

# 现代英语

第五级

泛读

EXTENSIVE  
READING

STUDENTS'  
BOOK 5A

Patrick Goldsmith

M  
Macmillan

China  
HEP

# MODERN ENGLISH

for University Students

## EXTENSIVE READING

Students' Book

Grade 5 A

Patrick Goldsmith



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## 现代英语

泛读 A

第5级

帕特里克·戈德史密斯

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# Unit 1

## Previewing

When you preview a document — whether it is in the form of a book or of an article — you examine it *before* reading it. You look to see if it is divided up into sections or chapters, if it has a table of contents, an index, a glossary, an introduction or a bibliography. A quick glance at these will tell you a great deal about most documents, and they will enable you to decide where to look for information you need.

Another useful pointer is the publisher's blurb, the short piece of text that appears on the back of a book or inside the dust jacket, but you should remember that blurbs never say anything *bad* about books.

## EXERCISES

- 1 The following texts are taken from four different books, all on related subjects. Working in small groups, decide which texts you think belong together, and be ready to explain your decisions to other groups in your class.
- 2 (a) Four of the six titles below correspond to the texts you have classified in exercise 1. Say which title you think corresponds to which text:
  - 1 A Parent's Guide to Education Barry Taylor
  - 2 Considering Children David Gribble
  - 3 A Generation of Schooling Harry Judge
  - 4 The Sociology of Education P W Musgrave
  - 5 Linking Home and School Maurice Craft, John Raynor and Louis Cohen (Editors)
  - 6 The Effective Teacher Editor: Alan Paisey(b) In groups, discuss how you arrived at your decisions.
- 3 The first question a potential reader will ask himself about any book is 'What is this book about?' and the title should tell him. It is a choice made by the author or editor that defines the scope of the material included in the book. It excludes certain possibilities at once. Let us look at what is implied by the title of one of these books: *The Sociology of Education*. Cross out any of the topics in the list below that could not be included in this book:
  - 1 The nature of philosophy
  - 2 Note-taking for essay-writing
  - 3 The social origin of the teacher

Every teacher from every kind and level of school wants to be effective. The contributors to *The Effective Teacher* seek to extend the teachers' understanding of the nature and province of the concept of effectiveness. If they are concerned to present criteria by which effectiveness may be judged and the many dimensions in which this judgment may be exercised. Above all, however, they present practical suggestions which a teacher can use to achieve personal and professional effectiveness in his or her work.

Individual chapters cover such vital areas as the purpose of schooling, the law, organization and management, leadership, problem solving, the influence of temperament, the skills of evaluation, personal administrative efficiency, personal health, coping with stress and building a career in teaching. Alan Paisey as Editor has invited authorities in these fields to give their interpretations of the concept of effectiveness and their suggestions for its realization in practice. A wide variety of perspectives are brought together to present a far-ranging discussion which both new and experienced teachers will find specifically useful in their daily work. This will be an invaluable addition to any library and an essential reference book for individuals.

[illegible]

'Dr Musgrave has done it. He has produced the first book in England which can fairly be called a textbook in the Sociology of Education ... [and] has carried out a difficult and pioneering task with care, skill and very considerable success.' Since *Education for Teaching* published this review, *The Sociology of Education* has become a standard textbook on the subject.

In this new and completely revised edition, Professor Musgrave has expanded his text to take account of much recent research and the changes, particularly in the organization of the secondary schools, that have occurred since the first edition was published in 1965. In addition, the material has been reorganized to give more emphasis to the social influences at work on the child that influence educability. New chapters have, therefore, been added concerning socialization, the peer group and mass media, as well as two on the school and the curriculum. The sections on the political and economic functions of education have also been much expanded.

'A most useful book which will meet the needs of students of the sociology of education and others who are interested in the field.'  
*Sociological Review*

*P. W. Musgrave is Professor of the Sociology of Education at Monash University. He is the author of Society and Education in England since 1800 and the editor of a book of readings, Sociology, History and Education.*

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Introduction to Educational Psychology  
E. Stones

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# Consumers Association

## A PARENT'S GUIDE TO EDUCATION

Every parent needs guidance about his or her child's school career. *Parents' Guide to Education* is intended to enable parents to find their way around the educational system, state and private, well enough to know what to provide, which questions to ask, and of whom.

