

General English For University Students **(GEfUS)**

Theme: Education
Systems of education
(Vocabulary for speaking)



Objectives of this lesson:

Students will be able to

- Understand the meanings of key vocabulary from the theme
- Pronounce target vocabulary accurately in isolation and in context
- Use a dictionary to help with pronunciation

Vocabulary for speaking:

A. Activating ideas:

- What do we call a school for both boys and girls?
- Mixed

- What about a school that's only for boys or girls?
- Single sex

- What do we call it when you stop studying a subject?
- Drop

Vocabulary for speaking:

B. Practising new vocabulary:

1.

1. A: sit

B: take

2. A: compulsory

3. A: nursery

4.

B: treated

Vocabulary for speaking:

B. Practising new vocabulary:

2.

- Why sit and take?
 - When both used with the word *examination*, have the same meaning.
- Compulsory: sth that must be done coz of a law or rule.
 - /kəm 'pʌlsəri/
- What does treat mean there?
 - To consider sth in a particular way, to pay for sth for sb's sake, **to behave in a particular way towards sb/sth**

Vocabulary for speaking:

C. Developing independent learning:

- it
- feet
- fill
- give
- eat
- read
- feel
- meat

General English For University Students (**GEfUS**)

Theme: Education
Systems of education
(Real-time speaking)



Why this lesson?

Students should

- Show an understanding of the discourse structure of a model for a talk on education
- Have practised sentences using correct sentence stress
- Have attempted a brief talk about education in your own country

Real-time speaking

A. Previewing vocabulary:

Listen to 1.18 and mention the number of syllables for each word.

Listen again (1.19) and repeat the words.

		1	2	3
a	after		v	
b	children			
c	level			
d	nursery			
e	primary			
f	secondary			
g	called			
h	exam			
i	school			
j	sixth			

Real-time speaking

A. Previewing vocabulary:

		1	2	3
a	after		√	
b	children		√	
c	level		√	
d	nursery			√
e	primary			√
f	secondary			
g	called	√		
h	exam		√	
i	school	√		
j	sixth	√		

Real-time speaking

B. Hearing a model:

Type of school	Age range	Exams at the end

Real-time speaking

B. Hearing a model:

- 1.** Listen to the first part and complete Table 1, 1.20

Real-time speaking

B. Hearing a model:

Type of school	Age range	Exams at the end
nursery	Three or four	Children do not take exams
primary	five	Most children don't take exams, but a few take the 11+ exam
secondary	twelve	Children take exams called GCSEs
sixth form	seventeen	Teenagers take A levels

Real-time speaking

B. Hearing a model:

2. Which school(s) he went to? Which exam(s) he took? Listen to 1.21

Real-time speaking

B. Hearing a model:

Type of school	Age range	Exams at the end
nursery	Three or four	Children do not take exams
primary ✓	five	Most children don't take exams, but a few take the 11+ exam
secondary ✓	twelve	Children take exams called GCSEs ✓
sixth form	seventeen	Teenagers take A levels ✓

Real-time speaking

B. Hearing a model:

3. How does the speaker organize his talk?

- The talk moves from the general to the specific. The information is given in chronological order.

4. Which tense does he use in each part of the talk? Why?

- The present simple tense is used for the first part (general info). The past simple is used for the second part (speaker's experience).

Real-time speaking

C. Practising a model:

- Key words are usually stressed, and stressed words are:
 1. louder
 2. slower
 3. higher in intonation

- Others such as prepositions and articles are usually unstressed, and unstressed words are:
 1. quieter
 2. faster
 3. lower in intonation

Real-time speaking

C. Practising a model:

- a. Britain has four kinds of school. They are nursery, primary, secondary and sixth form.
- b. Children don't take exams at nursery school.
- c. At four or five, they move to primary school.
- d. They stay there for six years and then they move to secondary school.
- e. Secondary school lasts five years.
- f. Children take exams called GCSEs at the age of 16.
- g. You can leave school after GCSEs or A levels. However, about 50 per cent of British teenagers go on to university.
- h. I didn't go to nursery school.
- i. I was good at primary school and I liked the teachers.
- j. I went to secondary school.

Real-time speaking

D. Producing a model:

1. Make some notes on:
 - The education in Kurdistan
 - Your own education
2. Give a short talk.

General English For University Students (**GEfUS**)

Theme: Education
Systems of education
(Learning new speaking
skills)



Why this lesson?

Students should be able to

- Discriminate between /ɪ/ and /i:/
- Demonstrate understanding of the organization of a talk on education
- Demonstrate understanding of the use of present and past tenses in a talk
- Use target language to practise sentences from a talk on education

Learning new speaking skills

A. Saying vowels

2. (p. 184: 1.21). Underline some words with the vowel sound /i/

Student: I didn't go to nursery school. I started primary school at five. I was good at primary school and I liked the teachers.

