

## Unit 2

### Getting an Education

#### I. Pre-Reading

1. What do you think about education?
2. Is it necessary for people to get education from schools?
3. Are schools and institutions different?

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There are many alternative ways to get education. People have different learning styles—they learn in different ways. For example, children learn about many things at home; they look at things, study them, and watch other people. In schools, institutions for learning, children all over the world are experiencing different ways to learn. There are many exciting changes in schools. As a result, today's schools are quite different from the schools of just a few years ago. Furthermore, in countries like Germany, New Zealand, Japan, and the Netherlands, there are new approaches to education, alternatives to traditional schools and traditional ways of learning.

The World Conference on Education for All (WCEA) is emphasizing education as a global (worldwide) issue. Because of the WCEA, researchers have been looking throughout the world for examples of excellence and new standards. One obvious change is that today schools use modern technology. A visitor to a school sees examples: television sets, computers, and VCRs. From Wroclaw (VRAHTS-laft) in Poland to Riyadh (ree-YAHD) in Saudi Arabia, lessons are more interesting because of educational videos.

Researchers look for examples of outstanding education systems and ideas. In New Zealand, for instance, there is emphasis on reading comprehension and respect for differences. Students work in three types of groups: emergent, early, and fluent. These three words describe students' reading ability. *Emergent* means "beginning," *early* means "practicing," and *fluent* means "able to read what they choose." Students

work together in learning groups. Students with stronger skills and more abilities help others with lower skills or abilities. All books are high-interest (on topics that are interesting to them). The language in the books is also student-level language. The students read for half of every school day, so they learn to read well.

The school system in the Netherlands is another excellent example of new ideas in education. Dutch students do not memorize mathematical formulas. Instead they solve problems in their own ways and “re-invent” each math concept (idea) in class. Students try to see the problems in their own minds and then guess at answers rather than memorize formulas. This method is called realistic math. Mathematics (fractions, algebra, geometry, and statistics) is part of the curriculum of every day department of the school. Students in this school system learn math concepts for everyday life first: math in cooking, managing money, reading maps, and working with people.

WCEA researchers found excellent language learning in the Netherlands as well as in a number of other countries, such as Sweden and Denmark. Students study English, French, German, and Dutch in secondary school (high school). The emphasis in class is on communicating and using the language. They talk about real happenings in the news. They write letters to newspaper or bank or information centers. They learn a new language by using it. Language learning will help the citizens of these countries in the future global society.

Science education in Japan is technology-based. Children learn the application (use) of science before they learn the principles. For example, students bring small electrical appliances to school to try to repair them. While they are working to fix the broken machines, they are learning about magnetism in motors, electrical current, and many other parts of sciences. Learning is easier when it is connected to real life. German high school students learn to work. They have work on their time schedules: half of the school week they spend with a company, in a factory, or in an office. They earn money and learn about the real world. For the other half of the week, they are in classes, studying subjects like history, economics, mathematics, and language. At

grade 10 students make a choice: university or vocational education (training for work). Both systems are difficult, and as a result, Germany's workforce is very well trained.

In the United States at the elementary and secondary levels, some interesting things are happening too. Subjects like mathematics, science, history, geography, physical education, health, art, and music are all being taught together. The plan for this kind of education, the curriculum, is called an integrated skills curriculum. For example, students study about an event in history. At the same time, they study mathematics, perhaps figuring increases in population. Or they may study the length of rivers. They learn geography while they study history. The art and music from history is also part of the study. They make projects and reports about what they are studying. They draw pictures and maps. They learn songs and read stories about people who lived long ago. The teachers have integrated the skills, or put all of the skills together into lessons around topics. An integrated skills curriculum prepares children for real life.

In other elementary and secondary North American schools, the parents want the traditional curriculum: they want their children to study each skill separately, the way they themselves did in school. So the students have separate classes in mathematics, history, science, English, and maybe another language. Music, physical education, and art are part of the curriculum, but they are in separate classes. In all of the classes the children read and write. This is the back-to-basics curriculum. Some parents like this kind of school. They say that back-to basics helps students prepare for university work.

In the United States, schools keep records of students' work in two ways. The teachers give grades on examinations and student projects. The other way to keep records is in portfolios. For a portfolio every student collects his or her own work. Students may include tests, essays, drawings, and other records in their portfolios. Their work shows that they have learned. These samples of their work are the students' records. Many students prefer portfolios because they do not like tests. They say, "My work shows the things I know. A test is only one way to show what I know. Here are many ways. Look at what I know."

University education is another area of great differences in countries around the world. Outstanding professors and scientists give students real educational opportunities. Students work with their teachers on research projects, so they can learn about new concepts right from the beginning. At the California Institute of Technology (CIT), teachers pose problems for their students. The students are encouraged to think freely about the problems—and they do. Their thinking is creative and different. Their thinking is free of their teachers' ideas (except that the teachers gave them the problems). CIT students thought up quarks and quasars—two important concepts in physics.

