

School Days

Theme:
Education and Training



Getting to know each other

Let's learn a few things about each other. Tell us...

- ~ something you love to eat
- ~ a film, TV programme or book you enjoyed
- ~ something you like to do in your free time
- ~ a place to visit in your country

Before we start, please make sure...

- your name on Zoom is clear (use Latin letters)
- your camera is on and mic is off (unmute when needed)
- you are in a quiet area that helps you focus
- you have a notebook or a note app ready to take notes

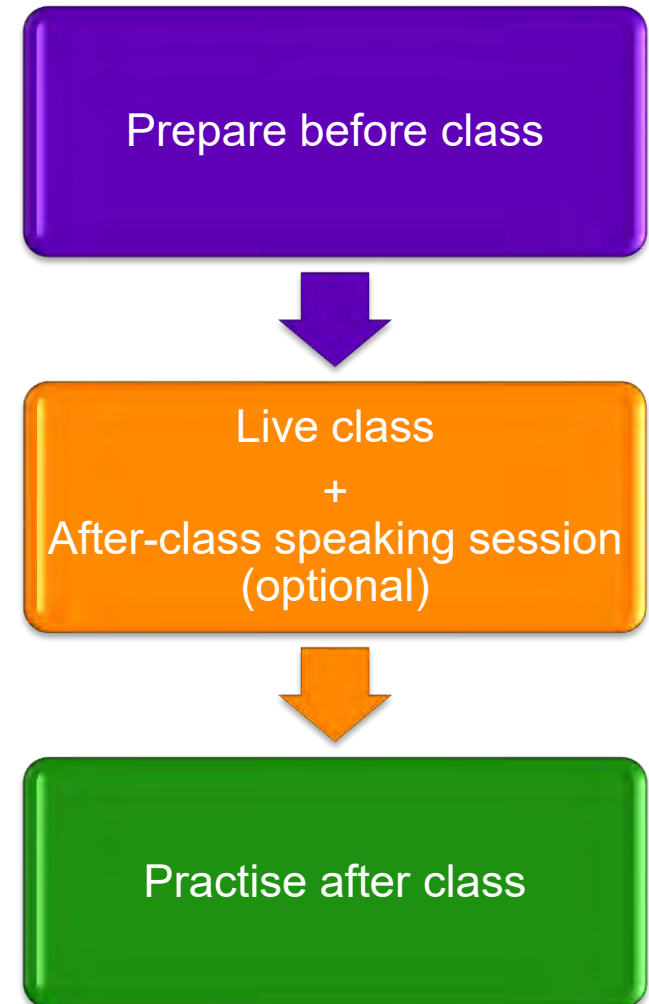


Welcome to English Online



- How does it work?

You need to complete all three parts to get the most out of English Online.



After-class speaking session

Stay back after class for 5 or 10 minutes to talk to your classmates from around the world.

This extra speaking practice will help you...

- improve your conversation skills
- practise using language learnt in class
- support and help your fellow students
- practise using English in a natural context
- become a part of a global learning community

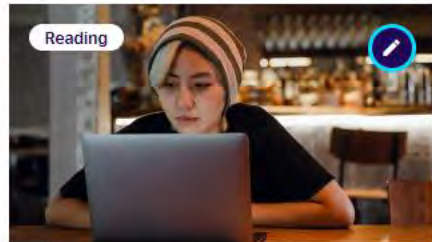


After-class
speaking
sessions

Pre-lesson activities

How were the activities? What was easy? What was difficult?

Prepare



Reading



Summarising a quote



Reading



An article about free schooling

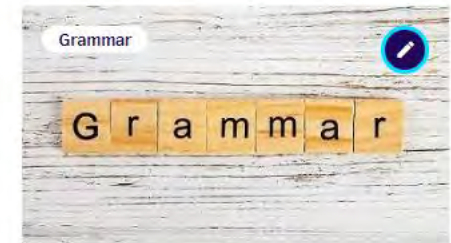
Practise



Reading



An article about free schooling



Grammar



Writing about free schooling

Lesson objectives

What do you expect to learn by the end of this class?



Lesson objectives

In this **live** part of the lesson, you will identify the best schools for children with particular learning profiles and needs

You will also review some of the language that you learned **before** the lesson.

Highlighted skills:

We will review the language from before the lesson and practise speaking.

Language focus:

Vocabulary: *phrases related to expressing opinions and describing responsibilities*

Grammar: *sentence construction, linking expressions*

Functional language: *explaining and justifying choices and decisions*

Lead-in

Take a look at the quotes below. Which do you agree/disagree with?

