

**2018 / 2019**

**Award Scheme on Instructional Design**

**Learning English & Critical Thinking  
Through TED Talks**



**Category: Lesson Plans (Module)**

**Serial Number: C108**

**Subject: English**

**Level: Senior Secondaries**

**Class: Secondary Five**

**(English Advanced Classes)**



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## **1. Introduction**

### **1.1 What are TED Talks?**

TED stands for ‘Technology, Entertainment, Design’. TED Talks are a series of public speeches given by notable and expert speakers at TED conferences or events. Talk videos are available online at this website: <http://www.TED.com/talks>. New talks are added regularly, and these talks are often categorized into themes such as business, global issues, health, technology, education, science.

### **1.2 Why are teachers using TED Talks in language classrooms?**

TED Talks are becoming increasingly popular in language classrooms. It is a recent trend that teachers regard TED Talks as an invaluable teaching tool. Also, TED Talks are also used by many English teachers in language classes because many of these talks are very intriguing and educational as they cover a wide range of topics. It is found that students are more motivated to learn in a language classroom if the teaching materials are interesting and inspiring.

TED Talks are authentic materials. In TED Talks, speakers share their ideas, aspirations, passions, personal stories and experiences with the audience. Each of the TED Talks is therefore unique, conveying different messages to the listeners.

### **1.3 Teaching English Using TED Talks**

Teaching English is never an easy task. Teaching authentic English sounds like a mission impossible for most teachers, even for experienced ones. Our students usually learn textbook English. English lessons usually cover grammar rules, a wide range of vocabulary items and idiomatic expressions, and reading passages of various genres. In fact, more and more teachers are trying their very best to teach students English so that they can really master the language. But the point is: could our students use fluent and correct English in real-life situations? Are we teaching students authentic English? Could our students apply what they have learnt in real English communication? Could they think critically and express their points of view effectively?

One of my responsibilities of being an English teacher is to teach my students grammatically correct English. However, my teaching experience has told me that this is not enough. The real goal of teaching English is to make sure that our students can actually use the language in real English environments. To

achieve this goal, I have been trying different approaches and methodologies to help students learn authentic English and become autonomous language learners. Since three years ago, I have been incorporating TED Talks into some of my English lessons. I have come to realize that this is an effective way for students to learn authentic English. Not only has their English improved, but they have also gained lots of subject knowledge. The result is amazingly good and encouraging.

TED talks are now globally recognized as an internet powerhouse of ideas and information sharing. TED Talk videos provide ample opportunities for teachers to develop and refine students' English speaking and comprehension abilities in an engaging and informative way. Most importantly, thousands of these TED Talk videos available online cover a wide range of topics, so both students and teachers use them not only for language learning and teaching, but they are also acquiring the most up-to-date information and subject knowledge.

## **2. Module Design**

### **2.1 Design Features**

The theme of this module is 'Learning English & Critical Thinking through TED Talks'. This module is especially designed for students of Secondary Five English Advanced Classes in my school. It aims to enhance my students' integrated skills of reading, writing, listening and speaking.

The 3 TED talks and 3 tailor-made worksheets together with 4 reading passages and 2 writing handouts aim to give students a comprehensive practice of the four language skills. Also, students will get some ideas from these talks and learn how to write IELTS Writing Task 2 essays.

Technology facilitates language learning. Students nowadays are growing up with technology, which is a natural and integrated part of their lives. The use of technology is a way to bring the outside world into the classroom. Language lessons will become more effective with the use of these online TED videos.

### **2.2 Students' Background**

Students in my English Advanced Classes have a good English foundation since they have been studying in advanced classes since Secondary One. They are self-motivated and proactive in learning. Therefore, I devote my three lessons

each week with them to enhancing their English proficiency and reinforcing language skills. Also, they are given ample opportunities to use the language and learn new vocabulary and exam strategies.

Students in my advanced classes take their IELTS Exam in July every year. The average overall band score in the past 5 years is 7; the better ones get 7.5 to 8.5. To achieve this target, learning and language reinforcements are provided in the first half of the school year, which is the period for input of knowledge of all subjects, vocabulary and idiomatic expressions, and language review. From April onwards, students are given extensive training doing IELTS papers.

This module, which is part of the training course, has been used in the last three years with amendments every year.

### **2.3 Overall Teaching Objectives**

#### **Main aims & objectives:**

Upon completion of this module, students will be able to:

1. improve their academic knowledge;
2. improve 4 language skills;
3. improve their communication and presentation skills;
4. develop their critical thinking skills.

#### **Subsidiary aims:**

1. To prepare students for IELTS Exam;
2. To enhance students' confidence in listening to authentic English;
3. To ensure full participation and attention in class;
4. To encourage students to think critically and express their opinions on current issues;
5. To arouse students' interest in current issues;
6. To motivate students to use TED Talks to hone their listening and speaking skills outside of the classroom.

### **2.4 Teaching Content**

The module consists of 8 lessons. The lesson content is as follows:

1. 3 TED Talks & 3 tailor-made worksheets with the topics below:
  - (1) Why we have too few women leaders?
  - (2) Can we all "have it all"?
  - (3) How to learn? From Mistakes

2. 4 reading passages
  - (1) Home – the new workplace (IELTS Reading)
  - (2) How has the traditional male role changed in the last few decades?
  - (3) Education over the past 100 years (IELTS Reading)
  - (4) How does school prepare you for life?
  
3. 2 IELTS Writing handouts (2 of the IELTS essay types)
  - (1) Expressing an opinion
  - (2) Evaluating two points of view
  
4. IELTS Writing topics
  - (1) Do you think women should work after they are married?
  - (2) Some people think that happiness in life comes from professional success, while others believe that a stable family life is more significant in producing happiness.  
Consider both of these viewpoints and say which one you agree with.
  - (3) When recruiting new staff, an increasing number of employers are placing more emphasis on an applicant’s social skills than their qualifications. To what extent do you agree or disagree with this policy?

It is hoped that at the end of this 8-lesson module, students will improve their overall English ability and I will start preparing them for their IELTS Exam in July 2019.

### 2.5 Overall Teaching Plan

Lesson(s)	Duration	Date	Lesson Content
1	40 minutes	16 January 2019	Module Introduction; Listening - TED Talk (1)
2	40 minutes	23 January 2019	Listening - TED Talk (2)
3	40 minutes	30 January 2019	IELTS Reading
4	40 minutes	20 February 2019	Reading & IELTS Writing
5	40 minutes	27 February 2019	IELTS Writing
6	40 minutes	6 March 2019	IELTS Writing
7	40 minutes	13 March 2019	Listening -TED Talk (3)
8	40 minutes	10 April 2019	Module Wrap-Up

## **2.6 Class Background**

<b>Class:</b>	Secondary Five (English Advanced Classes)
<b>Number of Classes:</b>	2 (A total of 49 students from science and art streams)
<b>Medium of Instruction:</b>	English



### 3. Teaching Plans

#### 3.1 Lesson 1

<b>Teaching Content:</b>	Listening – TED Talk (1) Sheryl Sandberg: Why we have too few women leaders? < <a href="https://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders?">https://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders?</a> >
<b>Date</b>	16 January 2019
<b>Length of Time:</b>	40 minutes
<b>Teaching Aids &amp; Materials:</b>	<ul style="list-style-type: none"> <li>✧ 1 TED Talk Video</li> <li>✧ Worksheet 1 (tailor-made for this lesson): Appendix 1</li> <li>✧ Powerpoint presentation: Appendix 2</li> <li>✧ Computer</li> </ul>
<b>Specific Instructional Objectives:</b>	<p>Upon completion of this lesson, students will be able to:</p> <ol style="list-style-type: none"> <li>1. understand the main ideas of TED Talk (1);</li> <li>2. improve their listening skills (summarizing facts, listening for list of items, following a sequence of events; identifying the speaker’s perspectives; extracting information from a dense recording);</li> <li>3. improve their critical thinking skills;</li> <li>4. improve their speaking ability.</li> </ol>
<b>Basic Academic Attainments (BAA)</b>	<p>A-1, A-2, A-3, A-7, A-16, A-17, A-18</p> <p>B-2, B-3, B-5, B-6, B-7, B-8, B-10, B-11, B-13, B-18</p>

Time	Teaching procedures	Interactions	Purpose(s)
	<p><b><u>Flip Classroom</u></b></p> <p>Ss are asked to watch TED Talk (1) and complete Worksheet 1 (Appendix 1) before coming to class.</p> <p><b>TED Talk (1)</b></p> <p>Why we have too few women leaders?</p>		Get Ss prepared for Lesson 1.

<p><b>5 mins</b></p>	<p><b><u>Module Introduction</u></b> Begin the module by telling students the module objectives, the overall teaching plan and the content of this 8-lesson module.</p>	<p>T → Ss</p>	<p>Give Ss an idea of the module design and its objectives.</p>
<p><b>5 mins</b></p>	<p><b><u>Lead-in</u></b> Introduce to Ss Sheryl Sandberg, the speaker of TED Talk (1).</p>	<p>T → Ss (Appendix 2 - ppt slide)</p>	<p>Introduce to Ss the speaker of TED Talk (1).</p>
<p><b>28 mins</b> 10 mins</p>	<p><b><u>Development</u></b> Ask Ss to share with the class their understanding of TED Talk (1) which they have watched before the lesson.</p>	<p>Ss ↔ Ss</p>	<p>Check Ss' understanding of the talk.</p>
<p>10 mins</p>	<p>T checks answers of Worksheet 1 with Ss and explains wherever necessary.  T makes sure Ss have identified the 3 messages Sandberg has for women who want to stay in the workforce.</p>	<p>T ↔ Ss</p>	<p>Make sure Ss have a full understanding of the talk.</p>
<p>5 mins</p>	<p>Introduce to Ss, Annie Marie Slaughter, the speaker of TED Talk (2).</p>	<p>T → Ss (Appendix 2 - ppt slide)</p>	<p>Introduce to Ss the speaker of TED Talk (2).</p>
<p>3 mins</p>	<p>Ask Ss to compare the two women speakers in terms of background and career achievements.</p>	<p>Ss ↔ Ss</p>	<p>Let Ss know more about these speakers. Encourage Ss to speak English.</p>
<p><b>2 mins</b></p>	<p><b><u>Closure and Assignment</u></b> Tell Ss to watch TED Talk (2) before</p>	<p>T → Ss</p>	<p>Ss learn more</p>

