

6.1 For and Against

<p>It's not what you know, it's who you know.</p> <p>English saying</p>	<p>Education is the passport to the future, for tomorrow belongs to those who prepare for it today.</p> <p>Malcolm X</p>	<p>Education is what remains after one has forgotten what one has learned in school.</p> <p>Albert Einstein</p>
<p>The roots of education are bitter, but the fruit is sweet.</p> <p>Aristotle</p>	<p>The goal of education is not to increase the amount of knowledge but to create the possibilities for a child to invent and discover, to create men who are capable of doing new things.</p> <p>Jean Piaget</p>	<p>Everyone who remembers his own education remembers teachers, not methods and techniques. The teacher is the heart of the educational system.</p> <p>Sidney Hook</p>
<p>There is no end to education. It is not that you read a book, pass an examination, and finish with education. The whole of life, from the moment you are born to the moment you die, is a process of learning.</p> <p>Jiddu Krishnamurti</p>	<p>Democracy cannot succeed unless those who express their choice are prepared to choose wisely. The real safeguard of democracy, therefore, is education.</p> <p>Franklin D. Roosevelt</p>	<p>Attitude is more important than the past, than education, than money, than circumstances, than what people do or say. It is more important than appearance, giftedness, or skill.</p> <p>Charles R. Swindoll</p>
<p>The highest result of education is tolerance.</p> <p>Helen Keller</p>	<p>The greatest education in the world is watching the masters at work.</p> <p>Michael Jackson</p>	<p>Good manners will open doors that the best education cannot.</p> <p>Clarence Thomas</p>

6.2 Rules and Regulations

Soccer	School	Driving	Tennis	Dress codes at work
Voting	Housework	Golf	The law	Town planning
Tax	Social media	Chess	Banking	Exams and assessment

6.1 For and Against

Aim

To practice spoken fluency

Language

Phrases for agreeing and disagreeing

General vocabulary connected to education

Time

Approximately 30 minutes, including Extension

Preparation

Either one worksheet for each group of four to six, cut up, or one for you to dictate the quotes

Procedure

- Put students into groups of four to six. Ask each group to divide themselves into As and Bs. Ask all the As to raise their hands and then all the Bs.
- Hand out the sets of quotes to each group, face down. They can be shuffled or placed in any order. Or read them out loud if you prefer.
- Students pick up the first quote. They have two or three minutes to discuss what it means and debate it: the As must argue against it and the Bs must argue for it.
- When the time is up, stop the discussion and ask them to pick up the next quote, but this time they should exchange roles so As argue for and Bs argue against.
- Continue like this until they have discussed all the quotes or you have had enough.
- As they are talking, go around the class and notice any errors, when they use L1, or when they don't know a word in English. Give help, but also write these points down to teach the whole class at the end of the activity.
- You might also give some feedback and teach students some useful language in between rounds.

Extension

- Ask the groups to discuss which quote they think was the best and which was the worst. Ask different groups for their ideas.
- Ask students to research quotes on a topic such as love, war, or sports and write them on the board for the class to discuss.

6.2 Rules and Regulations

Aim

To practice modal verbs for permission and obligation

Language

Modal verbs and a variety of phrases for talking about rules

Making suggestions and persuading

Talking about the rules of specific activities

Time

Approximately 30 minutes, including Extension

Preparation

One set of cards for each pair of students, cut up

Procedure

- Say that students are going to come up with a series of new rules to improve a variety of areas of life. Put students in pairs and give a set of cards face down to each pair. They have one minute to think of a new rule or a rule change for each item on the cards and write it down. If they have more than one idea, they decide on the best.
- Time the activity and stick to one minute per card.
- As students are talking, go around and notice errors, difficulties, or where they use L1. Give help.
- After fifteen minutes, stop the activity and put students into groups of four. They now compare the rules or rule changes that they wrote and choose the best in each case.
- When one or two groups are finished, stop the activity. At this stage, you could:
 - ask the whole class for their ideas on each subject and have a quick class vote to decide the best in each case.
 - ask each group to share the three best/funniest/most interesting ideas they came up with.
 - pick some cards; ask the class for their ideas on each.
- Share any interesting things you heard. Work on new language that came up, and look at errors to correct, which you may have written on the board.

Extension

- Students find out about recent real rule changes that have happened in three of the areas that most interest them.