an increase in salary in addition to the automatic yearly increase. Also, there are usually increases for earning an additional fifteen hours beyond the master's degree and for earning a doctoral degree.

One of the major complaints about the traditional method of compensation is that it is not based on the ability of teachers to teach. This became a heated issue in the early 1980s when everyone admitted that teachers were underpaid but many felt that salaries should be increased only for superior teachers. This is the reason for proposals for career ladders and master teachers. These plans are considered as replacements for the traditional salary schedule.

Another plan for providing additional compensation without changing the traditional salary schedule is that of merit pay. With merit pay, superior teachers would be identified and would receive an additional salary increase over their automatic yearly increase in salary. But merit-pay plans have been bitterly resisted by teachers because of the problem of setting criteria for superior teaching. This is also an issue with career ladders and master-teacher proposals. Teachers fear that school administrators will use merit pay to reward only personal favorites and those who are compliant with administrative orders. There is also the real difficulty of defining and evaluating superior teaching.

Most proposals for career ladders include extra duties for teachers, including supervising other teachers during their probationary years and planning curriculum. Traditionally, teachers have been confined to classrooms, extracurricular activities, policing chores, and committees established by the school principal. Supervision of new teachers introduces a role traditionally assumed by the administration. It adds an administrative function to the role of teaching. Participation in planning curriculum adds another dimension to the role of teaching.

Adding responsibilities and extending the months of the teaching contract are criticized as not providing an actual increase in compensation but only additional pay for additional work. It would, however, be possible to have the category of master teacher include additional compensation without adding extra work. In the university system, promotion from assistant to associate or full professor does not entail any additional responsibilities. Similar criticisms can be made of the extended contract year. Why not just increase salaries without requiring additional months of work?

How the issues of compensation and extra duties are distributed is exemplified by the career ladder introduced in Tennessee in 1984. Under the original plan, the Tennessee legislature established five levels in the

career ladder, with additional compensation ranging from \$500 to \$7,000 per year. The first level is for new teachers on probationary status who receive state certification after receiving positive evaluations. Teachers who receive certification become apprentice teachers for three years and receive a yearly supplement of \$500. Apprentice teachers are evaluated each year and by the third year must receive tenure and be promoted to Career Level One teachers or lose their jobs. Career Level One teachers are certified at this level for five years and receive an annual supplement of \$1,000. Teachers at this career level assume the additional duties of supervising student teachers and probationary teachers.

Under this plan a teacher might remain at Career Level One for his or her entire teaching career. Promotion to Career Level Two requires evaluation by the state, using Career Level Three teachers from outside the district of the teacher being evaluated. If the teacher is promoted to Level Two, he or she receives an annual pay supplement of \$2,000 for a 10-month contract and \$4,000 for an 11-month contract. Career Level Two teachers are given the additional responsibilities of working with remedial and gifted students, along with supervising apprentice teachers. The evaluation procedure for Level Three is similar to that of Level Two. Level Three teachers receive an additional \$3,000 for a 10-month contract, \$5,000 for an 11-month contract, and \$7,000 for a 12-month contract. In addition to the duties added for Level Two teachers, Level Three teachers also conduct evaluations of teachers who are on other career levels.

An important issue in career ladders is teacher participation in evaluation of other teachers. Traditionally, evaluation of teachers has been conducted by school administrators. Teachers complained for years about this system and they argued that if teachers are truly professionals, they should be evaluated by their peers. The Tennessee legislation incorporates this idea by using Level Three teachers for evaluation. Also, most master-teacher proposals give senior teachers the added duty of participating in teacher evaluations.

The issue of method of evaluation is more complex. The debate on this issue ranges across several dimensions. First is the problem of whether teachers should be evaluated on the basis of their performance in the classroom or the performance of their students. The difficulty of using student performance is the range of abilities existing among students and between classes of students. Some students, because of a variety of factors, including family background and intelligence, might learn faster than other students. It would be unfair to evaluate a teacher of students with rapid learning abilities against a teacher of students with slow learning abilities. Also, most evaluations of students are conducted by using standardized tests. Systems using student performance as a means of teacher evaluation

run the danger of teachers directing their efforts mainly toward preparing students to do well on performance tests.

