

Education

Unit aims

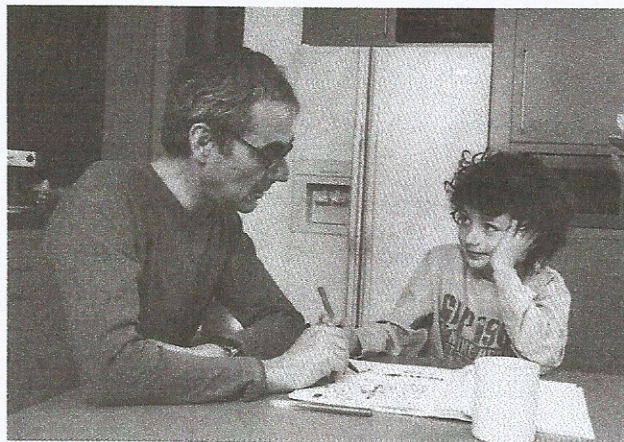
Predicting

Yes/No/Not Given (writer's claims)

Matching headings (1)

Predicting

1 Look at the photos and answer questions a–d.



- a How are the learning environments different in each picture? What other patterns of learning can you think of?
- b Which of these ways of learning do you prefer? Why?
- c Which pattern of learning has been most frequent in your education?
- d Is the way people learn in the modern world changing? How?

2 Written texts in English follow patterns. Consequently, it is often possible to predict the order of headings. Read headings i–iv, taken from a Matching headings task, and answer questions a–c about the words in *italic*.

- i *Types of jobs where literacy needed*
- ii *Prediction about developments*
- iii *The reasons behind illiteracy*
- iv *Problem of illiteracy facing many advanced economies*

- a Which word relates to a general issue?
- b Which word relates to causes?
- c Which word relates to a future situation?

3 Read this explanation from a student predicting the order of the headings. Decide the correct sequence for i–iv.

If you are writing about illiteracy in advanced economies, it is logical to state the general issue or problem first. Then, you say where it is found. After that, you can talk about the causes, and then what is going to happen next.

- 4 Read headings i–iv taken from a Matching headings task and answer questions a–c.

- i A problem faced by education systems in advanced nations
- ii The importance of the state in providing education
- iii The influence of private enterprise
- iv The impact of recent change

- a Which heading relates to an effect or consequence?
- b Which headings relate to causes?
- c Which heading contains an indefinite article? Why?

- 5 Based on the headings in 4, which of these descriptions best fits the likely pattern of the article?

- a The writer begins by stating the effects of a problem. Then the writer gives a description of the problem. Finally, the writer details its causes.
- b The writer begins by stating the problem. Then the writer gives details of the factors which contribute to this problem. Finally, the writer describes the consequences.

Yes/No/Not Given (writer's claims)

- 6 Statements 1–7 below are taken from a Yes/No/Not Given task. These are similar to True/False/Not Given, but they are used in passages where the writer is presenting an opinion. Read the statements, then answer questions a–d.

- 1 Some journalists take the view that more British schoolchildren should study languages.
- 2 The number of English speakers worldwide makes it unnecessary for British tourists to learn languages.
- 3 Only British teenagers find languages boring.
- 4 British teenagers' reluctance to learn languages is linked to the availability of films and music in English.
- 5 In the past, studying French made it easier for British people to learn further languages.
- 6 The lack of linguistic skills within British companies has resulted in business being lost.
- 7 American business people are less interested in learning languages than British business people.

- a Which statements contain a comparison?
- b Which contain a cause and effect?
- c Which contain words with negative connotations? Underline them.
- d Using the title of the passage and the information from all the questions together, can you predict any of the answers? Make a note.

- 7 For each of the statements 1–7 in 6, decide if they agree with (Yes) or contradict (No) the writer's opinion. Write Not Given if it is impossible to say what the writer thinks in the passage below.

An answer to the belief that British people cannot learn languages

- A Every so often, the educational supplements of our broadsheets devote an entire issue to the danger the British face of falling behind in Europe because so few of our schoolkids take up the study of foreign languages. Most recently, the German ambassador lambasted us for only ever speaking English, a rebuke echoed by his French and Spanish counterparts.
- B The truth is that foreign languages are phenomenally unpopular in secondary schools. Poor teaching and the late introduction of the subject are often cited as the main reasons youngsters are so loath to study them. Another factor for our notorious laziness vis-à-vis other tongues has to be that we are brought up to believe that the whole world speaks English, so why bother? Why indeed? Struggling to communicate in another language is, for all but the committed and enthusiastic linguist, a frustrating experience, which, if not necessary, is best avoided. And yes, when millions of Brits take their annual holidays abroad, local tourism, travel, catering, and retail staff are all trained in at least rudimentary English. So, again, there is little motivation to learn more than a couple of words for a few days' stay.

All this is true, and yet illuminates only part of the picture. British teenagers are generally bored by French or German verbs, but the underlying reasons are more complex than a vague assumption that they only need to speak English because everyone else does. Their leisure activities revolve around pop music, sport, computers, television, and films. These things are already in English; translations and subtitles are the exception. Furthermore, the most powerful country in the world happens to speak our language, and we absorb its cultural exports easily and readily. So, for us, language is not a major issue.

