**OUR SCHOOLING**

Цілі: вдосконалювати навички усного мовлення й читання; розвивати культуру спілкування й мовленнєву реакцію учнів; виховувати відповідальне ставлення до навчання.

Procedure

1. Warm-up

Do ex. 1, p. 44.

2. Speaking

Take turns asking and answering the questions about school systems in Ukraine and Great Britain. (Checking the homework)

3. Listening

Listen to the text and answer the questions.

1) Are public schools in Great Britain popular nowadays?

2) What opportunities do the children who study there have?

3) What peculiarities do British public schools have?

BRITISH PRIVATE EDUCATION

Seven per cent of British schoolchildren go to private schools called in­dependent schools. There are 2,400 independent schools and they have been growing in number and popularity since the mid-1980’s.

Parents pay for these schools, and fees vary from about 250 pounds a term for a private nursery to 3,000 pounds a term or more for a secondary boarding school. Most independent schools are called prep (preparato­ry) schools because they prepare the children for the Common Entrance Exam which they take at the age of 11. This exam is for entry into the best schools.

The most famous schools are called «public schools» and they have a long history and traditions. It is often necessary to put your child’s name on a waiting list at birth to be sure he or she gets a place. Children of wealthy or aristocratic families often go to the same public school as their parents and their grandparents. Eton is the best known of these schools.

The majority of independent secondary schools, including public schools, are single-sex, although in recent years girls have been allowed to join the sixth forms of boys’ schools. Independent schools also include reli­gious schools (Jewish, Catholic, Muslim etc.) and schools for ethnic minori­ties.

4. Speaking

Explain to the students that they’re going to do an activity involving discussion. Put them in pairs. Pass out the Handouts (one copy for every two students). Tell them to choose any topic that they want to discuss. After they have chosen their topics, they should discuss the questions and write one of their own. You should circulate, helping them with vocabulary, writ­ing down errors to go over later, clarifying the questions, and encouraging conversation.

After they have discussed the questions, working with the same part­ner, they should respond to at least one question for each topic. They should also write down their three best questions for others in the class to answer. As they’re writing their questions and answers, you should be circulating and guiding students to self-correct spelling and grammar mistakes.

HANDOUTS

|  |
| --- |
| Learning Languages What do you think the best way to learn vocabulary is? Tell your partner about it. Do you make a lot of mistakes when you speak English? Are there any mistakes you make often? Tell your partner about it. Now, think of your own question for this topic. |
| Schooling What is the role of schools in society? Tell your partner about it. Do private schools offer higher quality education or are they just prestigious? What do you think the advantages and disadvantages of state and private schools are? Tell your partner about it. Now, think of your own question for this topic. |
| Knowledge and education What’s the difference between knowledge and education? Tell your partner about it. Is all knowledge useful? Should people go straight from school to University, or do something different? Tell your partner about it. Now, think of your own question for this topic. |
| Getting a job Does education guarantee a good job? Tell your partner about it. Is it difficult for people without a college education to get good jobs where you live? Are college graduates smarter than people who did not go to college? Tell your partner about it. Now, think of your own question for this topic. |
| Necessary skills What are the skills that separate good students from bad students? Tell your partner about it. Can successful studying provide successful lifestyle in future? Were good grades important to you? Tell your partner about it. Now, think of your own question for this topic. |

5. Speaking

Do ex. 5, p. 44.

6. Summary

Do ex. 2, p. 44.

7. Homework

Choose any handout above to write an essay.

**WHY DO WE LEARN ENGLISH?**

Цілі: вдосконалювати навички читання, письма й усного монологічного мовлення; розвивати пізнавальні інтереси учнів; виховувати відповідальне став­лення до навчання, а також загальну культуру учнів.

Procedure

1. Warm-up

1) Do you like to study English?

2) What are your usual class activities during English lesson?

3) How long have you been studying English?

4) Did you study English at the primary school?

2. Listening

Listen to the dialogue and say if you had the same English activities when you were at the primary school? Did Jerry like to teach the kids? Why do you think so?

Jerry, an American volunteer, tells Kate about his first visit to a primary Ukrainian school.

Jerry. Hi Kate, how was your day?

Kate. Hi Jerry, I’ve been looking for you. Where have you been?

Jerry. I just had a very interesting experience. I spent the whole day with dozens of little children!