	Lesson 2.  Also tell Ss with a weaker listening ability to watch the talk with subtitles if necessary.		outside of the classroom.
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### 3.2 Lesson 2

<b>Teaching Content:</b>	Listening – TED Talk (2) Anne-Marie Slaughter: Can we all “have it all”? <a href="https://www.ted.com/talks/anne_marie_slaughter_can_we_all_have_it_all">https://www.ted.com/talks/anne_marie_slaughter_can_we_all_have_it_all</a>
<b>Date</b>	23 January 2019
<b>Length of Time:</b>	40 minutes
<b>Teaching Aids &amp; Materials:</b>	<ul style="list-style-type: none"> <li>✧ 1 TED Talk Video</li> <li>✧ Worksheet 2 (tailor-made for this lesson): Appendix 3</li> <li>✧ Computer</li> </ul>
<b>Specific Instructional Objectives:</b>	<p>Upon completion of this lesson, students will be able to:</p> <ol style="list-style-type: none"> <li>1. understand the main ideas of TED Talk (2);</li> <li>2. improve their listening skills (summarizing facts, listening for list of items, following a sequence of events; understanding the speaker’s opinions; extracting information from a dense recording);</li> <li>3. paraphrasing and using synonyms;</li> <li>4. improve their critical thinking skills.</li> </ol>
<b>Basic Academic Attainments: (BAA)</b>	<p>A-1, A-2, A-3, A-7, A-8, A-13, A-16, A-17, A-18</p> <p>B-2, B-3, B-5, B-6, B-7, B-8, B-9, B-10, B-11, B-12, B-13, B-14, B-17, B-18</p>

Time	Teaching procedures	Interactions	Purpose(s)
4 mins	<p><b><u>Flip Classroom</u></b></p> <p>Ss have watched TED Talk (2) before coming to class.</p> <p><b>TED Talk (2)</b></p> <p>Can we all “have it all”?</p> <p><b><u>Lead-In</u></b></p> <p>Before listening, give Ss Worksheet 2 (Appendix 3) and ask them whether they understand some of the words used in TED Talk (2). These words include uproot (v.),</p>	T ⇔ Ss	<p>Prepare Ss for the lesson.</p> <p>Pre-teach key words before</p>

<p><b>32 mins</b></p>	<p>reassessment (n.), breadwinner (n.), caregiver (n.), reinforce (v.), empathy (n.), resilience (n.). siesta (n.).</p> <p><b><u>Development</u></b></p>		<p>listening to the talk in class.</p>
<p>5 mins</p>	<p>T tells Ss the summary of TED Talk (2) before they listen for specific ideas.</p> <p>T tells Ss that they have to complete a worksheet while listening to TED Talk (2) again without subtitles this time.</p> <p>To make it easier for Ss to take notes and answer questions; the talk is divided into segments.</p> <p>Ss will be given time to read questions corresponding to the segments before listening.</p>	<p>T → Ss</p>	<p>Facilitate understanding of the talk.</p> <p>Ss will become <b>'active'</b> listeners throughout the talk.</p>
<p>6 mins</p>	<p>Before listening to Segments 1 - 4, T tells Ss that in these 4 segments, Annie-Marie will talk about her decision to go back to New Jersey, where her family lives, instead of accepting a promotion at the U.S. State Department. She will also talk about her understanding of gender equality.</p> <p>Ss have to complete a table about her previous and new interpretations of gender equality.</p> <p>Ss listen to Segments 1 – 4 and</p>	<p>T → Ss</p>	<p>Make sure Ss grasp the speaker's ideas.</p>

<p>6 mins</p>	<p>answer Questions 1 – 4 while listening.</p> <p>Before listening to Segments 5 – 7, T tells Ss that Annie-Marie will talk about her 1<sup>st</sup> perspective (Workplace) on real gender equality.</p> <p>While listening, Ss have to answer Questions 5 – 9.</p>	<p>T → Ss</p>	<p>Help Ss understand Annie-Marie’s first perspective on real gender equality.</p>
<p>5 mins</p>	<p>Before listening to Segments 8 – 11, T tells Ss that Anne-Marie will talk about her 2<sup>nd</sup> perspective (Policy) on real gender equality.</p> <p>While listening, Ss have to answer Questions 10 &amp; 11.</p>	<p>T → Ss</p>	<p>Help Ss understand Annie-Marie’s second perspective on real gender equality.</p>
<p>6 mins</p>	<p>Before listening to Segments 12 – 15, T tells Ss that Anne-Marie will talk about her 3<sup>rd</sup> perspective (Culture) on real gender equality.</p> <p>While listening, Ss have to answer Questions 12 – 19.</p>	<p>T → Ss</p>	<p>Help Ss understand Annie-Marie’s third perspective on real gender equality.</p>
<p>4 mins</p>	<p>T gives Ss time to check their answers.</p>		<p>Teach Ss the importance of proofreading.</p>
<p>4 mins</p>	<p><b><u>Closure &amp; Assignment</u></b> T collects the worksheets.</p> <p>T tells Ss to read the 2 TED Talk</p>	<p>Ss → T</p> <p>T → Ss</p>	<p>Relate this lesson to the next one.</p>

	<p>scripts and answer 3 questions at home for discussion in Lesson 3.</p> <p><b>Question 1</b> What is the main idea of the 2 TED Talks?</p> <p><b>Question 2</b> Compare and contrast the perspectives of Sandberg and Anne-Marie.</p> <p><b>Question 3</b> To what extent do you agree with them?</p>		
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### 3.3 Lesson 3

<b>Teaching Content:</b>	Reading <ul style="list-style-type: none"> <li>- Home – the new workplace (Appendix 4)</li> <li>- How has the traditional male role changed in the last few decades? (Appendix 5)</li> </ul>
<b>Date</b>	30 January 2019
<b>Length of Time:</b>	40 minutes
<b>Teaching Aids &amp; Materials:</b>	<ul style="list-style-type: none"> <li>✧ 1 IELTS Reading Passage: Home – the new workplace</li> <li>✧ 1 supplementary reading How has the traditional male role changed in the last few decades?</li> </ul>
<b>Specific Instructional Objectives:</b>	<p>Upon completion of this lesson, students will be able to:</p> <ol style="list-style-type: none"> <li>1. reinforce what they have learnt in Lessons 1 &amp; 2;</li> <li>2. know what an IELTS Reading passage is like;</li> <li>3. be familiar with IELTS Reading question types;</li> <li>4. practise skimming and scanning skills;</li> <li>5. improve their communication and presentation skills;</li> <li>6. be confident to express their points of view.</li> </ol>
<b>Basic Academic Attainments: (BAA)</b>	<p>B-4, B-5, B-6, B-7, B-8, B-9, B-10, B-11, B-12, B-13, B-14, B-17, B-18</p> <p>C-2, C-4, C-5, C-8, C-9, C-11, C-12, C-20</p>

Time	Teaching procedures	Interactions	Purpose(s)
4 mins	<p><b><u>Lead-in</u></b></p> <p>T returns Worksheet 2 (Appendix 3) to Ss and goes through the answers to ensure full understanding.</p>	T → Ss	Relate this lesson to the previous one.
34 mins 4 mins	<p><b><u>Development</u></b></p> <p>Ss work in pairs to discuss their answers to the 3 questions (Appendix 3) regarding the 2 TED Talks.</p>	Ss ↔ Ss	Ss develop their communication and critical thinking skills through pair discussion.



<p>6 mins</p>	<p>T asks Ss to report their discussion results.</p> <p>T concludes the talks.</p>	<p>Ss ↔ T</p> <p>T → Ss</p>	<p>Ss practise their presentation skills.</p> <p>T summarizes the 2 TED Talks and gives a conclusion.</p>
<p>4 mins</p>	<p>T tells Ss the layout of an IELTS Reading paper and its question types.</p>	<p>T → Ss</p>	<p>Give Ss an overview of IELTS Reading.</p>
<p>20 mins</p>	<p>Ss have to do an IELTS Reading passage (Appendix 4) in 20 minutes.</p> <p><b>NOTE:</b> There are three reading passages in an IELTS Reading paper and candidates are advised to spend around 20 minutes on one passage.</p>		<p>Ss practise doing an IELTS reading passage.</p>
<p><b>2 mins</b></p>	<p><b><u>Closure</u></b></p> <p>T collects their work and tells Ss to read a supplementary article “How has the traditional male role changed in the last few decades?” for the next lesson.</p>	<p>T → Ss</p>	<p>Relate this lesson to the next one</p> <p>A learning extension at home.</p>

### 3.4 Lesson 4

<b>Teaching Content:</b>	IELTS Reading & IELTS Writing
<b>Date</b>	20 February 2019
<b>Length of Time:</b>	40 minutes
<b>Teaching Aids &amp; Materials:</b>	<ul style="list-style-type: none"> <li>✧ 2 Reading articles</li> <li>✧ PowerPoint presentation (IELTS Writing): Appendix 6</li> <li>✧ IELTS Writing Handout 1 (Appendix 7)</li> </ul>
<b>Specific Instructional Objectives:</b>	<p>Upon completion of this lesson, students will be able to:</p> <ol style="list-style-type: none"> <li>1. reinforce what they have learnt in Lesson 3;</li> <li>2. learn how to do IELTS Reading passages;</li> <li>3. learn how to write IELTS essays (expressing an opinion);</li> <li>4. understand the marking criteria for Task 2;</li> <li>5. evaluate sample essays in accordance with the 4 marking criteria for IELTS Writing.</li> </ol>
<b>Basic Academic Attainments: (BAA)</b>	<p>B-7, B-8, B-10, B-12, B-14</p> <p>C-2, C-4, C-5, C-6, C-8, C-9, C-10, C-11, C-12, C-13, C-14, C-15, C-17, C-18, C-20</p> <p>D-1, D-2, D-3, D-4, D-6, D-7, D-12</p>

Time	Teaching procedures	Interactions	Purpose(s)
10 mins	<p><b><u>Lead-in</u></b></p> <p>Begin the lesson by reviewing 2 reading articles in Lesson 3:</p> <ul style="list-style-type: none"> <li>✧ Home – the new workplace</li> <li>✧ How has the traditional male role changed in the last few decades?</li> </ul>	T ↔ Ss	Make sure Ss understand the 2 passages and are able to answer the comprehension questions.
28 mins 8 mins	<p><b><u>Development</u></b></p> <p>T tells Ss the exam summary of IELTS Writing Task 2 (Appendix 6).</p> <p>T also tells Ss the marking criteria for Task 2 writing.</p>	T → Ss	Give Ss an introduction of IELTS Writing Task 2.