**The book leads the reader through**

- the school provision for the under-fives
- the various systems of primary and secondary education to the age of sixteen
- A-levels - at school or sixth-form college
- the range of vocational courses at sixteen-plus
- universities and polytechnics

BARRY TAYLOR is Chief Education Officer for Somerset. He writes regularly for the Times Educational Supplement and is a member of the Government-backed Teaching and Education Council, consultant to the Organisation for Economic Co-operation and Development, and a governor of Millfield School, Somerset.

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Since the publication of the Plowden Report over 10 years ago, there has been much interest among schools, local education authorities, the social services, parent and community groups, and teacher-trainers, in the development of closer home-school links. This book, first published at the time of Plowden, and now completely revised for a new, third edition, offers a uniquely comprehensive and updated review of these developments.

It contains 25 chapters, the majority written specially for this revision, and the remainder have been updated. In addition to contributions on the practice of home-school relations (including the special needs of ethnic minorities), there are sections on the broader social and political context and on theoretical perspectives, and a much expanded review of welfare aspects, including chapters on the educational welfare service, counselling, school social work, patterns of organisation, and the overlapping viewpoints of education and social work.

Contributors include leading British exponents in the field, and as the most inclusive survey of current practice available, this book will continue to be a standard text in the subject.

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## *Introduction*

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Sociology is a social science. This implies that sociology is an attempt to build up a set of logical and consistent theories about the society in which we live. Its subject matter includes the institutions which mark our society; such are the family, the class system and the economy. One important institution in a modern society is the educational system. The increasing concern with education has led to a specialism within the larger field of sociology which deals with the sociology of education. In this branch of the subject a study is made of the relationship between education and society as a whole. This book is an introduction to this specialized field and, since it is intended for British readers, it will mainly be concerned with conditions in Britain, though comparative examples from other countries are useful for indicating more clearly what is happening in this country.

A science should contain no prejudice. Therefore, polemics must be avoided, though very often decisions on educational policy are the very stuff of politics. On the whole we shall be concerned with means and not ends, but sometimes we shall be brought to the point beyond which a sociologist can no longer go without taking up a moral position. This must and will be made clear. All teachers should realize when they are arguing from evidence and when their position is based on political or other beliefs.

There are two parts to our subject – society and education. To understand the sociology of education the student must learn something both of sociology itself and of education. Sociology often, but not always, demands statistics to demonstrate a truth, to indicate an order of magnitude, to make a point clear. These figures are not to be learnt parrotwise nor are they to be feared. They are only used where essential to the argument. Technical terms are used sparsely and are shown in italics on first use, being defined in the text at the same point. Footnotes have also been kept to a minimum. After each chapter there is a reading list to which references are made in the text by adding the date of publication to the author's name. Whenever a book exists in the Penguin or Pelican editions, this has been indicated.

The book has been divided into three parts. The first concentrates upon the way in which children become members of society. This process (Chapter 2) takes place to a great extent under the influence of their families (Chapter 3), though there are marked differences in the ways in which they develop according to the social class from which they come (Chapter 4). When considering the influence of the family and of social class some basic general sociology has been included upon which a sound sociology of education can be built. Finally, in the first part of the book three chapters analyse the main influences on the development of the child: of the school (Chapter 5), the group of friends with whom he mixes (Chapter 6) and the mass media (Chapter 7).

In the second part the position of teachers in the schools is considered on the grounds that teachers who have thoroughly examined the forces at work on themselves will be more effective in their vocation. Four facets of the teacher's position are examined. A teacher is a member of a profession (Chapter 8). He serves in a school where he is at the centre of a complex web of forces which act upon him both from outside and from inside the school (Chapter 9). Before continuing the examination of the teacher there is a consideration of what he teaches, namely of the curriculum (Chapter 10). Next the individual teacher's position in the classroom is examined; here he is the representative to the children of the aims implicit in the British educational system, and he is part of a definite social system together with the children in his class (Chapter 11). Finally, an attempt is made to answer the fascinating question, what does teaching do to the teacher (Chapter 12)?