If teacher performance becomes the basis for evaluation, then there will be a set of problems arising from the need to define good teaching. Historically, there has been an almost continuous debate dating from the nineteenth century over whether teaching is an art or a science. Obviously one's position on this issue would be reflected in the teaching qualities one would consider in evaluation. In recent years there has been a debate between those who believe that good teaching is composed of measurable competencies, and those who believe that good teaching is a product of experience that is displayed in reaction to a variety of classroom situations.

Salaries are the central and continuing issues regarding career ladders. Career ladders can be used to spend less money on teachers' salaries by only rewarding those in the upper rungs. Teachers' organizations are very aware of this possibility. Only by providing adequate compensation to all teachers will state and local school systems be able to convince teachers to support the concept of career ladders.

Career ladders represent one aspect of the current attempt to improve the profession of teaching. Another idea for increasing the status of teaching is national certification. And, like career-ladder plans, national certification has been attacked by teachers' organizations.

### **National Certification**

The current efforts to establish national certification of teachers began in 1986 when the Task Force on Teaching as a Profession, working under the auspices of the Carnegie Forum on Education and the Economy, proposed changing the basic structure of the teaching profession. Its recommendations included the formation of a national certification board, which was then established in 1987 as the National Board for Professional Teaching Standards.

The justification for national certification included economic need and a shortage of qualified teachers. The task force report, *A Nation Prepared: Teachers for the 21st Century*, is premised on the belief that America can no longer compete in mass-production goods in world markets. Consequently, the report argues, the nation must shift its economy to emphasize knowledge-based industries. In this context, the schools must stop teaching repetitive skills needed in mass production and start teaching all students higher order thinking. According to the report, the old educational requirements needed for a mass-production economy could be packaged in texts, and teachers could be trained to use those texts. A knowledge-based economy, according to the report, requires students who are intellectually prepared to deal with a non-routine world and unexpected events. The report argues that the training of students in higher order skills

requires abandoning traditional textbook teaching and developing new teaching strategies. These new teaching strategies require a teacher who no longer uses routine teaching methods, but constantly adapts to different learning situations. That is why, at least in the eyes of the Carnegie Forum, the key to changing the schools to meet the requirements of a knowledge-based economy is the reform of the profession of teaching.

The report describes the teacher needed for a knowledge-based economy as one who is highly creative and has the ability to constantly learn as new knowledge becomes available. In the words of the report, these new teachers “must think for themselves if they are to help others think for themselves, be able to act independently and collaborate with others, and render critical judgement. They must be people whose knowledge is wide-ranging and whose understanding runs deep”.

The Carnegie Forum believes the teacher shortage provides an ideal opportunity to change the profession of teaching and, as a result, adapt the schools to the requirements of a knowledge-based economy. The report's figures show that in 1985 the demand for teachers was roughly equal to the supply of teachers. In the 1990s, there was an increasing demand and a decreasing supply.

It is important to understand the reasons for this projected shortage of teachers because it provides insight into the challenging demographic patterns in teaching. One reason for the projected increase demand for teachers is increasing teacher retirements. When the baby boom ended in the 1970s and classrooms were closed because of decreasing student enrollments, school systems stopped hiring many new teachers and fired many young teachers. Consequently, the average age of teachers increased. Adding to the problem of teacher retirements is an increase in school populations as the children of baby boom parents enter school.

While the teacher shortage offers the opportunity for changing the profession by hiring large numbers of new teachers, there is the potential for a decrease in the academic qualifications of teachers. One hope for improving the quality and the status of the profession is, according to the Carnegie Forum, national certification. To achieve this goal, the Forum organized in 1987 the National Board for Professional Teaching Standards consisting of sixty-four members, the majority of whom are teachers. The goal is to create a national teaching certificate that would be in addition to the current licensing of teachers by individual states.