	<ul style="list-style-type: none"> <li>✧ Task Response (Task 2)</li> <li>✧ Coherence and Cohesion</li> <li>✧ Lexical Resource</li> <li>✧ Grammatical Range &amp; Accuracy</li> </ul>		
8 mins	T teaches Ss how to write opinion essays, which are one of the questions types in Task 2 Writing (Appendix 7).	T → Ss	Ss learn how to write opinion essays.
6 mins	T asks Ss to read aloud 2 opinion essays (Appendix 7).	Ss ⇔ Ss	Ss practise reading aloud.
6 mins	T asks Ss whether the essays are well-written in accordance with the 4 marking criteria.	Ss ⇔ T	Ss learn to evaluate an essay.
2 mins	<p><b><u>Closure &amp; Assignment</u></b></p> <p>T concludes the lesson and tells Ss to read 2 more opinion essay samples at home (Appendix 7).</p>	T → Ss	<p>Get Ss prepared for the writing lesson.</p> <p>A learning extension at home.</p>

## 3.5 Lesson 5

<b>Teaching Content:</b>	IELTS Writing
<b>Date</b>	27 February 2019
<b>Length of Time:</b>	40 minutes
<b>Teaching Aids &amp; Materials:</b>	<ul style="list-style-type: none"> <li>◇ PowerPoint presentation (IELTS Writing): Appendix 6</li> <li>◇ IELTS Writing Handouts (Appendix 8)</li> </ul>
<b>Specific Instructional Objectives:</b>	<p>Upon completion of this lesson, students will be able to:</p> <ol style="list-style-type: none"> <li>1. learn how to write an essay that evaluates two points of view;</li> <li>2. assess sample essays in accordance with the 4 marking criteria for IELTS Writing;</li> <li>3. learn how to write essays from good samples.</li> </ol>
<b>Basic Academic Attainments: (BAA)</b>	<p>B-3, B-4, B-5, B-6, B-7, B-8, B10, B12, B14</p> <p>D-1, D-2, D-3, D-4, D-5, D-6, D-7, D-9, D-10, D-12</p>

Time	Teaching procedures	Interactions	Purpose(s)
8 mins	<p><b><u>Lead-in</u></b></p> <p>T gives a question to Ss and ask them how they will deal with this question type (evaluating two points of view).</p> <p><b>Question:</b></p> <p>Some people believe that students should be taught facts and information by their teachers whereas others believe that students need to learn research skills rather than factual information.</p> <p>Consider both of these viewpoints, and say which one you agree with.</p>	T ↔ Ss	Introduce to Ss another IELTS essay type in Task 2 IELTS Writing.
29 mins	<p><b><u>Development</u></b></p>		
8 mins	T teaches Ss how to write this kind	T → Ss	Ss learn to write

	of essay, which is another question type in IELTS Task 2 Writing (Appendix 8).		an essay which evaluates two points of view.
7 mins	T asks Ss to read aloud 2 essays of this type (Appendix 8).	Ss ⇔ Ss	Ss practise reading aloud.
8 mins	T asks Ss whether the essays are well-written in accordance with the 4 marking criteria.	T ⇔ Ss	Ss learn to evaluate an essay.
6 mins	Tell Ss to read 2 more essay samples (silent reading) in class.		Reinforce learning.
<b>3 mins</b>	<b><u>Closure</u></b> T summarizes the lesson content of the 2 writing lessons.	T → Ss	Get Ss prepared for writing in the next lesson.

## 3.6 Lesson 6

<b>Teaching Content:</b>	IELTS Writing (Task 2)
<b>Date</b>	6 March 2019
<b>Length of Time:</b>	40 minutes
<b>Specific Instructional Objectives:</b>	Upon completion of this lesson, students will be able to: <ol style="list-style-type: none"> <li>1. put into practice what they have learnt from the previous 5 lessons;</li> <li>2. practise writing an IELTS essay.</li> </ol>
<b>Basic Academic Attainments: (BAA)</b>	D-1, D-2, D-3, D-4, D-5, D-6, D-7, D-8, D-9, D-10, D-12

Time	Teaching procedures	Interactions	Purpose(s)
<b>2 mins</b>	<p><b><u>Lead-in</u></b> T gives Ss 2 topics and they can choose to write on <u>ONE</u> of them.</p> <p><b>Question 1: (Expressing an Opinion)</b> Do you think women should work after they are married?</p> <p><b>Question 2: (Evaluating two points of view)</b> Some people think that happiness in life comes from professional success, while others believe that a stable family is more significant to producing happiness. Consider both of these viewpoints and say which one you agree one.</p>	T → Ss	Get Ss prepared to write.
<b>36 mins</b> 1 min	<p><b><u>Development</u></b> T reminds Ss to understand the topic and essay type before starting to write.</p>	T → Ss	Make sure Ss are on the right track.

<p>32 mins</p>	<p>Ss have to write about 200 words in 30 minutes.  <b>Note:</b> For IELTS Writing Task 2, the essay length is at least 250 words. Since it is the first time Ss have practised writing these essay types, they are allowed to write shorter essays.</p>		<p>Ss put into practice what they have learnt in the previous two writing lessons.</p>
<p>3 mins</p>	<p>Tell Ss to proofread their work before handing in.</p>	<p>T → Ss</p>	<p>Make Ss realize the importance of proofreading.</p>
<p>2 mins</p>	<p><b><u>Closure &amp; Assignment</u></b>          Tell Ss to watch TED Talk (3) before Lesson 7, this time without subtitles if possible.           TED Talk (3):          Diana Laufenberg: How to learn? From mistakes</p>	<p>T → Ss</p>	<p>A learning extension at home.</p>

## 3.7 Lesson 7

<b>Teaching Content:</b>	TED Talk (3) Diana Laufenberg: How to learn? From mistakes < <a href="https://www.ted.com/talks/diana_laufenberg_3_ways_to_teach#-3380">https://www.ted.com/talks/diana_laufenberg_3_ways_to_teach#-3380</a> >
<b>Date</b>	13 March 2019
<b>Length of Time:</b>	40 minutes
<b>Teaching Aids &amp; Objectives:</b>	<ul style="list-style-type: none"> <li>✧ 1 TED Talk Video</li> <li>✧ Worksheet 3 (tailor-made for this talk): Appendix 9</li> <li>✧ Computer</li> </ul>
<b>Specific Instructional Objectives:</b>	<p>Upon completion of this lesson, students will be able to:</p> <ol style="list-style-type: none"> <li>1. improve their listening skills;</li> <li>2. practise their note-taking skills;</li> <li>3. improve their collaboration and communication skills;</li> <li>4. improve their presentation skills;</li> <li>5. enhance their confidence in listening to authentic English;</li> <li>6. think critically and express opinions on current issues.</li> </ol>
<b>Basic Academic Attainments: (BAA)</b>	A-1, A-2, A-3, A-7, A-8, A-10, A-11, A-13, A-16, A-17, A-18  B-2, B-3, B-5, B-6, B-7, B-8, B-9, B-10, B-11, B-12, B-13, B-14, B-17, B-18

Time	Teaching procedures	Interactions	Purpose(s)
6 mins	<p><b><u>Flip Classroom</u></b> Ss have watched TED Talk (3) before coming to class. TED Talk (3): Diana Laufenberg: How to learn? From mistakes</p> <p><b><u>Lead in</u></b> First, T asks Ss to talk about what they have understood from the video.</p>	T ⇔ Ss	Make clear the purpose of the lesson.



30 mins	<p>Then, T asks a few Ss the ways they learn.</p> <p>Next, T introduces Diana Laufenberg, the TED speaker, to the class.</p> <p>Finally, T asks Ss whether they have questions regarding the talk and answer their questions if necessary.</p> <p><b><u>Development</u></b></p> <p>T asks Ss to listen to the TED Talk again.</p> <p>While listening, Ss have to complete a worksheet (Appendix 9).</p> <p>The talk is divided into segments so that Ss will find it easier to take notes and answer questions.</p> <p>Ss will be given time to read questions corresponding to the segments before listening.</p>	<p>T ↔ Ss</p> <p>T → Ss</p> <p>T ↔ Ss</p> <p>T → Ss</p>	<p>Encourage Ss to share their learning strategies and experiences.</p> <p>Introduce the TED Talk speaker.</p> <p>Give an overview of today's lesson.</p> <p>Make sure Ss know what the talk is about.</p> <p>Ss will stay focused throughout the talk.</p>
2 mins	<p>Before listening to Segment 1, T tells Ss that Laufenberg is going to talk about how her education is different from her grandmother's and father's education.</p> <p>While listening to Segment 1, Ss</p>	<p>T → Ss</p>	<p>Facilitate understanding of the talk.</p> <p>Ss jot down notes.</p>

	answer Question 1.		
2 mins	Before listening to Segments 2 & 3, T tells Ss what Laufenberg did when she realized that her kids had little interest in learning the American political system.	T → Ss	Facilitate understanding of the talk.
	While listening to Segments 2 & 3, Ss answer Question 2.		Ss take down notes.
2 mins	Before listening to Segments 4 & 5, T tells Ss that Laufenberg asked her students to make movies on their computers. Ss listen and find out whether her idea works.	T → Ss	Facilitate understanding of the talk.
	While listening to Segments 4 & 5, Ss answer Question 5.		Ss jot down notes.
3 mins	Before listening to Segments 6 & 7, T tells Ss that Laufenberg explains why she thinks Ss still have to go to school even if information is all around them.	T → Ss	Facilitate understanding of the talk.
	While listening to Segments 6 & 7, Ss answer Question 4.		Ss take down notes.
3 mins	Before listening to Segments 8 & 9, T tells Ss that Laufenberg is going to describe a project her students did.	T → Ss	Facilitate understanding of the talk.
	While listening to Segments 8 & 9, Ss answer Question 5.		Ss jot down notes.
6 mins	Before listening to Segments 10 &	T → Ss	Help Ss to

