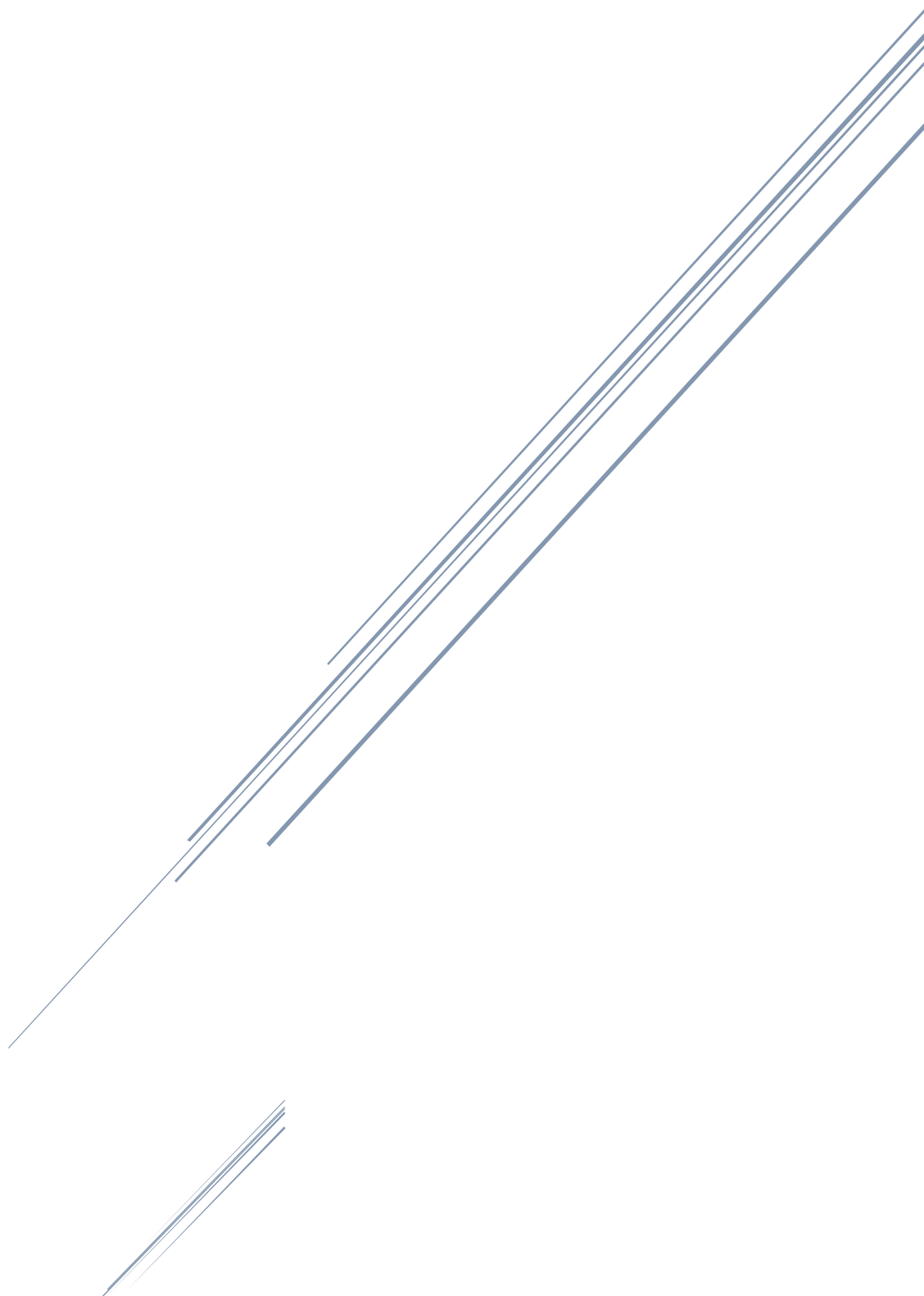


# BACKGROUND

## SESSION 2

### TOPICS

- Discussing biographical information
- Discussing past events
- Discussing education experiences



## Input 2.1A

## Vocabulary for life stages

Part 1: Use the words below to complete the groups, which describe events in life.

- |         |     |                      |   |
|---------|-----|----------------------|---|
| be made | 1.  | <input type="text"/> | a job.                                    |
| be made | 2.  | <input type="text"/> | children/kids.                            |
| get     | 3.  | <input type="text"/> | fired.                                    |
| get     | 4.  | <input type="text"/> | posted.                                   |
| get     | 5.  | <input type="text"/> | married.                                  |
| get     | 6.  | <input type="text"/> | school. / <input type="text"/> to school. |
| go      | 7.  | <input type="text"/> | school.                                   |
| go      | 8.  | <input type="text"/> | redundant.                                |
| go      | 9.  | <input type="text"/> | promoted.                                 |
| have    | 10. | <input type="text"/> | a company.                                |
| join    | 11. | <input type="text"/> | a company.                                |
| leave   | 12. | <input type="text"/> | for a company.                            |
| leave   | 13. | <input type="text"/> | to/on a training course.                  |
| meet    | 14. | <input type="text"/> | your partner.                             |
| start   | 15. | <input type="text"/> | to college/university.                    |
| work    |     |                      |   |

Part 2: Now put the phrases under the correct headings.