The final part examines the relationship of the contemporary British educational system with other social institutions. The main concern here is with the schools, though higher education and other forms of education are mentioned. The functions of education in relation to certain important fields are analysed. An attempt is made

to answer four questions. What part does education play in the balance between stability and change (Chapter 14), in maintaining a democratic political system (Chapter 15), in ensuring the full use of the talented people in our society (Chapter 16) and, finally, in supplying trained manpower to the economic system (Chapter 17)?

Though much work has now been done in this field there are still areas where the research that the topics warrant has not been done. An introductory textbook should avoid controversy and, therefore, an indication is given where facts are sparse. But a reasonably uncontroversial narrative has always been provided on the grounds that it is of overriding importance to give teachers and all others interested in education the analytical framework within which to view children, schools and teachers.

## Introduction

### A. Paisey

Every teacher seeks to be effective. The desire to be effective springs partly from the teacher's professional commitment to the best possible education of children and young people and partly from the need to face the demanding task of organizing and managing the school in which this education takes place. Every teacher can find room for improvement in both the instructional and the managerial aspects of his or her work. Change and innovation in the teacher's job or conditions of service compel adaption and may lead to a redefinition of effectiveness. Even those teachers whose magic touch seems to defy analysis and emulation, and seems to be more the gift of nature than the result of effort, need to reconsider the grounds and dimensions of their effectiveness from time to time.

Teachers in positions of authority need to reconsider whether they are motivating their staff towards effective work. Within the school community, effective teachers are prominent and highly valued. Consider the following discussion:

The school concerned was facing a decline in pupil numbers. In a conversation between a senior adviser from the local education authority and its newly-appointed head, the latter was complaining bitterly about staffing levels. The dialogue then proceeded like this:

**Adviser** Which would you rather have, a teaching staff at the level of numbers which you want, or something a little less than that if every teacher you actually had was effective – supposing you couldn't have both?

**Head** Of course I would prefer the second option – but how is a teacher to know what being effective is and how to become effective? And do I know that a teacher is effective or not?

These are questions which are constantly asked in one form or another throughout the field of education.

This book discusses the concept of effectiveness in organizations; it is particularly concerned with major variables of effectiveness in teaching and how teachers can become effective.

Firstly effectiveness is a *universal* phenomenon. Everyone wants to be effective in a chosen sphere of activity. Some people are denied the

# Introduction

The main purpose of this book is to enable parents to find their way around the education service well enough to know what it provides, which questions to ask about it, and of whom. And parents are not the only people with a need for answers. Their teenage offspring increasingly have views of their own as to which course they wish to follow, and in what kind of school or college to follow it. For example, the basis of many a family disagreement centres on whether a sixteen-year-old should stay on at school into the sixth form, usually the parents' preference, or move to a college of further education where the presumed 'freer' and more 'adult' atmosphere has more appeal to the young. Alternatively, a disagreement may be caused by parents preferring to transfer their sixteen-year-old from the private sector to a sixth-form college. Such debates must benefit from including all the options on offer.

There is also a wider constituency with an interest in education – and we all, as ratepayers, should have such an interest. The professionals – teachers, lecturers, administrators, school helpers, and so on – often have little understanding of how the service operates outside their own spheres; the service is notoriously compartmentalised, to its own detriment and to that of the people within it. If full-time paid people find it difficult to come to grips with the complexities, how much more must this be true of the vast band of unpaid workers, many, like elected Councillors and school governors, with substantial managerial responsibilities.

Education is hardly ever out of the news, but that is not to say that the newspapers, television and radio between them provide us with the opportunity to be well informed. Much news, at both local and national level, is related, inevitably, to a particular 'human interest' story, and that may give us little insight into what individual schools or colleges are really like. Reports of a headmaster being at odds with boys wearing ear-rings and girls with dyed hair should not imply that the school is in a state of perpetual anarchy.

