

Culture

Special training schools

Learning objectives

- Students learn about special training schools around the world.
- In the project stage, they give a presentation about a training school in their country.

Warmer


Write *talent* on the board and elicit its meaning (a natural ability to do something). Ask students to work in small groups to brainstorm a list of talents, for example, being able to play a musical instrument, being good at football, etc. Stop them after a few minutes and ask them to share their ideas.

Then ask them to stay in their groups to discuss whether they agree or disagree with these statements:

- People are born with a natural ability to do some things better than others.
- No one is born talented. People can learn to do anything they want if they work hard enough.

Share ideas as a class. Encourage students to give reasons for their answers.

1 Monitor as students work in pairs to match the pictures to the talents. Invite students to give their ideas, but do not confirm them at this point.

2  2.27 Play the recording for students to listen and check their answers to exercise 1.

Then ask them to listen again and make notes about what else they learn about the young people. Play the recording and allow students to compare their notes with a partner. Check answers.

Audioscript

Narrator: a

Woman 1: Don't forget to watch *Young Lives* at 9.45 tonight. This week, it's all about Martin Garrix, the DJ from Holland. He was only eight when he decided to become a DJ, and just *nine* years later he released his *first* record, *Animals*. When the song went straight to number 1, no one could believe it was made by this 17-year-old from Amsterdam. Check out Martin Garrix's incredible story at 9.45 tonight ...

Narrator: b

Boy 1: What are you watching?

Girl 1: It's Formula 1.

Boy 1: I didn't think you liked motor racing.

Girl 1: I don't but the reporter is talking to Max Verstappen. He's only 17 and he's taking part in a Formula 1 competition. It's really interesting. They've just said he's the youngest driver ever.

Narrator: c

Girl 2: Have you seen the film *Maleficent*?

Boy 2: No, what's it about?

Girl 2: It's about the bad queen from *Sleeping Beauty*. It stars Angelina Jolie and Elle Fanning. Angelina Jolie is brilliant as the bad queen but I think Elle Fanning is even better and she was only 16 when they filmed it!

Narrator: d

Girl 3: This girl's amazing!

Boy 3: Who is she?

Girl 3: She's Malavath Poorna. In 2014, she became the youngest girl to climb Mount Everest.

Boy 3: How old was she?

Girl 3: She was only 13 years and 11 months. What an amazing achievement!

Answers

a record a number 1 hit record b take part in a Formula 1 race
c star in a film d climb Mount Everest

3 Elicit what skills people might learn at a special training school. Ask students to match the photos to the countries in pairs. Invite students to give their answers, but do not confirm them at this point.

Set a short time limit for students to read the texts quickly to check their answers. Feed back as a class.

Answers

1 b 2 c 3 a

4 Ask students to read the questions and discuss them in pairs without referring back to the texts. Students then read the texts again more carefully to find the answers. Remind them that there may be more than one answer to each question.

Invite different students to give their answers. Ask the rest of the class whether they are correct, and encourage them to give the correct answer if not.

Fast finishers

Ask fast finishers to write another question for the class to answer.

Extension activity

Ask students to re-read the texts. While they are doing this, write a prompt for each school on the board, e.g. 1 – *circus, Russia*.

Books closed. Put students into small teams. Call out a fact from one of the texts and ask students to write down which school is being referred to. They only need to write down the letter.

Ask students to exchange papers with another group and check answers. Award a point for each correct answer to find the winning team.

Answers


1 3 2 1, 3 3 2 4 2 5 1 6 1, 2

- 5 Tell students to read the questions and ask them to note down their ideas. Then put them into small groups to discuss the questions. Monitor and join in with the discussions. Invite each group to share their ideas with the class.

Find out whether anyone in the class has ever attended a special training school, and ask 'Do you know anyone who's talented? What do they do?'

Mixed ability

Encouraging students to make and refer to notes may help weaker and quieter students to participate in speaking activities. You could also ask one of the more confident students in each group to make sure everyone has a chance to speak.

- 6  2.28 Tell students that they are going to listen to an interview. Play the recording for students to answer the questions. Allow them to compare their answers in pairs before checking as a class.

Audioscript

Presenter: Today we're talking to talented seventeen-year-old Carolina Woods. Hi, Carolina.

Carolina: Hi.

Presenter: Tell us a little bit about yourself. What's your special talent?

Carolina: Well, since the age of three, I've always loved ballet. That's not quite true actually. When I was seven, my first real teacher was scary and I didn't want to go back to class after the first lesson. My parents promised to buy me a pink ballet dress if I went back, so I did!

Presenter: What happened next?

Carolina: When I was eleven, I went to the Royal Ballet School in London. I had to stay there during the week. I was away from my family for the first time in my life so it was hard at first.

Presenter: But you were doing something that you enjoyed?

Carolina: That's right and I was with other young people with the same interests.

Presenter: But you didn't stay there, did you?

Carolina: At fifteen, I got the chance of a place at both the Royal Ballet Upper School in London and also the Vaganova Ballet Academy in Russia. I had to decide whether to go with some of my classmates to the best school in London or leave my family and friends and move to Russia to study at one of the best ballet schools in the world.

Presenter: And you decided to go to Russia. Why?

Carolina: I couldn't speak Russian and I didn't know anyone there, but it seemed like a fantastic opportunity.

Presenter: So what is your life like now in Russia?

Carolina: I train every day with some of the best dancers in the world. My whole body hurts by the end of the day but I never complain because I'm doing something that I love.


Presenter: Do you miss your friends and family?

Carolina: Yes, of course I do, but we speak online all the time and my parents often come to Russia to see my shows.

Presenter: Well, thank you, Carolina. Next week ...

Answers

Her special talent is ballet. She went to Russia.

- 7  2.28 Ask students to read the questions and tell them to make notes as they listen. Play the recording again and ask students to compare their answers with a partner. Check answers and play the recording again, if necessary.

Ask 'Would you go to live in another country to train at something you love?'

Answers

Advantages: It's one of the best ballet schools in the world. She trains with some of the best dancers in the world every day. She's doing what she loves.

Disadvantages: She couldn't speak Russian at first and she didn't know anybody there. Her whole body hurts at the end of the day. She misses her friends and family.

Cooler

Act out a special talent for the class to guess what it is. Students then take turns to act out a talent for the rest of the class to guess. Try to make sure as many students who wish to have a turn.

Project

Ask students to read the prompts. Call out one of the schools mentioned in the texts and ask students to call out information for each of the prompts.

Brainstorm special training schools that students know about in their own country.

They then carry out some research into one of the schools. The research part of the activity can be done in class if you have internet access, or at home.

Students give their presentations in small groups. Then ask different students to tell the class what they found out.