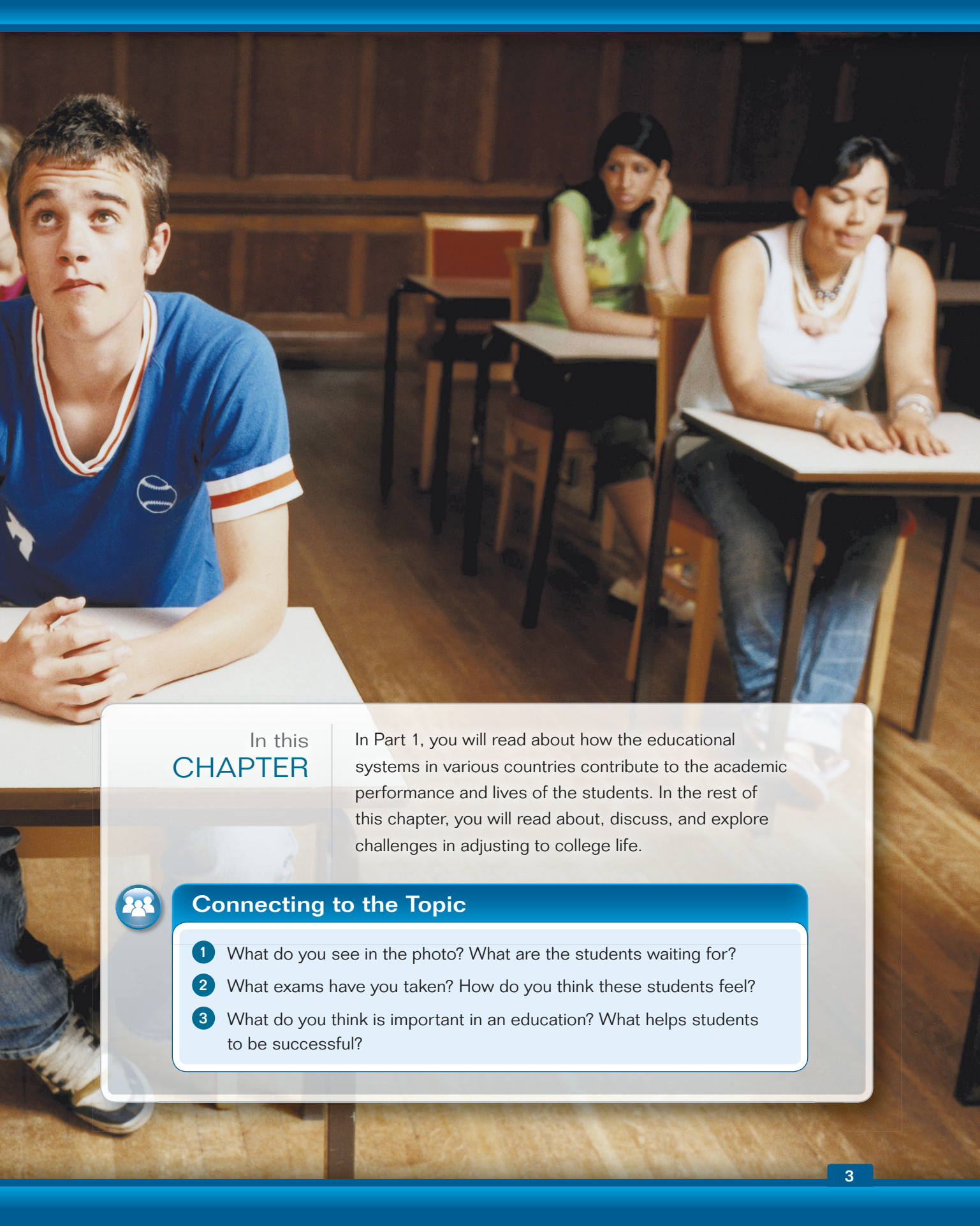


# 1 Education and Student Life

“An education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you do know and what you don't.”

Anatole France  
French author





## In this CHAPTER

In Part 1, you will read about how the educational systems in various countries contribute to the academic performance and lives of the students. In the rest of this chapter, you will read about, discuss, and explore challenges in adjusting to college life.



### Connecting to the Topic

- 1 What do you see in the photo? What are the students waiting for?
- 2 What exams have you taken? How do you think these students feel?
- 3 What do you think is important in an education? What helps students to be successful?



