

This Unit takes continues the approach of discussing topics close to home. This time students get to talk about their school lives and compare them with school lives in other countries. Discussing and debating topics like this which are dear to the hearts of the students helps them to acquire the logical and objective skills needed to discuss issues on a wider scale, though still respecting the subjective aspects. The reading passage focuses on Finland, where OECD PISA (Programme for International Student Assessment) results similar to those of Korean students are achieved through a student-friendly “learning is doing” approach.

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Task 1 (Pairs)

- Students set up the learning schema by talking about their daily routines.

By asking each other “What time do you ...?” the topic of telling the time is also introduced. The teacher can explain the difference between various methods of telling the time, if wished, but this could take a long time and it would be more meaningful if those who are curious about this found out for themselves (and report back to the class). More importantly, whichever method is used should be authentic and correct. For example, “3 O’clock pm” is not acceptable.

Students can be encouraged to discover (for homework?) about ways of telling the time in English. This could be an interesting short-term project. They should (for example) discover that:

1. 12 noon is 12 pm and midnight is 12 am.
2. “O’clock” does not take am or pm.
3. In the UK, 12:15 is “a quarter past twelve”, 12:30 is “half past twelve” and 12:45 is “a quarter to one”.
4. In the US, 12:15 is “quarter after twelve”, 12:30 is “half twelve” and 12:45 is “quarter of one”.
5. Internationally, these times can also be called “twelve fifteen”, “twelve thirty”, and “twelve forty-five”.
6. The 24-hour clock does not take am or pm.
7. The 24-hour clock uses “hundred” instead of “O’clock”. For example: 13:00 = Thirteen hundred hours.

All these methods should be acceptable when performing Tasks 1, 2 and 3.

Task 2: Survey (Individuals)

- Students choose four actions from the table and write them in the spaces provided (A, B, C, D).
- They then ask 5 people what time they perform these actions.

This is an opportunity for students to walk around the class and talk to each other, collecting data as they do so.

It can be effective to let students proceed through the tasks on this page at their own speed. It doesn’t matter if some students finish Tasks 1 and 2 earlier than the others. They can get on with Task 3 and write about their days while the others are finishing Task 2.

Task 3: Diary (Individuals)

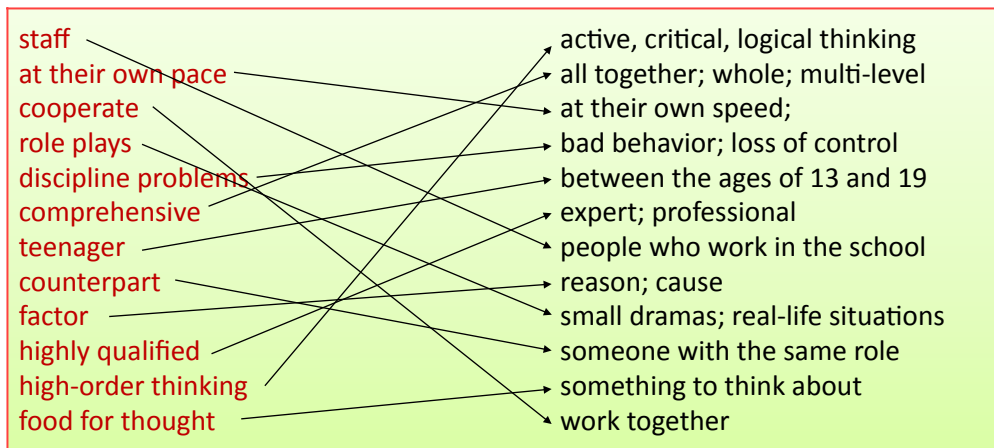
- Students write about their daily routines.

As mentioned above, it is not necessary for everyone to complete this Task, unless the teacher wants to assign it for homework. Everyone should work at their own speed and complete the tasks that are appropriate for their level of proficiency and their learning needs.