	<p>11, T tells Ss that Laufenberg will share with the audience her attitude towards current education policies.</p> <p>While listening to Segments 10 &amp; 11, Ss answer Questions 6 - 8.</p>		<p>understand the talk.</p> <p>Ss take down notes.</p> <p>Ss have to think critically and creatively while answering Questions 7 &amp; 8.</p>
5 mins	<p>After listening to the whole talk, T tells Ss to discuss their answers with their partners.</p>	Ss ⇔ Ss	<p>Ss improve their communication and collaboration skills.</p>
7 mins	<p>Ss find pair representatives to report the discussion and T gives immediate feedback to their answers.</p>	Ss ⇔ Ss	<p>Ss improve their presentation skills.</p>
4 mins	<p><b><u>Closure &amp; Assignment</u></b></p> <p>T tells Ss to do 1 IELTS Reading Passage (Appendix 10) and read 1 supplementary article (Appendix 11). They are given one week to finish the assignments.</p> <p><b><u>IELTS Reading Assignment:</u></b></p> <p>Education over the past 100 years</p> <p><b>Reading Article</b></p> <p>How does school prepare you for life?</p>	T → Ss	<p>Reinforce what Ss have learnt in the whole module.</p>

	<p><b><u>Writing Assignment:</u></b></p> <p>Also, Ss have to write an IELTS essay. They are given two weeks to finish the writing assignment.</p> <p><b>Essay topic (Opinion Essay)</b></p> <p>When recruiting new staff, an increasing number of employers are placing more emphasis on an applicant's social skills than their qualifications. To what extent do you agree or disagree with this policy?</p>		
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### 3.8 Lesson 8

<b>Teaching Content:</b>	Module Wrap-Up
<b>Date</b>	10 April 2019 (3 weeks after Lesson 7)
<b>Length of Time:</b>	40 minutes
<b>Teaching Aids &amp; Materials:</b>	<ul style="list-style-type: none"> <li>◇ 2 Reading Articles (Home Assignments in Lesson 7) – Appendices 10 &amp; 11</li> <li>◇ Students’ writing assignments</li> </ul>
<b>Specific Instructional Objectives:</b>	<p>Upon completion of this lesson, students will be able to:</p> <ol style="list-style-type: none"> <li>1. fully understand the 2 reading passages;</li> <li>2. reinforce IELTS reading strategies;</li> <li>3. learn new vocabulary;</li> <li>4. improve their writing skills from the feedback given to them;</li> <li>3. understand why TED Talks can enhance language learning;</li> <li>4. realize the importance of independent learning outside of the classroom.</li> </ol>
<b>Basic Academic Attainments: (BAA)</b>	<p>B-2, B-3, B-5, B-6, B-7, B-8, B-9, B-10, B-11, B-12, B-13, B-14, B-17, B-18</p> <p>C-2, C-4, C-5, C-6, C-8, C-9, C-10, C-11, C-12, C-13, C-14, C-15, C-17, C-18, C-20</p> <p>D-1, D-2, D-3, D-4, D-5, D-6, D-7, D-8, D-9, D-10, D-12</p>

Time	Teaching procedures	Interactions	Purpose(s)
3 mins	<p><b><u>Lead in</u></b></p> <p>T returns the reading and writing assignments to Ss.</p>	T → Ss	Return assignments to Ss.
35 mins	<p><b><u>Development</u></b></p> <p><b>IELTS Reading Passage:</b> (Appendix 10)</p>		
5 mins	<p>T goes through the IELTS Reading Passage with them by asking Ss the main idea and paragraph ideas.</p>	T ↔ Ss	Make sure Ss have a thorough understanding of

3 mins	T reiterates the importance of skimming and scanning.	T → Ss	the reading passages.  Reiterate how reading skills such as skimming and scanning can help Ss answer the questions efficiently and effectively.
5 mins	T asks Ss to do the Vocabulary Section “After You Read” and checks answers with them.	T ↔ Ss	Reinforce the learning of new words.
5 mins	<b>Reading Article (Appendix 11):</b> T asks Ss to discuss “What do you think” (see Appendix 11) in pairs.	Ss ↔ Ss	Encourage Ss to think critically & express their opinions.
6 mins	T asks pair representatives to share with the class their opinions and perspectives.	Ss ↔ Ss	Ss hone their presentation skills.
5 mins	<b>IELTS Essay:</b> T gives comments regarding their assignments to help them improve their writing.	T → Ss	Make sure Ss know how to write a good essay from T’s comments.
6 mins	T points out the common mistakes made by Ss.	T → Ss	Ss learn from each other’s mistakes.
2 mins	<b>Closure</b> T encourages Ss to continue learning authentic English using	T → Ss	Encourage Ss to continue learning

	TED Talks. T reiterates to Ss the importance of independent learning outside of the classroom.	T → Ss	using TED Talks.
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## 4. Evaluations and Reflections

This is an intensive 8-lesson module for Secondary Five advanced class students using a step-by-step approach. The module is divided into two main parts, each of which has its own theme.

‘Gender Equality’ is the theme of the first part (Lessons 1 to 6). In these 6 lessons, students listen to 2 TED Talks, do 1 IELTS Reading passage, read 1 supplementary article, and learn to write from 2 IELTS writing lessons before they are asked to write an essay on this theme. In other words, the last step is an essay, which is the final output of the first part of this module.

‘Education’ is the theme of the second part (Lessons 7 & 8) of this module. The steps in the second part are mainly a repetition of those in the first part with a similar teaching structure but a different theme. The second part is designed to make students realize that they can repeat the learning cycle by themselves and ultimately become independent learners following the same approach.

Very often students have the necessary language skills but lack ideas when it comes to speaking and writing. The TED Talks approach is a very effective starter of equipping students with knowledge of various subjects and at the same time exposing them to the world of authentic English. Following the approach in this module, students can learn more English outside of the language classroom subliminally and autonomously.

At the end of this module, my students have acquired effective learning strategies and improved their language skills. The step-by-step approach serves as a good guide for students to take control of their own learning. They have gained confidence in public speaking and class presentations. Most importantly, the module is the first step towards preparation for IELTS exam in July.

Overall, the module objectives have been achieved and I am satisfied with my module design.



## 5. Afterword

Using TED Talks in language classrooms is both inspirational and challenging. It raises students' awareness of these potential resources for the development of English language skills, exposure to different accents, increasing vocabulary knowledge, and widening their understanding of the world around them. TED Talks can be used anytime and anywhere for language learning at students' discretion.

However, teachers should be aware that TED Talks are not specially designed for language learning and they vary in quality. Thus, teachers using TED Talks need to find suitable talks that could be used in class or for learning extension, which can be a time-consuming and tedious task. Teachers are advised to consider the appropriateness of the talk in terms of its length, level of difficulty, content and vocabulary. The talk should not be too long. From my experience of using TED Talks, the most desirable length of each is about 10 to 15 minutes. What's more, teachers should be prepared to spend time screening and identifying TED Talks that could best achieve the learning objectives. For more desirable results, tailor-made worksheets are to be prepared for the talks to make students 'active' listeners and stay focused throughout the talk.

Feedback from my students towards using TED Talks is generally positive. After this module, I continue to use TED Talks occasionally in my lessons. I am delighted to know that some of my students listen to other TED Talks of their own interest and become autonomous learners. In fact, there are tools on the TED Talk website to help them, such as subtitles in English, and they can repeat talks or sections of talks as much as they like. I believe that English teachers should incorporate TED Talks into their English lessons to teach students authentic English.

TED Talks are full of 'ideas worth spreading'.

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**Appendix 1: Lesson 1 TED Talk Worksheet 1**

Secondary Five

English Advanced Class

2<sup>nd</sup> Term

Name \_\_\_\_\_ Secondary 5 ( ) No. ( )

**Learning English and Critical Thinking through TEDTALKS****Topic: Why we have too few women leaders?****WHILE listening to the talk, answer the following questions.****Segments 1 – 3 (00:13 – 03:20)**

1. According to Sandberg, what are the problems that women are facing nowadays?
  - a. Women are not making it to the top of any \_\_\_\_\_ anywhere in the world.
  - b. Women face harder choices between professional \_\_\_\_\_ and personal \_\_\_\_\_.

2. Fill in the table below.

<b>Working sector</b>	<b>Women intervention proportion</b>
190 heads of state	9
Parliament	
Corporate sector	15% - 16%
Non-profit world	

3. Once when Sandberg was having a meeting in New York, she was surprised that there was no female \_\_\_\_\_ in the office.
4. The possible solution for the low participation of women leaders is keeping women in the \_\_\_\_\_.
5. Sandberg focused on what we can do as \_\_\_\_\_.

**Segments 4-10 (03:21 – 09:55)****Message 1 - Sit at the Table**

6. According to Sandberg,
  - a. women systematically \_\_\_\_\_ their own abilities;
  - b. women do not \_\_\_\_\_ for themselves in the workforce;
  - c. women attribute their success to \_\_\_\_\_ factors like luck and hard work.

7. Sandberg wished to convey the message to all the young women that they have to \_\_\_\_\_ in ourselves and negotiate for ourselves.

**Segments 11-13 (09:56 – 11:30)**

**Message 2 - Make your Partner a real Partner**

8. Studies show that the workload of a full-time working couple at home is equally distributed.

=>

9. Sandberg thinks that generally people put more pressure on boys to succeed than they do on girls.

=>

10. Studies show that couples with equal earning and equal responsibility are less likely to divorce.

=>

**Segments 14-16 (11:31 – 14:58)**

**Message 3 - Don't Leave before you Leave**

11. Sandberg feels that many women forgo career advancements too far \_\_\_\_\_ for their families.
12. What is Sandberg's hope for women in the future?  
She hopes the proportion of women leaders among countries and companies will be \_\_\_\_ percent of the total population.


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**AFTER Listening**

Ask yourself the following 2 questions:

1. What are the 3 messages Sandberg has for women who want to stay in the workforce?
2. Do you think most working women are able to follow Sandberg's advice?

