

TEXT 1

### MAKING A START

For a young teacher a start has to be made somewhere. On the first day of term the **acquaintance** has to be made between one nervous adult and thirty excited children. The art of teaching is surely put to its greatest test here. Given that the young teacher has had the good sense as well as the opportunity to explore the neighbourhood of the school and to become acquainted with its traditions, the delicate task of getting to know these thirty individuals has begun, and all the combined qualities of friendliness with dignity, gentleness with firmness and consistency, humour with purposefulness, variety and **resourcefulness** begin to make almost impossible demand.

Work has to start and the giving of free choices to a large group of strangers would probably invite disaster, so our young teacher, having nevertheless set up his room with a collection of natural man-made objects and provided a *thought-and-activity-provoking* environment, giving a general impression of caring and meaning business, might well be advised to start at one of the earlier **stages** in the evolution of primary education: the stage of initiating the children in a group exercise of his own careful choosing. He might begin with creative work in art and craft, or making the attractive **folders** for later work, during which time he can be moving round the room observing and getting to know the children in conversation.

TEXT 2

### THE MIDDLE YEARS

The middle years of childhood, as such, are the least documented of all the young age groups, those about which least **research** has been undertaken. There are reasons for this. Not everyone is agreed about where exactly the middle years lie. Are they seven or eleven? Eight or twelve? Nine or thirteen? What are they the middle of?

Anyone interested in learning and development is usually concerned about the foundations and origins. These are important and critical years. It is not surprising then that the study of *child development* is, at its most, fully informative for the earliest years, before the varied influences of different environments have had a chance to **exert** their combined and complex pressures. Another large body of research has focused upon the effects of education and particularly upon the period when the problems are most **daunting**: the years of adolescence. So one reason for the relative scarcity of research into the middle years is their *careless behaviour*. Another reason is that physically, mentally, emotionally, socially the middle years are so undefined.

TEXT 3

### AIMS

“What should I do?” It would be interesting to keep a **log** of the number of times a teacher asks herself that question in some form or other during the course of a day’s work in the classroom. Should she let one group of children try out the new mathematics **kit** that has just been sent on trial? Should she tie Simon’s shoelace again? Should she ignore Mark’s fooling around on this particular occasion? Should she agree to Alison and Jane telling the class about the play they want to go? The list of decisions would be almost endless; ranging from matters that teacher regards as almost inconsequential to issues she rates of great importance.

Each time the teacher responds to that frequent and deceptively simple question, “What should I do?” she **invokes** her own philosophy of education with its underlying aims and assumptions. It may have been acquired almost unconsciously during training or worked out with great soul-searching. It may be hazy in parts, or even inconsistent. However, it is an integral part of her teaching: what he teacher does is *inextricably linked* to what she values, to what she regards as good and desirable. It may well be, of course, that the teacher cannot operate in the way she would ideally wish. Even so, the way she comes to terms with the circumstances in which she finds herself will again reflect her values.

I Match these words to their corresponding synonyms or explanations by writing the appropriate letter next to each number in the *Answers* column on the right. (10 x 2pts. = 20 pts.)

Words from the texts		Synonyms / explanations		Answers
1	acquaintance	a	particular periods in the growth or development	1
2	resourcefulness	b	careful study done to find and report new knowledge	2
3	stages	c	so difficult that it makes people afraid or less confident	3
4	folders	d	ability to easily deal with new situations or find solutions	4
5	research	e	someone who is known but who is not a close friend	5
6	exert	f	a packaged collection of related material for personal use	6
7	daunting	g	folded covers or large envelopes for holding documents	7
8	log	h	to refer to (sth.) in support of your ideas; make use of	8
9	kit	i	to have an effect or to be felt	9
10	invoke	j	a record of performance, events, or day-to-day activities	10

II Use each of these words in the appropriate sentence below. Adjust the form where necessary.

opportunity initiating origins varied scarcity underlying reflect

 (7 x 2pts. = 14 pts.)

Charles Darwin was particularly interested in the \_\_\_\_\_ of species.  
 All teachers should \_\_\_\_\_ simple project work among their pupils from time to time.  
 He failed to prove his theory because of the \_\_\_\_\_ of scientific evidence.  
 Conferences and seminars are perfect \_\_\_\_\_ for educators to require curricular innovations.  
 We could hear \_\_\_\_\_ ideas on how to improve the educational system.  
 This scientific journal \_\_\_\_\_ some of the most modern views on education.  
 Researchers' work must always be based on certain \_\_\_\_\_ theoretical principles.

III Create your own sentences by using these phrases. **Your examples must not sound like the sentences in the texts you have read.** (4 x 3pts. = 12 pts.)

*thought-and-activity-provoking*  
 1. ....

*child development*  
 2. ....

*careless behaviour*  
 3. ....

*inextricably linked*  
 4. ....

Name and surname: \_\_\_\_\_

#### IV READING COMPREHENSION

Circle the right answer. Only one answer is correct.

(6 x 4pts. = 24 pts.)

##### Text 1 - MAKING A START

1. The art of teaching:
  - a) lies in the teacher's ability to explore the school neighbourhood.
  - b) is based on a school's tradition.
  - c) is reflected in a variety of teacher's skills.
  - d) is an impossible demand.
  
2. A young teacher is advised to:
  - a) start by giving students free choices.
  - b) set up a private business for a start.
  - c) teach children to the primary principles of evolution.
  - d) group the children and keep control of the activities.

##### Text 2 - THE MIDDLE YEARS

1. A major problem about the middle years is that:
  - a) not enough research has been done about them.
  - b) there are no documents related to this young age group.
  - c) nobody agrees about the exact period of life that they belong to.
  - d) scientists only explore the foundations and origins of childhood.
  
2. The study of child development:
  - a) puts scientists under a lot of pressure.
  - b) is as important to scientists as the effects of education.
  - c) is primarily focused on the early childhood and adolescence.
  - d) is undefined because of children's careless behaviour at this age.

##### Text 3 - AIMS

1. Primary school teachers:
  - a) have to keep a log of their daily activities.
  - b) are not supposed to let children suggest activities.
  - c) should focus on inconsequential issues.
  - d) have to make various decisions during a lessons.
  
2. In her work the teacher:
  - a) often finds questions like "What should I do?" very simple.
  - b) relies on her own education, training and experience.
  - c) is unaware of her soul-searching.
  - d) cannot apply the things which she personally values.

V Write a summary of the three texts in 6 - 10 sentences. You must write the summary in your own words.  
Sentences or sentence parts taken over from the original texts are worth 0 points. (30 pts.)

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**END OF TEST**

**Scoring:**

0 – 42 pts. = 5 (failed)
43 – 60 pts. = 6
61 – 70 pts. = 7
71 – 80 pts. = 8
81 – 90 pts. = 9
91 – 100 pts. = 10

**NOTES:**

**All exercises must be done for a positive mark.**  
Students can get a 6 or 7 without writing a summary.  
**For grades 8, 9 and 10, summary is obligatory.**  
**Minimal score in exercises I – IV for summary reading: 43.**

**Texts taken over from: Marina Cvetkovic. (2007). *Engleski jezik*. Beograd: Uciteljski fakultet.**

Text 1 – (Norman Kirby: *Personal Values in Primary Education*)

Text 2 – (Deanne Boydell: *The Primary Teacher in Action*)

Text 3 – (Deanne Boydell: *The Primary Teacher in Action*)