Under the plan, states would continue to issue licenses to ensure that prospective teachers meet the minimum standards established by state laws, and to signify that the holder is not a danger to public safety and the safety of a client. The national certificate would indicate that the holder meets the standards established by the profession itself. The purpose of a national

certification board, then, is to establish standards for the profession of teaching and to certify that individuals meet these standards.

One of the first tasks of the National Board for Professional Teaching Standards is the creation of a test that would qualify candidates for the national certificate. In addition, the board must establish prerequisites for certification. This is the issue that has generated the greatest controversy.

In the 1993-1994 school year, the National Board for Professional Teaching Standards conducted assessments for certification of teachers of English-language arts to children in early adolescence. This initial assessment was part of a broader plan to field test assessments in a network of schools and districts in nineteen states. As originally planned, this initial assessment includes a written test of content knowledge, a three-part portfolio exercise, and exercises given at an assessment center. The portfolio exercises include a planning and teaching segment where the teacher is asked to keep over a three-week period videotapes, student work, classroom handouts, and other material. This segment of the portfolio is used to determine a teacher's ability to plan and conduct teaching sessions. For the second part of the portfolio, student learning, the teacher keeps folders tracking the learning of two students. And the last segment of the portfolio is a videotape of the teacher and students engaged in a discussion of a piece of literature.

One of the important questions regarding this assessment is who should do the judging. At the summer 1992 meeting of the Board it was decided that only classroom teachers would be allowed to do the assessing. This is an important advance in the professionalization of education. Professionalism is often defined in terms of its members controlling access to the profession. Teacher control combined with national certification, it is hoped, will enhance the profession of teaching in the public's eyes.

### **Reading 3**

#### **TEACHER EDUCATION**

In 1992, when the two largest teacher-training institutions in Maryland, the University of Maryland and Towson State University, approved the abolition of the undergraduate major in teacher education, they were following the lead of criticism of teacher education begun in the 1980s. At the heart of this criticism is the argument that American schools failed to meet the nation's economic needs because of poorly trained and anti-intellectual teachers. The cry of the 1980s was that teachers, particularly elementary school teachers, needed a stronger academic background. Consequently, teacher-training institutions around the country began to require that elementary school teachers earn a liberal arts degree before entering a teacher-training program. Maryland educators reacted to this

reform movement by requiring a liberal arts degree before entering a fifth-year professional training program in education.

These important changes reflect the relationship between the goals of education, and the content and organization of teacher training. This relationship can be found in the 1983 report that sparked the current ongoing changes in teacher education, *A Nation at Risk*, which links a declining economy to mediocre schools. A major cause of poor schools, the report argues, is poor teaching training. The report complains that elementary school teacher candidates spend 41 percent of their course time in education courses. In addition, the report expresses concern that too many “teachers are being drawn from the bottom quarter of graduating high school and college students.”

In 1992, these themes appeared again in the report of the American Association of State Colleges and Universities, *Teacher Education for the Twenty-First Century*. But, what is different in this 1992 report as compared to *A Nation at Risk* is a requirement for “multicultural proficiency”. The association’s report calls for the education of “teacher-scholars”, who have a strong liberal arts education with an in-depth focus on subject matter and training in a professional school of education. The teacher-scholar, according to the report, should have a knowledge of methods of instruction, human development, learning theories, affective skills, and, of course, subject matter. The requirement for proficiency in multicultural education reflects the goals for education in the 1990s.

As these two reports indicate, the goals of education and social issues have a direct impact on teacher education. But, despite these pressures, there continues to be certain logic to the requirements that must be met before a person becomes a teacher. It is logical that teachers know the subject matter they are to teach, the psychological and physical natures of those they plan to teach, the political and social structures of the institutions in which they will be teaching, the methods by which people learn, and the best methods for teaching a particular subject matter.

Most teacher-education programs include all of the above components.