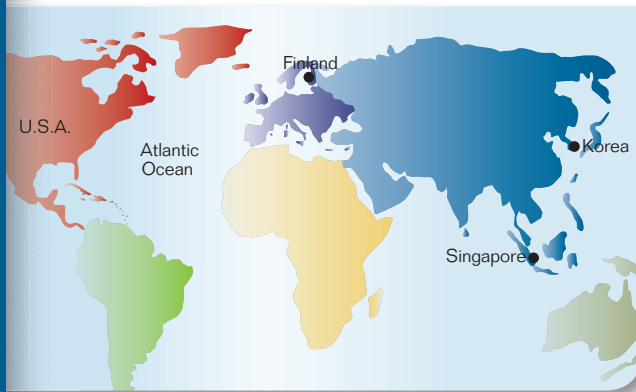
## The Secrets of Success in School

### Before You Read



- 1 Previewing the Topic** Look at the map and photos here and in the reading. Then discuss the questions.

1. Where is each scene taking place? What is happening?
2. What might be similar about education in these countries? Make guesses.
3. What might be different about education in these countries? Make guesses.
4. In your opinion, what are important cultural values in each of these countries?



▲ Four of the countries that participate in the Programme for International Student Assessment (PISA) exam every three years. For a full list, visit <http://www.oecd.org>.



▲ High school students in class

High school students after class ▶





- 2 Previewing Vocabulary** Read the words and phrases below. Listen to the pronunciation. Put a check mark (✓) next to the words that you don't know. Don't use a dictionary.

#### Nouns

- curriculum
- discipline
- drawback
- effort
- exhaustion
- rankings
- secondary school
- status
- values

#### Verbs

- achieve
- compare
- determines
- reflects
- separate
- track

#### Adjectives

- competitive
- entire
- global
- identical
- isolated
- universal

#### Expressions

- in contrast to
- one-size-fits-all
- on the one hand
- on the other hand
- the best and the brightest



## Strategy

### Getting Meaning from Context

When you read, you do not need to look up the meanings of all new words in a dictionary. You can often guess the meanings of many new words from the context—the other words in the sentence and the other sentences in the paragraph. Here are three types of clues that will help you guess new words.

- 1. Punctuation:** Sometimes a sentence gives a definition of a new vocabulary item or information about it. This information may be in parentheses ( ), after a dash (—) or after a comma (,).

#### Example

Students need great discipline—self-control—to give up sports, hobbies, and social life.

(*Discipline* means “self-control.”)

- 2. Another sentence:** Sometimes a clue to the meaning of a new vocabulary item is in another sentence or sentence part.

#### Example

Because the global economy is becoming more competitive, educators and governments worldwide are paying close attention.

(In the second part of the sentence, you see the meaning of *global*—“worldwide.”)

- 3. Logic:** Sometimes simple logic helps you to guess the meaning of a new word.

#### Example

Every three years, 15-year-old students in secondary school sit down to take the same exams.

(You probably know that 15-year-old students are between primary school and university, so you can guess that *secondary school* is “middle or high school.”)



- 3 Getting Meaning from Context** This exercise will help you with vocabulary that you will find in the first reading selection. Read the sentences. Figure out the meanings of the underlined words from the context and write them on the lines.

1. On the one hand, there are many advantages to this system. On the other hand, there are also several disadvantages.

on the one hand = from one point of view

on the other hand = \_\_\_\_\_

2. This is based on the belief that students are not born with identical ability. Because they are not exactly the same, some students will be bored, and others will have difficulty.

identical = \_\_\_\_\_

3. Of course, one drawback, or disadvantage, is that students experience exhaustion and a great deal of stress.

drawback = \_\_\_\_\_

4. In some countries, teachers have high status, or social position.

status = \_\_\_\_\_

5. In the United States, each state determines its own curriculum. The fifty states decide on their own curricula.

determine = \_\_\_\_\_

6. Each educational system is a mirror that reflects the values of its own culture.

reflects = \_\_\_\_\_

## Read



- 4 Reading an Article** As you read the following selection, think about the answer to this question: *What can we learn from countries with successful educational systems?* Read the selection. Do not use a dictionary. Then do the activities that follow the reading.

The screenshot shows a web browser window with the address bar displaying "www.allnews/allday.com". The page title is "The Secrets of Success in School". The main text begins with "A What leads to success in school? Every three years, 15-year-old students in **secondary school** sit down to take the same exams in reading, mathematics, and science. The PISA (Programme for International Student Assessment) collects and studies the results from sixty-four to seventy countries. Countries that usually do the best on these tests are Finland, Korea, and Singapore. Because the **global** economy is becoming more **competitive**, educators and governments worldwide are paying close attention to these tests to find how



their countries **compare**—and to learn how they can improve. What are these countries doing right? Should all countries follow their example? Is it *possible* to follow their example?

