

Education: school

The state system (= free education)

- Age of 3 most go to nursery school
- 5 everyone starts primary school
- 11 pupils (= the name for students at this age) go to secondary school
- 16 go to a college for vocational (= job) training, e.g. hotel management, secretarial courses; or stay at school for two more years; leave school and get a job
- 18 leave school and go to university; go to a college for further education/training, e.g. teaching, business studies; get a job

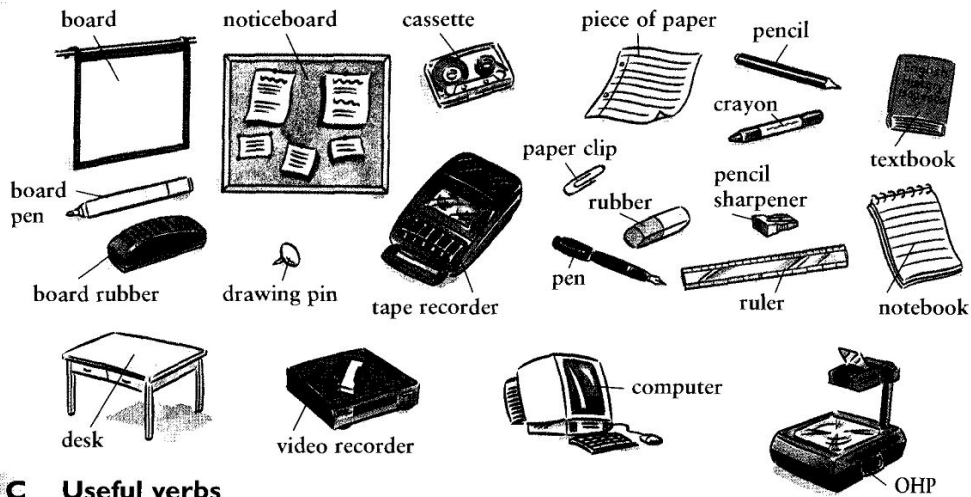
You go to school and go to university (NOT go to the school/university). Other examples are: go to church (= to pray), go into hospital (= as a patient because you are ill), go to bed (= to sleep), go to prison (= as a criminal). There are also public/independent/private schools and parents pay to send their children to these schools. The school fees are expensive. About 7–10% of the population go to private schools in the UK.

Kindergarten *брум.* |'kɪndə,ɡɑ:t(ə)n| to attend kindergarten, to go to kindergarten; to send a child to kindergarten; kindergarten teacher.

A **boarding school** is a school where students live and sleep.

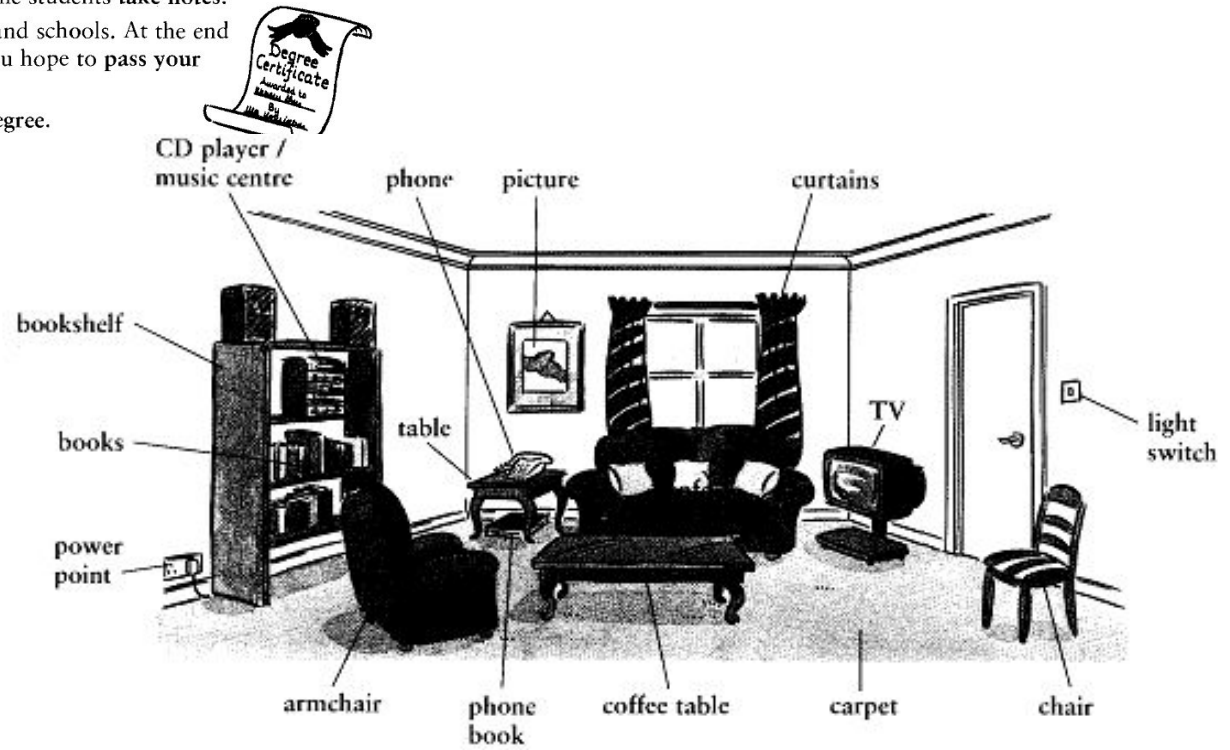
A **Junior school** is a type of school which provides primary education to children, often in the age range from 8 and 13, following attendance at **Infant school** which covers the age range 5-7. (Primary school)