In Sweden, adult education and training is open to everyone—even the very old. In Sweden the whole population is active in education. Eighty-year-olds enroll in college courses. Old people keep on working—if they want to. They feel useful for a much longer period of time, all of their lives. People who feel useful make a happy and exciting society.

Around the world, real-life experience makes the best education. Students work with meaningful ideas, and they learn faster and better. One world is a global community, so it is good for all people to share ideas about education. By sharing ideas, we can educate people for a better world.

## II. Working with Vocabulary

### A. Focus on the Reading

Choose the best word for each sentence. If you need help, look at the reading again. Be sure to use the word only once and in the correct form of its part of speech.

approach	alternative	curriculum	emphasis
fluent	obvious	subjects	traditional
encourage	portfolio	concept	application

1. There are many \_\_\_\_\_ ways to get an education.
2. One \_\_\_\_\_ change is that today schools use modern technology.
3. Some students may include tests, essays, drawings, and other records in their \_\_\_\_\_.

4. There are new \_\_\_\_\_ to education, alternatives to traditional schools and \_\_\_\_\_ ways of learning.
5. The plan for this kind of education, the \_\_\_\_\_, is called an integrated skills curriculum.
6. \_\_\_\_\_ like science, history, health, and art are all being taught together.
7. There is \_\_\_\_\_ on reading comprehension and respect for differences.
8. In New Zealand, students work in three types of groups: emergent, early, and \_\_\_\_\_.
9. Students work with their teachers on research projects, so they can learn about new \_\_\_\_\_ right from the beginning.

**B. Focus on New Contexts**

Choose the best word for each sentence. If you need help, look at the reading again. Be sure to use the word only once and in the correct form of its part of speech.

approach	alternative	curriculum	emphasis
fluent	obvious	subjects	traditional
encourage	portfolio	concept	application

1. Every university student in a new class wants to know about the \_\_\_\_\_.  
How many books will be part of the course?
2. There is a usual way and an \_\_\_\_\_ way to do just about everything.  
A person can go to school, or choose to learn on a job.
3. Good education leads to success. Therefore, there is a great \_\_\_\_\_ on getting an education in every family.
4. After listening to the manager's new plan, Preecha gets some \_\_\_\_\_ or ideas about it.
5. Moreover, the other workers are offered to find out more \_\_\_\_\_ to achieve the expected goals as soon as possible.
6. The mistake in the picture was easy for the artist to see. It was \_\_\_\_\_ to him, but no one else noticed it at all. He did not include the picture in his \_\_\_\_\_.  
He wanted his collection to be the best work.
7. Surprisingly, mathematics was voted the students' favorite \_\_\_\_\_. They said the new teacher used a new technique in teaching, not a \_\_\_\_\_ one.

8. His son was praised for a remarkable speech; he was very \_\_\_\_\_ in both English and French.
9. The students are \_\_\_\_\_ to think freely about the problems—and they do it very well.

### III. Understanding the Reading

#### A. Main Idea

One of the statements or phrases best states the main idea or gives the key words of the reading. Check ( ✓ ) in front of the number of that item.

- \_\_\_\_\_ 1. There are many excellent ways to get an education.
- \_\_\_\_\_ 2. Government plan curriculum for students.
- \_\_\_\_\_ 3. Modern technology has changed education.
- \_\_\_\_\_ 4. Education for good citizens is important to everyone in the world.

#### B. Comprehension Questions

Read each question carefully. Perhaps you can answer without looking at the reading. Or maybe you need to look in the reading to find the answer. If so, read quickly—just to find the answer. Key words are in **bold**.

1. Schools use **modern technology**. Name examples of this modern technology.

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2. What are the names of five **school subjects**?

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3. What is different about an **integrated skills curriculum**?

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4. What do some parents say about a **back-to-basics** curriculum?

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5. What are some things in a student's **portfolio**?

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**C. Working with Details: True or False?** Decide whether each statement is true or false according to the reading. Circle the answer you choose.

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|--|-------------|--------------|
| 1. Schools today are the same as a few years ago.                            | <b>TRUE</b> | <b>FALSE</b> |
| 2. The WCEA is a German institution.   | <b>TRUE</b> | <b>FALSE</b> |
| 3. Music and mathematics are part of a school's curriculum.                  | <b>TRUE</b> | <b>FALSE</b> |
| 4. Students study skills in separate classes in a back-to-basics curriculum. | <b>TRUE</b> | <b>FALSE</b> |
| 5. A portfolio is a record of a student's work.                              | <b>TRUE</b> | <b>FALSE</b> |
| 6. German schools train good workers.  | <b>TRUE</b> | <b>FALSE</b> |
| 7. An emergent reader is fluent.   | <b>TRUE</b> | <b>FALSE</b> |
| 8. Adult education will soon start in Sweden.                                | <b>TRUE</b> | <b>FALSE</b> |

**D. Expressing Your Opinion**

<b>Some Opinions</b>		<b>I agree</b>	<b>I disagree</b>	<b>I'm not sure</b>
1	Learning at home is better than learning at school.			
2	Schools today are better than they were a few years ago.			
3	Learning another languages is part of a good education.			
4	All students should work for part of the time that they are in school.			
5	All schools in a country should have the same curriculum.			
6	Keeping a portfolio is better than taking test.			

