

4.1 Dominoes

maths	interesting	maths	easy	science	hard
science	good	English	bad	English	important
my language	difficult	my language	useful	technology	serious
technology	interesting	physical education	interesting	physical education	easy
art	hard	art	good	music	bad
music	important	geography	difficult	geography	useful
history	serious	history	interesting	computing	useful
computing	important	literature	serious	literature	interesting

What do you really think? Discuss these questions in your groups. Prepare to present your ideas to the class!

- 1 What are the most important skills to learn in school?
- 2 What subjects are the most difficult and why?
- 3 What two new subjects would you introduce to your school? Why?
- 4 What two subjects would you stop having in your school? Why?
- 5 How will schools be different in the future?

4.2 What we think about education

Private schools are better than public schools.	Getting good grades is the most important thing to do at school.	We should not have to study maths and science.	Maths and languages are the most important subjects at school.
Teenagers are better at learning than young children.	Music and art are just as important as science and maths.	We don't do enough physical activity at school.	School subjects should be more practical and focused on work and getting a job.
In the future, more schools will be online and we will learn by watching videos and doing online exams.	School now is more fun than it was for our parents. It was more serious then.	For me, explaining something by speaking is easier than writing about it.	Project work is more effective than traditional ways of learning.
Travelling and experiencing things out of school is just as educational as going to school.	We should have longer summer holidays.	We should learn more computer skills and fewer traditional subjects.	Learning something new by doing it is easier than learning by reading about it.
Your idea ...	Your idea ...	Your idea ...	Your idea ...

AGREE	AGREE	AGREE	AGREE
DISAGREE	DISAGREE	DISAGREE	DISAGREE

3.2 Let's do something!

Activity

Group work: organize an event for a group of people

Aim

To plan and describe an event for different groups of people

Language

Expressions for giving opinions, asking follow-up questions, explaining ideas

Time

30–45 minutes

Preparation

Make a copy of the worksheet for each group.

Procedure

- Start by eliciting from students different groups of people in their town/city who sometimes get help from other people, e.g. retired people, children, homeless people. What problems do these people have and what might make them happier?
- Put students into groups of three or four and ask them to read the first part of the worksheet and decide which group of people to help. (Step A) If they want to choose Group D, they should check with you whether it is appropriate.
- Ask students to work through the questions (Step B) and monitor to feed in vocabulary. Encourage students to use online dictionaries if they have access. Give them about fifteen minutes for this step.
- When students have finished Step B, reorganize the groups so that the students are working with different partners. (One way of doing this is to assign a letter to each student in the groups, i.e. A, B, C, D, and then ask them to regroup so that all the As work together, all the Bs, etc. If these groups are then too large, you can split them in half.) Tell students to use the expressions in the Useful language boxes on pages 42–43 of their books to help them here, and demonstrate an exchange (Step C), e.g.
A: *We believe that older people often need company so we're organizing an afternoon dance for them.*
B: *While I agree with you that they often need company, some of them might not be active enough to dance.*
Encourage students to discuss and ask questions about each other's ideas. Give them about fifteen minutes for this stage.
- When they have finished this stage bring the whole class together and ask students to tell the class what ideas they liked and why. (Step D)

4.1 Dominoes

Activity

Pair or group work: speaking

Aim

To compare things related to education

Language

Comparative and superlative adjectives, comparative forms

Time

30–45 minutes

Preparation

Make a copy of the domino cards and the questions for each group. Cut the domino cards up so that you have a set for each pair/group.

Procedure

- Revise the different forms for comparisons. Refer students to pages 46, 47, 50 and 134 in their books.
 - Tell students that they have to make comparative sentences using the subject and adjective on the cards, e.g. *English is better than science because you don't have to do experiments.* (For my language they use their own language.)
 - Hand out the cards to the pairs or groups. If students are in pairs, they should take half the cards each. If they are in groups, each player should have the same number of cards.
 - They toss a coin or similar to decide who goes first and then play dominos. Player A puts a card on the table, and then Player B puts down a card with a different subject next to it, e.g.
- | | | | |
|-------|-------------|-----------|-----------|
| maths | interesting | geography | difficult |
|-------|-------------|-----------|-----------|
- Player A then makes a comparison between maths and geography using the adjective between the subjects, i.e. *interesting*. If they make a correct comparison, they take their card back and put it aside. If they can't make a correct comparison (you can give a time limit here), their card is put into a separate pile.
- Then Player C puts down a card next to *geography / difficult*, with a different subject, and Player B makes a comparative sentence with the adjective between them, i.e. *difficult*. The game continues around the group until all the cards have been used once.
 - Clarify the rule that students cannot play a card if the subject is the same:

English	bad	English	important
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English is worse than English because it is more important.

- The student with the most cards at the end is the winner. They can repeat the game as many times as they want.
- Afterwards, hand out the questions to groups and ask them to share their real opinions. Tell them that after they have finished they will tell the class some of the things they said so they should be ready to do that.
- Ask one or two people from each group to ask another group what they discussed for one of the questions, e.g. *What did you say for number 1?*

4.2 What we think about education

Activity

Pair or group work: card game – agree or disagree

Aim

To give opinions about education

Language

Vocabulary related to education

Time

30–45 minutes

Preparation

Make a set of discussion cards for each group of students and an 'agree' and a 'disagree' card for each student. There are empty boxes if you want to extend the activity. (See Fast finishers below.)

Procedure

- Students work in groups of three or four. The aim of the game is to predict other people's opinions on statements about education.
- Demonstrate the activity with a student before you hand out the cards. Give the student an 'agree' card and a 'disagree' card. Then turn over a statement card and read it aloud. Tell the student to guess if you agree or disagree with the statement on the card. They should then put the card they choose face down on the table. Tell the student if you agree or disagree and give a reason, and then turn up the card the student placed on the table. If the student guessed correctly, they get a point. The student then takes a turn to read out the next statement card and you have to guess their opinion. The goal is to get as many points as possible.
- Put students into groups of three or four and give each group a set of statement cards and enough 'agree' and 'disagree' cards for each student in the group. Ask one student in each group to keep score. Allow about 20–25 minutes for the game.
- After they finish the game, each group should choose up to eight statements and adapt them to make them true for their opinions, e.g. *Private schools are worse than public schools* or *Private schools are not always better than public schools*.

Fast finishers

If one group finishes before the others, give them the four 'Your idea ...' cards and ask each student to write their own statement about education. They can then continue to play the game with the new statements.