State schools usually mean primary or secondary schools which educate children without charge.



C Useful verbs

A maths teacher **teaches** maths. Her students **study** maths.
 After school, students **do** homework.
 At primary school, children **learn** to read and write.
 A university teacher **gives** a lecture on chemistry and the students **take** notes.
 Students can **do** an (English) course in many colleges and schools. At the end of a course, you often have to **take/do** an exam. You hope to **pass** your exams. You don't want to **fail** your exams.
 If you **pass** your final exams at university, you **get** a degree.



Subjects (= topics you study)

<i>arts</i>	<i>sciences</i>
English French, German, Spanish history geography art, music	maths (= mathematics) physics chemistry biology information technology (= about computers and communication)

Some words look plural, but in fact they are singular and need a singular verb, e.g. Maths isn't my favourite subject. Other examples are: physics, politics and economics.

Timetable

The school day is divided into 6–7 lessons in different subjects, with a break (= period of rest between work) in the morning and afternoon. There is also a one-hour lunch break. The school year is usually divided into three terms (= periods of study). Each term is about 13 weeks, and each week pupils do (= study) about ten subjects. At the end of the school year they do/take an exam in each subject. After the holidays, pupils go back (= return) to school.

Success and failure

<i>success</i>	<i>failure</i>
I passed my exam. I did very well. I got nine out of ten for my homework. (= 9/10) I got a very high mark. (e.g. 18/20) I got a good grade. (e.g. B+) I'm good at English.	I failed my exam. I did very badly. I got three out of ten for my homework. I got a very low mark. (e.g. 5/20) I didn't get a very good grade. (e.g. D-) I'm hopeless at (= very bad at) maths.

Verb + lesson

have lessons
skip a lesson
prepare a lesson
begin / start a lesson
give lessons
catch up with your lessons

Verb + course

do a course
complete a course
drop out of a course
schools run courses
courses consist of (lectures)
courses deal with (subjects)

Verb + education

get an education
give you an education
invest in education
return to education
pay for your education

Preposition + lesson

a lesson about something
a lesson with someone
during a lesson
in a 40-minute lesson

Adjective + course

a crash course
a demanding course
an introductory course
an on-line course
a vocational course

Adjective + education

a good education
higher education
nursery education
private education
religious education
secondary education
sex education

Noun + of + lesson

the aims of the lesson
the point of a lesson
the start of the lesson
the main points of the lesson

Noun + prep + course

completion of a course
a guide to a course
a place on a course
the entry requirements for a course

Noun + preposition + education

access to education
the aim of education
standard of education
the right to education

Verb + practice

need practice
have practice
improve with practice
learn through practice
come with practice
give you practice

Expressions with practice

It takes (years) of practice.
be out of practice
It's just a question of practice.
Practice makes perfect.

Verb + homework

give homework
get some homework
do your homework
correct homework
hand in your homework
help you with your ...

Verb + exam

revise for an exam
sit an exam
mark an exam
pass / fail an exam
scrape through an exam

Expressions with exam

make a mess of an exam
pass an exam with flying colours
a really stiff / hard exam
How did you do in your exams?

