

Lesson 1

EDUCATION

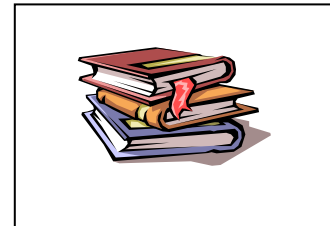
A. READING

Discourse Structure

In this section you are given a text to read. You should first read it through, even if you do not understand it all, looking especially at the way it is set out in paragraphs. This will give you a general idea what it is about and how it is arranged.

Now look at the following questions and read the passage through to find the answers. Remember that you do not need to understand every word in order to answer the questions. You will probably need to read it several times.

1. What is the passage about?
2. What is the purpose of educating children?
3. Why is free education for all is not enough?
4. Why should one appreciate other people's work?
5. What kind of education is regarded as valuable to society?



Education is not an end, but a means to an end. In other words, we do not educate children only for the purpose of educating them; our purpose is to fit them for life. As soon as we realize this fact, we will understand that it is very important to choose a system of education which will really prepare children for life. It is not enough just to choose the first system of education one finds, or to continue with one's old system of education without examining it to see whether it is in fact suitable or not.

In many modern countries, it has for some time been fashionable to think that, by free education for all – whether rich or poor, clever or stupid – one can solve all the problems of society and build a perfect nation. But we can already see that free education for all is not enough; we find in such countries a far larger number of people with university degrees than there are jobs for them to fill. Because of their degrees, they refuse to do what they think “low” work; and, in fact, work with the hands is thought to be dirty and shameful in such countries.

But we have to think a moment to understand that the work of a completely uneducated farmer is far more important than that of a professor: we can live without education, but we die if we have no food. If no one cleaned our streets and took the rubbish away from our houses, we should get terrible diseases in our own. In countries where there are no servants because everyone is ashamed to do such work, professors have to waste much of their time doing housework.

In fact, when we say that all of us must be educated to fit us for life, it means that we must be educated in such a way that, firstly, each of us can do whatever job is suited to his brain and ability, and, secondly, that we can realize that all jobs are necessary to society, and that it is very bad to be ashamed of one's work, or to scorn someone else's. Only such a type of education can be called valuable to society.

Detailed Comprehension

Now read the passage carefully, looking up anything you do not understand, and answer the following questions.

1. What kind of education should people choose?
2. Why is it not enough to choose the first system of education one finds?
3. What does the term *free education for all* refer to?
4. In some countries, why are there a larger number of people with university degrees than there are jobs for them to fill?
5. What is “low” work according to some people?
6. How is a farmer’s work more important than a professor’s?
7. What would happen if no one took the rubbish away from our houses?
8. In some countries, why do professors have to waste much of their time?
9. How must people be educated?
10. Why are all jobs necessary to society?

Topic Sentence and Supporting Sentences

Look at the first paragraph.

Education is not an end, but a means to an end. In other words, we do not educate children only for the purpose of educating them; our purpose is to fit them for life. As soon as we realize this fact, we will understand that it is very important to choose a system of education which will really prepare children for life. It is not enough just to choose the first system of education one finds, or to continue with one’s old system of education without examining it to see whether it is in fact suitable or not.

This paragraph consists of four sentences:

1. Education is not an end, but a means to an end.
2. In other words, we do not educate children only for the purpose of educating them; our purpose is to fit them for life.
3. As soon as we realize this fact, we will understand that it is very important to choose a system of education which will really prepare children for life.
4. It is not enough just to choose the first system of education one finds, or to continue with one’s old system of education without examining it to see whether it is in fact suitable or not.

In the theory of discourse structure, a paragraph consists of one *topic sentence* and one or more *supporting sentences*. In the above paragraph, sentence 1 is the *topic sentence*. Sentences 2, 3, and 4 are *supporting sentences*.

Now, look back at the reading text above. What are the *topic sentences* for paragraphs 2, 3, and 4? Where in the paragraph (beginning, middle, or end) do you find the topic sentence? What are the *supporting details*?

B. VOCABULARY

Definitions and Synonyms

It is sometimes necessary for us to define a particular word or expression in a text in order to understand what the text is about. Now explain in your own words the meaning of the following words and expressions as used in the text:

| | |
|-------------|-----------|
| education | means |
| suitable | perfect |
| fashionable | shameful |
| fit | housework |
| realize | scorn |

In addition, synonyms (word similar in meaning) are very useful to help us understand a text. Now, find the expressions in the text which are similar in meaning to the following expressions:

| | |
|----------|-----------|
| merely | foolish |
| goal | totally |
| actually | garbage |
| go on | dangerous |
| wealthy | kind |



C. GRAMMAR

Clause and Sentence Structure

The text above consists of some paragraphs and each paragraph consists of some sentences. How many paragraphs are there and how many sentences are there in each paragraph? Again, look at the first paragraph.

Education is not an end, but a means to an end. In other words, we do not educate children only for the purpose of educating them; our purpose is to fit them for life. As soon as we realize this fact, we will understand that it is very important to choose a system of education which will really prepare children for life. It is not enough just to choose the first system of education one finds, or to continue with one's old system of education without examining it to see whether it is in fact suitable or not.