10

### Tracking

- B One frequent question is about the tracking of students. When schools **track** students, they place them in groups or classes according to their ability or need. This occurs in Singapore, for example—one of the most successful countries on the PISA tests. Tracking is based on the belief that students are not born with **identical** ability. Because they are not exactly the same, the belief is that the best students will be bored, and weak students will have difficulty in the same class, with the same subjects. In Singapore, students in the “Special” group go on to the university. “Express” students become clerical workers. “Normal” students become sales people and road sweepers. However, in Finland, another of the most successful countries on the PISA test, educators do *not* **separate** students into different groups or schools. Instead, different types of learners study together. Students who do well and **achieve** success serve as good examples for other students who aren’t doing so well. Clearly, tracking works well in some countries but not others.

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### Hard Work

- C How much **effort** is necessary for success in school? How hard do students need to work? In Korea, typical high school students get up very early, spend all day in school, and spend many hours after school in private institutes or at night doing homework. Korean students need great **discipline**—self-control—to give up sports, hobbies, and social life. They do this in order to be successful both in school and on the important college entrance exams.

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Their goal is to get into “the right university.” A common belief among Korean students is that they can enter college if they get four hours of sleep each night—but not if they sleep five or more. Of course, one **drawback**, or disadvantage, is that Korean students experience **exhaustion** and a great deal of stress. From this example, it seems that students from countries with high PISA scores have to work very hard. On the other hand, in Finland,

35

▲ How can students avoid exhaustion?

children do not start school until they are seven years old. They don’t have to worry about grades because teachers don’t give grades until high school. In high school, teachers give grades, but there are no lists with **rankings** of students from low to high. Perhaps most interesting, students have very little homework, and yet Finnish students still rank very high on the PISA exams. It appears that hard, competitive work is not the *only* road to success.

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### Educators

- D Is there nothing that the top-ranking countries have in common? Is there no lesson we can learn from these countries? Well, actually, there is. The quality of teachers seems to be important to student success. In Singapore,



Korea, and Finland, teachers have high **status**, or social position. For this reason, the teaching profession attracts **the best and the brightest**. In Korea, people call them “nation builders.” In Finland, getting into a teacher-training program is very competitive; only 10% of Finnish college graduates are accepted into teacher-training programs. All teachers must have master’s degrees, which also gives them status. This is **in contrast to** many countries, such as the United States, where teachers generally do not have high status. The United States is not among the top PISA countries.

### Curriculum

- E The PISA results also suggest the importance of **curriculum**. In countries such as Finland and Korea, there is a **universal** curriculum; students of the same age study the same subjects in the **entire** country. In the United States, each state **determines** its own curriculum. Perhaps because the fifty states decide on their own curricula\*, some U.S. states rank very high on the PISA exams, and some rank low. The word *curriculum* refers not only to the courses that students take but also to all of the topics in each course. In countries that do well on the PISA exam, a typical 8<sup>th</sup> grade course focuses on 10–15 topics. In the United States, an 8<sup>th</sup> grade course typically includes 35 topics. Perhaps this is too many.

### Conclusion

- F **On the one hand**, it seems that education is not a “**one-size-fits-all**” situation. There isn’t one perfect educational system that is right for all countries. Each educational system is a mirror that **reflects** the **values** of its *own* culture. **On the other hand**, it seems clear that each country can improve. There is no magic solution, but in this global economy, no educational system is **isolated** from others, and each *can* learn from others.

\**curricula* = plural of *curriculum*

## After You Read



### Strategy

#### Identifying the Main Idea

A reading passage may include many ideas, but there is one main idea, or point, of the reading. It is the main point, thought, or opinion that the author has about the topic. It is an “umbrella” that includes all of the more specific ideas and details. The main idea is usually stated in the introduction. Often, it is repeated in the conclusion.

- 5 **Identifying the Main Idea** Find one sentence in Paragraph A that seems to be the “umbrella” main idea of the entire reading passage. Then find another sentence in Paragraph F that seems to mean about the same. Write them here.



From Paragraph A: \_\_\_\_\_

From Paragraph F: \_\_\_\_\_

- 6 Understanding Reading Structure** Paragraphs divide reading material into topics, or subjects. One paragraph is usually about one topic. Match the paragraphs from the reading on pages 6–8 with their topics below. Write the letters of the paragraphs on the lines.