Verb + mark

get a mark
lose marks
give a mark
deduct marks

Adjective + mark

your final mark
full marks
a good mark
a low mark
the top mark

Task 3. Imagine that you are showing your photo album to your friend. Choose one photo to present to your friend.

You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes. You have to talk continuously. In your talk remember to speak about:

when you took the photo
what/who is in the photo
what is happening
why you keep the photo
why you decided to show the picture to your friend



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Task 4. Study the two photographs. In 1.5 minutes be ready to compare and contrast the photographs:

give a brief description (action, location)

say what the pictures have in common

say in what way the pictures are different

say which you'd prefer

explain why

You will speak for not more than 2 minutes. You have to talk continuously



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Education: university

Subjects

You can normally do/study these subjects at university but not always at school. (The underlining shows the syllable you must stress in each word.)

<u>m</u> edicine	law	<u>ph</u> ilosophy
<u>e</u> ngineering	<u>ps</u> ychology	<u>soci</u> ology
<u>a</u> rchitecture	<u>po</u> litics	<u>bu</u> siness studies
<u>a</u> griculture	<u>h</u> istory of <u>ar</u> t	<u>e</u> conomics

Studying at (a British) university

If you want to go to (= enter *fml*) university, you must first pass examinations that most students take at the age of 18 (called 'A' levels). Students usually take three or four 'A' levels (examinations in three or four subjects), and they must do well to get a place at university.

If you get a place, most students have to pay part of their tuition fees (= money for teaching). Some students also get a government grant (= money to pay for living expenses, e.g. food and somewhere to live), but most students need a loan (= money you borrow from a bank) to cover the cost of (= pay for) university life. Students at university are called undergraduates while they are studying for their first degree.

Most university courses last (= continue for) three years, some courses last four years, and one or two courses, e.g. medicine, are five years. During this period students can say they are doing a degree, and when they finish and pass their exams, they can say they have a degree. This can be a BA (= bachelor of arts) or a BSc (= bachelor of science). For example:

He hopes to get a place at Oxford.
She's doing a degree in physics.
She's got a BA in French.

She's at university in Glasgow.
I've got a degree in German from York University.
He's got a BSc in computer science.

Postgraduate courses

When you complete your first degree, you are a graduate. Some students then go on (= continue) to do a second course or degree, called a postgraduate course/degree (or postgrad course). These students are then postgraduates and they often study for:

an MA (Master of Arts), e.g. I'm doing a Masters in English *or*
an MSc (Master of Science), e.g. She did a Masters in biology *or*
a PhD (Doctor of Philosophy) [minimum three years], e.g. He's got a PhD in computer science.

When people study one subject in great detail (often to find new information), we say they are doing research, e.g. My sister is doing research into/on the effects of stress at work.

School vs university

School has teachers and lessons; at university you have lecturers and lectures. The head of department (also called a 'faculty', but less common in spoken English) at a university is usually called a professor. (An ordinary teacher or lecturer is not a professor.)

Higher education (also called post-secondary education) is an optional final stage of formal learning that occurs after completion of secondary education.

Often delivered at universities, academies, colleges, seminaries, conservatories, and institutes of technology.

Higher education is also available through certain college-level institutions, including vocational schools, trade schools, and other career colleges that award academic degrees or professional certifications.

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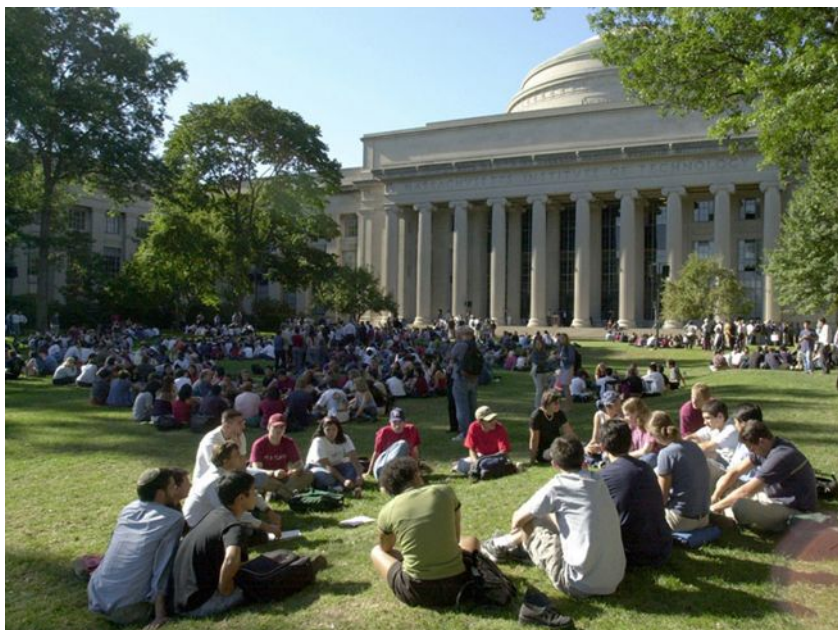
say what the pictures have in common