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Learning by Doing (pairs or groups)

- Students talk about the title.
- T: Play the audio CD (TRACK 27) and ask students to read the 4 paragraphs silently while they listen.
- T: Ask students to read the passage again together and discuss any vocabulary or idioms they don't know.
- While they read, students should [match the words and phrases](#) at the bottom of the page.



As in Units 1, 2 and 3, students can use “Classroom Language”.

Korea and Finland have both scored well above average on the OECD PISA surveys. However, their education systems are very different. Korean students are well aware of the test-based system they have to negotiate. It should therefore be interesting for them to find out about other countries which achieve similar results through a student centered, holistic approach.

Further Reading: The note at the bottom of the page reminds students about the extra reading passages and other resources on the online site.

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Comprehension Check (pairs or groups)

- Students answer the questions to confirm their comprehension of the reading passage.
- Students should by now be able to check their answers with each other. They might also like to try another method at this stage. How about reading the comprehension questions before the reading passage? Students could talk about the questions and see if they know any of the answers. This would promote curiosity about the topic. Then they could read the reading passage to satisfy their curiosity.

Answers:

1. A typical school day in Finland starts with children saying hello to all the staff.
2. Pupils choose the learning goals for the week with their teachers.
3. The passage doesn't tell us whether students all learn the same things.
4. Students do not sit at their desks all day. They walk around, collect information, ask the teacher for advice, and cooperate with other pupils.
5. Students do not have to remember lots of information.
6. Another word for 'students' in the reading passage is 'pupils'
7. One reason for the success of Finnish education is that Finnish teachers are highly qualified. Another reason is that pupils have only one teacher between the ages of 9 and 16. Thirdly, students learn by doing, and develop higher-order thinking skills.

Think for Yourself

Students think about their learning environment and how they would change it if they were Minister of Education. These questions prepare students for the following discussion page.

Background Information

This information here is about education around the world. Students should be interested to learn that they are privileged in being able to receive a full education. They might also like to find further facts about education around the world for themselves.

Page 60

Discussion (groups)

- Students read the **Conversation Strategies** at the bottom of the page.
- Then they read and do the instructions.
- Students discuss the questions, using the Conversation Strategies: "Giving information" and "Adding information".

These strategies are useful in structuring an argument. They are therefore useful in the first stage of debates, when each side gives its arguments about the proposition.

It can be helpful to ask students to use one conversation strategy phrase every time they speak.

It is not necessary for every group to get through all the questions. The value of this page lies in the discussion and exchange of ideas and students will progress through the questions at different rates. If they find a question that stimulates lengthy discussion, that is fine.

Suggested answers:

1. - My favorite school subject is English. I like it because it is so interesting. I also like to learn about English speaking countries and cultures.
- My favorite subject is Biology. I love studying about animals.
- My favorite subject is History. I like to learn about important events and great people.
2. - My favorite teacher is I like her because she is so kind.
- My favorite teacher is I like him because he is so experienced.
- My favorite teacher is I like her because she is my role model.
3. - I would like to learn about peace studies, though this is not taught at school. I think peace studies are very important at this time.

