

Unit 16

Russell Baker

School VS Education

By the end of the unit, the students will be able to:

- analyze passages in the text to identify the theme/ general subject, key idea/ central thought (a statement about the general subject), and supporting details.
- recognize that the theme of a text is carried in a thesis statement.
- analyze paragraphs to identify sentences that support the main idea through
 - definition
 - example/ illustration
 - cause and effect
 - comparison and contrast
 - facts, analogies, anecdotes and quotations.
- recognize that support can be in the form of a single word, a phrase, a sentence or a full paragraph.
- identify and recognize the functions of transitional devices used for coherence and cohesion at discourse level.
- apply critical thinking to interact with text, use intensive reading strategies (while-reading) to:
 - scan to answer short questions.
 - distinguish between what is clearly stated and what is implied .
 - comprehend/interpret text by applying critical thinking.
- create and deliver group class presentation on various themes problems and issues.
- use the knowledge of roots, suffixes and affixes to determine the meaning of unfamiliar words.
- illustrate use of adverbs.

School VS Education

By the age of six the average child will have completed the basic education and be ready to enter school. If the child has been attentive in these pre school years, he or she will already have mastered many skills.

From television, the child will have learned how to pick a lock, commit a fairly elaborate bank holdup, prevent wetness all day long, get the laundry twice as white and kill people with a variety of sophisticated armaments..

From watching his parents, the child, in many cases, will already know how to smoke, how much falsehood to mix with facts to be pragmatic and shrewd, what kind of language to use when angry and how to violate the speed laws without being caught.

At this stage, the child is ready for the second stage of education which occurs in school. There, a variety of lessons may be learned in the very first days.

The teacher may illustrate the economic importance of belonging to a strong union by closing down the school before the child arrives. Fathers and mothers may demonstrate to the child the social cohesion that can be built on shared hatred by demonstrating their dislike for children whose pigmentation displeases them. In the latter event, the child may receive visual instruction in techniques of stoning buses, cracking skulls with a nightstick and subduing mobs with teargas. Formal education has begun.

During formal education, the child learns that life is for testing. This stage lasts twelve years, a period during which the child learns that success comes from telling testers what they want to hear.

At this point, education becomes more subtle. The child taught by school that he is dumb observes that neither he, she, nor any of the many children who are even dumber ever failed to be

"I have never let my schooling interfere with my education."

— Mark Twain



promoted to the next grade. From this, the child learns that while everybody talks a lot about the virtue of being smart, there is very little incentive to stop being dumb.

What is the point of school, besides attendance? The child wonders. As the end of the first formal stage of education approaches, school answers this question. The point is to equip the child to enter college.

Children who have been taught they are smart have no difficulty. They have been happily telling testers what they want to hear for twelve years. Being artists at telling testers what they want to hear, they are admitted to college joyously, where they promptly learn that they are the hope of America.

Children whose education has been limited to adjusting themselves to their schools' low estimates of them are admitted to less joyous colleges which, in some cases, may teach them to read.

At this stage of education, a fresh question arises for everyone. If the point of lower education was to get into college, what is the point of college? The answer is soon learned. The point of college is to prepare the student—no longer a child now—to get into graduate school. In college, the student learns that it is no longer enough simply to tell the testers what they want to hear. Many are tested for graduate school; few are admitted.

Those excluded may be denied valuable certificates to prosper in medicine, at the bar, in the corporate boardroom. The student learns that the race is to the cunning and often, alas, to the unprincipled.

Thus, the student learns the importance of destroying competitors and emerges richly prepared to play his role in the great simmering melodrama of American life.

Afterwards, the former student's destiny fulfilled, his life rich with oriental carpets, rare porcelain and full bank accounts, he may one day find himself with the leisure and the inclination to open a book with a curious mind, and start to become educated.

About the Author:

Russell Wayne Baker (August 14, 1925 – January 21, 2019) was an American journalist, narrator, writer of Pulitzer Prize-winning satirical commentary and self-critical prose, and author of Pulitzer Prize-winning autobiography *Growing Up* (1983). He was a columnist for *The New York Times* from 1962 to 1998.