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say which you'd prefer

explain why

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82.1 Here are some school subjects but the letters are mixed up. What are the subjects?

1 tahms*maths*.....

6 irthosy

2 cneceei

7 nisgehl

3 hogtceynlo

8 ehgoragpy

4 rat

9 simcu

5 ehnfer

10 srheyictm

82.2 How much can you remember? Answer these questions without looking at the opposite page.

1 At what age do English children go to nursery school?

2 When do they start primary school?

3 When do they go to secondary school?

4 At what age can children leave school?

5 What can they do if they pass all their exams at the age of 18?

82.3 Complete this text about the timetable of a typical secondary school in Britain.

The school day is normally (1) into six or seven (2) , with (3) during the morning, at lunch and in the afternoon. Over the whole week, (4) usually do about ten different (5) The school year normally has three (6) , with exams at the end of the year.

82.4 Complete these sentences with a suitable phrase.

- 1 When she was a child she went to school in a small village.
- 2 He didn't go to school last term. He was very ill and he had to go
- 3 I was very tired, so after I finished my homework I went
- 4 When I left school I went and studied medicine.
- 5 It was a religious school, so we had to go quite a lot.
- 6 The police caught him and he went for six months.

82.5 Write the opposites.

- 1 I passed my exam.
- 2 I did very well.
- 3 I'm very good at English.
- 4 I got a very high mark.

82.6 What about you and your country? Answer these questions.

- 1 Did you go to nursery school?
- 2 Do most children start primary school at the age of five?
- 3 Is the secondary school system similar or different to the English system?
- 4 How many subjects do/did you study at secondary school?
- 5 Do/Did you study any subjects which are not included on the opposite page?
- 6 What is/was your favourite subject?
- 7 How many lessons do/did you have every day?
- 8 Is/Was your school a state school or private school?
- 9 At what age can you leave school?
- 10 How many terms are there in a school year?

83.1 Read these sentences spoken by university students. What is each person studying?

- 1 I'm concentrating on Le Corbusier and Frank Lloyd Wright. *architecture*
- 2 We have to know every bone in a person's body.
- 3 The way we use fertilisers is much more precise than 20 years ago.
- 4 We're going to concentrate on Freud and Jung this term.
- 5 I've been reading some books on time management.
- 6 Expressionism was really a reaction to the work of the Impressionists.
- 7 We've spent a lot of time on American foreign policy.
- 8 You must know this case; it's one of the most famous in legal history.

Now mark the stress on each of your answers, check with the pronunciation in the Index, and practise saying the subjects.

83.2 What do you call:

- 1 the money some students receive if they get a place at university?
- 2 the qualification you get at the end of university?
- 3 the name we give students during this period at university?
- 4 teachers at university?
- 5 students when they have completed their first degree?
- 6 students studying for a second, higher degree?
- 7 the study of one subject in great depth and detail, often to get new information?
- 8 the talks/lessons that students go to while they are at university?

83.3 Replace the underlined verbs with less formal verbs that have the same meaning in the context.

- 1 Is it very difficult to obtain a place at university?
- 2 You have to pass exams before you can enter university.
- 3 He's studying physics, I think.
- 4 Did she receive a grant for her course?
- 5 The course continues for three years.

83.4 Fill the gaps with a suitable word.

- 1 My brother is 20. He's still university in York.
- 2 She's got a degree economics.
- 3 He's research various types of nervous disorder.
- 4 She's already got a BA. She's doing a degree now.
- 5 Who is the professor in your ?

83.5 Answer these questions. If possible, compare your answers with someone else from your own country and/or someone from a different country.

