

Learning Lessons

Lead-in

- a. Look at the pictures. What do they have in common?



- b. Match the words to make job titles, then use them to label the pictures.

university
personal
driving
basketball
primary school

teacher
trainer
instructor
lecturer
coach



A: Personally, I would rank concentration higher.

B: I agree. I think it's more important than having a high IQ, for example.

C: I see your point. However, I think that the findings are correct as far as being disciplined is concerned.

Think! What makes a 'good' teacher? Rank the points in order of importance, then compare your list to your partner's.

- patience • strictness
- being a good listener • kindness
- sense of humour • a sense of fairness
- ability to stimulate students
- air of authority • enthusiasm
- knowledge of the subject

Think! The chart on the next column shows how a group of British students responded to the question: "What are the most important factors for success at school?" Do you agree with the findings of the survey? Discuss in groups.

- 4 a. Paraphrase the following statement. Then, listen to some teachers and students discussing it and match the opinions to the speakers.

Education is a matter between the person and the world of knowledge; school or college has little to do with it.

- | | |
|-----------|---------|
| 1 Stephen | 3 Sarah |
| 2 Paul | 4 Alan |

- a Schools guide us.
b Schools neglect more intelligent students.
c Computers open up new roads in education.
d Students should help shape their educational experience.

- b. **Think!** Do you agree/disagree with the statement? Tell the class.

- c. **Think!** Do you think learning will ever take place without teachers? classrooms? schools in general? Discuss in pairs.

Education

- 1 a. Listen to a teacher comparing British and American education and complete the chart about the American system.

USA	Age
1) elementary school	5
2) high school	6-11
senior high school	12/13 - 15
3) university	18+
4) other training institution	

- b. How similar/different is the education system in your country? Discuss in pairs.

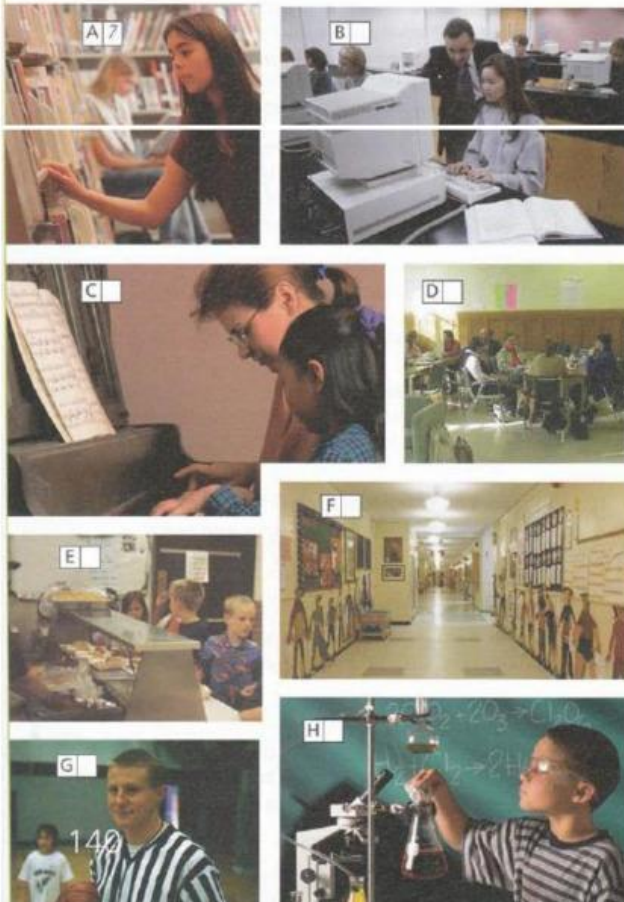
- c. The following words/phrases are related to school/university. When do they first play a part in someone's education? Check your answers with your partner's.

• optional subjects • revision • school reports • projects
• lectures • careers counselling • exams • seminars
• climbing frame • tutorials • science experiments
• sandpit • thesis • colouring • the alphabet • detention
• foreign languages • modelling clay • toy bricks

Optional subjects are taken by students at high school.

Places in a School

- 2 a. Match the places to the pictures. Which ones does/did your school have? What other places can/could you find in your school?