## EDITORS' PREFACE

*Linking Home and School*, first published at the time of the Plowden Report in 1967, has been completely revised for this third edition. Of the twenty-five chapters it now includes, two have been reprinted from the second edition, eighteen have been specially written for this revision, and all the remainder have been brought up to date. As before, each of the contributors is a specialist, and most have published authoritatively in their respective fields.

The book has been extended and restructured to take account of new developments in both theory and practice. A central assumption of both the previous editions, for example, was that many children, and particularly those from working-class homes and those in inner-urban areas, are 'deprived' materially or culturally, and that schools must compensate for these deficiencies through the development of closer home-school links. In recent years, this view has been heavily criticized from a variety of points of view. Some have argued that the relatively modest short-term benefits of compensatory programmes suggest that we need to look to the *home* rather than to the school, if we are to make any real headway in overcoming educational disadvantage. This is a broadside, for it implies that the focus should be on employment, housing, and the whole spectrum of existing social priorities, and that tinkering is futile. A less extreme view has proposed that the regional allocation of educational resources is where our scale of priorities and the distribution of power really counts, and that intervention should be made at this point. Others have argued a less 'macro' and more 'micro' view. It is the *school*, they suggest, which is the crucial agency, both in the way it defines what is acceptable language, behaviour, and knowledge, and in the way it groups children or uses other more subtle means of engendering differential responses; for all such strategies lead to the designation of many working-class (or ethnic minority) children as educationally inept. To use compensatory devices such as PTAs, home visiting, or counselling is to blame the victim, it is claimed. Ken Roberts (Chapter 3) and Jack Demaine (Chapter 7) each offer echoes of a number of these recent debates on educability.

## Foreword

A. Paisey

This book is intended to appeal to practising teachers and those connected with teaching and schools generally. References and illustrative material have been drawn from both the primary and secondary sectors. The text often refers explicitly to both sexes of teacher but where the generic word 'he' or 'his' is used it stands for both sexes viewed at all times in equal esteem. The word 'pupil' is preferred throughout for young people at school from age five onwards, and should be taken to include those for whom the word 'student' is more appropriate or more commonly used at the upper end of the age range. It is substituted for the word 'student' which applies to all young people at school in American countries. Two notable abbreviations are used: LEA stands for local education authority, and DES for the Department of Education and Science.

Thanks are due to all the authors who spared time from their busy lives to write contributions to this book.

The publishers and editor would also like to thank the following for permission to use copyright material: Jossey-Bass, Inc. for Fig. 11.2 'A model of professional development for teachers' taken from *Continuing Learning in the Professions*, © C. O. Houle 1980; and the Manpower Services Commission for Fig. 3.1 'A framework for viewing managerial effectiveness' taken from *Perspectives in Managerial Effectiveness*, © M. B. Brodie and R. D. Bennett 1979.

## Preface to the Second Edition

Since 1965 when this book first went to press the reorganization of secondary education on a comprehensive basis has continued and the results of much new research have been published. I have taken account of both the structural changes and the new findings in this second edition in order that it may continue to serve as an introduction to this part of sociology for intending teachers. At the same time I have taken the opportunity of making some alterations suggested by various critics and by my own changing views of the whole field of sociology. Put briefly, the results of this rewriting are that Part I now focuses on the position of the child in society; much of the general introductory sociology that was included in the first edition has been omitted and chapters have been added on the school, the peer group and the mass media. Part II consists of the former Part III and deals with the sociology of the school; there is one new chapter here on the curriculum. The former Part II now forms Part III and this consideration of the social functions of education has been changed least of all.

I wish to add to the former list of acknowledgements: The staff and students of the Department of Sociology in the University of Aberdeen during the period 1965-9, who made me a rather better sociologist. The staff and students of the Faculty of Education in Monash University during 1970-1 who reminded me that I was also an educationist. My secretary, Mrs C. Stuart, who amongst other skills converts odd drafts into neat typescript.