- 1 Do you need to pass examinations before you can go to university?
- 2 Do some students get a grant to study at university?
- 3 Is the tuition free if you go to university?
- 4 Do most degree courses last three years?
- 5 What is your equivalent of the British BA or BSc?
- 6 Do you have similar postgraduate degrees in your country?

Answer key

Unit 82

- 82.1** 2 science 3 technology 4 art 5 French 6 history
7 English 8 geography 9 music 10 chemistry
- 82.2** 1 3 2 5 3 11 4 16 5 go to university or college/get a job
- 82.3** 1 divided 2 lessons 3 breaks
4 pupils 5 subjects 6 terms
- 82.4** 2 into hospital 3 to bed 4 to university 5 to church 6 to prison
- 82.5** 1 I failed my exam. 2 I did very badly.
3 I'm hopeless/terrible/not very good at English. 4 I got a very low mark.

Unit 83

- 83.1** 2 medicine/biology 3 agriculture/chemistry 4 psychology 5 business studies
6 history of art 7 politics 8 law
- 83.2** 1 a grant 2 a degree 3 undergraduates 4 lecturers
5 graduates 6 postgraduates 7 research 8 lectures
- 83.3** 1 get 2 go to 3 doing 4 get 5 lasts/goes on for
- 83.4** 1 at 2 in 3 doing; in(to)/on 4 postgraduate/Masters 5 department

Cooperative Kids

The concept of cooperative learning is **alien** to all of us who were taught the **traditional** way, but it offers our children the **adventure** of finding their own answers. Di Lilford reports.

If you took a doctor from the 19th century and put her in a modern operating theatre, she would have no idea what to do, but if you put a teacher from the 19th century into a modern classroom she would be able to **carry on** teaching without **pause**. 0 D

The idea **remains** that students are empty **containers** which the teacher fills with **knowledge**, and that all students have to do is listen and write.

Education **consultant** Alyce Miller says: "This approach does not work in today's changing world. We are not teaching **creative** problem-solving. We encourage competition, believing that this brings out the best in people." But this is not so. 1 She goes on to say that the teacher's role is no longer to feed students with information. "The facts are **available** in libraries, on CD ROMS and on the Internet. What students need are the skills to find this information, to use it and to think **creatively** in order to solve the problems of our world."

Miller believes that cooperative learning is the future of education and thinks of it as the best way to encourage responsibility, tolerance and **helpfulness** towards others. 2

In cooperative learning classes, the traditional classroom physical **layout** is abandoned. 3 Pupils learn to work first in **pairs**, then in threes, and finally in teams of four. Students **are required to** participate actively in discussing and **shaping** their own knowledge. The teacher, who is still very important to the **process**, becomes the helper rather than the **master**.

- A Children do not sit in straight rows of desks facing the teacher, but rather face one another to make it easier to **share ideas**.
- B The strong ones **coached** the weak ones endlessly so that they could participate in the question time too.
- C However, she believes that this method is not suitable for all pupils.
- D Teaching methods have hardly changed in one hundred years.
- E She says that good relationships are the key to effective learning.
- F Encouraging children to concentrate on getting the best marks destroys motivation and takes the fun out of learning.
- G He adds that it might take longer than simply listening to the teacher lecture, but the students remember much more afterwards.
- H It recognises that pupils do not have the skills to work together.

Aarnout Brombacher, head of the mathematics department at Westerford High School, says: "The incorrect **assumption** that many people make about cooperative

learning is that it is merely group work. It is much, much more. **4** With this **technique**, most of the time in the classroom is spent teaching them these skills - life skills."

Brett Melville, a 17-year-old pupil at the school, agrees. "You learn the same **material** as you would using the normal method, but this way you learn how to work with others at the same time. In our class, we are given enough time to discuss issues and problems in detail."

5

One teacher, Lynne Gedye, has been using cooperative learning in her classes for two years. She says, "This year we have several pupils in the class who can hardly speak a word of English. I was **tearing my hair out, wondering** what to do, but I need not have worried. The children's **response** was amazing. **6**

All in all, it seems that cooperative learning turns the classroom from a competitive **arena** into a place where learning facts and life skills is both more fun and more **effective** for pupils and teachers alike.

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- G He adds that it might take longer than simply listening to the teacher lecture, but the students remember much more afterwards.
- H It recognises that pupils do not have the skills to work together.