## Appendix 2: Lesson 1 Powerpoint Presentation



**Sheryl Sandberg**

LEAN IN  
WOMEN, WORK, AND  
THE WILL TO LEAD  
SHERYL SANDBERG  
#1 NATIONAL BEST SELLER

- | The chief operating officer of Facebook
- | Best-selling author of *Lean In: Women, Work, and the Will to Lead*
- | *Lean In* inspired a global group - LeanIn.org, which support women striving to reach their ambitions
- | Married to Dave Goldberg and they have two children

1

**Anne-Marie Slaughter**

- | The President and CEO of New America, a think and action tank dedicated to renewing America in the Digital Age
- | Published the article "*Why Women Still Can't Have It All*", which quickly became the most read article in the history of the magazine
- | Married to Professor Andrew Moravcsik and they have two sons



Unfinished Business  
The Struggle to Balance Work, Family, and Self

Anne-Marie Slaughter

2

Women Leaders

3

**Carrie Lam**



Chief Executive of Hong Kong SAR

4

**Tsai Ing-wen**



President of Taiwan

5

**Theresa May**



Prime Minister of the United Kingdom

6

**Angela Merkel**



Chancellor of Germany

7

## Appendix 3: Lesson 2 TED Talk Worksheet 2

Secondary Five

English Advanced Class

2<sup>nd</sup> Term

Name \_\_\_\_\_ Secondary 5 ( ) No. ( )

### Learning English and Critical Thinking through TEDTALKS

**Topic:** Can we all “have it all”?

#### Before You Listen

Do you know the following words?

uproot	reassessment	breadwinners	caregivers
reinforce	empathy	resilience	siesta

<b>uproot (v.)</b>	to leave a place where you have lived for a long time
<b>reassessment (n.)</b>	to think again about sth to decide if you need to change your opinion of it
<b>breadwinner (n.)</b>	a person who supports their family with the money they earn
<b>caregiver (n.)</b>	a person who takes care of a sick or old person at home
<b>reinforce (v.)</b>	to make a feeling, and idea, etc. stronger
<b>empathy (n.)</b>	the ability to understand another person’s feelings
<b>resilience (n.)</b>	the ability of people or things to feel better quickly after sth unpleasant, such as shock, injury, etc.
<b>siesta (n.)</b>	a rest or sleep taken in the early afternoon, especially in hot countries

#### While you listen

Answer the following questions.

Segments 1 – 4 (00:13 - 04:11)

1. In 2010, Anne-Marie had a chance to be considered for \_\_\_\_\_ from her job as director of policy planning at the U.S. State Department.
2. However, Anne-Marie’s final decision was to go back to New Jersey, where her family lived. Her decision was based on \_\_\_\_\_ and \_\_\_\_\_. She didn’t want to miss the last five years her sons were at home.
3. She understood what was really most important to her, leading to a reassessment of

the \_\_\_\_\_ narrative that she used to have.

4. Complete the table below:

<b>Anne-Marie’s understanding of gender equality</b>	
<b>Previous Interpretation</b>	<b>New Interpretation</b>
Consider how many women are in the most _____ and _____ positions in society: prime ministers, presidents, CEOs, directors, managers, Nobel laureates.	Create a much wider range of equally respected _____ for both genders.
Now she thinks it is only _____ of real equality.	In order to achieve this goal, changes are needed in our _____, _____ and _____.

**Segments 5 – 7 (04:12 - 07:22)**

Perspective 1 – Workplace

5. According to Anne-Marie, real equality means valuing \_\_\_\_\_ as much as \_\_\_\_\_ and understanding that family and work \_\_\_\_\_ each other. Breadwinners who can also take care of their family are more focused, more \_\_\_\_\_ and more \_\_\_\_\_-focused.
6. Anne-Marie believes that breadwinners who are also caregivers have a much wider range of \_\_\_\_\_ and contacts.
7. A national study in 2008 indicated that employees in flexible workplaces are more satisfied and more loyal. They also have lower levels of stress and higher levels of mental health.  
→ True / False / Not Given
8. The value of work over family is a worldwide problem nowadays.  
→ True / False / Not Given
9. The culture of siesta in Italy is diminishing as a result of global competition.  
→ True / False / Not Given

**Segments 8 – 11 (07:23 - 11:14)**

Perspective 2 – Policy

10. According to Anne-Marie,

- a. the work that females typically do is as \_\_\_\_\_ as the work males traditionally do;
- b. \_\_\_\_\_ and \_\_\_\_\_ are equally necessary for human survival;
- c. for a healthy and successful economy, the government should allocate the same amount of resources to an infrastructure of \_\_\_\_\_ and physical infrastructure;
- d. juggling work and family are not women’s problems; they are \_\_\_\_\_ problems.

11. Matching:

- a. \_\_\_\_\_ Norway
- b. \_\_\_\_\_ Switzerland
- c. \_\_\_\_\_ the Netherlands
- d. \_\_\_\_\_ America

- A. Higher ranking on the OECD Better Life Index
- B. Higher average income but lower ranking on work-life balance

**Segments 12 – 15 (11:15 - 16:59)**

Perspective 3 – Culture

- 12. The key cultural change for achieving male-female equality means \_\_\_\_\_ men.
- 13. Generally, men are breadwinners that derive their self-worth from climbing the \_\_\_\_\_ ladder.
- 14. Lots of women still hold the view that a man successful in his career is more \_\_\_\_\_.
- 15. However, in America, many men take pride in cooking and increasingly do much more \_\_\_\_\_.
- 16. In Norway, men can have automatic \_\_\_\_\_ months’ paternity leave.
- 17. Anne-Marie hopes that men and women can be \_\_\_\_\_ represented at all levels of the workforce.
- 18. Bill Gates argues that the two great forces of human nature are \_\_\_\_\_ and \_\_\_\_\_.



19. Anne-Marie believes that women can be both \_\_\_\_\_  
and \_\_\_\_\_.

**After you listen**

**Discuss these questions with a partner.**

1. What is the main idea of the 2 TED talks?
2. Compare and contrast the perspectives of Sandberg and Anne-Marie.
3. To what extent do you agree with them?

## Appendix 4: Lesson 3 Home – the new workplace

35

### Reading Test 4

Name \_\_\_\_\_ Senior (            ) No. (            )

#### READING PASSAGE 1

*Questions 1 – 13 are based on Reading Passage 1.*



One of the scourges of the modern world is the length of time we take commuting to and from work. In large cities this can mean losing three or more hours every day just traveling from home to work and back again. Surely there is an alternative! Well, according to a survey conducted in the US, 22% of people would much prefer working from home, should circumstances allow. Liz Sewell spoke to several people who have already made the change to this modern-day workplace to try and find out more.

Scott Miller is a 40-year-old draughtsman who has been working from home for the past two years. He admits that it wasn't something that he craved for; rather it happened when his wife, Jules, a university lecturer, was offered a full-time position. "She didn't think that she could take the job. I knew that she really wanted it, but she didn't want to put our son into full-time care. I had been working for the same firm for seven years and decided to approach my bosses. My track record probably helped because they accepted the proposition. As long as my productivity was maintained, they didn't mind where I worked. Also my wife is happy, and her career is blossoming."

"Now I go into the office every Monday afternoon for a meeting and to pick up my week's work. Interestingly, I feel that I work even better from home, so much so that even though our son is now at school, I still work there."

However, is working from home as simple as it sounds? Transferring work to a different workplace is only part of the equation for Joanne McCarthy, who until three months ago was a Human Resources Manager for a large public corporation. She has now become a full-time trader on the stock market. She says she loves the freedom that working from home gives her, but she really misses the social interaction.

"As my job just involves working for myself, by myself, I find that I have become much more introverted because I don't have that face-to-face, professional involvement with people any more. I spend all day on the computer checking the prices of my stocks. By evening, I am desperate to talk to my husband – even if it is only about what he has been doing all day."

She has realized that this could jeopardise her attempts to work from home and has decided to join a local investors' club which meets once a week, just to get more interaction in her life. "I don't think I'll learn anything from it, but it will be nice to

meet with like-minded people and talk business. Meeting friends for coffee or for lunch meets my social needs, but work is still a large part of my life."

One of Joanne's friends helped her to make the transition to working from home. Louise Tate is an accountant and used to commute an hour each way to her office before deciding there had to be a better way. For her, the biggest problem with working from home was distractions. "It was so easy to get distracted by the other things you have to do at home, like washing and cleaning," she told us. "I had to force myself to view my study as an office, not part of the house. So I came up with a novel idea – my husband thought I was mad, but I had a separate entrance built to the office. At the beginning of my workday, I go out of the front door of our house, lock it, and then walk around to the office. Now I feel that I am really at work, and my productivity has increased as a result. I know it sounds strange, but it works for me." Twelve months down the track and Louise never wants to face the morning traffic again.

People choose to work from home for a multitude of reasons. Take the example of George Mercer, who owns seven cafés within a 7 mile radius of downtown Miami. He has based his office in his Fort Lauderdale beachfront home, and keeps in contact with his various managers by phone, fax and email. "When I started the business four years ago, I couldn't decide which café to have as my main base, so I decided to set up my office at home. With modern telecommunications nowadays, I am always able to contact my premises and order provisions from my suppliers."

"If I get fed up with working from home, or if there are problems that have to be dealt with in person, I just jump in the car and drive to the cafés. From time to time, we have meetings at my place, which give the managers a break from their own 'offices'. They get a change of scenery. I still have control but they have a large amount of independence in the day-to-day running of the cafés. I love my job and it's obvious that my managers respond well to the arrangement. Life's great at the moment and I wouldn't change a thing!"

Obviously, not everyone is able to have the type of work that can be done from home, but there are plenty of people just like me – judging by Internet sites and the more traditional employment vacancy ads – who would jump at the chance.

#### *Questions 1 – 8*

*Using information from Reading Passage 1, match the people listed (A–F) in the box below with their descriptions (Questions 1–8). Write your answers in boxes 1–8 on your Answer Sheet.*

*NOTE: there are more descriptions than people. You may use any of the choices more than once.*

- A Scott Miller
- B Joanne McCarthy
- C Louise Tate
- D George Mercer
- E None of the above
- F All of the above

- 1 ..... needs to be good at maths.
- 2 ..... is not self-employed.
- 3 ..... has been working from home for the longest period.
- 4 ..... altered their house to be able to work at home.
- 5 ..... doesn't need to interact with clients to carry out their business.
- 6 ..... thinks that they are less successful working from home.
- 7 ..... helped someone else to retain his / her career.
- 8 ..... lives on the coast.

**Questions 9 – 13**

Choose the correct letter from A – D for each answer and write it in boxes 9 – 13 on your Answer Sheet.

**9 Scott Miller**

- A had always wanted to work from home.
- B no longer has the original reason for working from home.
- C had difficulty persuading his employer to let him do it.
- D only visits the office for staff meetings.