- 1 computer lab
2 gymnasium
3 corridor
4 canteen
5 music room
6 science lab
7 library
8 staff room

- b. Use the prompts below to say how each place (1-8) is used. How often do/did you use these places?

• research on the Internet/learn to use different software
• have PE lessons/do gymnastics/play indoor sports
• have lunch/socialise with friends
• have coffee breaks/spend free periods/attend meetings
• spend breaks/play games/socialise with friends
• exhibit artwork/keep lockers/display notices
• read books/study
• have music lessons/practise musical instruments
• learn about Biology/Chemistry/Physics/do experiments

A library is used for reading books.

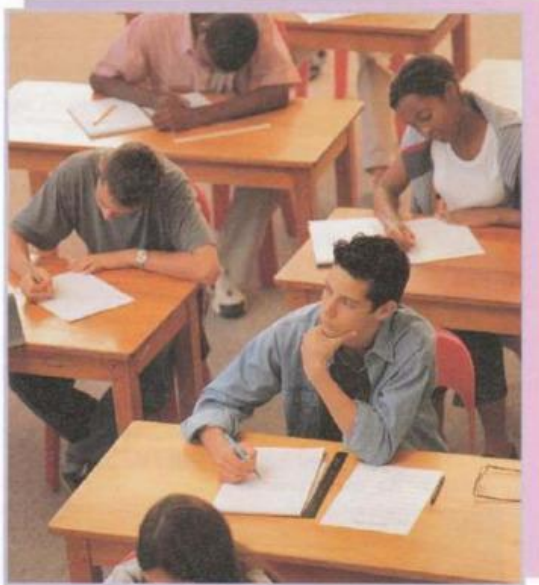
Types of Schools

- 3 a. Underline the correct word.

- Tom went to boarding/grammar school, so he only came home during the holidays.
- I want my children to go to a single sex/comprehensive school because I think it's better for boys and girls to learn separately.
- Most children go to state/public school where education is free.
- My parents couldn't afford to send me to a grammar/private school when I was young.
- Eton and Harrow are famous state/public schools.

Listening

- 1 a. You will hear five people talking about exams. Before you listen, look at the six phrases (A-F) listed below. What do you expect each speaker to talk about?



- b. For speakers 1-5, choose which of the subjects (A-F) the people are talking about. There is one extra subject which you do not need to use.

- | | |
|-------------------------------------|------------------------------------|
| A Lack of confidence | Speaker 1 <input type="checkbox"/> |
| B Working too hard | Speaker 2 <input type="checkbox"/> |
| C Pressure to do well from a parent | Speaker 3 <input type="checkbox"/> |
| D A new kind of exam | Speaker 4 <input type="checkbox"/> |
| E A new way of marking | Speaker 5 <input type="checkbox"/> |
| F A surprising result | |

- c. Can you relate to any of the speakers? Who? How? Tell the class about it.

- 2 a. You will listen to a radio interview about the problem of truancy. Before you listen, discuss the following.

- 1 In your opinion, what are the reasons students stay away from school? Think about:
- boredom • influence of friends
 - problems at school • family problems

- 2 What problems can truancy cause a student?
- 3 Look at the questions 1 to 7 below, underline the key words and try to predict the right answer.

- b. Listen to the interview and for questions 1-7 choose the correct answer (A, B or C).

- 1 Dr Greenway implies that some children who play truant
 - A do so in order to earn money.
 - B behave badly in public.
 - C are never punished.
- 2 Why do some parents take their children on holiday during term time?
 - A Because it's peak season.
 - B To spend time together as a family.
 - C To save money.
- 3 Why is it difficult for schools to convince students to attend regularly?
 - A Parents set a bad example for them.
 - B There is no good reason to attend.
 - C Some teachers behave irresponsibly.
- 4 How has the government reacted to truancy?
 - A They have been trying to stop it for years.
 - B They are only just beginning to help.
 - C They think it is too late to do anything.
- 5 Why are the government having talks with travel agents?
 - A To convince them to offer parents cheap holidays.
 - B To make sure that children don't play truant.
 - C To get help from them in combating truancy.
- 6 What are the aims of 'behaviour improvement projects'?
 - A To teach parents to be more responsible.
 - B To teach students the lessons they have missed.
 - C To teach students to take school more seriously.
- 7 What does Dr Greenway say about the law against truancy?
 - A The law is not strict enough.
 - B Parents are not often prosecuted.
 - C Many parents face criminal charges.