- I would like to learn about physical training, though this is not taught at school. I think physical training is important for everyone, at all ages.
- 4. - Yes, I do an extra-curricular activity. I go to chess club every Friday after school. I learn many things from playing chess. I also make many friends there.
- No, I do not do an extra-curricular activity. I don't have time to do anything except study. I have to go to hagwons after school every day.
- 5. - Yes, I agree with school uniforms. I think they give us a feeling of belonging to something. They are also good for students who cannot afford to buy lots of clothes.
- No, I do not agree with school uniforms. I think they take away our freedom to wear what we want to wear. They can also be very expensive.
- 6. - In my opinion the purpose of education is to make good citizens.
- In my opinion the purpose of education is to prepare us for life.
- In my opinion the purpose of education is to help us get a good job.
- In my opinion the purpose of education is to develop our thinking skills.
- I think we go to school to learn how to be good citizens.
- I think we go to school to learn how to read, write, and calculate.
- I think we go to school to learn from our teachers.
- 7. - I think that everyone should learn the same subjects at school. Teachers know what is best for us. They know which subjects we need to study. We should learn basic subjects like Math, English and History. Then we can choose advanced subjects in university.
- I think we should be able to choose our favourite subjects. Why should I have to learn something I don't like?
- Math is important because everyone needs number skills. English is important because it is a world language.
- Artistic subjects like Music, Art, Drama, Dance and Craftwork are important because they develop self-expression and creativity.
- 8. If I were the Minister of Education I would make many reforms in education. For example, I would change the examination system. I would make it more practical.
- 9. As far as I know, home schooling means studying at home and being taught by my parents. Sometimes parents get together and their children study together at home. The parents invite a teacher to teach all the children.
- Yes, I agree with home schooling. I don't want my child to be bullied at school. Also, home schooling lets my child have individual attention.
- No, I don't agree with home schooling. I think children should learn how to live with each other. I also think school is the best place to learn.

Page 61

Dialogue (pairs)

- Students read the instructions.
- They read the dialogue together, checking the vocabulary in the [Key Words and Expressions](#) box.
- The teacher plays Track 28 (CD-Rom).
- Students read the dialog again, changing roles.
- Students improvise their own role-play on the topic of "school".
- Finally, they answer the questions in the [Dialogue Quiz](#).

Dialogue Quiz

Answers:

1. Kevin isn't doing his homework because it's too boring.
2. He is watching reality TV instead?
3. - No, I don't think his father is angry.
- Yes, I think his father is angry.
4. Yes, I think his father wants to help Kevin.
5. "Don't put off till tomorrow what you can do today" means that we should do things as soon as possible. We never know if we will have time to do them later on.
6. - I like reality TV. I think it is exciting and it is real.
- I don't like reality TV. I think it is boring.

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Debate Corner (groups)

- Students in groups choose one of 4 propositions for their debate topic.
- They choose two students to give the "Pro" arguments, and two to give the "Con" arguments. If they have 5 members, then one student can be the Timekeeper.
- The rest of the page is taken up with suggested phrases.

These phrases take the debate to a further level, so this page can be used as a reference page for future use. When students begin the debate (page 63) they should use these phrases as often as possible.

Phrases are also given for the Timekeeper. If there is a 5th student in the group, then he/she can be valuable in terms of controlling the debate. Each speaker can be given 2 minutes (for example) and the Timekeeper can control this. At the end of the debate, the Timekeeper can decide whether the proposition has been accepted or rejected. If possible there can be a vote, perhaps of students in another group.

Debating is getting more structured now. If students can learn the phrases as they are presented in the Units, they will find the debates more and more enjoyable.

More phrases appear in Unit 8. Along with this page they can be referred to in future.

Page 63

Let's Debate! (groups of 4 or 5)

- Pro and Con students write three arguments and a conclusion on this page.
- The first speakers can simply write their arguments.
- The second speakers need to think about how they will disagree with the other team (see pages 55 and 62).
- The timekeeper should look at the phrases on page 62 and think about how to start and end the debate.

Let's Begin!

- The Timekeeper starts the debate using the phrases on page 62 and following the structure on this page.
- Speaker 1 of the Pro pair gives their three arguments, followed by speaker 1 of the Con pair.
- Speaker 2 of the Pro pair then disagrees with the Con pair and gives the Pro conclusion. Speaker 2 of the Con pair then does the same.

- Students should use the phrases on pages 55 and 62.

A shortened sample debate appears on the next page. Argument 1 is in favor of the proposition. Argument 2 is a sample rebuttal.

The debate is getting more structured now and the phrases more sophisticated. It will be worth spending time acquiring the phrases on pages 62 and 70 (Unit 8).

Page 64

Debate Samples

- Students listen to Track 29 on the CD-Rom.
- At the same time, they read the Debate Samples.
- They can try reading these out loud if they wish and practice using suitable stress and emphasis.