1. F Conclusion: The influence of educational systems on each other
2. \_\_\_\_\_ The amount of time students in two countries spend studying
3. \_\_\_\_\_ The courses that students take and the topics in each course
4. \_\_\_\_\_ Two points of view on separation of students into groups
5. \_\_\_\_\_ The importance of teachers
6. \_\_\_\_\_ Introduction: Using the PISA exams in the global economy

- 7 Checking Your Vocabulary** Check your understanding of vocabulary from the reading selection. Read the definitions below and write words and expressions that fit these definitions. The letters in parentheses refer to paragraphs in the reading.

1. a situation in which people or groups are trying to be more successful than others (A): competitive
2. are similar to or different from (A): \_\_\_\_\_
3. put students in groups or classes according to their ability or need (B):  
\_\_\_\_\_
4. to cause people or things *not* to be together (B): \_\_\_\_\_
5. work or energy (C): \_\_\_\_\_
6. lists of people or things in order of their ability or accomplishment (C):  
\_\_\_\_\_
7. people who are the most intelligent or who are the best at their profession (D):  
\_\_\_\_\_
8. different from (D): \_\_\_\_\_
9. done or experienced by everyone (E) \_\_\_\_\_
10. whole (E): \_\_\_\_\_
11. beliefs about what is right, what is important (F): \_\_\_\_\_
12. separate from others (F): \_\_\_\_\_



## Strategy

### Organizing Information: Using a T-Chart and a Venn Diagram

Readings often present opposite views of a topic or positive and negative aspects of something (such as an educational system). Sometimes, you can find these because the writer uses words and expressions such as *advantages*, *disadvantages*, *on the one hand*, *on the other hand*, *but*, and *however*.

One effective study technique is to organize information on a graphic organizer. Here are two different types of graphic organizers:

- **T-chart** (called a T-chart because it is shaped like the letter T). This is good for contrasts or opposites.
- **Venn diagram**—two intersecting circles. This is useful when there are both differences and similarities (points that are the same).

- 8 Organizing Information: Using Graphic Organizers** In the first T-chart below, fill in differences in the educational systems of Singapore and Finland from Paragraph B. In the second T-chart, fill in differences between Finland and Korea and the United States from Paragraph E. In the Venn diagram, fill in information from Paragraphs C and D. (Put two similarities in the center.) When you finish, compare your charts with other students' charts.

1. Paragraph B:

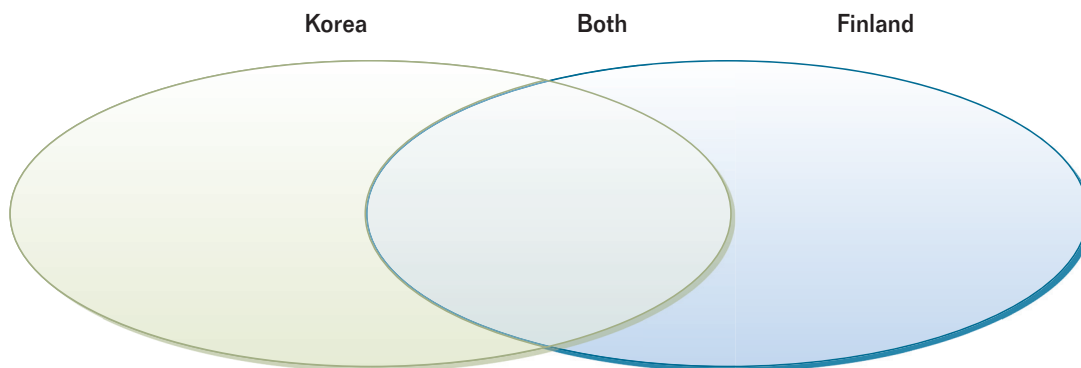
Singapore	Finland

2. Paragraph E:

Finland and Korea	the United States



### 3. Paragraphs C and D:



## Culture Note

### What Do You Think?

#### Can the Finnish, Korean, or Singaporean system transfer to other countries?

You learned in the reading about three countries that do very well on the PISA exams. There is much discussion about how to improve education in countries that have poor or **average** (not good, not bad) results.

There is the question of homogeneity vs. heterogeneity. Some countries, such as Finland and Korea, are **homogeneous**: most of the population shares the same language, culture, and history. Other countries, such as the United States and Germany, which have only average scores on the PISA exams, are more **heterogeneous**. There is great **diversity** (a range of differences) in language and culture within the population because of generations of immigrants from many countries.