Glossary

Words	Meaning
"the race is to the cunning... the unprincipled"	the winners are crafty, shrewd and without morals (a possible allusion or reference to John Davidson's poem "war song": the race is to the swift/ the battle to the strong").
melodrama	plays or movies that rely heavily on sensational events, sentimentality, or coincidence instead of strong characterization
nightstick	a club used by policeman
pigmentation	skin coloration (referred here to racial differences)
porcelain	a hard, white ceramic
social cohesion	group togetherness (here of parents who share the same concerns)
the bar	jargon for the legal profession, law practice

Reading Comprehension

Answer the following questions.

1. What does Baker see as the difference between school and education?
2. What can we infer about Baker's attitude toward television?
3. Baker's tone is very cynical in 'School vs. Education'. To what extent do you think he means what he says? Explain.
4. What is the main idea of Baker's essay?
5. Pick out some transitional devices from the text 'School Vs Education'. What purpose do they serve?

Writing Suggestions

- A.** Write a letter to your brother convincing him that "winning does not always mean being first or defeating competitors, it means doing better and superior in life than you have ever done before".
- B.** List Baker's "stages of education." What does he say is learned in each stage?

Oral Communication

Prepare a ten minutes oral presentation on Importance of Value Education in Schools and present with clarity its main points to the class.

Vocabulary and Grammar

Vocabulary

Put the correct prefix in each blank to complete the sentence. Include hyphens (-) where necessary.

over

non

mis

anti

multi

ex

pre

under

pro

1. The _____ lingual staff at this school will make you feel very welcome.
2. He has been charged with _____ use of company funds.
3. _____ government forces have won the latest battle and the Prime Minister seems safe for the time being.
4. This was an early prototype of an _____ aircraft missile but was replaced within a year due to repeated malfunction.
5. The meat was superb but the pasta was completely _____ cooked and tasted like wet cardboard.
6. The shop was closed down for having sold cigarettes to _____ age customers.
7. I am not a socialist now. I would describe myself as an _____ communist but I have changed my opinions on many matters.
8. I used to work for a large _____ profit organization that worked in the Third World to improve education provision.

Writing Suggestions

Comprehending Job Advertisements

Job Advertisements (A)

TEACHING ASSISTANT

Required from: November 2002 - Term time only, four mornings weekly

We are looking for a caring and enthusiastic teaching assistant to work in a Y3 classroom to work alongside children who require extra support. Experience of working with children is essential. You will be part of a friendly and committed staff team and we shall offer opportunities to help you develop professionally.

Please telephone Ms. Maria, School Secretary for further details. Visits are welcomed. Letters of applicant and CV with the details of 2 references should be sent to Ms. Laila, Head teacher by October 14.

Principal

St. Michael's Junior School
Circular Road, Peshawar.

Job Advertisements (8)

CONTRACTS MANAGER

KP Builders has been providing a quality service for over 25 years, specializing in refurbishment and major alterations for Local Authorities & Housing Associations in the Capital Territory, Islamabad.

Our continued success is due to the commitment of our dedicated team of professionals. We are looking for an experienced Contracts Manager, able to demonstrate the drive necessary to lead a team of Surveyors, Site Managers and Trades, reporting to the Contracts Director.

You will be responsible for controlling all projects using the company's management control process and our fully computerized ICT system.

This is a great opportunity for an individual with a proven track record of delivering projects on time & within budget whilst able to maintain our mission statement of 'Building Quality on Time'.

If you feel this is the challenge for you, please apply in writing with a full CV to:

Mr. Ibrar Khan
KP Builders,
Blue Area, Islamabad

Comprehension Questions

1. Read through the advertisement labelled (A) again and make a list of all the words and expressions used to describe:

- The job requirements
- The benefits offered by the job.

2. Look at the job advertisement labelled (B) and answer the questions.

- Who placed the job advertisement in the newspaper?
- What job is being offered and which sector?
- What is required for the job?
- Where will the successful candidate work?

Garrison Academy Kharian Cantt (Army Public School & College System)

TEACHING STAFF REQUIRED

Following qualified and committed teaching staff is required for the under mentioned positions:-

Sor	Name of Post	Qualification / Experience
01	Arabic MA (Arabic) or equal (Male/ Female)	Master in Arabic with minimum three years experience.
02	Career Counselor/School Counselor	MIT from reputed institution
03	English	MA English
04	Urdu	MA Urdu
05	Maths	MSc Maths
06	Physics	MSc Phy
07	Chemistry	MSc Chem

- Attractive salary package commensurate with experience and qualifications. Pay package has been recently revised. Candidates having experience of minimum three years of teaching in well reputed English medium institutions will be given preference.
- Keeping in view experience and qualification, special grade may be offered to the deserving candidates
- Atmosphere and working conditions of GAK are excellent. Additional benefits/ perks and privileges including medical treatment, membership of club, loan and board & lodging facilities are also provided. Intensive training for teachers is conducted free of cost under APSACS.
- Semi-furnished single accommodation is offered in a safe and pollution free environment.
- Complete CVs with photographs and a copy of CNIC to be forwarded to Principal Garrison Academy Kharian Cantt within 10 days of publication of the advertisement.