- a. “Any man who reads too much and uses his own brain too little falls into lazy habits of thinking.” (Albert Einstein)
- b. “Rewards and punishments are the lowest forms of education.” (Zhuangzi)
- c. “The highest result of education is tolerance.” (Helen Keller)
- d. “I have always had this view about the modern education system: we pay attention to brain development, but the development of warm-heartedness we take for granted.” (The Dalai Lama)
- e. “The philosophy of the schoolroom in one generation will be the philosophy of government in the next.” (Abraham Lincoln)
- f. “The following of authority is the denial of intelligence.” (Jiddu Krishnamurti)
- g. “There is no case whatever for the moral instruction of children. It is psychologically wrong. To ask a little child to be unselfish is wrong. Every child is an egoist.” (A. S. Neill)

Language focus

Look at the phrases. Do you know what they mean?

1. be on the borderline
2. be/come top of the class
3. take/have a gap year
4. drop out of university
5. do the bare minimum
6. the class clown
7. a crib sheet / a cheat sheet
8. play truant
9. be on probation
10. be expelled

Language focus

Match the phrases to the definitions

1. be on the borderline
 2. be/come top of the class
 3. take/have a gap year
 4. drop out of university
 5. do the bare minimum
 6. the class clown
 7. a crib sheet / a cheat sheet
 8. play truant
 9. be on probation
 10. be expelled
- a. a student who is always acting the fool in lessons
 - b. never do more work than is absolutely necessary
 - c. when a person gives up and doesn't finish their studies
 - d. delay university for twelve months to do something else
 - e. be the best in your group
 - f. a hidden piece of paper with the answers to a test
 - g. when a student's behaviour is closely monitored
 - h. when a student is thrown out of school as a punishment
 - i. take a day off when you should be in school
 - j. be very close to failing

Language focus

be on the borderline

1. be/come top of the class
2. take/have a gap year
3. drop out of university
4. do the bare minimum
5. the class clown
6. a crib sheet / a cheat sheet
7. play truant
8. be on probation
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- > be very close to failing
- > be the best in your group
- > delay university for twelve months to do something else
- > when a person gives up and doesn't finish their studies
- > never do more work than is absolutely necessary
- > a student who is always acting the fool in lessons
- > a hidden piece of paper with the answers to a test
- > take a day off when you should be in school
- > when a student's behaviour is closely monitored
- > when a student is thrown out of school as a punishment

Task



Pre-task

You are going to decide which school would be best for four different children who are not doing particularly well in mainstream education.

First read the information that your teacher will give you about one of the schools.

- How does it compare with Summerhill?
- What are its strengths and weaknesses?
- What kind of child do you think would respond well to that system?

Summerhill (digitised but can share with the students if they didn't do the prepare activity or if they need to refresh their memory):

https://docs.google.com/document/d/1MaWK_jiOZZsnJk4X_Yt_5zwZgEeyYjBxl8RslojNsFA/edit?usp=sharing

Gordonstoun:

<https://docs.google.com/document/d/1bEReHTraxLHCqiS1P94-jsd8crKnFn6093G92IJZYxY/edit?usp=sharing>

Brockwood:

<https://docs.google.com/document/d/1tu7IrrREaJrMa9bu6wXFRZ1LWeDfsM3tIWID5UYm1Ol/edit?usp=sharing>

N.B. All schools are real – you may want to show some images at some point during the class.

<http://www.summerhillschool.co.uk/>

<https://www.brockwood.org.uk/>

<http://www.gordonstoun.org.uk/>

Task

Work with a partner who read about a different school.
Exchange your information and opinions.



Task

Now take a look at the profiles of four different children.

Decide with your partner which school you would recommend for each one – Brockwood Park, Gordonstoun or Summerhill.

Report back to the class, explaining your choices.



Task

Margarida

Aged 14, rebellious, very bright - school has always been easy for her and she's always done well. Her ambition is/was to be a doctor like her mother, but this year her marks have fallen and she seems to have lost interest. She has always been mature for her age, both physically and psychologically, and has always hung around with older kids. She has recently started skipping school and hanging out in the local park with older boys, usually with alcohol present. Her parents are afraid there may be drugs involved too. Her mother recently found condoms in her room and is afraid that she'll get pregnant but has not spoken to her about it. Her parents think she needs a change of scene and company.