Is it more possible for homogeneous countries to have a successful educational system that is right for the entire population? If you think so, what about Singapore—a country with three major ethnic groups and four official languages? Some might say, “Singapore is a small country.” Is it easier for a small country to organize an effective educational system? What do you think?



**9 Discussing the Reading** In small groups, talk about your answers to these questions about a country you know well.

1. Do you know how well this country does on the PISA exams?
2. Do the schools track students? If so, what kinds of groups are there? What is your opinion of tracking?
3. Do the students have a lot of homework? Do they go to private institutes after school? If so, what kind of institutes are these? What do the students study there?
4. Do the teachers have high status? How difficult is it to become a teacher there?
5. Is there a universal curriculum, or does each state or province have its own curriculum?

## Challenges of the First Year of College

### Before You Read



### Strategy

#### Skimming for the Topic and Main Idea

You can **skim** a reading to identify the topic and the main idea. To skim, read the title and any subheadings, look at any photos and diagrams, and read the first two and the last two sentences of each paragraph. Read quickly and don't read every word.

The **topic** of a paragraph is what the paragraph is about.

The **main idea** of a paragraph is what the writer wants to say about the topic—giving information and/or an opinion about the topic. The first or the second sentence often gives you the main idea. The other sentences give details about the main idea. The last sentence of a paragraph can also state the main idea.

Note: in the introductory paragraph of an essay, the main idea is usually near the end.

#### Example

Some students know exactly what they want to study, what they want to major in, because this has been a passion for their entire lives. However, those students who *aren't* certain should know that they can relax and not feel pressure to choose a major too soon. College is a time for growth, for self-discovery, for exploration of new possibilities. It's not necessary for an incoming freshman to have his or her life already mapped out, beginning with the choice of major. In fact, this is not even desirable. In the first two years of college, students must take the general education requirements—a selection of courses from a wide range of areas: math, sciences, humanities, social sciences, and the arts. Very few of these courses will be in the student's major. It is during this time that many students discover a subject that interests them very much. Often, this is a subject they never studied in high school. Perhaps they didn't even know it existed. But this becomes their major. Clearly, it's important for students to keep an open mind about their choice of major.

Topic: the choice of major

Main idea: Students should not feel pressure to choose a major too soon.

#### Hint

The **topic** is just a word or noun phrase—a few words. It is not a sentence. The main idea is in a sentence or two and can be found in the beginning, middle, or end of a paragraph.





- 1 **Skimming for the Topic and the Main Idea** Read the following paragraphs quickly. Do not use a dictionary, and don't worry about the details. When you finish, write the topic and main idea of each paragraph. You can copy the main idea directly from the sentence (or sentences), or use your own words to restate it.

## Challenges of the First Year of College

- A Charles Dickens once famously referred to a specific period of history as “the best of times” and “the worst of times.” This can also describe the college years of many students. College is a time of transition between high school and working life, between childhood and adulthood, between dependence on family and independence. Like any period of growth, the college years can be both painful and exciting. Educators have some practical advice so that students can successfully deal with their problems and get the most out of their college experience. 5

Topic: \_\_\_\_\_

Main idea: \_\_\_\_\_

- B Many students who are beginning college—even students who were very successful in high school—find that the classes are suddenly much more challenging than in high school and that much more studying is required. Educators usually agree on the solution to this problem of too much work: you need to get organized. First, choose wisely the combination of classes you take in any one semester. Balance harder ones with easier ones. Also, limit the number of classes you take. Don't try to take more than a full-time load of credits in the first semester. Second, keep a careful calendar of dates for all exams and when all assignments are due. Professors will hand out a page with these dates on the first day of class; put them immediately on your master calendar and plan ahead. Third, schedule regular time and find a quiet place in which to study so that you won't have to suddenly cram the day before an important exam. You might pass a test by cramming for it, but you won't remember much afterward—and this isn't true learning. Fourth, form a study group with students in some of your classes, and meet with them once or twice a week. Also, take advantage of the resources on campus such as tutors or the writing center. Fifth, although this might seem obvious, it's important to go to class. Some students believe they can pass by simply 10 15 20 25

doing the reading and taking exams, but this isn't true. Finally, it's essential to include breaks—short ones and longer ones—to balance study time with time for fun. This will keep your mind fresh and clear.