**10 Joanne McCarthy**

- A sometimes has regrets about working from home.
- B enjoys talking about her work with her husband.

- C is still learning her business.
- D is determined to ensure that working from home satisfies her.

11 Louise Tate

- A got angry with her husband about the office door.
- B had to have a total change of mindset to be able to work from home.
- C often gets distracted by her domestic duties.
- D recommends working from home.

12 George Mercer

- A does all his business using modern telecommunications.
- B usually only sees his managers at scheduled meetings.
- C lives less than 7 miles from any of his cafés.
- D None of the above.

13 The writer of this article

- A is envious of these people being able to work from home.
- B works from home herself.
- C doesn't give her opinion on the subject.
- D plans to work from home in the future.

## Appendix 5: Lesson 3

### Reading

### Family & Society

## How has the traditional male role changed in the last few decades?

For centuries, men were traditionally regarded as heads of households. They thus had a great deal of authority and status. It was usual for them to make all the major decisions concerning the family. Their important position was partly a result of the fact that men were usually the sole breadwinners in the family. All the other family members, including wives, were financially dependent on the men.

Now this economic situation has changed **radically** and major changes have occurred in the traditional male role as a result of this. Men are often no longer the sole breadwinners in households since many women nowadays have jobs outside the home.

The activities of the Women's Movement, especially from the 1960s on, encouraged women to try to improve their social economic and political status. It was the aim of the movement to establish equality between the sexes. This included encouraging women to go out to work, sometimes in areas such as engineering and building, which had been traditionally regarded as the **preserves** of men.

At such the same time, improvements in family planning methods, particularly the invention of the **contraceptive pill**, meant that couples could decide how many children they would have. This led to a reduction in the size of the average family and to a reduction in the amount of time that women had to spend on pregnancy and children.

This situation allowed for more women to pursue careers, and this challenged men in two ways. Firstly, families were no longer solely dependent on their incomes and, secondly, there was much more competition in the job market.

When men were the breadwinners and women were full-time housewives, men were often not expected to do much in the way of housework or children. All that changed when women went out to work. Not surprisingly, it did not take long for women to demand that men do their share of the household tasks. Now you will find for more men than earlier shopping, cooking and cleaning after they have finished their work.

Formerly, men did not involve themselves very closely with the practical, day-to-day care of children. When they did get involved, it tended to be in the areas of discipline or education. Now they are expected to play a full part in the lives of the children, including babysitting and nappy-changing, so much has the traditional male role changed, that some men choose to be **house husbands** when their children are small and their wives are out at work.

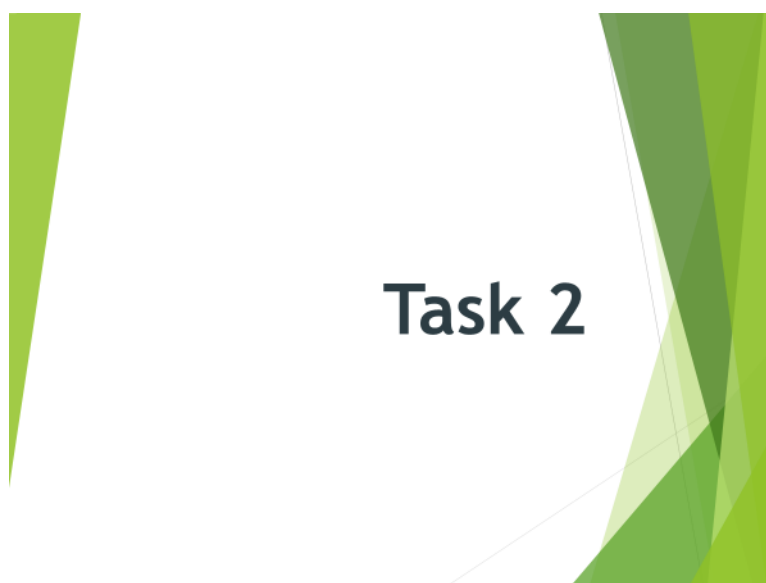
However, men themselves often see the changed role in negative light. Indeed, it is sometimes claimed that it has led to men feeling insecure and unsure of the nature of their position in society. Yet, although men have lost some of their authority and status, they have derived some benefits from their changed roles.

Being entirely responsible for the upkeep of a family was a **daunting** task for men. Sharing the burden must have made things less stressful for them. Also, their changed role has meant that they have been able to spend more time with their children and have got to know them better. Whatever men's feelings on the matter, their role has changed, and they just have to adapt to these changes.

### **What do you think?**

1. What benefits do men gain from their family role?
2. Why do you think some men choose to be house husbands? Give at least two reasons.

## Appendix 6: Lesson 4 Powerpoint Presentation





## Types of Questions

- ▶ Discussing advantages and disadvantages
- ▶ Evaluating points of view
- ▶ Problem/Solution (Causes/Solution)
- ▶ Discussing reason and result
- ▶ Expressing an opinion

## What types of questions are these?

- ▶ Some people feel that popular icons such as sports or movie stars play an important part in shaping the character of young people, because they may act as role models.

To what extent do you agree with this opinion? = How far do you agree or disagree?

## What types of questions are these?

- ▶ The percentage of the population living in urban areas has greatly increased in many countries.

Discuss some reasons for this change, and some of its consequences for urban planning.

## What types of questions are these?

- ▶ Many animal species around the world are endangered, and each year we lose more species as the remaining animals in a population die.

Discuss the possible causes of species loss, and suggest some ways that we might be able to preserve some of these vanishing species.

## What types of questions are these?

- ▶ Some people think that happiness in life comes from professional success, while others believe that a stable family life is more significant in producing happiness.

Consider both of these viewpoints, and say which one you agree with.

## Appendix 7: Lesson 4 IELTS Writing Handout (1)

### IELTS Task 2 Writing

#### Expressing an Opinion

##### Points to Remember

1. Underline the key topic words in the question.
2. Underline the key words which tell you what type of essay to write.
3. Keep your introduction short and clear, with a simple and general thesis statement.
4. Avoid putting all your ideas into the introduction, as this can lead to repetition in the body of the essay.
5. Write a topic sentence for each paragraph in the response.
6. Give your opinion either at the outset or in the conclusion.
7. You may write a balanced argument of both sides, but it is acceptable if you want to argue on one side only.
8. Your opinion is expressed throughout the essay and is supported by facts, reasons and examples.
9. You may want to emphasise your opinion with linking devices like *in my opinion, I believe, from my point of view*. However, let your supporting statements speak for themselves.

##### Sample Topic 1

*Some people feel that popular icons such as sports or movie stars play an important part in shaping the character of young people, because they act as role models.*

*To what extent do you agree with this opinion?*

**I agree to some extent** that famous icons such as sports or movie stars play a role in forming young people's character, but **I think** it is very easy to overestimate their influence. We should not ignore the far more important roles that parents and peer groups can play.

**It is true that** these icons have massive amounts of exposure through movies, magazines, and the Internet. Their personalities and personal lives have also become the propeller behind marketing - it might be said that the media now exists to present them. The reason this has happened is that young people have demanded closer access to celebrities' lives. ***For this reason***, it would be folly to deny the influence a popular icon can have over young people's ambitions and desires.

We must remember, *however*, that even though we are all exposed to the media and its associated personalities, this still makes up only a small part of our personal lives. It is easy to forget the time we spend in the presence of our families, and with our friends. Because these are personal interactions, with people we know and trust, they have a far more important role to play in shaping our character.

The influence that popular icons have over young people's dreams, desires and ambitions is real, *but* it will always be surpassed by the influence of a close friend or family member. When public figures are called upon to make a speech about their life and achievements, they rarely thank a celebrity, *but* almost always thank one or both of their parents.

(263 words)

### Sample Topic 2

*Many people think it's the government's responsibility to ensure the provision of good health care for everyone in the community and that each individual should be cared for by State medical programmes.*

*To what extent do you agree with this opinion?*

I agree that the State should provide health care for its citizens. *However*, I also believe that individuals must take responsibility for their own well-being.

In my opinion, free medical care is a basic human right. It is true that the government needs to look after its people to ensure that they can live productive, healthy lives. *After all*, parents and the family unit function better if they are in good health, and workers are more industrious if they are free from disease. Taxpayers should have confidence that the government will look after them and their families if they become ill or have an accident because worry about health care can cause or exacerbate illness.

*However*, the type of medical care that is provided should be mostly educational, with the emphasis on preventative medicine rather than providing treatment for self-inflicted illnesses. *For instance*, publicly-funded campaigns to warn about the consequences of smoking, drinking too much alcohol, taking illicit drugs or negligent driving could also inform people that, if they indulge in these activities, the financial burden of their treatment and rehabilitation will lie with them. We must remember that the State should not have to

pay for the effects of reckless living. **Undoubtedly**, this will empower people to make sensible eating, drinking and exercise decisions **whilst** remaining secure in the knowledge that, should they fall sick or sustain an injury through no fault of their own, the State will nurse them back to health.

**To sum up**, governments should provide their citizens with good-quality health care on the understanding that individuals look after themselves to the best of their ability.

(270 words)

### Sample Topic 3

*Nowadays, team work is becoming very important in many aspects of our work and home lives. Some people believe that the success of a team depends on the mental attitude of the whole team rather than leadership of strong individuals.*

*To what extent do you agree with the opinion?*

Teamwork is now a significant factor in most workplaces. **In my opinion**, skills are as important as mental attitude, but a strong individual is unlikely to lead a successful team unless that person has the ability to motivate and bring together others to work towards a common goal.

A team has to have more than mental attitude to succeed. Team members must be equipped for the job at hand and have the skills or knowledge required. **For example**, an engineering task, such as building a bridge, requires certain skills, and mental attitude alone will not make a strong bridge. A team member must also have respect, both professional and personal, for everyone else in the group, and **above all**, a successful team will have members who are flexible and broad-minded enough to accept that the ideas and opinions of others have validity.

A strong individual may well be necessary for leadership, but he or she cannot lead a team that refuses to cooperate. **Therefore**, good leaders must possess certain characteristics that inspire loyalty and allegiance. These are not the characteristics of a bully; **on the contrary**, they are often qualities of compassion, patience and open-mindedness. A good leader will also have excellent listening skills and exercise good judgement, so that everyone can contribute and feel valued.