## IV. Word Study

### A. Prefixes & Suffixes

- **Like ≠ Unlike; Like ≠ Dislike; Likely ≠ Unlikely**

คำทั้ง 3 คู่นี้มีแหล่งกำเนิดมาจากที่เดียวกัน แต่ได้นำมาเติม prefixes และ Suffixes เพื่อให้มีความหมายใหม่ดังนี้

- **Like ≠ Unlike** คำคู่นี้เป็นคำบุพบทที่ต้องมีคำนาม หรือ นามวลีตามหลัง เพื่อทำหน้าที่เป็นกรรมตามหลังบุพบท คำว่า Like แปลว่า “คล้าย” หรือ “เหมือน” ส่วน unlike จะมีความหมายในทางตรงข้าม คือ “ไม่คล้าย” หรือ “ไม่เหมือน”

- Subjects **like** science, history, health, and music are all being taught together.
- Jim was **like** his father a lot of ways.
- Natali was **unlike** any other woman I've ever known.
- **Unlike** most system, this new one is very good to install.

- **Like ≠ Dislike** คำคู่นี้เป็นคำกริยาหมายถึง “ชอบ” และ “ไม่ชอบ” คำที่มีความหมายปฏิเสธเกิดจากการนำ prefix ‘dis-’ มาเติมหน้าคำ

- I told my son that he had to go to school whether he **likes** it or not.
- She doesn't **like (dislikes)** talking to a stranger.
- Cats **dislike** getting their fur wet.

นอกจากนี้ ทั้ง like and dislike ยังใช้เป็นคำนามทั้งนับได้และนับไม่ได้ เมื่อใช้เป็นนามนับไม่ได้ จะมีความหมายว่า “ความชอบ” และ “ความเกลียด” เช่น

My **dislike** of thunder began when I was eight years old.

“หากใช้เป็นคำนามนับได้จะนิยมใช้ในรูปแบบพหูพจน์เสมอ เช่น

Consider what your **likes** and **dislikes** are about your job.

Patra did not try to hide her **dislikes** of her boss.

- **Likely ≠ Unlikely** คำคู่นี้เป็นคำคุณศัพท์ หมายถึง เป็นคาดการณ์สิ่งต่างๆ ว่า “น่าจะเกิดขึ้น” หรือ “น่าจะเป็นความจริง” (ส่วน unlikely ใช้ในความหมายตรงข้ามกัน) เช่น

- Tickets for the ice-skating are **likely** to be expensive.
- It seems **likely** that interest rates will decrease soon.
- Suda might be able to come tomorrow, but it's very **unlikely**.



Which of the following ideas are likely to be part of this unit? Write **likely** or **unlikely** in each blank. It is important it be able to explain your answer.

1. \_\_\_\_\_ Education is expensive.
2. \_\_\_\_\_ There are many ways to get a good education.
3. \_\_\_\_\_ Learning a foreign language is not easy.
4. \_\_\_\_\_ A good education is a key to a successful future.
5. \_\_\_\_\_ There are many places to visit in the world.
6. \_\_\_\_\_ A college campus is a center of learning.
7. \_\_\_\_\_ Doctors must go to school for many years.

### B. Word Form

Many suffixes can be used to change adjectives to be nouns and also verbs to be adjectives. Can you give the correct form of the following words?

#### Adjectives

#### Nouns

<b>important</b>	
<b>different</b>	
<b>fluent</b>	
<b>difficult</b>	
<b>excellent</b>	
<b>global</b>	
<b>able</b>	

#### Verbs

#### Adjectives

<b>educate</b>	
<b>interest</b>	
<b>excite</b>	
<b>globe</b>	
<b>create</b>	

Choose the correct form from the list above to complete each sentence.

1. If you study English for several years, you will be able to speak it well. This \_\_\_\_\_ can help you find a good job.
2. Two cultures may be different. Cultural \_\_\_\_\_ may cause serious problem.
3. It is very important to be on time. In business societies, most businessmen recognize the \_\_\_\_\_ of punctuality first.
4. Look at a \_\_\_\_\_ or a map of the world. Find the deserts. Where is it?
5. Resumes' are records of people's experiences. They contain \_\_\_\_\_ and work records.
6. Young people need to learn new approaches to finding jobs. Moreover, they must think themselves as products that they want to sell! Their thinking must be \_\_\_\_\_ and different.
7. The football game between Manchester University and Liverpool was televised last night. It was very \_\_\_\_\_ game.
8. In the next unit you will read the \_\_\_\_\_ of learning about culture of a foreign country. Some cultures are \_\_\_\_\_ and easy to learn.
9. Jack passed the interview test because of his \_\_\_\_\_ in English and German.
10. Villa Maria is an excellent resort for tourists to relax after a long flight. It got a top award for \_\_\_\_\_ in spacious guestrooms and suits.

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