Principal (Prof Arjasab Khan Zalar) Tel: 053-9240263, 053-59-36325

(A sample of an original job advertisement from a National Daily)

What is a CV?

A CV, which stands for curriculum vitae, is a document used when applying for jobs. It allows you to summarise your education, skills and experience enabling you to successfully sell your abilities to potential employers.

In the USA and Canada CVs are known as résumés. These documents tend to be more concise and follow no particular formatting rules.

How long should a CV be?

A standard CV should be no longer than two sides of A4. As a recent graduate your CV may only take up one page and that's ok. Some medical or academic CVs may be longer depending on your experience. To save space only include the main points of your education and experience. Stick to relevant information and don't repeat what you've said in your cover letter.

What to include in a CV

- **Contact details** - Include your full name, home address, mobile number and email address. Unless you're applying for an acting or modelling job you don't need to include your date of birth or a photograph.
- **Profile** - A CV profile is a concise statement that highlights your key attributes and helps you stand out from the rest. Usually placed at the beginning of the CV it picks out a few relevant achievements and skills, while expressing your career aims. A good CV profile focuses on the sector you're applying to, as your cover letter will be job-specific. Keep CV personal statements short and snappy - 100 words is the perfect length.
- **Education** - List and date all previous education, including professional qualifications. Place the most recent first.
- **Work experience** - List your experience in reverse date order, making sure that anything you mention is relevant to the job you're applying for. If you have plenty of relevant work experience, this section should come before education.
- **Skills and achievements** - This is where you talk about the foreign languages you speak and the IT packages you can competently use. The key skills that you list should be relevant to the job. Don't exaggerate your abilities, as you'll need to back up your claims at interview. If you've got lots of job-specific skills you should do a skills-based CV.

- Interests - 'Socialising', 'going to the cinema' and 'reading' aren't going to catch a recruiters attention. However, relevant interests can provide a more complete picture of who you are, as well as giving you something to talk about at interview.

The document tends to be organised chronologically and should make it easy to get an overview of an individual's full working career. A CV is static and doesn't change for different positions, the difference would be in the cover letter.

Resume:

A resume, or *résumé*, is a concise document typically not longer than one page as the intended reader will not dwell on your document for very long. The goal of a resume is to make an individual stand out from the competition.

The job seeker should adapt the resume to every position they apply for. It is in the applicant's interest to change the resume from one job application to another and to tailor it to the needs of the specific post. A resume doesn't have to be ordered chronologically, doesn't have to cover your whole career and is a highly customizable document.

Differences:

As stated, three major differences between CVs and resumes are the length, the purpose and the layout. A resume is a brief summary of your skills and experience over one or two pages, a CV is more detailed and can stretch well beyond two pages. The resume will be tailored to each position whereas the CV will stay put and any changes will be in the cover letter.

A CV has a clear chronological order listing the whole career of the individual whereas a resume's information can be shuffled around to best suit the applicant. The main difference between a resume and a CV is that a CV is intended to be a full record of your career history and a resume is a brief, targeted list of skills and achievements.

Let's revise

CV – long, covers your entire career, static

Resume – short, no particular format rule, customisable

MUHAMMAD ABBAS ATIF



Contact

Address: House No. 570, Street
No. 75, Shami Road, Peshawar

Phone: +92 300 1234567

Email: abbas12345@gmail.com

Languages

English (Read, Write & Speak)

Urdu (Read, Write & Speak)

Pashto (Read, Write & Speak)

(A Sample CV) Summary

Senior Web Developer specializing in front end development. Experienced with all stages of the development cycle for dynamic web projects. Well-versed in numerous programming languages including HTML5, PHP OOP, JavaScript, CSS, MySQL. Strong background in project management and customer relations.

