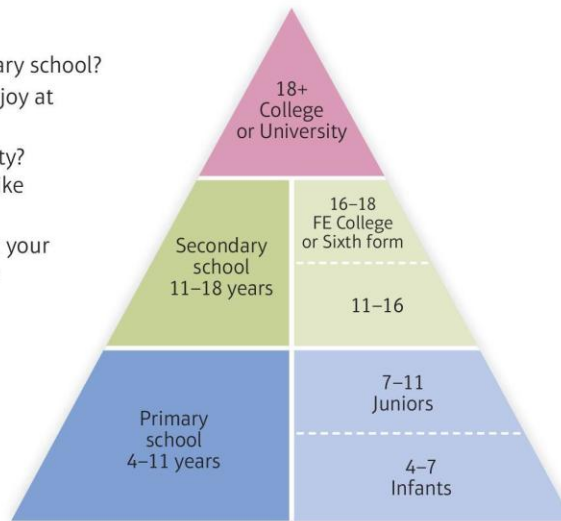


# PHOTO BANK

## Lesson 4.2 EDUCATION

### 1 Answer the questions.

- 1 Where did you go to primary school?
- 2 Which subjects did you enjoy at secondary school?
- 3 Have you been to university? What did you/would you like to study?
- 4 Is the education system in your country similar to the one in England?



State Education in England



maths



physics



chemistry



biology



geography



history



languages



art



design and technology



PE (Physical Education)



IT (Information Technology)



RE (Religious Education)



drama

## VOCABULARY

### EDUCATION

- 1** Work in pairs. Discuss the subjects in the box. Which subjects did you like at school? Were there any subjects you didn't like? Why/Why not?

maths science history literature art  
 languages IT (information technology)

▷ page 154 **PHOTOBANK**

- 2 A** Complete the phrases with the verbs in the box.

make wear do/take give play study

- 1 \_\_\_\_\_ art/music  
 a foreign language  
 online
- 2 \_\_\_\_\_ sport  
 games  
 a musical instrument
- 3 \_\_\_\_\_ mistakes  
 friends
- 4 \_\_\_\_\_ a test  
 exams
- 5 \_\_\_\_\_ a performance
- 6 \_\_\_\_\_ a school uniform

**B** Which of the things above did you do at school? Did you enjoy them? Write (+), (-) or (?) (no experience), next to each one.

**C** Work in pairs and compare your answers. Who enjoyed their school experience more?

## READING

- 3 A** Work in pairs. Discuss. Who was your favourite/least favourite teacher at school? Why? Were your teachers traditional in their approach to teaching? Do you think this was good or bad?

**B** Read the text. Match paragraphs 1–3 with topics a)–c) below.

- a) making mistakes is OK
- b) a school where students make the decisions
- c) children watch videos outside class

**C** Read the text again. Discuss. Which of the ideas in the text do you think is the best? Which is the worst? Would these methods work in your country?

## ARE TRADITIONAL WAYS OF LEARNING

# *the best?*

Read about some alternative schools of thought ...

### 1 THE ALTERNATIVE SCHOOL

The Alternative School, in Lancashire, UK, offers a different type of schooling for young people who are having problems in mainstream education. The school offers an innovative and interesting educational programme, which is designed specifically for the individual. Students can decide when they come to school, and which subjects they want to study. They don't have to come to school every day. They can choose to start with just a few hours a week. The school uses an 'open door' policy where students are allowed to leave lessons if they are bored or unhappy.

### 2 THE FLIPPED CLASSROOM

Many classrooms around the world are adopting a flipped classroom approach. This learning model switches classroom learning and homework. In a traditional classroom, the teacher explains the lesson to the students in the classroom, and the students study homework outside class, where they have to work on their own, and can't ask anyone for help. So, in a flipped classroom, children can watch a video of their teacher giving a lecture on the subject at home. They don't have to do any written work. When they come back to the classroom, they have to do the more traditional exercises, but they can ask the teacher or their classmates for help if they don't understand.

### 3 STARTING YOUNG

A child learning music with the Suzuki method has to start as young as possible. Even two-year-old children can learn to play difficult pieces of classical music, often on the violin. They do this by watching and listening. They learn by copying, just like they learn their mother tongue. The child has to join in, but doesn't have to get it right. 'They soon learn that they mustn't stop every time they make a mistake. They just carry on,' said one Suzuki trainer. The children have to practise for hours every day and they give performances once a week, so they learn quickly. 'The parents must be involved too,' said the trainer, 'or it just doesn't work.'



