This lesson:

**Speaking:** about schools and education

**Reading:** about schools, education & exams

**Grammar:** talking about new routines

**Writing:** a letter to your grandchildren
Speaking

Think!

What are the good and bad things about schools in your country and the UK?

Now talk!

Talk to as many people as you can to compare what you think.
Vocabulary – match word & definition

1. capitalist economy
a) a society controlled by men
2. a suit
d) smart jacket and trousers (or skirt) of the same material
3. creativity
e) someone who causes problems
4. assessment
f) saying what is wrong with something
5. troublemaker
g) a worker who gives information to the public about wrong things at work
6. rebellious
h) a system based on owning things privately and making money
7. whistleblower
i) using imagination to create
8. patriarchy
9. being critical
Taking sides

1/ Stand up.
2/ Read the statements on the next slides.
3/ If you agree completely, stand against the wall to the right. If you disagree completely, stand against the wall to the left. Or stand somewhere between the two sides.
4/ Let’s do an example to see how it works: “London is the best city in the world.”
“School uniforms are good for children.”
"Exams are bad for children."
“It is a bad idea to teach children to disagree.”
“The main reason for school should be to prepare children for work.”
“The main reason for school should be to teach children to think, be creative and be critical.”
Discuss what you think - and why

1/ School uniforms are good for children.
2/ Exams are bad for children.
3/ It’s a bad idea to teach children to disagree.
4/ The main reason for school should be to prepare children for work.
5/ The main reason for school should be to teach children to think, be creative and be critical.
2 minutes – read and see what the text says: True, False or No Information

http://eewiki.newint.org/index.php/Education_-_change_it_completely%3F

1/ School uniforms are good for children.
2/ Exams are bad for children.
3/ It’s a bad idea to teach children to disagree.
4/ The main reason for school should be to prepare children for work.
5/ The main reason for school should be to teach children to think, be creative and be critical.
Now read again and, in pairs, put these ideas into the 2 columns:

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>creativity</td>
<td></td>
</tr>
<tr>
<td>Paulo Freire</td>
<td></td>
</tr>
<tr>
<td>capitalist economy</td>
<td></td>
</tr>
<tr>
<td>wearing suits and uniforms</td>
<td></td>
</tr>
<tr>
<td>free thinking</td>
<td></td>
</tr>
<tr>
<td>rebelling against authority</td>
<td></td>
</tr>
<tr>
<td>earning money</td>
<td></td>
</tr>
<tr>
<td>patriarchy</td>
<td></td>
</tr>
<tr>
<td>Britain’s history curriculum</td>
<td></td>
</tr>
</tbody>
</table>

Do you agree?
Why does it say children in Britain have to wear a uniform to school?
British children have to wear a uniform to school. So they get used to wearing what people tell them to wear.
What does this grammar mean – a, b or c?:

So they get used to wearing a uniform.

a) They wore a uniform in the past and don’t wear a uniform now.

b) It’s easy for them to wear a uniform at first, but it becomes more difficult.

c) It’s difficult for them to wear a uniform at first, but it gets easier.
Find and correct the errors with this grammar:

1/ When I moved to the UK, it was difficult to get use to driving on the left.

2/ I’m going to start working at night in a factory – I think it will be difficult to get used to sleep in the day.

3/ I cycle to work now. I hated it at first, but now I’m getting used.

4/ It took me a long time to got used to living in London, because everything’s different.
Corrections:

1/ When I moved to the UK, it was difficult to get used to driving on the left.

2/ I’m going to start working at night in a factory – I think it will be difficult to get used to sleeping in the day.

3/ I cycle to work now. I hated it at first, but now I’m getting used to it.

4/ It took me a long time to get used to living in London, because everything’s different.
How about you or your family/friends?

a) What are you/they getting used to **now**?
b) What did you/they get used to **in the past**?
c) What will you/they have to get used to **in the future**?

Write some sentences, then compare them with others.
Writing
In pairs, write a letter
To your grandchildren.
Tell them how you think education might change in the future.

Use “get used to + -ing” at least once in your letter.
Homework:

1) Read this argument – are exams bad for children?:
http://eewiki.newint.org/index.php/Argument:_are_exams_bad_for_children%3F

2) Read the original (more difficult) texts:
http://newint.org/sections/argument/2013/07/01/exams-argument/
http://newint.org/blog/2015/02/12/education-system-compliance/

3) And listen to the TED talk in the first text:
Ken Robinson said in his excellent Ted Talk ‘Do schools kill creativity?’ that schools make maths and science more important than developing our dramatic and creative sides. (see: https://www.youtube.com/watch?v=iG9CE55wbtY)