- C Of course, should the world situation change, and the United States become a Hispanic country, as some boffins have predicted, the British would see the benefit of learning Spanish and do so. Not so long ago, knowledge of French was more widespread here, and eagerly acquired, when that language was of paramount international importance.
- D The belief that we will lag behind our European business partners also needs to be dissected. The canard here is that we lose out because our businessmen and women can't keep up with the local lingo. But surely, it's competitiveness and the attraction of lucrative offers that count. After all, American executives don't wring their hands at their lack of linguistic skills.

Matching headings (1)

- 8 Match the organizing words in 1–4 with the sections A–D above.

- 1 The *belief*
- 2 The *consequence*
- 3 *Reasons*
- 4 A *criticism*

9 Complete the headings in 8 above by choosing an appropriate ending from a-f below.

- a that business lost due to lack of linguistic ability disproved
- b why young British people learn languages
- c why young people don't learn languages
- d of English not being a major language
- e why foreign language learning disliked
- f of British attitudes to learning languages

10 Sentences a-f give techniques for doing Matching headings tasks. These were listed by a student revising for the IELTS reading. Do you agree with her choice? Which do you think is the most important? Why?

- a Skim the headings for a summary of the passage.
- b Scan the text using the organizing words like *effects, problem, etc.*
- c Scan for words in the heading which help locate the information.
- d Predict the likely position in the passage for some of the paragraph headings.
- e Read and match each paragraph in turn, thinking of the writer's overall purpose.
- f Check that the sequence of paragraphs makes sense.

11 A student skimmed three paragraphs 1-3, paying attention only to the words which give meaning. Skim quickly the words he looked at below, and decide which title, *a* or *b*, is better in each case.

- 1 Formal education – academic or vocational – obviously of value – however – education outside formal school – greater impact on individual – main criticism of schools/universities: don't prepare students for work – many people successful without formal education – informal education influences countless businessmen/women – Einstein, left school when sixteen – other self-taught people – formal education considered as stifling entrepreneurs – not providing skills in all fields – no problem going straight into work even after basic education – learn on the job.
 - a The importance of academic education
 - b The impact of education outside formal settings
- 2 Education – different forms – formal from primary to university – vocational – students learn work-related skills, e.g. construction/engineering/catering or apprentices – trainees learn while working – e.g. with experienced plumbers, etc. – in UK/many other countries latter generally considered inferior – but now apprenticeships important – lack of skilled workers in construction driving up demand.
 - a Different types of education
 - b A skills-based approach to education
- 3 Education radically different in future: autonomy of the learner will be central – teachers disappear – replaced by robots/machines – transmit knowledge and skills directly to the brain – languages/musical instruments – data transmission via satellite to human brain.
 - a Future developments in education
 - b Learning languages in the future

Technique: Matching headings

- 1 Skim the headings to form a general idea of the topic. Note repeated words.
- 2 Identify and underline the organizing words in the headings. Look for connections and logical orderings between the organizing words.
- 3 Make predictions about which paragraph each heading relates to.
- 4 Skim read the paragraphs to check your predictions and complete the matching.
- 5 Check your answers by reading your headings in order.

Reading Passage 4

You should spend 20 minutes on questions 1–13 which are based on reading passage 4.

Questions 1–7

The reading passage has nine paragraphs, A–I.

Choose the correct headings for paragraphs B–H from the list of headings below.

List of headings

- i** The effect of emphasis on short-term educational goals
- ii** The limited effects of music
- iii** The future of music
- iv** Benefits for health
- v** The effects of early exposure to music
- vi** The skills involved in musical activity
- vii** A playwright's perception of music
- viii** Early exposure to Music in the USA
- ix** Music without instruments
- x** The 'Mozart effect'
- xi** Order or chaos?
- xii** The creation of The Voices Foundation
- xiii** A method for training singers
- xiv** The use of music in Shakespeare's plays

Example Paragraph A **xi**

- 1** Paragraph B
- 2** Paragraph C
- 3** Paragraph D
- 4** Paragraph E
- 5** Paragraph F
- 6** Paragraph G
- 7** Paragraph H