## GRAMMAR

## CAN, HAVE TO, MUST

4 Read sentences 1–6 and put the verbs in bold in the correct place in the table.

- 1 Students **can** decide when they come to school.
- 2 (The students) **can't** ask anyone for help.
- 3 They **have to** do the more traditional exercises.
- 4 At *The Alternative School*, you **don't have to** come to school every day.
- 5 They **mustn't** stop every time they make a mistake.
- 6 The parents **must** be involved, too.

possible/allowed	not possible/not allowed
<i>can</i>	
necessary	not necessary

▷ page 134 LANGUAGEBANK

5 A Complete the text with *have to/don't have to, must/mustn't, can/can't*. There may be more than one possible answer.

## Do I have to? go to school today?

They <sup>1</sup> \_\_\_\_\_ (not necessary) wear a uniform, and they <sup>2</sup> \_\_\_\_\_ (not necessary) wait for the school bus. These are two of the advantages of being home-schooled. But there are more. 'You <sup>3</sup> \_\_\_\_\_ (possible) choose which subjects you want to study,' says Jasmin, aged fourteen. 'You <sup>4</sup> \_\_\_\_\_ (necessary) work hard, but you <sup>5</sup> \_\_\_\_\_ (possible) choose to work when you feel like it.' Jasmin is one of 55,000 children in the UK who doesn't go to school. She stays at home for her education, and she's much happier. 'School is all about rules: you <sup>6</sup> \_\_\_\_\_ (necessary) be at school at 8.30a.m., you <sup>7</sup> \_\_\_\_\_ (not allowed) wear trainers, you <sup>8</sup> \_\_\_\_\_ (not allowed) use your mobile phone in class, etc. I prefer being at home.' Jasmin's mother, Terry, educates her four children at home. 'Some people think that children who study at home <sup>9</sup> \_\_\_\_\_ (not allowed) go to the exams and get the same qualifications, but they <sup>10</sup> \_\_\_\_\_ (allowed), and they do!'

B ▷ 4.4 WEAK FORMS: *have to* Listen and check.

C Listen and notice the pronunciation of *have to* /hæftə/.

D Listen again and repeat.

6 Work in pairs. Discuss two or three similarities and differences between home-schooling and going to a normal school. Do you think home-schooling is a good idea? Why/Why not?

## SPEAKING

7 Work in pairs. Read the statements. Are the rules the same or different in your country? Do you think this is a good or a bad idea? Discuss.



- 1 In the UK, children have to learn a foreign language at school.
- 2 In the UK, you can take exams in art, cooking and sport at school.
- 3 Children in Thailand have to sing the national anthem in the morning.
- 4 In Singapore, children must learn most subjects (maths and science) in English.
- 5 In France, children don't have to wear uniforms to school.
- 6 In Japan, children mustn't be late for school, or they can't get in.
- 7 In Spain, children don't have to eat at school. They can go home for lunch.
- 8 In the UK, children can eat a vegetarian meal at lunch.
- 9 Children in Poland must repeat the year if they fail their exams.



## 4.2 **can, have to, must**

Use modal verbs *can/can't, have to/don't have to, must/mustn't* to talk about present obligation.

Use *can* to talk about something which is possible/allowed.

*You **can** use dictionaries during the exam.*

Use *can't* to talk about something which is not possible/allowed.

*You **can't** park here.*

Use *must/mustn't/have to* to talk about rules or things that are necessary.

*We **have to** study for our exam.*

*You **must** return the books to the library before Friday.*

*You **mustn't** chew gum in the classroom.*

Use *don't have to* to talk about something that is not necessary (but it is possible/allowed).

*We **don't have to** be there until eight o'clock.* (But we can get there earlier if we want to.)

Use *he/she has to* in the positive, and *he/she doesn't have to* in the negative.

*She **has to** pay for the exam.*

*He **doesn't have to** do any extra work.*

### 4.2 **A Underline the correct alternative.**

- 1 We *have to/has to* get up early to catch the train.
- 2 Children *can't/can* stay with their parents if they are very quiet.
- 3 I'm afraid I *can't/must* leave work early. It's not allowed.
- 4 They *have to/don't have to* put a notice on the door so you know which room to go to.
- 5 You *can/don't have to* park your car here. It's free on Saturdays.
- 6 You *mustn't/have to* smoke in the office. It's against the law.
- 7 You *can't/have to* leave your coat on the floor. Hang it up!
- 8 We *must/don't have to* worry about transport. A taxi will take us to the airport.