2 Fill in the correct word(s) from the list below:

concentrate on tolerance participate approach
 issues abandon merely
 motivation concept skills



1 Reading and writing are two of the which are considered to be most important in life. (**learnt abilities**)

2 The Parent-Teacher Association meets monthly to discuss concerning the school. (**topics**)

3 A very complex subject is best taught using a simple, (**method**)

4 When reading a text, language learners need to the sentence structure and prepositions, as well as the vocabulary. (**pay full attention to**)

5 Teaching a subject in a lively, interesting way increases a student's to learn. (**willingness**)

6 Miss Dean has so much that she can handle even the most difficult of students. (**patience**)

7 Many teachers want to continual testing and concentrate more on teaching. (**stop doing**)

8 If you want to in this game, you must listen to the instructions first. (**take part**)

9 Arithmetic is the introduction to advanced mathematics, but it must be learnt thoroughly. (**just**)

10 The of formal examinations dates back to ancient China. (**idea**)

3 Fill in the correct word(s) from the list below. Use the words only once.

education to go on to share to feed
 life to tear operating changing
 to solve to work mathematics cooperative

- | | | | |
|---|---------------------------|----|--------------------|
| 1 | learning | 7 | ideas |
| 2 | sb with information | 8 | in pairs |
| 3 | theatre | 9 | a(n) world |
| 4 | skills | 10 | the problems |
| 5 | consultant | 11 | department |
| 6 | to say | 12 | my hair out |

4 Underline the correct item.

- A new teacher is joining our English **part/department/section** this term.
- Cookery is a useful subject for girls and boys **like/alike/likely**.
- My brother, who speaks fluent French, **coached/studied/practised** me in the subject before the exam.
- The student **paused/stopped/ended** before answering the question.
- Her teaching **process/technique/way** involves getting to know each student's needs.

5 Fill in the gaps with the correct particle(s).

- Cooperation **brings** the best in people. (**reveals**)
- Heavy smoking **brought** his death. (**caused**)
- Mary managed to **bring** her father to her point of view. (**persuade sb to change an opinion**)
- They **brought** him by splashing water on him. (**made him regain consciousness**)
- It's very hard to **bring** a child. (**raise**)

- 6** Fill in the correct preposition, then choose any five items and make sentences.

1) alien sb; 2) to concentrate sth; 3) to feed sb sth;
 4) to be responsible sth/sb; 5) to share sth sb; 6) to be the key sth;
 7) to participate sth; 8) to discuss sth sb; 9) to be important sb/sth;
 10) detail; 11) all all; 12) my own; 13) to be suitable sb/sth

Talking Points

- ◆ Read the text again and make notes under the following headings, then talk about cooperative learning.
 - ◆ STUDENTS' ROLE ◆ TEACHER'S ROLE
 - ◆ BENEFITS ◆ CLASSROOM LAYOUT
- ◆ What skills do the pupils gain from cooperative learning? Would you enjoy being taught this way?

- 9** Read the following comments made by students and decide whether each is for or against taking exams. Then, write the reasons for and against in the two boxes below, as in the example.

A "Exams make everyone try to get the best marks they can."

B "I wasn't feeling well on the day of the exam, so I didn't do well."

C "The boy sitting next to me hadn't studied at all, but he copied my answers and passed the exam."

D "I don't think I'd bother studying if we didn't have exams."

E "I write very slowly, so I hardly ever have enough time to finish an exam."

F "I use my exam grades to find out whether or not I am improving in a subject."

G "I think exams are the quickest way of testing students."

H "I studied for weeks before my last exam, but on the day itself I was so nervous that I couldn't remember a thing!"

FOR

- *exams encourage students to try harder*

AGAINST

- *exam results may depend on how you feel on a particular day*

- 10 The words below are the names of places one can find in a school. Complete the sentences by choosing the appropriate word.

gym canteen lab art room
classroom staffroom playing field
playground cloakroom library

- 1 Today in the they had my favourite meal: steak and kidney pie with chips.
- 2 When it rains, we have our P.E. lessons inside in the
- 3 John nearly blew up the science last week when he mixed the wrong chemicals together.
- 4 The walls of the are covered in pictures which have been painted by the pupils.
- 5 It's always quiet in the and there are lots of interesting books there.
- 6 We have lots of fun in the, playing games or relaxing between lessons.
- 7 There are thirty desks and chairs and a big blackboard in our
- 8 You should put your hats, scarves and coats in the
- 9 The is for teachers only – pupils are not allowed to go in there.
- 10 We watched our college team playing rugby on the yesterday.