**From my point of view**, individual strength is not necessarily a uniting factor and the

strong leader may not have the characteristics to encourage efficient teamwork, *whereas* a team that shares a good mental attitude could enjoy success provided that they all have the skills essential for dealing with the particular situation.

(268 words)

#### Sample Topic 4

*Currently, anyone can post information on the Internet. Therefore, most information on the Internet might be inaccurate.*

*To what extent do you agree or disagree with the opinion?*

In recent years new technology, especially the Internet, has revolutionized our lives. It affects the ways in which we work, think and behave both inside and outside the family. *However*, due to the fact that posting news and information is totally available to everyone, some claim that the message we acquire may prove less precise. **In this essay, I will discuss this topic in a more balanced way with exemplifications.**

*Undoubtedly*, some people take advantage of the Internet to commit fraud. The information on the Internet has never been severely regulated and anyone who has basic computer skills can post an article or a piece of information on it. *Take* some online stores selling their clothes or shoes *as an example*. Although the advertising pictures of their goods are attracting and vivid, the size of goods delivered may be unexpectedly smaller or larger, and the quality of goods is often over-described and exaggerated. As a consequence, a countless number of clients are cheated and fall victim to this false information.

Some others, *however*, are advocating this free posting mode. Though Wikipedia can be edited by anyone, *for instance*, it has a large group of active and professional editors who remove erroneous information. *Thus*, Wikipedia can totally serve vast quantities of information concerning various fields, rendering prompt helps to the researchers. *Besides*, some postings on the Internet are of immense importance to our lives. *Undeniably*, we are getting accustomed to searching for information such as travel, job hunting or even how to cook a delicious meal on the Internet.

**Overall**, it is fairly practical that the government attempt to establish increasingly stringent censorship rules like net real name system, which can eventually ensure the accuracy and credibility of the information on the Internet.

(292 words)

## Appendix 8: Lesson 5 IELTS Writing Handout (2)

### IELTS Task 2 Writing

#### Evaluating 2 Points of View

You are asked to evaluate two points of view, and give your opinions.

#### Checklist for a well-written essay:

- Does it have a clear thesis statement?
- Does it discuss both sides of the topic?
- Does it have examples to support the writer's ideas?
- Does it have a clear, coherent argument?
- Does it use a variety of linking words to express concession?
- Does it use a variety of sentence structures?

#### Sample Topic 1

*Some people think that happiness in life comes from professional success, while others believe that a stable family life is more significant in producing happiness.*

*Consider both of these viewpoints, and say which one you agree with.*

*This topic is asking you to discuss the **relative importance** of a strong family and professional success in someone's life. In this kind of topic, you do not need any specific knowledge. But you need to be able to discuss ideas about life. Remember to express some opinion in your conclusion, but **it is acceptable, and often a good idea, to say that you think both sides are equally important, or that while one side is more important, the other side is also significant.***

#### Model Response

Personal happiness is derived from many sources; professionally, from our reputation with others, and personally, from the love of family members. I will discuss the importance of both of these for our well-being.

Professional success can bring us prestige and respect from our co-workers and others in the community. Successful businessmen, *for example*, often become local politicians or respected leaders in their community. In many cases, success may

also lead to financial prosperity, which in turn gives us power to control our lives and to enjoy some luxuries such as holidays, expensive houses and consumer possessions. Money also gives the opportunity to support those around us, and to ensure the best educational choices for our children, which will give them extended future prospects. The ability to control our lifestyle and to support our families is a potent source of happiness.

**However**, although success can create happiness in some areas, all of this may be empty if we do not have satisfying personal relationships in our lives. These relationships are the basis of our humanity, and they are what we return to each day to give us the strength and support to continue our outside endeavours. If we live solitary lives, we will have no one to work for except ourselves and this is ultimately deeply unsatisfying for most people. It is not until we get older that we realise that material wealth is less important, while personal connections become increasingly more so.

**In conclusion**, while professional success can bring great satisfaction, I feel that achieving personal success is a greater source of lifelong happiness for most people.

(266 words)

## Sample Topic 2

*Some people believe that students should be taught facts and information by their teachers whereas others believe that students need to learn research skills rather than factual information.*

*Consider both of these viewpoints, and say which one you agree with.*

Education is the main means of equipping us with the skills that we need to build and develop our communities. Some educational systems are based on the idea that children need a factual education so that they can have knowledge to build on, while others believe that it is more important to teach them how to find out information for themselves. **This essay will discuss both of these viewpoints.**

**There is no doubt that** knowledge is important; ***for example***, children who do not have basic Maths knowledge such as the multiplication tables will be hampered for their rest of their lives because of their ability to calculate quickly. ***Similarly***, we need to teach our children some basic facts about their own culture and history in



order that they have a heritage to build on.

**However**, although knowledge is an integral part of education, we do our children a disservice if we regard teachers as the fount of all knowledge and we neglect to teach children basic research skills. Our society is changing rapidly and continuously, especially in the areas of technology and science. While children need a foundation of knowledge to build on, they must be taught to be flexible and inquiring, willing to jettison old ideas and learn new ones, if they are to be effective members of the workforce in the 21st century.

**In conclusion**, children need to learn some facts and knowledge and a good system will not neglect this important facet of education. **However**, research skills are equally important in creating all-rounded and useful members of our society.

(260 words)

### Sample Topic 3

*Some people feel that advertising has negative effects on our society, because it encourages people to buy more unneeded items, while others feel that it is beneficial for our economy.*

*Consider both of these viewpoints, and say which one you agree with.*

Advertising is truly a double-edged sword. **On the one hand**, it allows manufacturers to promote their products and to make a profit, **but on the other hand**, it often encourages wasteful consumption of goods.

Advertising has become an integral part of the consumer economy, and people increasingly rely on product promotions to let them know about new products and to find the best bargains in the marketplace. **For example**, people who are shopping for a new car or a holiday often use the Internet, magazines or other sources of advertising to help them select items that best meet their needs at the best possible price. **In this way**, advertising is one of the key elements for creating profitable companies which can reach the maximum number of potential customers, and, at the same time, for allowing competition that reduces prices for consumers.

**However**, although advertising has benefits, **it has a downside**. Marketers target vulnerable members of the community, **such as** children, who are too young to

have developed critical thinking skills, teenagers who need to be fashionable, or those who rely on consumer goods to give them a sense of self-esteem. These people can often be persuaded to buy expensive and ultimately useless goods that they do not need, and these goods frequently end up in our waste landfills. They represent a huge waste of resources.

*In my opinion*, we need advertising as it is one of the main drives of our economy. However, we also need to have some laws which control unscrupulous advertisers, and protect the weaker members of our community.

(265 words)

#### **Sample Topic 4**

*Some people think the age of books is past and information will be presented by video, computer, television and film. Others think that books and written words will be necessary for spreading information and complete education.*

*Consider both of these viewpoints, and say which one you agree with.*

Today knowledge is presented by video, computer, television and film as well as traditionally by books. With the development of these new information-transmitting means, the function of books is under scepticism. Some people hold that books have no role to play in spreading information in this high-technology world and thus should be put to disuse. Others argue that books are still an indispensable means of disseminating knowledge. **As far as I am concerned**, the role that books play even in this modern world is not to be ignored.

*On the one hand*, we have to concede that videos, computers, televisions and films as mass media have their own advantages. Most noticeably, these media convey information by visual and audio means, thus rendering the information attractive to the addressees and, more importantly accessible even to the illiterate. **Moreover**, information takes much less time to gain a wide circulation via video, computer, television and film than via printed matter. The writing of a book consumes more time than the making of a video or TV programme, and the process of publishing a book is a great deal longer than the transmission of the TV programme.

*On the other hand*, books have an edge over the hi-tech media in storing and disseminating knowledge. Gaining information only through pictures and sounds in

the long run degrades the viewers in literacy and intelligence. Sitting in front of the TV set or the computer, one tends to follow his physical senses instead of doing any serious thinking. Only through reading and writing can one become literate and whet his wit.

*In conclusion*, the printed matter and the electronic media both have their own merits. They are complementary rather than incompatible. We should never overvalue one and ignore the other.

(293 words)

## Appendix 9: Lesson 7 TED Worksheet 3

Secondary Five

English Advanced Class

2<sup>nd</sup> Term

### Learning English and Critical Thinking through TEDTALKS

## Diana Laufenberg: How to learn? From mistakes

### Questions for Discussion

#### Segment 1 (0:15)

1. How was Laufenberg's education different from her grandmother's and father's education?

#### Segments 2 & 3 (1:34)

2. What did Laufenberg do in the second year when she realized her kids did not have much interest in learning the American political system? Was it successful?

#### Segments 4 & 5 (4:04)

3. Do you think Laufenberg's idea of asking the students to make movies on their computers works?

#### Segments 6 & 7 (5:05)

4. What do you do when the information is all around you? Why do you still have to come to school if you no longer have to come here to get the information?

#### Segments 8 & 9 (6:45)

5. Laufenberg describes a project her students did.
  - a) Was Laufenberg expecting her students to produce perfect infographics? Why or why not?
  - b) What did she want them to learn?
  - c) In what way did the infographic project represent a failure?
  - d) Why does Laufenberg think failure is an important part of learning?

#### Segments 10 & 11 (9:20)

6. Read the excerpt below and answer the following questions,

“The main point is that, if we continue to look at education as if it's about coming to school to get the information and not about experiential learning, empowering student voice and embracing failure, we're missing the mark. And everything that everybody is talking about today isn't possible if we keep having an educational system that does not value these qualities, because we won't get there with a standardized test, and we won't get there with a culture of one right answer. We know how to do this better, and it's time to do better.”

- a) How would you describe Laufenberg's attitude toward current education policies? Is it positive, neutral or critical?
- b) What are the words that signal this attitude?
- c) What three qualities does she think an educational system should have?

## Appendix 10: Lesson 8

## IELTS Reading (1)

## Education over the past 100 years

**A** The education of our young people is one of the most important aspects of any community, and ideas about what and how to teach reflect the accepted attitudes and unspoken beliefs of society. These ideas change as local customs and attitudes change, and these changes are reflected in the curriculum, teaching and assessment methods and the expectations of how both students and teachers should behave.

