

# All

## SEMINAR 3

### Education – Answer Key

**Task 1 & 2** – based on class discussion

**Task 3** 1 – B (neutral)

2 – C (use with care; a bit patronizing, i.e. “they cannot follow the instructions on an aspirin box.”)

3 – A (critical in a patronizing and offensive way)

**Task 4**

**a)** 1. *F... only Brazil.*

2. *T... illiteracy is a growing problem amongst Brazilian children*

3. *F... 3.5 million children are working when they should be in school*

4. *T... illiteracy is a problem for many adults as well. This makes it difficult to teach children*

5. *F... the government will give the family twenty-five reals*

**b)** 1. the government will give the family **twenty-five reals** a month

2. Statistics show that **76%** of the children do not attend school

3. 16.1% of children ten to **fourteen** years old are working

4. The **first** solution to end child labor

5. (Lam & Daryea, **1999**)... quote, year when the text was published

6. **3.5** million children are working when they should be in school

**c)** 1. poor families,

2. read and write, (math – not mentioned in the text, but may be a valid suggestion in class)

3. 15-19, 10-14

4. children have to support their families

5. giving money to the families that send their children to school

**d)** based on class discussion

#### Comprehension Questions

1. What kinds of facilities do many schools in wealthy areas have? **Bright classrooms, art and language labs, computers, gyms (paragraph 1), sports facilities and pools (4)**

2. What is the condition of many schools in poor areas? **Poor plumbing, lack of books and computers (1), bad structure (4)**

3. According to Kozol, what is the cause of these differences in schools? **Local property taxes as a main source of funding (2); local control (5)**

4. What sources of funding do US school districts have? **Washington (federal), state, & local property tax (5)**

5. What do educational reformers want to change? **Abolish property tax as a source of funds and replace it with a progressive income tax to be redistributed more evenly. (5)**

#### Listening Questions

1. Dennis has observed that in general, if parents have money and think that education is important, their children **do well / do better** in school.
2. Dennis taught at a school where the students came from very **wide / varied / diverse / different** backgrounds.
3. Dennis believes that having a computer at home **helps the student do well / helps improve thinking skills / is beneficial**.
4. According to Dennis, not all low-income children do **badly / poorly** in school, and not all wealthy children **do well / succeed**.

### Listening gap fill - tapescript

I: Dennis, let me ask you a different question and that is, do you think that a child's economic and maybe social background makes a difference in school performance?

D: Yeah, you know, there is a pattern. The **elementary** school where I had most of my teaching experience and where I eventually became **principal**, was an interesting one, because it sat between two very different parts of this community. One part is a very **wealthy** neighborhood built around a world-class golf-course and then the other part of the community is **low-income** housing including a complex where families, where the mother has just been released from the local women's prison, so you know, I really saw a wide economic and social **range** and I have seen low-income families that just do a great job of getting their kids to school and supporting them in their education. But, you know, I think the **predictable** cliché there is true. That those kids who are supported do better, kids whose parents **value** education do better.

And you know, another big economic issue is technology. **Access** to computers. The kids who have multimedia computers at home, in their bedrooms, they just do better. With computers, there is a **realization** starting to develop, that it's not just technological skills, but there are also some thinking skills that improve with being able to organize your information that way, you know.

I: Yeah...

D: Some of these kids can really turn out some **outstanding** work and the content has improved, too. Not just the presentation. So I think there are some real differences based on economic **background** and they just compound with each generation. That's been my experience.

I: Aha...

D: But you know, there is no **guarantee** because you have all this support at home that you're gonna do well, too. I mean I've seen some kids, pretty wealthy kids, just totally blow it and not be productive and not even **stay** in school. Or there are the cases where you've got, you know, one kid who does great and then the other **sibling** in the same environment is just totally, totally out of control.

I: Does that happen?

D: Well, it's kind of like a movie **cliché** again. But, yeah, it does sometime happen.

I: Speaking of families, do siblings usually **perform** at about the same level in school?

D: Yeah, in families usually there **tends** to be a pattern, I think.

### Task 5

- a) There's one train from Prague which gets here **at** ten o'clock **in** the morning. That's **on** weekdays, but **at/on** the weekend there isn't any. But **on** Saturday there is one bus. It arrives **at** five thirty. But **in** summer it is better.
- b) 1) 1980-1990 – **from nineteen eighty to nineteen ninety**  
2) the 1970s – **the nineteen seventies**  
3) -12°C – **twelve degrees below zero; minus twelve degrees**

- 4) 437.56 – **437 point five six; 437 and fifty-six (one) hundredths – less used**
- 5) 43,756 – **forty three thousand, seven hundred and fifty six**
- 6) 50% – **fifty per cent; one half**
- 7) tel. # 540 776 – **five - four - oh (zero) - seven - seven (or double seven) - six**
- 8) (the year) 1805 – **eighteen oh five; eighteen hundred and five**
- 9) 1,975 – **one thousand, nine hundred and seventy-five**
- 10) 0.25 – **nought (Br.) / zero point two (not twenty) five; one quarter – less**

**used**

- 11) 3<sup>rd</sup> February – **February the third / (the) third of February**
- 12) (date) 3.2.2003 – (same as 11, plus **two thousand (and) three**)
- 13) 2/3 – **two-thirds**
- 14) 7/9 – **seven-ninths / seven over nine**
- 15) \$9,000,000,000 – **nine billion (U.S.), nine thousand million, nine milliard**

**(Europe)**

- 16) (the year) 1600 – **sixteen hundred**
- 17) (a football match) 1-0 – **one-nil**

- c)**
- 1) I could see the huge crowd. There were some sixty thousands people.
  - 2) The exact population of that country is three million, five hundred **and** sixty thousand.
  - 3) My phone number is five **three four, oh (zero)** nine two.
  - 4) I was born on the twenty-**first of** March, **nineteen** eighty-six.
  - 5) I got forty-one **out of** fifty in/on my test.
  - 6) She's one **in** a hundred.
  - 7) There were **hundreds** of cars on the roads.
  - 8) We met **on** Friday afternoon.