Topic: \_\_\_\_\_

Main idea: \_\_\_\_\_

- c Money is a problem for many college students. Every year, students drop out because they simply can't afford to continue. Tuition costs are rising fast at many colleges, and these fees for classes are not the only expense that students have. There are also costs for housing (if the student lives away from home), books, food, transportation, clothes, and entertainment. The solution to the challenge of paying for a college education has several components. It begins in the year *before* starting college. If possible, students need to choose a college that's more affordable, even if it isn't their first choice. Then they should explore the possibilities at the Financial Aid Office. Are there scholarships? Are there student loans with a low rate of interest? Students might need to get a job—on campus or off—and take fewer classes, even if it means graduating later than they would like; this is often preferable to having huge debt after graduation. One last component to dealing with the challenge of money is to avoid credit cards. They are too easy to use, and they get too many students into troublesome debt.

Topic: \_\_\_\_\_

Main idea: \_\_\_\_\_

- D A problem for many college students is depression, usually as a result of either loneliness or the pressure of their studies. The healthiest way to deal with depression is to connect with other people on a regular basis. These can be roommates, classmates, professors, and academic advisors. It's important, too, to stay in touch with family and old friends. However, *serious* depression probably requires the attention of a professional counselor. Most campuses have free counseling services.

Topic: \_\_\_\_\_

Main idea: \_\_\_\_\_



- E Problems with studies, money, and depression can make college “the worst of times.” However, college is also where most students learn about themselves and learn about the world. This is where they make friends for life. With careful organization, planning, and attention to relationships with others, students can achieve a balance that can make college “the best of times,” too. 55

Topic: \_\_\_\_\_

Main idea: \_\_\_\_\_

## After You Read

### FOCUS

#### Understanding Pronoun Reference

As you know, pronouns take the place of nouns. When you read, it's important to understand the meaning of pronouns, to know which noun a pronoun refers to. To find the noun that a pronoun refers to, look back in the sentence or in the sentences that come before it.

#### Example

Educators have some practical advice so that **students** can successfully deal with the problems and get the most out of their college experience.

(The word *their* refers to students.)

- 2 **Understanding Pronoun Reference** Look back at the reading selection “Challenges of the First Year of College” to find the meanings of the following pronouns. What does each pronoun refer to?

1. them (Paragraph B, line 18) these dates
2. it (Paragraph B, line 21) \_\_\_\_\_
3. this (Paragraph B, line 22) \_\_\_\_\_
4. them (Paragraph B, line 24) \_\_\_\_\_
5. it (Paragraph C, line 36) \_\_\_\_\_
6. they (Paragraph C, line 38) \_\_\_\_\_
7. they (Paragraph C, line 43 and 44) \_\_\_\_\_
8. these (Paragraph D, line 47) \_\_\_\_\_



**3 Discussing the Reading** Discuss these questions. Think about a country you know well.

1. In that country, do college freshmen typically have difficulty with the amount of work and level of classes? Or are the high school years so difficult that college seems like a vacation, in comparison?
2. In that country, is college free, inexpensive, or expensive? How do college students typically pay for college tuition and textbooks? Do students take out loans? Do students get jobs? (If so, what kinds of jobs are typical?)

## Responding in Writing



### Strategy

#### Summarizing

In academic classes, the most common type of writing is *summary*. A summary is written in the student's own words. It includes the main idea and important details of another piece of writing (a paragraph, section, article, chapter, or book). It does not include less important details. Students who summarize well can prove to the instructor that they truly understand the reading material.

**4 Summarizing** Choose either Paragraph B or C from the reading in Part 2, pages 13–14. Write a summary of that paragraph. Because a summary is shorter than the original, try to write only two to four sentences. Follow these steps:

- Read the paragraph several times and make sure that you understand it well.
- Identify the topic, main idea, and important details.
- Put the original paragraph aside as you write. (If you look at it, the temptation is to copy from it.)
- Write the summary in your own words, including the important details. You can put some important details together in one sentence.
- Do not include the less important details.

When you finish writing, compare your summary with those of other students who summarized the same paragraph. Did you have the same main idea? Did you choose the same details?

**5 Writing Your Own Ideas** Choose one of the topics below to write a paragraph. Write your own thoughts. Try to use vocabulary from this chapter.

- the educational system in your country
- a comparison of the educational system in your country with the system in one other country from Part 1 (pages 6–8)
- what you know (or have heard) about ways that college students overcome problems



## Talk it Over



- 6 **Beyond the Text: Interviewing** Interview five people. Ask them their opinions about positive and negative aspects of the educational system in their country. Take notes on their answers. When you finish, report your findings to the class.

