

# New Internationalist

The people, the ideas, the action in the fight for global justice

# Education



Intermediate  
New Internationalist  
Easier English  
ready lesson

# **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**

**2. a suit**

**3. creativity**

**4. assessment**

**5. troublemaker**

**6. rebellious**

**7. whistleblower**

**8. patriarchy**

**9. being critical**

**a) a society controlled by men**

**b) a way of finding out how much  
someone has learnt**

**c) difficult to control, against the  
authority**

**d) smart jacket and trousers (or skirt)  
of the same material**

**e) someone who causes problems**

**f) saying what is wrong with something**

**g) a worker who gives information to  
the public about wrong things at work**

**h) a system based on owning things  
privately and making money**

**i) using imagination to create**

# 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.”**

1/

**“School uniforms  
are good for  
children.”**

2/

**“ Exams are  
bad for  
children.”**

3/

**“It is 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.”**

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://ewiki.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:

Positive

Negative

- creativity
- Paulo Freire
- capitalist economy
- wearing suits and uniforms
- free thinking
- rebelling against authority
- earning money
- patriarchy
- Britain's history curriculum

Do you agree?

Look in the text again:

**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 **d** 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 **ing** 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>)