Skill Highlights

Project management
Strong decision maker

Creative design
Innovative
Service-focused
Complex problem
solver

Experience

Web Developer - 09/2015 to 05/2019

Luna Web Design, Peshawar

Cooperate with designers to create clean interfaces and simple, intuitive interactions and experiences.

Develop project concepts and maintain optimal workflow.

Work with senior developer to manage large, complex design projects for corporate clients.

Complete detailed programming and development tasks for front end public and internal websites as well as challenging back-end server code.

Carry out quality assurance tests to discover errors and optimize usability.

Education

Bachelor of Science: Information Technology - 2014

Certifications

Microsoft Office (certificate): PowerPoint, Excel, Outlook

Programming Languages: JavaScript, C++, HTML5,
CorelDraw, Illustrator, Adobe Photoshop, 3D Animation.

References

Will be furnished on demand.

Job Application or Cover Letter

Cover Letters

When you apply for a job with a curriculum vitae (CV), it's important to include a cover letter, also known as a covering letter. This letter allows you to make a favourable first impression, using narrative in your own tone of voice to catch the reader's attention and encourage him/her to give a serious review to your attached resume/ CV.

Tailor the Letter to Fit the Organization

The letter should be tailored to respond to specific requirements requested by organization you are approaching. Don't try to use the same cover letter for every job you apply for. Each letter needs to provide detailed information about why you are qualified for the specific job in question, and it should outline the reasons for your interest in the company or organization.

Use your cover letter to identify the skills or experiences most specific to the job, rather than restating the information in your CV.

What to Include

- The content of your cover letter should be brief and structured. Avoid lengthy repetition of information covered in your CV. Unlike a CV, it is acceptable to write a cover letter in the first person.
- Your letter should address the relevant contact, whose name often appears in the job advertisement. Avoid "Sir" or "Madam" if possible.
- If you are replying to a job ad, say so. Mention the job title, any reference number, and where and when you saw it.
- In some cases, an advertisement will indicate that a more substantial letter is required. Always follow specific instructions and include any information if it is specifically requested. Your current salary is an example.
- Briefly outline your current situation and why you are seeking change. Mention your current or last job, qualifications, and professional and academic training, tailoring your information to make it as relevant as possible to the job applied for.

- Tell the potential employer a little about themselves to demonstrate you have properly read the position description and that you have done some research into the organization. Also, state why you are interested in them as an employer.
- Succinctly emphasize why an employer may want to meet and employ you. Highlight your transferable skills, achievements, and versatility. Explain what you can contribute and what makes you stand out from your competitors. Mention personality traits relevant to the role applied for.
- Ensure that your CV cover letter flows freely, however, and does not slavishly match every point on the job description. The reader should be left with an overall impression that you are a potentially valuable addition to the workforce.
- Negative information of any sort should be avoided in your cover letter as well as on your CV.
- Close your letter with a polite expression of interest in further dialogue with the recruiter. Do mention that you would like the opportunity to discuss your suitability further in a personal interview and that you await a response in due course.
- Ensure your letter is neatly and clearly presented with no grammatical or spelling errors.

Cover Letter Sample

To
The Principal
Garrison Academy
Kharian Cantt

Subject: APPLICATION FOR THE POST OF MATH'S TEACHER

Please refer to your advertisement in the national daily on the subject cited above. I would like to be considered for the above position and hope to demonstrate how much I could bring to it. I did MSc in Mathematics from the University of Peshawar. After MSc I completed Teacher Training program from Institute of Education and Research, University of Peshawar.

During teaching Mathematics, I have gained experience of making purposeful and appropriate lesson plans that provide for effective teaching strategies and meet the individual needs of students. I also gained experience to prepare, select and use teaching-learning materials for students (including the use of textbooks, definitions and their related problems, short notes explaining problems solving steps). I also made e-learning materials for Inter-College Mathematics' competitions.

During three year of working experience in educational environment I have always built up an effective working relationship with my colleagues. I am a motivated, enthusiastic and organized person. I am also a flexible person both working individually and as a team member. I am a target oriented individual who likes working in challenging and dynamic environment. I strongly do believe that I have every essential and desired capability for this post.

I would be grateful for the opportunity to demonstrate my capabilities further at interview. I look forward to hearing from you. My CV is attached with the application.

