



Chapter 1 Lesson 2

Do schools kill creativity?

-Ken Robinson



Content:







- Fill in the Blanks 6'
- Retell 7'
- Imitation 5'
- Language Points 4'

Teaching and Learning Goals:

- listen to the material for 2 times
- retell the speech
- imitate the intonation (语调)
- get the main idea



Scan the questions first. Then listen to the audio and fill in the blanks below.

- 
1. And there's a reason. The whole system was _____. 
2. They all came into being to meet the needs of _____. 
3. The whole world is engulfed in a _____. 
4. And the second is academic _____ has really come to dominate our view of intelligence... 
5. And the consequence is that many highly-talented, _____, creative people think they're not ... 

1'15''

Tutor: Please let the student scan the questions and do the exercises. Listen to it again if the student cannot get the answer for the first time. The keys are on the next page.



Check your answers.

1. **invented**
2. **industrialism**
3. **revolution**
4. **ability**
5. **brilliant**

Tutor: Please check the answers with the student.

Fill in the Blanks
6 mins

Retell
7 mins

Imitation
5 mins

Language Points
4 mins

After class

Listen to the audio again, make notes,
and retell the speech in your own words.

Part 1

What is the problem of
our education system?

Part 2

What is the first idea?

Part 3

What is the second idea?

Hints:

academic ability

19th century

industrialism

two ideas

most useful/top

like/job/music/art

mistaken/revolution

view of intelligence

university entrance

consequence/ can't afford



Tutor: Please let the student retell twice (retell – feedback – retell), and correct his/her mistakes.



Listen and read each sentence, imitating the intonation.

- 1. Our education system is predicated on the idea of academic ability.
O edu'cation system is 'predicate-don the **ideo** 'academi-cability.
- 2. So the hierarchy is rooted on two ideas.
So the 'hierarchy's roote-don 'two ideas.
- 3. Don't do music, you're not going to be a musician...
Don do music, you're **no gonna be** musician...

Tutor: Please help the student to imitate the speech with appropriate intonation.



Learn the words and expressions.

- They all came into being to meet the needs of industrialism. So the **hierarchy** is rooted on two ideas.
- **Benign** advice — now, profoundly mistaken. The whole world is **engulfed** in a revolution.
- If you think of it, the whole system of public education around the world is a **protracted** process of university entrance.

hierarchy/'haɪə.rɑː.ki/ a system of persons or things arranged by levels of importance (层级；等级制度)

e.g. Some monkeys have a very complex social hierarchy.

benign: pleasant

e.g. They enjoyed an especially benign climate.

engulf: to surround and cover completely
e.g. The flames rapidly engulfed the house.

protract: lasting for a long time

e.g. a protracted argument/discussion

Tutor: Please teach the words and phrases shortly. Let the student make sentences. Keep it in 4 mins.

Fill in the Blanks
6 mins

Retell
7 mins

Imitation
5 mins

Language Points
4 mins

After class



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Full Text

Our education system is predicated on the idea of academic ability. And there's a reason. The whole system was invented. Around the world, there were no public systems of education, really, before the 19th century. They all came into being to meet the needs of industrialism. So the hierarchy is rooted on two ideas.

Number one, that the most useful subjects for work are at the top. So you were probably steered benignly away from things at school when you were a kid, things you liked, on the grounds that you would never get a job doing that. Is that right? Don't do music, you're not going to be a musician; don't do art, you won't be an artist. Benign advice — now, profoundly mistaken. The whole world is engulfed in a revolution.

And the second is academic ability has really come to dominate our view of intelligence, because the universities designed the system in their image. If you think of it, the whole system of public education around the world is a protracted process of university entrance. And the consequence is that many highly-talented, brilliant, creative people think they're not, because the thing they were good at at school wasn't valued, or was actually stigmatized. And I think we can't afford to go on that way.

Click the squares to
read and listen to more
materials.

Script
of the whole
speech

Audio track
of the whole
speech



Do schools kill creativity?

Bye!

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