Task

Jamie

Aged 15, coming up to GCSE exams. He has always had difficulty concentrating and staying focussed, but has never had an official diagnosis of any behavioural disorder. He has always had a tendency to be aggressive when he gets frustrated, which is now getting worse as he gets older. He has a lot of problems with authority, both at home and at school, and has recently been getting into a lot of trouble and has been threatened with exclusion. His parents believe that he's bright but his schoolwork has always been disappointing - untidy and poorly finished and he suffers from low self-esteem academically. He is sociable and has friends, but his issues with self-control can cause problems there too. His parents feel he needs help that neither they nor his current school can give him.

Task

Henry

Aged 14, quiet and shy. He has always had difficulty making and maintaining friendships, but recently is becoming more and more withdrawn. He spends all his time in his room playing computer games or reading and gets no exercise. He has always had a problem with his weight and his parents suspect that he is teased about it. He was doing OK academically, but is now saying that he hates school, isn't interested and doesn't want to stay on to go to university. He's a clever boy - he reads a lot, mainly about ancient Roman and Greek history and culture. It's increasingly difficult for his parents to connect with him. "I dunno" or "Whatever" is the answer they get to any question. They are desperate to see him happy and involved.

Task

Susannah

Aged 15. Her parents have just been through a messy divorce and she is now living with her mother, her younger brother and her mother's new boyfriend. She has become very disrespectful and rebellious at school and at home, threatening her mother with violence when she tries to discipline her. She has never been academic but has always taken an interest in music and dance. She's a talented piano player but is no longer showing any interest. Her mother complains that she has become totally self-centred and has no concept of other people, frequently frightening and upsetting her six-year-old brother and making life at home a misery for everyone. Her mother is at the end of her tether.

Feedback

Let's think about what you said.

-
- She could be taught how to be responsible
 - We, as parents, should be getting to the root of the problem and their results.
 - Jamie clearly has a problem with any form of authority being held over him.
 - The breakout of the war created a gap for Functional skills teachers, and the company must fill in the gap by creating a lot of new opportunities.

Review

- What have you learned from today's lesson?
- When would you use this beyond the lesson?
- What do you need more practice with?
- Did you participate fully?
- Did you achieve your aims for this lesson?

Lesson materials

Make sure you have

- **downloaded the *.pdf with this presentation**
- **saved the Zoom Chat**



What's next?

- Book my next lesson with English Online.
- Complete the Practise and Progress activities on the English Online website!
- Choose one article to read again – note unfamiliar vocabulary and look the unfamiliar words up in the dictionary. Try to use these words in your next lesson.

The screenshot displays the British Council English Online interface. At the top, the logo and navigation links (Home, Themes, Calendar, Teachers) are visible. The main section, 'Continue your learning', features a 'Your progress' card with a 3% completion indicator and a B2 level badge. Below this, three progress bars show 'Themes started' (1/6), 'Lessons done' (1/36), and 'Themes completed' (0/6). To the right, the 'Your booked classes' section lists two upcoming sessions: 'Top tips for group work' by Reza Eshtehardi and 'Discussing a news item' by Yamunah Subramaniam, each with a corresponding action button ('Join' and 'Prepare').

BRITISH COUNCIL English Online

Home Themes Calendar Teachers Reza

Continue your learning

Your progress

3% done

You've studied 3% of your level!

B2

1/6 Themes started 1/36 Lessons done 0/6 Themes completed

Your booked classes

Top tips for group work
Today | Reza Eshtehardi
Class started! [Join](#)

Discussing a news item
Wednesday 23rd | Yamunah Subramaniam
11:00 AM - 11:55 AM [Prepare](#)

After-class speaking session

You can talk about any topic that interests you!

Use these questions as a guide, if needed.

- Were your parents/guardians able to choose your school for you?
- Does the school system where you live encourage choice of school or allocate places by other means?
- How consequential was your school (chosen or not) on your career path? Explain.
- What are the advantages and disadvantages of parents/guardians choosing schools for children?
- What changes to the education system are being introduced where you live?

For help, contact:

support.englishonline@britishcouncil.org

English Online | www.britishcouncil.org

• Dos

- ✓ Treat everyone with respect
- ✓ Keep your camera on and participate
- ✓ Let others share ideas too
- ✓ Listen to everyone
- ✓ Click 'Leave' if you cannot stay back

• Don'ts

- ✗ Don't take pictures or record
- ✗ Don't share personal details
- ✗ Don't let your children be visible onscreen

After-class
speaking
sessions