Monash University, Melbourne, 1971

PWM

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## APPENDIX I Glossary

References in *italics* are to other glossary  
entries

Association of County Councils (ACC)  
The representative body of the County  
Councils of England and Wales with,  
currently, the exception of two  
Labour-controlled Councils (Avon and  
Derbyshire). Negotiates on educational  
matters, particularly the financing of the  
service, with central government.  
Association of Metropolitan Authorities  
(ASMA)  
The counterpart of the Association of  
County Councils in respect of Metropolitan  
District Councils which administer the  
largest conurbations.  
Burnham Committee  
The coordinating body for teachers' and  
lecturers' salaries, composed of  
representatives of the Associations of  
County Councils and Metropolitan  
Authorities and the teachers' unions.  
Business and Technician Education Council  
(BTEC)  
Responsible for a wide range of  
vocational, administrative, clerical and  
technical full- and part-time courses -  
including engineering, catering, for instance -  
providing vocationally based qualifications  
leading to City and Guilds A-levels.  
Council of Pre-Vocational  
Education (CPVE)  
Aims to give examination to be taken at  
sixteen years of age after one year of

study and, probably, after work experience  
by those who wish to stay on full time at  
school or college but who are unable or  
unwilling to attempt GCE A-levels.

Certificate of Secondary Education (CSE)  
Qualifications attained by pupils who pass  
the examinations in individual subjects  
normally at sixteen years of age, that is, at  
the end of statutory schooling. CSE was  
introduced as an alternative to GCE O-level  
and intended for the less able pupils. There  
is some overlap between the two  
examinations: Grade I in any subject is  
equivalent to an O-level pass in status.  
Grades II to IV are of a somewhat lesser  
standard, assumed to be that achievable by  
pupils of middling ability; these grades are  
accepted for entry to a wide range of City  
and Guilds and BTEC vocational courses.  
Grade V is 'unclassified'; there is no 'fail'  
designation as such.

Chief Education Officer (CEO)  
Each local education authority is required  
by law to appoint a chief education officer  
as the paid head of its service. CEOs are  
usually former teachers who have wide  
experience of educational administration.

City and Guilds of London Institute (C & G)  
Provides full- and part-time vocational  
courses mostly at a more elementary level  
than BTEC. Enjoys a worldwide reputation  
and is much used overseas.

Council of Local Education Authorities  
(CLEA)  
A joint body formed by the Associations  
of County Councils and Metropolitan

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- 4 Some attributes influencing peer groups
- 5 The economics of natural resource depletion
- 6 Participation in management
- 7 The status of the individual teacher
- 8 Teaching chimpanzees to communicate
- 9 The teacher in the classroom
- 10 Parental influences

**4** The introduction is another very important part of a book. The terms *preface*, *foreword* and *introduction* are practically synonyms, and in books where only one introductory section occurs, it may be called any of these three names. There are also, however, many books which have two, three or more introductory sections, each with a different name. In such cases, the preface and/or foreword usually fulfil a rather different function from the section headed *Introduction*. Look at the examples in this unit, discuss them in small groups, and try to decide what the different functions of these texts are.

**5** Now look closely at the introductions in this unit to see how they relate to the titles of the books.

- (a) In text K, underline the following words:

education, school, college

In text L:

home, school, parents

In text I:

social, sociology, society, education, educational

In text J (which is incomplete):

teacher, effective

- (b) You will have noticed in doing exercise (a) above how the topic is stressed by the repetition of key words and synonyms. This helps the passage to hold together as a unit. You can test this again in a slightly different way: in small groups, read sentences from any of the introductions without telling the other members of the group which one you are reading from. They will then guess which introductions the sentences come from.

**6** Choose the best completion to these statements about text I:

1 Sociology is

A mainly concerned with the educational system.

B concerned with the educational system among other systems.

C not really concerned with the educational system.

2 This book tries

A to be objective.

B to take a moral position.

C to concern itself only with means.

3 Sociology

A depends partly on statistics.

B depends totally on statistics.