Answer key

Reading

1. F 2. E 3. A 4. H 5. G 6. B

(Suggested comprehension questions)

1. Have teaching methods changed in the last 100 years? *No, not much.*
2. How are the students perceived? *As empty containers which the teacher fills with knowledge.*
3. Why, according to Alyce Miller, shouldn't children be encouraged to concentrate on getting the best marks? *Because it destroys motivation and takes the fun out of learning.*
4. What does Miller believe about cooperative learning? *She thinks this is the future of education, as she finds it the best way to encourage responsibility, tolerance and helpfulness towards others.*
5. What is the physical layout in cooperative learning classes? *Children face one another.*
6. What are students in cooperative classes required to do? *To participate actively in discussing and shaping their own knowledge.*
7. What is the role of the teacher in cooperative classes? *That of a helper not a master.*
8. What happened in Lynne Gedye's class? *The strong students coached the weak ones, so everyone could participate in the lesson.*
9. How does cooperative learning affect a classroom? *It changes it from a competitive arena into a place where learning facts and life skills is more fun and effective for pupils and teachers alike.*

2. 1. skills 6. tolerance
2. issues 7. abandon
3. approach 8. participate
4. concentrate on 9. merely
5. motivation 10. concept
3. (*Ss should memorise these collocations. T checks in the next lesson.*)

1. cooperative 7. to share
2. to feed 8. to work
3. operating 9. changing
4. life 10. to solve
5. education 11. mathematics
6. to go on 12. to tear

4. (*After Ss have done Ex 4, T checks answers eliciting explaining the meaning of each distractor.*)

1. department 3. coached 5. technique
2. alike 4. paused

1. **part** = piece
department = (of a hospital, university, store, etc) special part
section = division of sth
2. **like** = (prep, conj) similar to
alike = (adv) in the same way
likely = probable
3. **coach** = to train sb in a sport, or to teach sb
study = to read sth in order to learn
practise = to do sth repeatedly to improve one's skill
4. **pause** = to stop for a short time
end = to finish
stop = to put an end to sth
5. **process** = set of actions necessary for a particular result
technique = method requiring particular skills
way = method

- 5
- | | | |
|-------------|----------|-------|
| 1. out | 3. round | 5. up |
| 2. on/about | 4. round | |
- 6
- | | | |
|---------|---------|---------|
| 1. to | 6. to | 11. in |
| 2. on | 7. in | 12. on |
| 3. with | 8. with | 13. for |
| 4. for | 9. to | |
| 5. with | 10. in | |

Students' role: It is the role of the students to work together to discuss the problem, issue or task given, and come up with answers. Creative thinking is required to complete such assignments.

Teacher's role: It is the role of the teacher to present the topic or problem to the students. The teacher participates by guiding the students when they have questions and by giving the students precise instructions about what they are supposed to do.

Benefits: Students learn to cooperate with each other. Weaker students get help from stronger ones. Learning is more enjoyable and effective.

Classroom layout: Students no longer sit in straight rows of desks, but rather face each other so that they will be able to discuss issues more easily.

Pupils learn how to work cooperatively on a problem. They learn to respect the ideas of other students, even when those ideas are different from their own. They also learn that cooperation is often better than competition. Besides this, they learn and remember the information being discussed. I think this method sounds like a very interesting approach to teaching. If the teacher just talks for the whole hour, it can be quite dull. I like the idea of participating more in the lesson.

9 Comments for: A, D, F, G

Comments against: B, C, E, H
For

- exams encourage students to study
- exam grades give students an idea of their progress
- exams are the quickest way of testing students

Against

- students can cheat and get a mark they don't deserve
- if students run out of time, they cannot show what they know
- if students get nervous, they will not perform as well as they could

10

- | | |
|-------------|-------------------|
| 1. canteen | 6. playground |
| 2. gym | 7. classroom |
| 3. lab | 8. cloakroom |
| 4. art room | 9. staffroom |
| 5. library | 10. playing field |

- a. Look at Linda's school report below.
Which do you think are Linda's favourite/
least favourite lessons?