## PART 3

## Building Vocabulary and Study Skills

### FOCUS

#### The Academic Word List

There is a list of words that college students must know because these words occur frequently in academic English. This is called the “Academic Word List.” In Part 3 of each chapter of this book, there is an activity to help you focus on these words. In the Self-Assessment Log at the end of each chapter, these words have an asterisk (\*) next to them. For more information on the Academic Word List, see <http://www.victoria.ac.nz/lals/resources/academicwordlist/>.

- 1 **Focusing on Words from the Academic Word List** In this exercise, fill in the blanks with words from the Academic Word List in the box.

assignments  
challenging

credits  
finally

obvious  
required

resources  
schedule

## Challenges of the First Year of College

- B Many students who are beginning college—even students who were very successful in high school—find that the classes are suddenly much more \_\_\_\_\_<sup>1</sup> than in high school and that much more studying is \_\_\_\_\_<sup>2</sup>. Educators usually agree on the solution to this problem of too much work: you need to get organized. First, choose wisely \_\_\_\_\_<sup>5</sup> the combination of classes you take in any one semester. Balance harder ones with easier ones. Also, limit the number of classes you take. Don't try to take more than a full-time load of \_\_\_\_\_<sup>3</sup> in the first

semester. Second, keep a careful calendar of dates for all exams and when all \_\_\_\_\_<sup>4</sup> are due. Professors will hand out a page with these \_\_\_\_\_<sup>10</sup> dates on the first day of class; put them immediately on your master calendar and plan ahead. Third, \_\_\_\_\_<sup>5</sup> regular time and find a quiet place in which to study so that you won't have to suddenly cram the day before an important exam. You might pass a test by cramming for it, but you won't remember much afterward—and this isn't true learning. Fourth, form \_\_\_\_\_<sup>15</sup> a study group with students in some of your classes, and meet with them once or twice a week. Also, take advantage of the \_\_\_\_\_<sup>6</sup> on campus such as tutors or the writing center. Fifth, although this might seem \_\_\_\_\_<sup>7</sup>, it's important to go to class. Some students believe they can pass by simply doing the reading and taking exams, but this isn't true. \_\_\_\_\_<sup>20</sup> \_\_\_\_\_<sup>8</sup>, it's essential to include breaks—short ones and longer ones—to balance study time with time for fun. This will keep your mind fresh and clear.

**2 Recognizing Word Meanings** Match the words with their meanings. Write the letters on the lines, as in the example.

**Column A**

1. e global
2. \_\_\_\_\_ achieve
3. \_\_\_\_\_ reflect
4. \_\_\_\_\_ effort
5. \_\_\_\_\_ drawback
6. \_\_\_\_\_ status
7. \_\_\_\_\_ discipline
8. \_\_\_\_\_ curriculum
9. \_\_\_\_\_ ranking
10. \_\_\_\_\_ entire
11. \_\_\_\_\_ identical
12. \_\_\_\_\_ determine

**Column B**

- a. work or energy
- b. list of people or things in order
- c. courses and topics that students study
- d. self-control
- e worldwide
- f. whole
- g. decide on
- h. show
- i. the same
- j. get or reach (something) by working hard
- k. disadvantage
- l. social position

- 3 Words in Phrases** As you read, it's important to begin noticing words that often go together. Go back to the paragraphs on pages 6–8. Find the words that complete the following phrases and write them in the blanks.

**Paragraph A**

1. leads \_\_\_\_\_ success

**Paragraph B**

2. according \_\_\_\_\_ their ability  
3. do not separate students \_\_\_\_\_  
different groups

**Paragraph C**

4. need discipline to give \_\_\_\_\_  
sports, hobbies, and social life  
5. worry \_\_\_\_\_ grades  
6. the only road \_\_\_\_\_ success

**Paragraph D**

7. have (something) \_\_\_\_\_ common  
8. \_\_\_\_\_ this reason  
9. \_\_\_\_\_ contrast \_\_\_\_\_ many  
countries

**Paragraph E**

10. focuses \_\_\_\_\_ 10–15 topics



## Using the Internet

### Finding Information About Schools Online

Imagine you want to find a school that has certain features. Use a search engine such as Google. Type in the word “university” or “college” and add the words you are interested in to the search box

#### Example

Lars is interested in a US university that specializes in graphic design.