- C does not depend at all on statistics.
- 4 The author uses
- A many technical terms in his book.
  - B no technical terms in his book.
  - C some technical terms in his book.
- 5 The first part of the book is mainly concerned with
- A how the child becomes a part of society.
  - B general sociology.
  - C the main influences on the development of the child.
- 6 The second part of the book is mainly concerned with
- A the teacher as a member of a profession.
  - B the curriculum.
  - C the position of teachers in schools.
- 7 The final part of the book is mainly concerned with
- A higher education.
  - B the relationship of the system of education in Britain with other social institutions.
  - C discovering the part education plays in the balance between stability and change.
- 8 The author's main concern throughout the book is
- A to provide an analytical model within which children, schools and teachers can be considered.
  - B to avoid controversy.
  - C to point out areas where research needs to be done.

## 7

The chart below contains a list of text-types that appear in the four books considered in this unit. Not every text-type (Preface, Foreword etc) occurs in every book, and some are mutually exclusive: you cannot have an integrated index and a split index (author index/subject index) in the same book. Put ticks in the boxes to show which text-types appear in which books:

	Taylor	Musgrave	Paisley	Craft
Blurb				
Contents				
Acknowledgments				
Preface				
Foreword				
Introduction				
Appendix				
Author/Name				
Index				
Subject Index				
Index				

- 8** (a) In order to find entries quickly in indexes it is necessary not just to know the order of the letters in the alphabet, but to be able to locate words at high speed in alphabetically ordered lists. This can only be achieved by constant practice, through the extensive use of, for example, dictionaries and encyclopaedias. You can test your efficiency easily in pairs or groups: one person chooses a word from a dictionary at random, and the other members of the group try to find it as fast as they can in their own dictionaries.
- (b) Integrate the first ten items from the Subject Index (text T) with the first ten names in the Author Index (text P)

**9** You have now read quite a lot about these books without reading any of the main body of the text. Remember that this unit has been concerned with *previewing*, anticipating the content of a book. You should now be able to answer the following questions:

- (a) Which of these books would you recommend to:
- 1 a student interested in studying the effects of social class in education?
  - 2 a parent who was trying to decide which school to send their children to?
  - 3 a teacher who wanted to become a better teacher?
  - 4 a social worker who wanted to know about how a pupil's life at home is related to his life at school?
- (b) Which of these books would you look in if you wanted to find out more about these areas:
- 1 The relationship between parental income and the child's achievement at school?
  - 2 Management and administration in schools?
  - 3 The role of the teacher?
  - 4 The needs of ethnic minorities?
  - 5 The effects of the mass media?
  - 6 British public schools?
  - 7 University education?
  - 8 Education and the law?
  - 9 Pre-school and nursery schools?
  - 10 School governors?

# Unit 2

## Graphic representation

Graphic representation is what a text *looks* like. The appearance of a document can tell you a great deal about the document before you even begin to read it. Think about your reactions to these:

- A document in handwriting
- A document typed on a typewriter
- A document produced on a computer printer
- A document printed on cheap paper
- A document printed on expensive paper

When you pick up any of these, you expect certain things of them. Handwriting is normally used for communicating informal information; for writing letters or notes, which tend not to be very highly organized. A typed document might also be a letter, but a more formal one; it might also be a report, a thesis, or a manuscript. We normally expect such documents to be more organized than handwritten ones, with headings and clear section divisions. As computers and computer printers become more common, so they gradually produce more and more of the sort of documents that might previously have been typed; but they are also used for producing lists of data, which may or may not be clearly organized. Printing is an expensive process, and printed documents are usually organized more carefully than any other. When expensive paper is used, then even greater care is usually taken. The headings are carefully chosen, the different kinds of type are selected to show the difference between main headings and sub-headings, and the whole document is normally organized very clearly, so that its structure can be seen with as little difficulty as possible.

Documents that have been properly organized usually follow certain rules:

The largest type-size is used for the most general heading (the title). The smallest type-size is used for the least general, least important part of the document (for example, foot-notes). Headings in the same size and kind of type are all at the same level of generality (for example, all the Chapter headings in a book will normally be in the same typeface).

## EXERCISES

- 1 Some headings and diagram labels have been removed from the document that follows. Work in pairs to decide where each heading or label should go. Consider the size and kind of the typeface, and compare it with other headings or labels in the document.