Kate. That sounds like fun.

Jerry. Yes, it was fun. but exhausting! Kids have so much energy. Kate. Where did you meet all these kids?

Jerry. At the primary school down the street. I visited some of their classes in the morning, then taught them some simple English in the after­noon.

Kate. English must be very difficult for them.

Jerry. Actually, they were very eager to learn. I was quite impressed. Kate. What did you teach them?

Jerry. One teacher gave me some sentences to practice. The kids love to repeat things out loud! Sometimes I shouted the sentences, and they shout­ed back at me. Other times I whispered, and they whispered back. They were very cute.

Kate. Yes, I can imagine.

Jerry. We also sang songs and played some English games together. Kate. That’s great. You know, when I was in primary school, we never had English lessons.

Jerry. How about in middle school?

Kate. We studied English, but only for a test. It wasn’t very practical. Jerry. Well, you’ve managed to learn English very well. I guess it’s be­cause you’re a «Super Student».

Kate. Ha ha ha. Not me! The kids you saw today seem to be much more «super» than I am. They’re the future of Ukraine.

Jerry. Yes, they are, so Ukraine must have a bright future! I won­der what this country will be like in 15 or 20 years when these kids are adults...

3. Speaking and writing

► Work in pairs.

Look through the list of the phrases below. Discuss it with your part­ner, complete the list with your own ideas and write some advice to the pu­pils from junior forms.

—    You’d better.

—    I used to be.

—    Always ask for advice if.

—    It is necessary.

—    It is also very important to make sure.

—    If there is too much information.

—    If there is a couple of days before exams.

—    Organize your time.

—    It is not a bad idea.

—    If you need some advice.

—    If I were you.

—    I think you’ll.

—    This will help.

—    Don’t give up.

—    In addition to all this.

Summarize your pieces of advice and present them to the class in a short repot.

4. Writing

Write the description of your school following the plan below.

✵  type

✵  building

✵  where it is situated

✵  kinds of classrooms

✵  number of pupils

✵  subjects you study

✵  kinds of out-of-school activities

Don’t forget to write what you prefer to study (science, humanities, math, literature, history, language and why) and if you participate in any out-of-school activities.

5. Summary

1) Do you participate in out-of-school activities in English?

2) Would you like to study any other foreign languages?

3) Will you future career require the knowledge of English? Why?

6. Homework

Write an essay following the plan below.

✵  Do you intend to study English when you finish school?

✵  What kind of career do you choose?

✵  Does your career require knowledge of English? Why?

✵  What are you going to do to master English?

**WHAT SCHOOL TEACHES?**

Цілі: вдосконалювати навички вживання граматичних часів і 1st Conditionals, навички читання й аудіювання; розвивати пізнавальні інтереси учнів; виховувати відповідальне ставлення до навчання, а також загальну культуру учнів.

Procedure

1. Warm-up

1) Why do you think it is that many children don’t like school?

2) What’s the most important thing a school should teach children?

3) What’s the most important thing you learnt at school?

2. Writing

Fill the gaps with the correct tenses.

1) I (learn) \_\_\_\_ English for seven years now.

2) But last year I (not / work) \_\_\_\_\_ hard enough for English, that’s why my marks (not / be) \_\_\_\_ really that good then.

3) As I (pass / want) \_\_\_\_ my English exam successfully next year, I (study) \_\_ harder this term.

4) During my last summer holidays, my parents (send) \_\_\_\_ me on a lan­guage course to London.

5) It (be) \_\_ great and I (think) I (learn) a lot.

6) Before I (go) \_\_ to London, I (not / enjoy) \_\_ learning English.

7) But while I (do) \_\_\_\_ the language course, I (meet) \_\_\_\_ lots of young people from all over the world.

8) There I (notice) \_\_ how important it (be) \_\_ to speak foreign languages nowadays.

9) Now I (have) \_\_\_\_\_ much more fun learning English than I (have) \_\_\_\_\_ before the course.

10) At the moment I (revise) \_\_\_\_\_ English grammar.

11) And I (begin / already) \_\_\_\_\_ to read the texts in my English textbooks again.

12) I (think)\_\_ I (do) \_\_\_\_\_ one unit every week.

13) My exam (be) \_\_\_\_\_ on 15 May, so there (not / be) \_\_\_\_\_ any time to be lost.