- c. Which of the following things do you think would be most effective in combating truancy? Rank them, then compare your list to your partner's.

- ☐ more interesting lessons
- ☐ police involvement
- ☐ more responsible parenting
- ☐ strict punishment
- ☐ teaching students to respect school

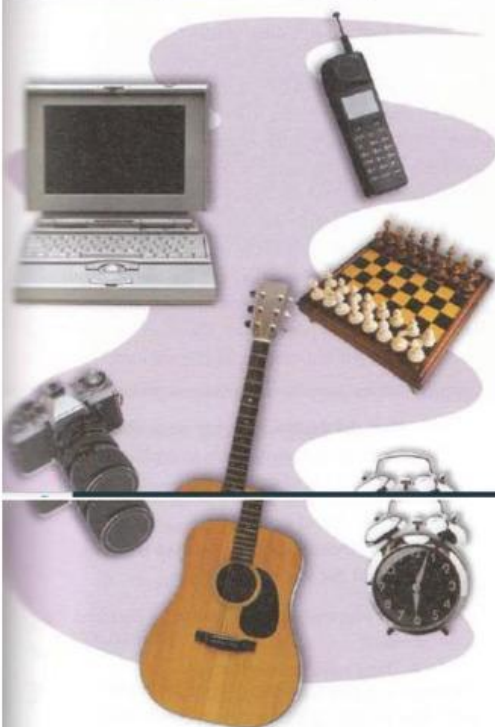
Speaking

Studying Abroad

Students A & B

- 3 You are planning to study abroad for one year. The photographs show some of the things you are planning to take with you. First, talk to each other about how useful each of these items is and then decide which two items you would not take with you.

How useful are each of these items?
Which two would you not take with you?



Students A & B

- 4 Discuss three of the following questions.
- 1 What are the reasons people go away to study?
 - 2 What problems can someone who is studying abroad face?
 - 3 Would you like to study in a foreign country? Why (not)?
- 5 Listen to two candidates doing the speaking tasks above and assess them in terms of:
- grammar accuracy
 - pronunciation
 - interactivity

Communication

• Congratulating – Consoling

- 6 a. Read the dialogues and underline the phrases used for congratulating and consoling. What is the situation in each dialogue?
- 1 A: What's the matter, Tom? You look a bit upset.
B: Yeah, I am upset, actually. I just got a 'C' in my Physics exam.
A: Never mind. It's not as bad as you think. It's still a passing grade.
B: I suppose.
 - 2 A: Georgia? Are you free after class?
B: Yes, I am. Why?
A: Well, I got my driving licence yesterday, and I thought we could go out for a bite to eat.
B: Oh my goodness! Congratulations! I'm so happy for you!

- b. Use the useful language in the box to act out similar dialogues for the situations (1-4).

Congratulating	Consoling
<ul style="list-style-type: none"> • Congratulations! • Well done! • Brilliant!/Excellent!/ Super! • I'm (really) happy for you! • Good for you! • That's great/wonderful/ fantastic news! 	<ul style="list-style-type: none"> • That's too bad/a pity/a shame. • Don't let it get you down. • Never mind. • Don't worry. • You'll be fine/OK/alright. • I'm so sorry. • It's not as bad as it seems/ you think.

- | Idiosyncratic | you think |
|--|-----------|
| 1 A friend has passed her exams. | |
| 2 Your brother has crashed his car. | |
| 3 Your sister got accepted to study medicine abroad. | |
| 4 A friend has lost his job. | |

Everyday English

• Reacting

- 7 Look at sentences 1 to 8. Then choose phrases from the list and in pairs act out short exchanges reacting positively or negatively.

• OK • Never mind • Not at all • Go ahead
• Pity • Why not • I'd love to • Yes, actually
• You'd better not • Let's not • Poor • Quite well
• Reasonable • I'd rather not • Terribly

- | | |
|-------------------------------|------------------------|
| 1 I won't be able to make it. | 5 Are you coming then? |
| 2 Shall we go? | 6 What are my chances? |
| 3 Do you mind? | 7 Can I try? |
| 4 How did it go? | 8 I tried really hard. |

A: I won't be able to make it.
B: Pity.