Subject	Marks / 100	Teacher's comments
Maths	55	Tries hard, but needs to concentrate more.
English	95	An able student – shows great promise.
History	58	Must do more revision! Can't remember facts and figures.
Art	95	Makes full use of her imagination and creativity.
French	90	Linda has a flair for languages.
Science	50	Can't quite grasp the need to experiment in order to get results.
Computer Studies	90	An interested and eager student.
P.E.	65	Participates, but doesn't really enjoy the lessons.
Music	95	A gifted student – plays both piano and guitar extremely well.

- b. What kind of career do you think Linda might choose later on in life? Put a tick (✓) or cross (X) by the careers below.

- doctor singer/composer artist
 journalist computer programmer fashion designer
 accountant translator P.E. teacher

Discuss Linda's future career in pairs, giving reasons for your decisions. Use some of the following expressions:

agreeing:	Yes, you are quite/absolutely right. Yes, I quite agree with you. I couldn't agree with you more. Well, I suppose you may/could be right.
disagreeing:	I'm not sure you're right about ... I'm afraid I can't agree with you. I don't really think she ... I agree up to a point, but don't you think ...

- e.g. A: I think Linda might become a journalist because she's very good at languages.
B: Yes, I quite agree with you. She could also become an accountant.
A: I don't really think she would choose this career because ...

Work in pairs. Talk about your favourite and least favourite school subjects as in the example:



- e.g. A: I really enjoy physical education because it's fun and it keeps us fit. However, I don't really like physics because I find it difficult. What about you?
B: Well, my favourite subject is ...

Answer key

- a. • **favourite lessons** - English, Art, French, Computer Studies, Music
- **least favourite lessons** - Maths, History, Science, P.E.
- b. *(Students work in closed pairs. T checks round the class, then asks some pairs to report back to the class. Any answers are acceptable provided there is justification to support what subjects are the most or least favourite.)*

(Suggested answers)

doctor	x
journalist	✓
accountant	x
singer/composer	✓
computer programmer	✓
translator	✓
artist	✓
fashion designer	✓
P.E. teacher	x

- A:** I think Linda might become a journalist later on in life because she's very good at languages.
- B:** Yes, I quite agree with you. She could also become an accountant because she tries hard at maths.
- A:** I don't really think she would choose this career because she doesn't concentrate enough in her maths lessons, which suggests she doesn't enjoy them that much.
- B:** Well, I suppose you could be right. Maybe she'll become a singer or a composer because she plays two instruments really well.
- A:** Yes, and her art teacher says she makes full use of her imagination and creativity.
- B:** Alternatively, she could become a computer programmer because she's interested in computers.
- A:** Yes, but she could also become a translator because it says that she has a flair for languages.
- B:** Well, actually, I think she'll probably become a fashion designer, as art seems to be one of her best subjects.

Read the following model and list the viewpoints and supporting reasons mentioned. What other words could you use in place of the words in bold? Then, give the paragraph outline.

Physical Education should be taught in schools

Physical Education has been a part of the school curriculum for years, and I believe that it should remain so for a variety of reasons.

In the first place, offering Physical Education in schools is vital for children who have neither the time, nor the opportunity to do sport elsewhere. Physical Education is especially beneficial for children living in crowded cities who do not have space to play. Doing sport at school gives them the opportunity to exercise and get rid of their excess energy.

In addition, team sports develop children's social skills encouraging them to work as part of a team and to cooperate with others.

On the other hand, some parents feel that Physical Education should not be a compulsory subject as not all children enjoy or are good at sport. These parents forget, however, that all children can benefit from physical activity, and doing sport will give them the chance to improve their skills and their health.

In conclusion, I believe that Physical Education is an important part of every school curriculum since physical activity helps children to keep fit, and stay energetic and alert.

Answer key

argument 1: P.E. vital for most children as they have neither time nor opportunity to do sport elsewhere.

supporting reason: children living in crowded cities
— no space to play — by doing P.E. they can get rid of their excess energy.

argument 2: P.E. develops children's social skills.

supporting reason: encourages them to work as part of a team and cooperate with others

opposing argument: Some parents feel that P.E. should not be compulsory.

supporting reason: not all children enjoy or are good at sport.

In the first place: Firstly, To start with, To begin with, etc.

In addition: Moreover, Furthermore, Besides, What is more, etc.

On the other hand: However, etc.

In conclusion: In my view, In my opinion, etc.

Paragraph Outline

Para 1: states topic and writer's opinion

Para 2: 1st viewpoint and reason

Para 3: 2nd viewpoint and reason

Para 4: opposing viewpoint and reason

Para 5: restates writer's opinion using different words