List 1: Growing up and education	List 2: Career and training	List 3: Personal life
<div></div>	<div></div>	<div></div>

**Input 2.1B****Too many educated people**

Ten years ago Peter Torch, a scientist at the University of Washington, made a very surprising prediction in the science journal *"Nature"*. He said, "The next decade is going to be a period of growing instability in the United States and western Europe because of unemployment." He said that a part of the reason is the "overproduction of young graduates with advanced degrees."

Most people think that getting a better education is a good thing. But for any country it's important to find a balance between the number of people who graduate from college and the number of young people who begin work immediately after school.

While we do need chartered accountants, lawyers and doctors, countries need plumbers and bus drivers, too. Not all countries have a 'hard work pays' culture, where you can finish school, not go to college, but get trained for a job, start working and do well. The best paid jobs in some places go only to people who study in the best universities.

**Work in groups and do the following:**

1. Summarise what you read above.
2. In this country, do you think there is a good balance between people going to college and people getting a job straight after school?
3. What's the culture in this country: a "hard work pays culture" or an "education culture"? Or a bit of both?
4. Who do you think should pay for higher education? Students (through loans), the parents, or should higher education be free for every student?

Discuss the pros and cons, and fairness of these options.

## Input 2.1C

## Language summary

I was born in Salem. – So, did you **grow up** there? – Yes. I lived there until I was 17.

In this country, children **start school** when they are five and **leave school** at 18.

When did you **finish** your college course? – I **graduated** two years ago.

After I graduated. I did not want to **get a job** right away.

He did well at work and is going to **get promoted** next month.

How did you **meet your partner**? – We met at a party.

They decided to **get married**.

When you **have children** life changes.

**Input 2.2A****Gang of boys**

Choose the correct form of the word in brackets to complete the narrative.

One evening my mother [tell] \_\_\_\_\_ me that thereafter I would have to do the shopping for food. She [take] \_\_\_\_\_ me to the corner store to show me the way. I was proud; I [feel] \_\_\_\_\_ like a grownup. The next afternoon I looped the basket over my arm and [go] \_\_\_\_\_ down the pavement toward the store. When I [reach] \_\_\_\_\_ the corner, a gang of boys [grab] \_\_\_\_\_ me, [knock] \_\_\_\_\_ me down, [snatch] \_\_\_\_\_ the basket, [take] \_\_\_\_\_ the money, and [send] \_\_\_\_\_ me running home in panic. That evening I [tell] \_\_\_\_\_ my mother what had happened, but she [make] \_\_\_\_\_ no comment; she [sit] \_\_\_\_\_ down at once, [write] \_\_\_\_\_ another note, [give] \_\_\_\_\_ me more money, and [send] \_\_\_\_\_ me out to the grocery again. I crept down the steps and [see] \_\_\_\_\_ the same gang of boys playing down the street. I [run] \_\_\_\_\_ back into the house.

*Source: Nordquist, Richard. "Practice in Using the Past Forms of Regular and Irregular Verbs."*

**Input 2.2B****Answer key**

One evening my mother **told** me that thereafter I would have to do the shopping for food. She **took** me to the corner store to show me the way. I was proud; I **felt** like a grownup. The next afternoon I looped the basket over my arm and **went** down the pavement toward the store. When I **reached** the corner, a gang of boys **grabbed** me, **knocked** me down, **snatched** the basket, **took** the money, and **sent** me running home in panic. That evening I **told** my mother what had happened, but she **made** no comment; she **sat** down at once, **wrote** another note, **gave** me more money, and **sent** me out to the grocery again. I crept down the steps and **saw** the same gang of boys playing down the street. I **ran** back into the house.

**Input 2.2C****Language summary**

go	I <b>went</b> to college in Istanbul.
have	We <b>had</b> our first child three years ago.
take	I <b>took</b> a year off between school and college.
get	We <b>got</b> married last July.
come	I <b>came</b> to live here five years ago.
leave	I <b>left</b> school ten years ago.
see	I <b>saw</b> one of my old school friends yesterday.
speak	I <b>spoke</b> to my boss this morning to ask for a week off.
buy	We <b>bought</b> our first apartment four years ago.
meet	I <b>met</b> my husband in the office where I worked.

## Input 2.3A

## Soft skills

They're called "soft skills": areas of accomplishment that are useful in many different professions.

For example, being an expert communicator is a very useful talent. Having a reasonable knowledge of mathematics is, too.

Understandably, soft skills are an important topic in education. They help decide which subjects – such as science, geography, history and art – children should spend the most time on.

In colleges, students on specialized courses, such as medicine, engineering and law, need to cover a lot of specific subjects. But some of their learning also needs to be "softer", to give them more opportunities as their careers progress and, perhaps, change direction.

Discuss the following questions:

1. What's a 'skill'?
2. What are 'soft skills'?
3. What "soft skill" does the article mention which is connected to language?
4. The article mentions subjects that children study at school. What are they?
5. The article mentions two college subjects that are connected with science. What are they?
6. Which school and college subjects do you think are the most useful in a number of different jobs?
7. Can you think of other examples of soft skills, like communication skills?



**Input 2.3B****Lessons I learned**

What subjects did they like most, and least?

What did they study in classes 11<sup>th</sup> and 12<sup>th</sup>?

Did they have any especially good or bad teachers?

Did they have any part-time jobs, or did they have to do chores in the house?

Did you learn any important lessons from the jobs or chores they did? What were they?