

Дисциплина: Язык профессионального общения

Составитель: Дичковская Екатерина Анатольевна

Название занятия: School and Life

Цели: совершенствование навыков монологической и диалогической речи по данной теме. Формирование коммуникативных иноязычных умений и профессионально-речевых умений

1. Before you read the text, briefly discuss your opinions about the way your own school education prepared you for your career. Was it adequate/inadequate? Why?

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. As presumably the main object of going to school is to prepare for after life, it surely would have been very easy and relevant to organise 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 after life 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 extraordinary 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.

Carla Moongrass. *For a Change*. 2001. No. 3

2. Language focus

1) Explain the meaning of each of the following words and phrases in the context in which they are used:

- average intelligence;
- to be destined from birth;
- glimpse of a wider horizon;
- mental gymnastics;
- a considerable incentive;
- (no) opening;
- to get a first;
- prospective college.

2) Which of these adjectives would normally be used with each of the nouns below? Translate the word combinations into Russian.

Example: average - intelligence, age.

Adjectives: restricted, rigid, detached, tepid, prospective, relevant, thrilling, remote, meek, diffident.

Nouns: area, water, view, past, house, document, law, student, reaction, detail, idea, woman, performance, information, place, control, attitude, MP, method, idea, experience, applause.

3. Speech activities

1) Answer the following questions.

1. What are the author's feelings about the value of his education?
2. What in general did his school fail to do?
3. In what ways could his school have helped him more?
4. Explain what is meant by "this curiously detached attitude towards education"?
5. What sort of attitude did your teachers have towards education?
6. What careers advice did you have, if any, at school or outside?
7. Why did you decide to go on for higher education after secondary school?

2) Exchange your views on the following points.

1. Most young people don't know what to do after leaving school.
2. Young people expect far too much of themselves these days.
3. Teachers don't teach properly.
4. Educational standards have declined in recent years.
5. Teaching methods are of no importance nowadays.
6. School can never provide the learning each individual needs.
7. Living teaches you more than school does.

4. Group work.

Look at the list below of the possible aims of education. In column A put a number 0-5 according to the importance attached to these aims at the school you went to. In column B put a number 0-5 according to what you think the ideal school's priorities should be. When you have finished, compare your conclusions as a class.

Aims of Education	A	B
Helping to develop personality and character		
Helping you to do as well as possible		
Showing you how to get on with other people		
Teaching you about what is going on in the world today		
Keeping you occupied		
Teaching you how to read and write well		
Helping you to get as good a job as possible		
Helping you with things you will need to know when you leave school (for example about running a home and managing money)		
Making school a pleasant place to be in		

5. Role-play. Read carefully through this outline of the problem, making sure that you understand it.

The Problem

Woodville School has a new principal called Taylor. Unlike the previous principal, who was very traditional, Taylor is young and wants to change a lot of things. Taylor calls a parent/teacher meeting to put forward his/her ideas and to decide on the new school policies. At the meeting, the parents and teachers must collectively decide which proposals should be accepted and which rejected.

The Characters

Here are the characters. Read through the description of each of them. Can you imagine that you are that person? Suggest what he/she may be saying. Try to use the appropriate language exponents from the Speech Functions Bank.

The principal: Mr/Ms Taylor

The principal has *progressive* attitudes towards education and wants to abolish uniforms, homework, examinations and compulsory sport at the school! He/she also wants to abolish Latin and introduce more *relevant* subjects such as *Current Affairs* and *Consumerism*. He/she will ask for more suggestions along these lines at the meeting.

The Humanities teacher: Mr/Ms Smith

He/she teaches English, History and Latin and thinks that the new principal is too radical. He/she agrees that uniforms, and compulsory sport should be abolished - but thinks that homework and examinations should be maintained, especially as the students have to sit for public external examinations in order to get into higher institutions and apprenticeships.

The Science teacher: Mr/Ms Bell

He/she supports some of the principal's ideas about education but thinks that a moderate amount of homework should be given. Also, in order to prevent competitiveness among the students, a cheap and simple uniform should be kept. Bell used to teach Domestic Science/Carpentry before coming to Woodville School and would like to see the introduction of these kinds of subjects.

Parent 1: Mr/Ms Baxter

He/she has more traditional ideas about education, supports the continued teaching of Latin as a valuable mental discipline, and is generally suspicious of the principal's *progressive* ideas. Mr/Ms Baxter will consider moving his/her child to a different school if the principal's proposals are agreed to at the parent/teacher meeting.

Parent 2: Mr/Ms Logan

He/she has moderate or liberal ideas about education but is very much against the introduction of fashionable subjects such as *Consumerism* into the school syllabus.

Parent 3: Mr/Ms Harris

He/she has very *progressive* ideas about education and thinks that the older pupils (15-17-year-olds) should only spend two or three days at school each week the rest of their time being spent outside in the community!

Assemble into your discussion groups and by discussing the problem, try to work out a way to solve it. Afterwards give an account of the outcome of the *meeting*. You may like to elect a group representative for this before you begin.

6. Writing

Write a feature article about the improvements that could be made in secondary education in this country.