I didn't take the 11+ exam. I went to secondary school. I wasn't very good there and didn't like the teachers. Well, there was one good teacher. I took GCSEs and then A levels.

Then I decided to go to university.

Learning new speaking skills

A. Saying vowels

Student: I didn't go to nursery school. I started primary school at five. I was good at primary school and I liked the teachers.

I didn't take the 11+ exam. I went to secondary school. I wasn't very good there and didn't like the teachers. Well, there was one good teacher. I took GCSEs and then A levels.

Then I decided to go to university.

Learning new speaking skills

A. Saying vowels

2. (p. 184: 1.21). Mark some words with the vowel sound /i:/

Student: I didn't go to nursery**y** school. I started primary**y** school at five. I was good at primary school and I liked the te**ea**chers.

I didn't take the **e** 11+ exam. I went to secondary**y** school. I wasn't very good there and didn't like the teachers. Well, there was one good teacher. I took GCSEs and then A levels.

Then I decided to go to universit**y**.

Learning new speaking skills

B. Identifying a new skill (1)

1. Read **Skills Check 1**.

- What is the best organization in English?
 - (general facts then personal experiences)
- What is the best organization in each paragraph?
 - (chronological)
- What does *chronological* mean?
 - (earliest to latest)

B. Identifying a new skill (1)

3. Mark each sentence either G or P.

		Children learn a lot about themselves in Drama.
G		Drama is very important subject.
P		I took Drama for GCSE.
		I got a good pass in the examination.
		I was the main person in one of the plays.
		I wasn't very good, but I had a lot of fun.
		Most secondary schools in Britain have Drama classes.
		Some children take examinations in Drama at GCSE or A level.
		We did a lot of drama games, and we put on a play every term.

Learning new speaking skills

B. Identifying a new skill (1)

G		Children learn a lot about themselves in Drama.
G		Drama is very important subject.
P		I took Drama for GCSE.
P		I got a good pass in the examination.
P		I was the main person in one of the plays.
P		I wasn't very good, but I had a lot of fun.
G		Most secondary schools in Britain have Drama classes.
G		Some children take examinations in Drama at GCSE or A level.
P		We did a lot of drama games, and we put on a play every term.

B. Identifying a new skill (1)

4 & 5. Number the G sen. and P sen. in a logical order.

G		Children learn a lot about themselves in Drama.
G		Drama is very important subject.
P		I took Drama for GCSE.
P		I got a good pass in the examination.
P		I was the main person in one of the plays.
P		I wasn't very good, but I had a lot of fun.
G		Most secondary schools in Britain have Drama classes.
G		Some children take examinations in Drama at GCSE or A level.
P		We did a lot of drama games, and we put on a play every term.

B. Identifying a new skill (1)

4 & 5. Number the G sen. and P sen. in a logical order.

G	2	Children learn a lot about themselves in Drama.
G	1	Drama is very important subject.
P		I took Drama for GCSE.
P		I got a good pass in the examination.
P		I was the main person in one of the plays.
P		I wasn't very good, but I had a lot of fun.
G	3	Most secondary schools in Britain have Drama classes.
G	4	Some children take examinations in Drama at GCSE or A level.
P		We did a lot of drama games, and we put on a play every term.

Learning new speaking skills

B. Identifying a new skill (1)

G	2	Children learn a lot about themselves in Drama.
G	1	Drama is very important subject.
P	1	I took Drama for GCSE.
P	5	I got a good pass in the examination.
P	3	I was the main person in one of the plays.
P	4	I wasn't very good, but I had a lot of fun.
G	3	Most secondary schools in Britain have Drama classes.
G	4	Some children take examinations in Drama at GCSE or A level.
P	2	We did a lot of drama games, and we put on a play every term.

Learning new speaking skills

C. Identifying a new skill (2)

1. Read **Skills Check 2**.

- Which tense do we use for general facts?

- present simple

-Which tense do we use for events in the past?

- past simple

Learning new speaking skills

C. Identifying a new skill (2)

2. Look at the extract in Exe B, and find all present and past verbs

Present simple	Past simple
Learn	Took
Is	Got
Have	Was
Take	Did

Learning new speaking skills

D. Rehearsing a new skill

Key words

Drama / important

Children learn / themselves

Secondary schools / Drama classes

Learning new speaking skills

E. In a real-world task

Make a few sentences about this topic:

Popular subjects at school in Kurdistan and my favorite subject.

Remember: **organization** and **tenses**!

8 sentences

4 General

4 Personal