Teaching not only requires knowing the subject matter, the learner, and the political and social context of learning; it also involves skills that can be improved through actual practice. All teacher-education programs have some form of practice teaching that allows experienced teachers to aid prospective teachers in gaining teaching skills. Some teacher-education programs require observation periods before actual practice teaching. Other programs provide clinical experiences before or during practice teaching.

Although most teacher educators would agree that the preceding combination of knowledge and skill development should form the basic components of a teacher-education program, there are disagreements about the actual content of each component, the proportion of time that should be

devoted to each area, and the additional knowledge and skills necessary for teaching. There are also general disagreements about the whole process of teacher training.

While there is certain logic to requiring a prospective teacher to study certain courses before entering the classroom, there is still criticism of the whole process. In recent years, states have turned to teacher examinations as a means of improving the quality of teachers. As states turn to an examination system as a means of certification, the political struggle becomes extremely important.

The same problem exists with any statewide evaluation of teacher performance. Educators do not agree about what makes a good teacher or about how to evaluate teaching. There are several schools of thought. Within any college of education one can find as many ideas about what constitutes good teaching as there are professors of education. What items are to be used in the evaluation of teaching performance or on examinations in pedagogy, and how answers are to be determined, is very important.

The Carnegie Foundation for the Advancement of Teaching's report, *High School*, provided more specific recommendations for carrying out the general improvement of teacher education. The author of the report, Ernest Boyer, recommended that the first two years of college training be devoted to the study of a core of common learning. The responsibility for this core curriculum would be in the hands of the liberal arts faculty. Admission to a teacher-education program would occur in the junior year of college, and admission would require a "B" average or better plus strong recommendations from two professors. The teacher-education program would be three years long, with the first two years (the student's junior and senior years) devoted to completing a major in an academic discipline and to classroom observation.

After studying a core curriculum and completing an academic major the prospective teacher would take teacher-education courses. Boyer is aware of the criticism directed at education courses. He writes, "While many speak disparagingly of teacher-education courses, we conclude there is important information uniquely relevant to teachers." Boyer believes that four areas of study should be part of the teacher-education curriculum. The first area is what the report calls "schooling in America." This course would be devoted to the history of education and current issues in education. The other three areas would deal with "learning theory and research," "teaching of writing," and "the use of technology". Boyer writes that "all teacher education students should study theories of learning, the ways teachers teach and students learn, and examine also the findings of current psychological and physiological research bearing on these themes." Boyer's emphasis on prospective teachers learning to teach writing reflects



the general concern of the report with language instruction. The report argues that writing is not only an essential skill for self-expression, but is also an important means of teaching critical thinking. Boyer believes that all teachers should be prepared to teach students how to write better. Also prospective teachers should study educational technology, including computers, as a means of significantly improving classroom instruction.

In addition to the course work, Boyer recommends that the fifth year include classroom observation and practice teaching. He recognizes that teaching ability is dependent upon the type of experience that can only be gained in practice and in working with other experienced teachers, which is why he believes that practice teaching should be done with a team of teachers. The report also recommends that fifth-year teacher-education students should meet with outstanding arts and sciences “scholar-teachers” in a series of common learning seminars to “relate the knowledge of their fields to a contemporary political or social theme.” Boyer expresses the hope that this seminar will help prospective teachers to relate to other disciplines and be able to teach a common core of learning to students in the schools.

*A Nation Prepared: Teachers for the 21st Century*, discussed in detail in the previous section, links raising standards in teacher education to increasing the status of teaching and, as a result, attracting more capable students to education programs. Basic to the report’s program of restructuring teacher education is the replacement of undergraduate programs in education with graduate programs in education. While the report states that the national certification board will not establish national standards for teacher education, the authors do admit that their proposed evaluation techniques and standards for certification will have a significant effect on teacher education.