Example Paragraph I **iii**

- 5 A Even the Greeks couldn't agree about it. Was music a source of order and proportion in society, regulating its innate chaos in ways similar to the disciplines of geometry and architecture? Or did its ability to express passionate emotions beyond the reach of words create the potential for disorder and anarchy? Compare the behaviour of an audience listening to classical string quartets with headbangers at a rave, and the age-old conflict between Apollo and Dionysius is made manifest all over again in our own time.
- 10 B Shakespeare, though, came clean. For him, 'the man who hath no music in himself, Nor is not mov'd with concord of sweet sounds, Is fit for treasons, strategems and spoils; The motions of his spirit are dull as night ...' Throughout his plays, Shakespeare perceives music as a healing force, an art whose practice makes man whole.
- 15 C Yet, despite the growth of the science of music therapy within the last two centuries, and despite the huge weight of books published on the miraculous 'Mozart effect', our schools and colleges have fallen strangely silent. The so-called 'Mozart effect' presents anecdotal and statistical evidence for advances in both social and academic skills in those children exposed in their formative years to the music of Mozart. But, in an age
- 20 obsessed by pragmatism and by short-term vocational learning, music has been marginalized in both primary and secondary education. Compared with the holy trinity of reading, writing, and arithmetic, music is regarded as a luxury pastime. As a result, children are leaving school not only totally ignorant of their own musical heritage, but lacking in social, physical, and
- 25 mental skills which musical performance can uniquely promote.
- 30 D Playing an instrument requires a degree of concentration and coordination which brings into play a plethora of mental and physical skills which are being eroded in our push-button world. Socialization and team-work are also involved. Schools with wind bands, string ensembles, jazz groups, and orchestras are right up there at the top of the league tables. In excelling in musical activity, the students' performance in many other fields of learning is refocused and radically improved.
- 35 E There are medical aspects too. Long before British primary schools discovered the recorder – that most basic of all modern woodwind instruments – Australian Aborigines had developed the didgeridoo. Like the clarinet and the flute, this haunting and beautiful instrument helped to overcome both upper and lower respiratory tract problems and encouraged better sleep. In playing a wind instrument, abdominal muscles are used to support the breathing system. And these are the very muscles which come
- 40 into play when an asthmatic is experiencing an attack.
- 45 F But what of those individuals and schools which simply cannot afford a musical instrument? What of those institutions where not a single member of staff can read music? This is where the human being's most primitive form of music-making comes into its own. Singing is free. Everyone possesses a voice. And, with it, the body expresses itself in the most fundamental and organic way.

- 50 **G** The Hungarian composer Zoltan Kodaly knew this, and developed his own system of training ear and voice within a simple yet comprehensive system of body language. Today, an organization called The Voices Foundation adapts and applies Kodaly's methods, aiming to give children back their singing voices, and to make our schools ring with music-making once again. Their advisors and teachers have already achieved extraordinary turn-around effects the length and breadth of Britain and in schools in the troubled areas of South Africa.
- 55 **H** Important work is currently being done in Finland, Israel, and the United States on pre-school, even pre-birth, musical education. Music in the womb is very much part of the life of the unborn future citizens of Finland. And one has only to look at the educational standards, health records, and professional musical activity in this small nation to see what dividends music in education pays from the earliest days of human life.
- 60 **I** Mozart has been celebrated in his anniversary years of 1991 and again in 2006. By the time of the next Mozart-Year, shall we have allowed music to conjure a better society for us all? Or, relegated to the ranks of mere entertainment, will music be eroded of its unique power to heal and to make whole?
- 65

Questions 8–10

Do the following statements agree with the claims of the writer in the reading passage?

Write

- YES** if the statement agrees with the writer's claims
NO if the statement contradicts the writer's claims
NOT GIVEN if it is impossible to say what the writer thinks about this.

- 8** In Shakespeare's dramas, music is seen in a positive light.
9 Schools lack the funds to buy luxury items like musical instruments.
10 Musical activity can only lead to a slight improvement in children's social, physical, and mental skills.

Questions 11–13

Choose the correct letter, **A**, **B**, **C** or **D**.

- 11** According to the writer, studying music
- A** may not help all students to improve in other areas of their studies.
 - B** means that students spend less time on reading, writing, and arithmetic.
 - C** helps students to improve enormously in other areas of their studies.
 - D** means that students will excel as professional musicians.

- 12 The didgeridoo is an instrument that
- A has a negative effect on those suffering with breathing problems.
 - B benefits those suffering with breathing problems.
 - C tends to send those who listen to it to sleep.
 - D sounds sad to most people.
- 13 Which of the following is the most suitable heading for Reading Passage 4?
- A The growth of music in the school curriculum
 - B Music throughout the ages
 - C Music for everyone
 - D The beneficial effects of a musical education

Improve your IELTS word skills

- 1 Make the following adjectives negative by adding the prefixes *un-*, *in-*, *dis-*, *im-*, *il-*, *ir-*, *a-*.

ambitious conscious accurate literate
mortal replaceable relevant similar
satisfied symmetrical political

- 2 Complete the following sentences using the negative form of one of the above adjectives.
- a Coral reefs are Once they are destroyed, they are gone for ever.
 - b If the patient remains, he should be put in the recovery position.
 - c Some students do not see the point of studying history as they find it to the modern world.
 - d The two students' background was not as they both came from working-class families.
- 3 Use your knowledge of prefixes to work out the meanings of the words in *italic* in sentences a–f.
- a Awkward is one of the most frequently *misspelt* words in English.
 - b The health service has been drastically *underfunded* for the last ten years.
 - c There are plans for the rail industry to be *denationalized*.
 - d Some environmentalists are concerned about the effect of *overfishing* on our oceans.
 - e Students who fail the exam will have a chance to *resit* the following year.
 - f The growth in obesity among young people means that a significant number of parents will *outlive* their children.