These Debate Samples model the phrases on page 62. They show Pro Speaker 1, Con Speaker 2 (rebutting Pro Speaker 1) and the Timekeeper.

This is a condensed role-play of the debate. However, Pro Speaker 2 and Con Speaker 1 are omitted. The sample goes from Pro Speaker 1 to Con Speaker 2, who rebuts Pro Speaker 1.

Students could try this as a role-play first, before making their own debate.

Levels of proficiency tend to vary significantly even in a streamed class of students. The teacher should therefore allow students to perform at their particular level. If reasoned argument is too difficult for the students, there are a number of alternatives:

1. They can be encouraged to do what they can, following the structure in this book, but using whatever language they can manage (such as a number of short sentences). In this case they need positive feedback and assistance.
2. They can read the sample debate as if it were Readers' Theatre.
3. There are a number of online debate sites where they can find sample arguments. For example: <http://idebate.org/debatabase>. There are many debates on this site, including ones similar to the ones in this book. Students having difficulty with making their own arguments can find arguments on this site and either memorize them or adapt them to their needs. This is not cheating; it is modeling. Many great artists learn their skill by copying the masters. Students can do the same and gradually learn how to make their own arguments.

Here are some more Argument Samples based on the other topics. First of all, based on the first motion: "Your school years are the best years of your life".

Pro Speaker 1: Yes, it is true that your school years are the best years of your life. Let me tell you why we agree with this proposition. First, we have no duties when we are young. All we have to do is study and play. Second, school days are when we make our lifelong friendships. Some married couples even meet at school. Third, we are young and full of life at this time. We don't have the cares of later life. I would love to go back to my school days.

Con Speaker 1: I disagree entirely. To begin with, school days are the most stressful time in our lives. We have to study all the time to pass endless tests. Second, we have to be in the same room with people we don't like. Sometimes we are bullied by them. Third, we have no freedom at school. We have to do what parents and teachers tell us. I don't want to return to my school days. I would rather forget all about them.

Now here are two Argument Samples based on the second motion: “Physical education and nutrition are more important school subjects than math and English”.

Pro Speaker 1: I support this motion for three reasons. I hope you will agree with me. To begin with, physical health and proper nutrition are being ignored these days in school. However, they are important for our lives. Second, studying for tests uses only mental energy. We need to make the body healthy in order to keep the brain active. As the saying tells us, “A healthy mind in a healthy body.” Third, few people know how to give their body the food it really needs. Also, they need to know what not to eat. This is an important part of education. To sum up, we cannot live healthy, active lives without these two subjects.

Con Speaker 1: I’m afraid I can’t agree. You are missing the point. Let me put you right. First, math and English are important for getting a job these days. Second, you can learn about nutrition later in life when you have a job. You can also do physical training at that time as well. When you are in school you need to focus 100% on study. Finally, your parents and your teachers take care of your physical education and your nutrition while you are at school. You don’t need to worry about it. Just pass the tests, go to a good university, and get a good job.

Now here are two Argument Samples based on the third motion: “Teachers should get more pay than doctors”.

Pro Speaker 1: This is an important motion and I support it for three reasons. To start with, teachers are the most important people in society. They educate the future politicians, doctors, engineers, scientists and everyone else. Second, teachers teach character education and life values. They help to produce good citizens. Third, teachers are role models and they show their students how to become good people and how to make a good society. We cannot have a healthy society without teachers. Everyone knows this.

Con Speaker 1: You can’t be serious! Everyone knows that doctors are more important than teachers. I’ll give you three reasons why. First, doctors deal with life and death. They help their patients stay alive. Teachers don’t do this. Second, doctors have to have a long period of study. They have to know everything about the human body. They have to be interns in hospital. It is not easy to be a doctor. Third, they keep the economy healthy by keeping the workers healthy. I could also mention that they see sick people every day and that can be very stressful. I think they deserve every penny, cent or won that they earn.