In general, *A Nation Prepared* advocates an undergraduate program devoted to a broad liberal education and a thorough study of the subject or subjects the student plans to teach. In keeping with the general trend toward a core curriculum, the report recommends an undergraduate curriculum that would provide rigorous study of history, government, science, literature, and the arts. The authors argue that elementary teachers need the same strong academic background as high school teachers because they have equal responsibility to impart our common culture and heritage.

Professional courses in education would be provided at the graduate level in a master-in-teaching degree program, to give teachers information about techniques of teaching, research on teaching, human development, and different learning styles. In addition, teachers seeking advanced certification would study philosophy of education, policies in education, and techniques of measurement.

The ideal two-year master-in-teaching degree program as outlined by the report would begin with a semester of courses on methods of instruction. During the second semester, students would perform an internship in teaching at a school with a diverse student population while taking several other graduate courses in education. In the following summer students would take a full load of courses building on the teaching experience of the internship. Finally, students would spend the second year in residence at a school working under the guidance of a lead teacher.

□ **Reading 4**

**TEACHER AS RESEARCHER AND SCHOLAR**

When the report *Teacher Education for the Twenty-First Century* calls for the education of “teacher-scholars,” it is reflecting a current trend in the professional development of teachers. The concept of *teacher as researcher* and *teacher as scholar* refers to the active research by teachers into their own classroom practices. In the past, teachers were often treated as passive objects by college professors who believed they could tell teachers the best means of improving their teaching. In addition, there was a tendency to promote “teacher-proof” classroom materials. Teacher-proof materials were to be so highly structured that they could not be misused by poor teachers. Basically, teacher-proof material turned the teacher into a technician whose major function was to implement someone else’s teaching methods and materials.

In contrast to teacher-proof material, the model of teacher as researcher and scholar assumes that classroom teachers are the best persons to do research on classroom methods and materials. In addition, the model assumes that part of the satisfaction of teaching involves the development of new methods of instruction and new classroom materials. In this model, the teacher assumes the responsibility of judging his or her own teaching methods, experimenting with and evaluating new methods, and actively exploring new methods of instruction by working with other teachers and seeking advice from university researchers and scholarly publications. The model also assumes that teachers are scholars of the material they teach. Through their own scholarly pursuits, teachers develop their own classroom material rather than rely upon others.

One of the arguments supporting the idea of teacher as researcher and scholar is that teachers are the best source of information about teaching and that their shared experiences provide a method of improving instruction. In *Creating Spaces and Finding Voices: Teachers Collaborating for Empowerment*, Janet Miller provides an example of the importance of teachers relying on their own experience and abilities to develop teaching strategies, or what Janet Miller calls “finding their

voices”. In the book, which is a narrative about a group of teachers exploring their own experiences in teaching, Miller tells the story of “The Carton of Knowledge”. In this story, a new teacher of a college course receives a carton of lesson plans and classroom material from the previous teacher of the course. Initially, the new teacher unpacked the carton and tried to replicate the teaching of the previous teacher. After the teacher's initial attempts to use the material from the carton, she realized that her perspective on the course was quite different from that of the previous teacher. In addition, she was angry with herself for so willingly trying to follow the previous teacher's methods rather than expressing herself through her own materials and methods. She realized that most teachers and students are treated as passive objects who receive their wisdom from others. But passivity leads to poor teaching because teachers lose enthusiasm and creative energy, and their understanding of the subject matter is clouded by the imposition of someone else's ideas.

The development of the model of teacher as researcher and scholar depends on teachers sharing experience. For instance, in *Teacher Lore: Learning from Our Own Experience*, teachers analyze their own classroom experiences and share them with other teachers. The editors of the book, William Schubert and William Ayers, argue that most teachers reflect on their own experiences and constantly monitor their teaching. Through this reflection, teachers are constantly improving their instructional practices and classroom materials. It is this active research on the part of teachers, they argue, that can provide the basis for improving the teaching of all teachers. The key to this process is giving teachers confidence in their own work and the opportunity to share it with others.