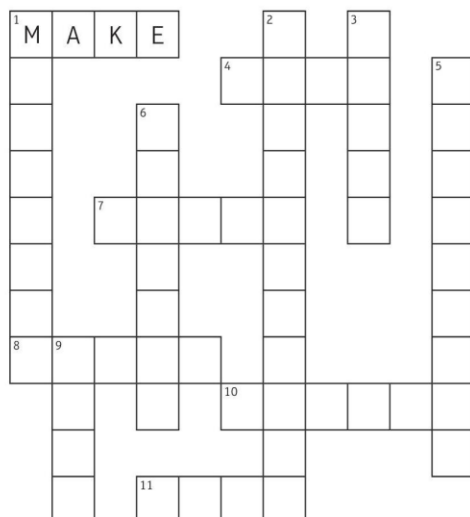
### **B Complete the sentences with *can/can't, have to/don't have to* or *must/mustn't*.**

- 1 You \_\_\_\_\_ leave the room when you have finished the exam. (it's allowed)
- 2 We \_\_\_\_\_ book a table. That restaurant is never busy on Mondays. (it's not necessary)
- 3 You \_\_\_\_\_ log in using your PIN number. (it's necessary)
- 4 You \_\_\_\_\_ eat as much as you like. (it's allowed)
- 5 Sadie \_\_\_\_\_ bring extra clothes. I have got lots here. (it's not necessary)
- 6 You \_\_\_\_\_ wear jeans in the nightclub. (it's not allowed)
- 7 Harry \_\_\_\_\_ work on his pronunciation. (it's necessary)
- 8 You \_\_\_\_\_ do that. It's illegal! (it's not allowed)

## VOCABULARY

### EDUCATION

1 Read the clues and complete the crossword.



#### Across

- 1 One of the best things about going to university is that you make a lot of new friends.
- 4 On Friday, we have to do a \_\_\_\_\_, so I need to learn the vocabulary.
- 7 I'd love to play the \_\_\_\_\_, but our flat is too small to have one – so I play the guitar instead!
- 8 At my school we play a lot of \_\_\_\_\_. It keeps us fit.
- 10 I don't study \_\_\_\_\_ very often because I don't have internet access at home.
- 11 I have to \_\_\_\_\_ an exam at the end of the year.

#### Down

- 1 I don't like speaking French because I make a lot of \_\_\_\_\_.
- 2 At the end of the year all the students give a \_\_\_\_\_.
- 3 When you \_\_\_\_\_ art, you learn about painters like Picasso and Salvador Dalí.
- 5 I'd like to study foreign \_\_\_\_\_ like Russian and Spanish.
- 6 At school we didn't have to wear a \_\_\_\_\_. We wore our own clothes.
- 9 Every week we \_\_\_\_\_ games like tennis or netball.

## GRAMMAR

### CAN, HAVE TO, MUST

2 Read the advertisements and complete the conversations with *can, can't, have to or don't have to*.

#### LEARN TO PLAY MUSIC – BEGINNERS' CLASS

Always wanted to play the drums? Or the guitar? Want to try the piano? Come and join us for fun music lessons. Try any instrument you want, and we'll help you learn to play. No previous experience necessary. We supply the instruments, so you don't need to bring your own. Children and adults welcome.

#### Conversation 1

- Susan:** Hi. I'd like to come to the beginners' music class. Do I <sup>1</sup> *have to* be able to play an instrument?
- Teacher:** No, you <sup>2</sup> \_\_\_\_\_ play an instrument. You <sup>3</sup> \_\_\_\_\_ choose your instrument here, and we'll help you to learn.
- Susan:** <sup>4</sup> \_\_\_\_\_ I come to a lesson first to see if I like it?
- Teacher:** Well, I'm afraid you <sup>5</sup> \_\_\_\_\_ come to the lessons unless you sign up for the whole course.
- Susan:** OK. <sup>6</sup> \_\_\_\_\_ I bring children?
- Teacher:** Yes, you <sup>7</sup> \_\_\_\_\_. Children love it.
- Susan:** Do I <sup>8</sup> \_\_\_\_\_ bring my own instrument?
- Teacher:** No, we have instruments here you <sup>9</sup> \_\_\_\_\_ use.

#### Join our Arabic language and culture course

Full price: £180 Reduced rates for students: £130

Just come along to the first class. No need to register first, just bring an enrolment form with you. Pay after the class if you wish to enrol.

#### Conversation 2

- Student:** I'm a student. How much do I <sup>1</sup> \_\_\_\_\_ pay?
- Secretary:** It's a reduced rate, so you only <sup>2</sup> \_\_\_\_\_ pay £130.
- Student:** Do I <sup>3</sup> \_\_\_\_\_ register first?
- Secretary:** No, you <sup>4</sup> \_\_\_\_\_ to register. You <sup>5</sup> \_\_\_\_\_ come along to the first class. If you like the class, you <sup>6</sup> \_\_\_\_\_ complete the form at the end of the lesson.
- Student:** <sup>7</sup> \_\_\_\_\_ I pay by cheque?
- Secretary:** Yes, you <sup>8</sup> \_\_\_\_\_ pay by card or cheque on the night.

