

When students understand the connection between school and the wider world of future earnings they do more homework! In a study by the University of Michigan of 600 middle-school students the researchers found that, when students were asked to consider what they wanted to do in the future before they were given homework, they were far more likely to do the homework that night. The researchers also found that students who saw college education as part of their career path were up to eight times more likely to do extra homework. Obviously, middle school students are able to make the connection between school work and future earnings, and only needed to be reminded of this connection to become more motivated to learn. With younger students the connection might not be so obvious, but there are other connections that can be made. For instance, younger students can be told that if they want to be like one of their action heroes they need to work hard in school. Most sports personalities (however not all!) are excellent role models for young children and often work in schools to encourage children to learn and do well. But how often do we make sure that children understand the connection between school and life? Too often teachers and parents concentrate on short-term objectives — the next test, the next learning benchmark — rather than giving children a bigger picture of why they are in school. Researchers used to ask children why they had to learn to read. The answers they got were amazing. Some children said they had to learn to read «because the teacher says so», or because «my parents want me to». It took some time to tell and show them that teachers were not making them learn to read for the sake of reading, but so that they could learn more and become clever enough to get a good job when they left school. The children were quite surprised at this new way of looking at the reason for learning to read and most of them were more motivated to learn as a result.

1) According to the text, students study better if

- A) they have a motivation.
- B) they prepare for the exams.
- C) their teachers are strict.
- D) they have lots of homework to do.

2) Which of the students are more likely to do extra homework?

- A) The most hardworking students.
- B) The students who are going to college after school.
- C) All the students.
- D) None of the students.

3) Middle-school students

- A) have difficulties in making the connection between school and future earnings.
- B) are needed to be reminded of the connection between school and future work.
- C) can't be motivated by future earning.
- D) understand the importance of secondary education.

4) Younger students can be encouraged to learn by

- A) marks.
- B) the examples of famous people.
- C) the examples of their teachers.
- D) the examples of their parents.

5) As children tell the researches, the main reason why they learn to read is

A) to please their parents and teachers.

B) reading for the sake of reading.

C) to learn more.

D) to become clever enough to get a good job when they leave school.

2. Choose and circle the correct words,

1) There should be a broader **curriculum** / **schooling** in high schools for post-16-year-old pupils.

2) In Britain, a **boarding** / **comprehensive school** is a state school in which children of all abilities are taught together.

3) A **grammar** / **private school** is a school in Britain for children aged between eleven and eighteen who have a high academic ability.

4) A **grade** / **skill** is a mark indicating the quality of a student's 'work.

5) A **head** / **graduate teacher** is a teacher who is in charge of a school.

3. Match choices (1—5) to (A—E) and make up sentences, using

Conditional I constructions.

1)rain / tomorrow

A) see the Coliseum

2)have a headache

B) go jogging

3)wake up early

C) stay at home

4)go to Rome

D) parents / buy a computer

5)do well / in exams

E) take an aspirin

1)

2)

3)

4)

5)