14) If I (pass) \_\_\_\_\_ my exams successfully, I (start) \_\_\_\_ an apprenticeship in September.

15) And after my apprenticeship, maybe I (go) \_\_ back to London to work there for a while.

16) As you (see / can)\_\_\_ , I (become) \_\_\_\_\_ a real London fan already.

Key: 1 have been learning; 2 was not working, were not; 3 want to pass, am going to study; 4 sent; 5 was, think, have learned; 6 went, had not en­joyed learning; 7 was doing, met; 8 noticed, is; 9 have, had; 10 am revising; 11 have already begun; 12 think, will do; 13 is, is not; 14 pass, will start; 15 will go; 16 can see, have become.

3. Listening

Listen to the text and do the task.

The University of East Anglia in Norwich is one of the seven so-called ’new universities’. It was founded in 1961, and had its first students in 1963. Since 1963 the University has grown fast.

UEA combines the traditional high standards of British universities with an imaginative approach to course design. The academic work of the University is based on thirteen Schools of Study. They are made up of sub­jects, which are connected with each other. The small group teaching has always been a feature of our courses.

UEA is beautifully situated in 270 acres of park and woodland outside Norwich. The main campus, University Plain, offers everything a student needs, within easy reach. The buildings are modern and have considerable architectural distinction.

The main academic building, known as the Teaching Wall, was de­signed by the well-known architect Sir Denys Lasdun. It was completed in 1972 and houses nine of our schools of study providing lecture and seminar rooms, offices, laboratories, common rooms and others.

Our oldest building, Earlham Hall, dates back to the sixteenth century. It houses the School of Law, and is located in Earlham Park a short walk from the main campus.

Our two most recent academic buildings the Climatic Research building and the Education building were opened in 1986. They are both designed by the young American architect Rick Mather.

At the centre of the campus is the Square, the main outdoor meeting place. Here students come between classes to talk, to refresh themselves with drinks, or simply to sit at the side of the pond and the little waterfall.

► True or false

1) The UEA includes seven universities.

2) The first students entered the UEA in 1961.

3) The UEA has 13 schools of study.

4) Each school of study is a combination of several subjects.

5) Students are taught in small groups.

6) The UEA is situated in the centre of Norwich.

7) The most schools of study are situated in the main building.

8) The main building is the oldest one.

9) The newest academic buildings are designed by a foreign architect.

10) The Square is the place where students usually meet.

Key: 1 F; 2 F; 3 T; 4 T; 5 T; 6 F; 7 T; 8 F; 9 T; 10 T.

4. Writing

Some friends are planning a party. Everybody wants to party, but no­body’s really keen on preparing and organizing the party. So everybody comes up with a few conditions, just to make sure that the others will also do something.

|  |
| --- |
| prepare hover tidy help clean play bring decorate move looks after make let be buy do cut peel organize mix give |

Complete the sentences with Conditional I and the words from the box.

1) If Caroline and Sue\_\_\_\_\_\_\_\_ the salad, Phil \_\_\_\_\_ the house.

2) If Sue \_\_\_\_ the onions for the salad, Caroline \_\_\_\_\_ the mushrooms.

3) Jane \_\_ the sitting room if Aaron and Tim \_\_ the furniture.

4) If Bob \_\_ up the kitchen, Anita \_\_ the toilet.

5) Elaine \_\_\_\_\_\_ the drinks if somebody \_\_\_\_\_ her carry the bottles.

6) If Alan and Rebecca \_\_\_\_\_\_ the food, Mary and Connor \_\_\_\_ the sandwiches.

7) If Bob\_\_\_\_\_\_\_\_\_\_\_\_ the barbecue, Sue \_\_\_\_\_ the guests in.

8) Frank \_\_ the DJ if the others \_\_ along their CDs.

9) Alan \_\_ the drinks if Jane \_\_ him some of her cocktail recipes.

10) If they all \_\_\_\_\_\_ their best, the party \_\_\_\_ great.

Key: 1 prepare, will decorate; 2 cuts, will peel; 3 will hover, move; 4 ti­dies, will clean; 5 will buy, helps; 6 organize, will make; 7 looks after, will let; 8 will play, bring; 9 will mix, gives; 10 do, will be.

5. Summary

What kind of discipline do you think there should be in schools?

6. Homework

What should be there at your school in order for pupils to study well? Write some sentences using Conditional I.