3 A 4.1 Listen and complete the sentences.

- 1 How much \_\_\_\_\_ pay?
- 2 \_\_\_\_\_ park here?
- 3 \_\_\_\_\_ visit her before we leave.
- 4 \_\_\_\_\_ stay in this hotel.
- 5 \_\_\_\_\_ wear that!
- 6 \_\_\_\_\_ tell anyone.

B Practise saying the sentences.



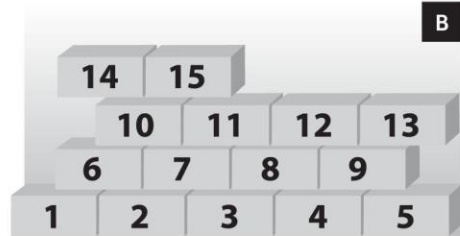
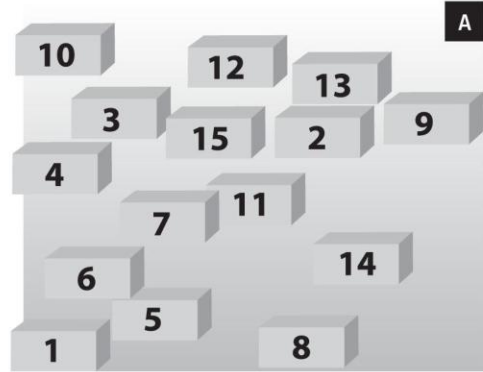
- 4 A** Rewrite the sentences. Replace the underlined words with phrases with *can/can't*.
- You are not allowed to have your mobile phone switched on.
  - You have to register before it's possible to use the site.
  - I'm afraid it isn't possible for her to speak to you at the moment.
  - It's OK to use my computer if you want to.
- B** Rewrite the sentences. Replace the underlined words with *have to/don't have to* or *must/mustn't*. There may be more than one possible answer.
- It's necessary to be good at foreign languages if you want to learn Mandarin.
  - It's important to be there on time or they won't let us in.
  - It isn't necessary for us to have a licence to fish here.
  - It's important that you don't tell him I'm here.
- 5** Look at the exam rules and complete the conversation with *can/can't*, *have to/don't have to* or *must/mustn't*. There may be more than one possible answer.

EXAM RULES	
mobile phones	X
talk to other students	X
arrive on time	✓
eat/drink in the examination room	X (but water OK)
have a dictionary	✓

**Teacher:** Are there any questions?  
**Dan:** Yes. <sup>1</sup> Can we bring our mobile phones into the room?  
**Teacher:** No, you <sup>2</sup> \_\_\_\_\_. You <sup>3</sup> \_\_\_\_\_ turn them off and leave them outside in your bag.  
**Julie:** Is it OK to eat during the exam?  
**Teacher:** No. You <sup>4</sup> \_\_\_\_\_ have a bottle of water, but you <sup>5</sup> \_\_\_\_\_ have anything else to eat or drink.  
**Marco:** Do we <sup>6</sup> \_\_\_\_\_ leave our dictionaries in our bags?  
**Teacher:** No, you <sup>7</sup> \_\_\_\_\_ bring dictionaries into the examination.  
**Dan:** What happens if we arrive late?  
**Teacher:** You <sup>8</sup> \_\_\_\_\_ arrive on time or you <sup>9</sup> \_\_\_\_\_ come into the examination room.  
**Julie:** <sup>10</sup> \_\_\_\_\_ we talk to other students?  
**Teacher:** No. You <sup>11</sup> \_\_\_\_\_ talk at all during the examination. Now, does everybody understand? Is everything clear?

**LISTENING**

- 6 A** 4.2 Listen to the first part of an interview about different types of learner. Match the pictures with the types of learner.



- Picture \_\_\_\_: holist – learns lots of information about a topic, but in no particular order
- Picture \_\_\_\_: serialist – learns things in sequence from the bottom up

**B** 4.3 Listen to the second part of the interview. Are the sentences about serialists (S) or holists (H)?

- This learner likes to understand detail. \_\_\_\_\_
- This learner reads instructions before using a new piece of equipment. \_\_\_\_\_
- This learner might read a chapter from the middle of a book first. \_\_\_\_\_
- This learner makes a careful plan before writing. \_\_\_\_\_
- This learner reads around the topic and makes lots of notes before writing. \_\_\_\_\_

**C** Circle the correct option to complete the statements.

- Students
  - are always either serialists or holists.
  - often use both serialist and holist approaches.
- Serialists like to learn things
  - in the correct order.
  - in any order.
- A holist likes to have an idea of the 'big picture' and
  - doesn't worry about detail.
  - thinks that the detail is very important.

**Resources:**

Students Book - **Speakout 2ed Pre Intermediate**. Spadar Valdemar.

Work Book - **Speakout 2ed Pre Intermediate**. Spadar Valdemar.