Yours sincerely,
Muhammad Abbas, Peshawar

Oral Communication

With your classmates create a mock interview setting where your partners are supposed to be interviewers and you are potential candidate and is going to be interviewed. Have a conversation where everyone in turns ask you questions about your academic background, your interests, your skills and hobbies. Now, demonstrating your good listening skills, answer their questions with confidence using your reciprocal ability. Once it feels complete, stop the scene and switch sides; then go through it again with the roles reversed. Practice the most probable questions and answers in this mock job interview.

Vocabulary and Grammar

Vocabulary

Search the following home related words in a dictionary, identify their part of speech then fill in the blanks.

fireplace

bathroom

floors

garage

window

garden

outside

bedrooms

downstairs

furniture

dining

kitchen

I live with my family in a house near the sea. The house is 60 years old and has a big _____ with fruit trees and flowers. We have two _____ upstairs, where we sleep. The living room is _____. The _____ has a shower and toilet, but no bath. We cook in the _____ and eat in the _____ room. We don't have a _____ for the car, so we park it _____ the house. We don't have any carpets in the house, _____ we prefer wooden _____. We also have a lot of antique _____, including chairs and tables. The house is always warm in winter because we have a lovely big _____. In summer, the sun shines through the big _____ in the living room.

GRAMMAR

A. Make passive voice.

1. In this street letters _____ by the postman at 8 every day. (deliver)
2. This bag _____ on the bus yesterday night. (find)

3. I'm afraid the dress _____ in hot water. (cannot wash)
4. _____ your motorbike _____ yet? I'd like to borrow it. (repair)
5. The message _____ tomorrow, I promise. (send)
6. These offices _____ now. Be careful, the floors are wet. (clean)
7. This report _____ in time if you didn't help me. Thank you very much. (not finish)
8. Why _____ the TV _____? Everyone has gone to bed. (turn on)
9. This building needs renovating. It _____ since the 1960's. (not reconstruct)
10. Madam, you cannot take your bag into the gallery. All bags _____ in the cloakroom. (must leave)
11. The engine _____ just _____ when the manager saw it. And he was satisfied with it. (test)
12. I'm sorry, sir. The last umbrellas _____ in the morning. (sell)
13. Where have you been so long? You _____ to arrive so late if you worked for me. (not allow)
14. Please, be patient. The plan _____ in two days. (announce)
15. All the halls _____ at the moment. It will take us two three days. (paint)
16. What were we doing at 11 o'clock? - We _____ by a reporter. (interview)
17. After the window pane _____ someone smashed the window again. (replace)

B. Complete the conversation with questions in the passive voice.

- 1 A: There was a storm on the coast last night.
B: _____? (anything/damage)
A: Yes. Some trees fell on cars. Fortunately, nobody was killed.
- 2 B: How many cars _____ during the storm? (crush)
A: Three or four.
- 3 B: _____? (the trees/remove/yet)
A: Yes, they have. But the cars are still there.
- 4 B: When _____? (the cars/remove)

A: Tomorrow, I hope.

5 B: _____? (the cars/badly/damage)

A: Yes, they are. One of them is completely destroyed.

6 B: _____yet? (the removal/start)

A: Yes, It has. When I was there in the morning, one of the cars was just being put onto a lorry.

7 B: You look quite depressed. Was it your car which was completely destroyed?

A: No, it wasn't. But... Derek, where _____last night? (your car/park)

B: Are you joking? My car had been parked in my garage long before the storm started.

C. Make passive voice

1. I think they make these cars in Japan.
I think _____in Japan.

2. You must not drop litter in the street in Singapore.
_____in the street in Singapore.

3. Someone smashed our window last night.
_____last night.

4. They have already mended the TV set. You can collect it.
_____You can collect it.

5. People will need more public transport in the near future.
_____in the near future.

6. Don't enter the room. They are decorating the walls.
Don't enter the room. _____

7. You should not replace the roof at the beginning of winter.
_____ at the beginning of winter.
8. People are spending less money on cars this year.
_____ on cars this year.
9. They had cooked the meal before 10 o'clock.
_____ before 10 o'clock.
10. Someone was building the wall when I was there.
_____ when I was there.
11. No problem. They sell this food in every shop.
No problem. _____ in every shop.
12. They delivered more parcels last year because people bought more goods in e-shops.
_____ last year because people bought more goods in e-shops.
13. They have not replaced the wheels yet. But they'll let you know as soon as possible.
_____ yet. But they'll let you know as soon as possible.

Teacher's Guideline:

Explain and revise with the students the rules of change of voice in written and oral discourse.