How many sentences does the paragraph have?

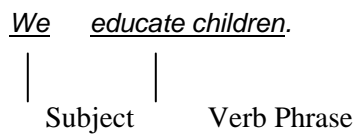
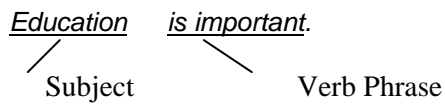
Now we are focusing our discussion on sentences. Look at the following sentences:

1. *Education is important.*
2. *We educate children.*
3. *We educate children and they prepare themselves for life.*
4. *Some people have university degrees but they are jobless.*
5. *We die if we have no food.*
6. *We say that all of us must be educated to fit us for life.*

The above sentences can be classified into three categories on the basis of the number and type of clauses. Sentences 1 and 2 are **simple sentences**, 3 and 4 are **compound sentences**, and 5 and 6 are **complex sentences**.

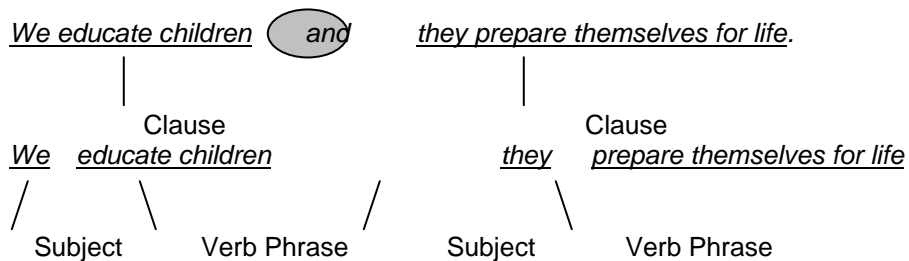
Simple Sentences

A **simple sentence** has one clause, beginning with the subject. The subject is followed by a verb or a verb phrase, which can be followed by another word or phrase. These two elements, the subject and the verb, constitute the minimum requirements for a clause. Look at sentences 1 and 2.



Compound Sentences

A **compound sentence** has two or more clauses; the clauses are main clauses, that is, clauses which are equally important. We can join them with 'and', 'but', or 'or'. A clause is like a sentence. It has a subject and a verb phrase. But, a clause always occurs with another clause. A sentence can occur by itself.



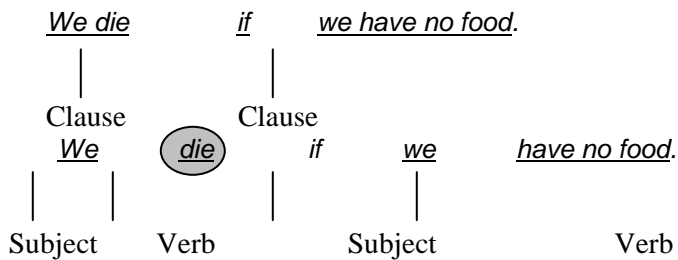
Can you do these like the one above?

*Some people have university degrees but they are jobless.
You can come here or we will meet you.*

Complex Sentence

In sentences 5 and 6, the subjects are *we*, *we* and *we*, *all of us*, and the verbs are *die*, *have*, and *say*, *must be educated*. Each sentence has two subjects and two verbs. In sentence 5 the subject in the second part is the same as that in the first part but it is not deleted. In sentence 6 the subject in the first part is different from that in the second part. In sentences 5 and 6, the first and second parts are joined with ‘**if**’ and ‘**that**’, respectively. These sentences are called **complex sentences**. The part beginning with ‘**if**’ or ‘**that**’ is called the **subordinate clause** and the other is the **main clause**.

A **complex sentence** contains a subordinate clause (or sub-clause) and at least one main clause. A sub-clause is introduced by a conjunction such as ‘**because**’, ‘**if**’, or a ‘**wh**’- word. A main clause can stand by itself. A sub-clause cannot stand by itself.



Can you do the same for sentence 6?

Exercise

Now try to identify the subject and the verb in each of the following sentences. Say whether it is a simple sentence, compound sentence, or a complex sentence.

1. Economics is the oldest of the social sciences.
2. My friend is always thinking about the past and worrying about the future.
3. The company looks good because the competition looks bad.
4. Things are much worse when the rains come.
5. Three million people are unemployed in this country.
6. Singing is one of my interests.
7. Some people write out a new address book every January.
8. We think of ourselves as members of the local community.
9. I would not forget something that I finished reading only half an hour ago.
10. I am only twenty-five, but I feel forty.
11. The envelopes are nearly all brown ones.
12. The boy who often comes here lives next-door.
13. The fruit was quite fresh in that store.
14. The doors were made of strong wood and iron.
15. Here is a present for you and there is a present for your sister.
16. The well they are digging is quite deep.
17. He was dismissed because he often came late.
18. Although it was quite expensive, we bought the book.
19. In hot, dry places the stars shine brightly on clear nights.
20. Many of the historical documents of the country disappeared.