The profession of teaching has changed greatly since the nineteenth-century model of teachers as paragons of morality. The current emphasis on teacher as researcher and scholar reflects the growing control of the profession by teachers. Teachers are no longer passive objects; they are actively involved in improving their professional status and in improving teaching methods. As I will discuss in the next chapter, an important factor in current trends in professionalism is the power of the two teachers' unions.

### Role play

**A panel discussion programme appears on TV. Several members of the public are invited to give their opinions. Questions for discussion are sent in by the viewers. The chairperson reads out the questions and directs the panel.**

1. Interview teachers regarding the rewards and dissatisfactions they gain from teaching. Compare the results of these interviews with a classroom survey on why students want to be teachers.

2. Working in small groups, devise your ideal plan for the professionalization of teaching. In developing this plan, the following questions should be considered: Should there be local, state, or national certification of teachers? Who should control entrance into the profession? Should appropriate college courses in education be a requirement for entering the profession? Should national or state examinations be required of teachers? If examinations are required, then who should determine the content of the examinations? Should there be moral standards for entrance into the profession?

3. Working in small groups, devise an ideal curriculum for teacher education. Included in the discussion of this curriculum should be a consideration of whether or not education courses should be taught in a fifth-year program. Compare your ideal program to the one currently offered by their college.

## ЛИТЕРАТУРА

- Практический курс английского языка*, 4 курс / под ред. В.Д. Аракина. – М.: «Владос», 1998.
- Advanced Grammar and vocabulary*. Mark Skipper. – Express Publishing, Newbury, 2002.
- American Education*. Joel Spring. – McGraw-Hill, Inc., 1994.
- Britain Explored*. P. Harvey. – L., 1992.
- Britain Today*. Richard Musman. – Longman, 1994
- For and Against*. L. G. Alexander. An Oral Practice Book for Advanced Students of English. – L., 1971.
- Headway Advanced*. J. and L. Soars. – Oxford University Press, 1998
- Linguophone Advanced English Course*. – London, 1985.
- Listening File*
- More Than Words*. J. Harmer and R. Rosner. – L., 1998.
- Profile UK*. Alan C McAllen. – L., 1992.
- Raise the Issues*. Carol Numrich. – Longman Publishing Group, 1994.
- The Practice of English Language Teaching*. Jeremy Harmer. – L., 2005.
- Understanding Ideas*. Advanced Reading Skills. – M. Swan, 1988.

### Интернет – сайты

- Conversation Questions for the ESL/EFL Classroom*. A list of over 400 questions for conversational practice.
- Learning Oral English Online*. An online conversation book compiled for intermediate English language learner.
- Time Cast-The Real Audio Guide*. A complete listening for Real Audio broadcasts from all around the world.
- [www.cnn.com](http://www.cnn.com)
- [www.ABCNEWS.com](http://www.ABCNEWS.com)
- [www.izvestia.ru](http://www.izvestia.ru)

### Газеты и журналы

1. “The Economist”
2. “The Guardian”
3. “The Washington Post”
4. “Sociology”
5. “The Times”
1. «Известия»
2. «Аргументы и факты»
8. «Советская Белоруссия»

Учебное издание

**EDUCATION = ОБРАЗОВАНИЕ**

Учебно-методическое пособие

Автор-составитель

**БОЧКОВА** Гульчехра Шарофовна

*Печатается в авторской редакции*

Технический редактор *А.И. Матююн*

Компьютерный дизайн *Г.В. Разбоева*

Подписано в печать

2008. Формат 60x84<sup>1/16</sup>. Бумага офсетная. Гарнитура Таймс. Ризография.

Усл. печ. л. 7,79. Уч.-изд. л. 7,68. Тираж 70 экз. Заказ .

Издатель и полиграфическое исполнение – учреждение образования

«Витебский государственный университет им. П.М. Машерова».

Лицензия ЛВ № 02330/0056790 от 1.04.2004.

Отпечатано на ризографе учреждения образования

«Витебский государственный университет им. П.М. Машерова».

210038, г. Витебск, Московский проспект, 33.