US college + design

Submit

OR

US colleges that offer graphic design

Submit

Your search results will look something like this:

Top 50 **Graphic Design Schools** and **Colleges** « Top Graphic Arts ...

This ranking of **graphic design** schools began with the top...

[www.graphic-design-schools.org](http://www.graphic-design-schools.org)

**Graphic Design schools**, Graphic Art schools **colleges** and...

Art **Schools**. Architecture Schools in **USA...** **Graphic Design Schools**, Graphic Art **Schools, Colleges & Universities in USA...** clickable Map of the **United States...**

[www.a2zcolleges.com/arts/graphic\\_design/index.html](http://www.a2zcolleges.com/arts/graphic_design/index.html)

Best **Graphic Design** Programs | Top **Graphic Design Schools** | **US...**  
**Graphic designers**





- 4 **Searching the Internet** Do an Internet search on colleges and universities. Use a search engine such as Google. Find a college or university that does the following things:

- has an interesting virtual (online) tour: \_\_\_\_\_
- offers classes in scuba diving: \_\_\_\_\_
- offers classes in many African languages (such as Swahili, Amharic, Yoruba, and Zulu): \_\_\_\_\_
- allows students to create or design their own majors: \_\_\_\_\_
- has an art museum: \_\_\_\_\_
- (your choice): \_\_\_\_\_

Write down the names and locations of the colleges. Compare your findings with those of another student.

## PART 4

## Focus on Testing

### FOCUS

#### TOEFL® iBT

#### Reading Question Types

There are three types of multiple-choice questions in the reading section of the TOEFL® (Test of English as a Foreign Language™) Internet-Based Test (iBT): (1) *information* questions, (2) basic *comprehension* questions, and (3) *reading to learn* questions.

1. Most *information* questions can be answered by scanning for a certain keyword or number. The answer involves finding a specific point of information.
2. *Basic comprehension* questions test the reader's skill at understanding the vocabulary, grammar, and basic organization of the passage. The answer often involves understanding the *interrelationship* of several sentences or paragraphs.
3. *Reading to learn* questions test the reader's ability to understand the main ideas of a reading, implied ideas, the author's attitudes, relations among groups of facts in the reading, and so on.

- 1 **Practice** Look again at "The Secrets of Success in School" on pages 6–8. Answer the following questions (similar to those on the TOEFL® iBT). The question type is in parentheses after the question.

1. According to the passage, in which educational system are there 35 topics in a typical 8<sup>th</sup> grade course? (information question)
  - (A) in the United States
  - (B) in Finland
  - (C) in Korea
  - (D) in any country that does well on the PISA exam

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2. Which of the following is closest in meaning to *exhaustion*, as it is used in Paragraph C? (basic comprehension question)
- (A) success (C) tiredness  
(B) self-control (D) lack of friendship
3. What can be inferred (guessed) about Finnish students from reading Paragraph C? (reading to learn question)
- (A) They don't get enough sleep and are tired all the time. (C) They have a lot of stress.  
(B) Their classes are easy. (D) They don't worry about their position in class.

## Self-Assessment Log

Read the lists below. Check (✓) the strategies and vocabulary that you learned in this chapter. Look through the chapter or ask your instructor about the strategies and words that you do not understand.

### Reading and Vocabulary-Building Strategies

- ☐ Previewing vocabulary ☐ Organizing information: Using a T-Chart and a Venn Diagram  
☐ Getting meaning from context ☐ Skimming for the topic and main idea  
☐ Identifying the main idea ☐ Understanding pronoun reference  
☐ Understanding reading structure

### Target Vocabulary

#### Nouns

■ assignments\*  
■ credits\*  
■ curriculum  
■ discipline  
■ drawback  
■ effort  
■ exhaustion  
■ rankings  
■ resources\*  
■ secondary school

■ status\*  
■ values

#### Verbs

■ achieve\*  
■ compare  
■ determine  
■ reflect  
■ required\*  
■ schedule\*  
■ separate  
■ track

#### Adjectives

■ challenging\*  
■ competitive  
■ entire  
■ global\*  
■ identical\*  
■ isolated\*  
■ obvious\*  
■ universal

#### Adverb

■ finally\*

#### Expressions

■ in contrast to  
■ one-size-fits-all  
■ on the one hand  
■ on the other hand  
■ the best and the brightest

\* These words are from the Academic Word List. For more information on this list, see [www.victoria.ac.nz/lals/resources/academicwordlist/](http://www.victoria.ac.nz/lals/resources/academicwordlist/).