**B** Teaching in the late 1800s and early 1900s was very different from today. Rules for teachers at the time in the USA covered both the teacher's duties and their conduct out of class as well. Teachers at that time were expected to set a good example to their pupils and to behave in a very virtuous and proper manner. Women teachers should not marry, nor should they 'keep company with men.' They had to wear long dresses and no bright colours and they were not permitted to dye their hair. They were not allowed to loiter downtown in an ice cream store, and women were not allowed to go out in the evenings unless to a school function, although men were allowed one evening a week to take their girlfriends out if they went to church regularly. No teachers were allowed to drink alcohol. They were allowed to read only good books such as the *Bible*, and they were given a pay increase of 25c a week after five years of work for the local school.

**C** As well as this long list of 'dos' and 'don'ts,' teachers had certain duties to perform each day. In country schools, teachers were required to keep the coal bucket full for the classroom fire, and to bring a bucket of water each day for the children to drink. They had to make the pens for their students to write with and to sweep the floor and keep the classroom tidy. However, despite this list of duties, little was stipulated about the content of the teaching, nor about assessment methods.

**D** Teachers would have been expected to teach the three 'r's'—reading, writing and arithmetic, and to teach the children about Christianity and read from the *Bible* every day. Education in those days was much simpler than it is today and covered basic literacy skills and religious education. They would almost certainly have used corporal punishment such as a stick or the strap on naughty or unruly children, and the children would have sat together in pairs in long rows in the classroom. They would have been expected to sit quietly and to do their work, copying long rows of letters or doing basic maths sums. Farming children in country areas would have had only a few years of schooling and would probably have left school at 12 or 14 years of age to join their parents in farm work.

**E** Compare this with a country school in the USA today! If you visited today, you would see the children sitting in groups round large tables, or even on the floor. They would be working together on a range of different activities, and there would almost certainly be one or more computers in the classroom. Children nowadays are allowed and even expected to talk quietly to each other while they work, and they are also expected to ask their teachers questions and to actively engage in finding out information for themselves, instead of just listening to the teacher.

**F** There are no rules of conduct for teachers out of the classroom, and they are not expected to perform caretaking duties such as cleaning the classrooms or making pens, but nevertheless their jobs are much harder than they were in the 1900s. Teachers today are expected to work hard on planning their lessons, to teach creatively and to stimulate children's minds, and there are strict protocols about assessment across the whole of the USA. Corporal punishment is illegal, and any teacher who hit a child would be dismissed instantly. Another big difference is that most state schools in western countries are secular, so religious teaching is not part of the curriculum.

**G** These changes in educational methods and ideas reflect changes in our society in general. Children in western countries nowadays come from all parts of the globe and they bring different cultures, religions and beliefs to the classroom. It is no longer considered acceptable or appropriate for state schools to teach about religious beliefs. Ideas about the value and purpose of education have also changed and with the increasing sophistication of workplaces and life skills needed for a successful career, the curriculum has also expanded to try to prepare children for the challenges of a diverse working community. It will be interesting to see how these changes continue into the future as our society and culture grows and develops.

## IELTS Type Questions: Reading for Details and for Main Ideas

Now that you know the main idea and organisation of the passage, you should be able to read it quickly to find details and answer the following questions.

### Matching Headings to Paragraphs

Choose the correct heading for each paragraph, A-G, from the list of headings below. Write the letter of the paragraph beside the heading.

- 1) \_\_\_\_ Students as Classroom Researchers
- 2) \_\_\_\_ Increasing Teacher Expectations
- 3) \_\_\_\_ Teachers as School Cleaners
- 4) \_\_\_\_ Education as a Preparation for Working Life
- 5) \_\_\_\_ Teaching as a Mirror of Societal Beliefs
- 6) \_\_\_\_ Expectations of Early Teachers
- 7) \_\_\_\_ A Basic Curriculum

**TIP**

Look at first and last sentences to do this, and watch for words with similar meanings.

### Multiple Choice Questions

Circle the correct letter. Some questions may have MORE THAN ONE correct answer, and this will be indicated in the instructions.

- 8) In the early 1900s women teachers were:
  - a) allowed to get married after five years
  - b) not allowed to read the *Bible* at school
  - c) allowed to go to school events
  - d) allowed to wear colourful dresses
- 9) In the early 1900s teachers did not have to:
  - a) sweep the floor and fill the coal bucket
  - b) ask the students to do group work
  - c) teach reading, writing and arithmetic
  - d) teach about the *Bible* and Christianity
- 10) In the early 1900s, the children:
  - a) sat in order and were not allowed to speak in class
  - b) were not smacked if they were naughty
  - c) stayed at school until they were at least 15
  - d) learned how to speak a foreign language
- 11) Nowadays, children:
  - a) must sit quietly and work by themselves
  - b) have access to computers
  - c) may not ask the teacher questions
  - d) must do research after school, not in school time

**TIP**

These questions usually follow the order of the reading passage.

Circle **FOUR** correct letters:

- 12) Nowadays, teachers:
- a) must plan their classes carefully
  - b) have strict assessment plans to follow
  - c) may smack naughty children
  - d) teach children to think for themselves
  - e) insist on silence in the classroom
  - f) may not smoke after work hours
  - g) may not teach about religion in state schools

**Summary Completion**

Complete the summary of the passage using words from the box below. There are more words than there are gaps.

**TIP**

Watch carefully for word endings and grammar clues to help you with this.

aspects	community	reflect	attitudes	customs
expectations	function	duties	loiter	virtuous
proper	behave	permitted	regularly	conduct
illegal	skills	perform	corporal	education

Educational ideas and methods generally \_\_\_\_\_13) the way people think in any society. People's attitudes to what is important can influence the expectations of teachers' behaviour in a community. For example, in the 1900's, teachers had to \_\_\_\_\_14) according to a set of strict rules, and there were many things they were not \_\_\_\_\_15) to do, such as drink alcohol. Nowadays, the \_\_\_\_\_16) of teachers outside the classroom is not considered important, because ideas have changed. In the 1900s there was a list of caretaking \_\_\_\_\_17) for teachers, but nowadays this does not happen. Ideas about discipline have also changed. \_\_\_\_\_18) punishment was a common form of discipline in the past, but this is \_\_\_\_\_19) now.

**Global Multi-Choice**

Circle the letter for the correct answer.

- 20) The writer's main idea is that:
- a) education is very important for young people
  - b) ideas about education change all the time
  - c) society changes as educational ideas change
  - d) educational ideas change as our society changes

**TIP 1**

You will usually find the answer to this question in the first and/or final paragraph.

**TIP 2**

Some or all of the four choices will be ideas from the passage. Your job is to choose the main, or most important one.



**After You Read**

This section of the reading units will include some activities to help you to understand and practise reading skills that you will need in the IELTS test.

**Vocabulary**

*The following words appear in the reading passage for this unit. Talk about them with a partner and check that you understand the meaning. Check any words you do not know with your dictionary.*

<b>reflect</b>	<b>assessment</b>	<b>attitude</b>	<b>expectations</b>	<b>permitted</b>
<b>copy</b>	<b>basis</b>	<b>religion</b>	<b>literacy</b>	<b>aspects</b>
<b>diverse</b>	<b>curriculum</b>	<b>range</b>	<b>engage</b>	<b>participate</b>
<b>creative</b>	<b>appropriate</b>	<b>consider</b>	<b>sophistication</b>	

*Fill in the gaps in these sentences with the words above. Be careful of word forms such as plurals! Not ALL of the words in the list are included in the sentences.*

- \_\_\_\_\_ is a key part of effective education, because students and teachers need to know what has been learned and understood.
- The best schools have high \_\_\_\_\_ of the students' achievements. In these schools, students, teachers and parents share a similar \_\_\_\_\_ to the importance of hard work and study, and all \_\_\_\_\_ of education are valued.
- Changes in lifestyle, such as bigger houses and more car ownership, \_\_\_\_\_ the development of our economy.
- In modern schools, \_\_\_\_\_ activities such as free writing are encouraged, and there is a \_\_\_\_\_ which offers a \_\_\_\_\_ of subject choices to meet the needs and interests of each pupil. There is an increasing level of \_\_\_\_\_ in the curriculum to meet the needs of the workplace.
- Students who \_\_\_\_\_ in school activities generally do better than those who are not interested.
- In most schools, smoking is not \_\_\_\_\_ on the grounds.
- \_\_\_\_\_ skills such as reading and writing are an important \_\_\_\_\_ for success in life.
- This IELTS reading book needs to include \_\_\_\_\_ reading passage which are similar to those found in the reading test. Writers need to \_\_\_\_\_ length, topic and writing style.

## Appendix 11: Lesson 8

### Reading

### Education

#### How does school prepare you for life?

There are some people who claim that school does not make any contribution at all towards preparation for life. In order to back up their argument, they often cite people who did badly at school and yet became very famous or very wealthy in later life. This is a very negative and **cynical view** of school.

At the very least, school teaches some very basic and vital skills. At an early age, we learn such elementary arithmetical skills such as adding, subtracting, multiplying and dividing. We cannot cope very well in life without such skills, especially as far as the handling of money is concerned.

We also learn to read at school and to put our ideas and thoughts in writing. If we are not reasonably **adept at** reading and writing, we will find it difficult to communicate effectively with others. Being illiterate can present adults with extremely difficult problems, and possibly **insurmountable**, both at work and in a social setting.

Schools usually teach students computer skills. Such skills are invaluable in this technological age because an enormous number of jobs now involve a degree of computing work. The quicker you learn to be **computerate**, the better.

Like technology, science now plays a much greater role in our day-to-day lives than it ever did before. A basic scientific knowledge acquired at school will keep us better informed as adults. We will be more likely to understand advances in important areas of our life, such as medicine.

Much of the rest of the information which you acquire at school will prove valuable to you in later life. A knowledge of geography will **prove useful** in these days when so many issues and businesses, are becoming global. History many seem a bit less useful, although studying the past can be a fascinating subject. However, we can all, especially politicians, economists and so on, use our knowledge of history to guide us in our handling of the present and the future.

Some of the information learned at school will **prove useful** in a social situation. Many schools now provide lessons in sex education, with the result that young people now leave school **well informed about** important issues such as contraception and sexually transmitted diseases.

Of course, you could learn all of these skills outside of a school environment. In some countries of the world, **home schooling** is becoming popular. However, in a school environment, you acquire skills and take in information as part of a class. Thus, from a very early age you learn how to work as part of a team. This experience will **serve you well** when you grow up and become employed, because teamwork is an important part of many modern jobs.

School also **imposes** a certain amount of personal discipline **on** students which they will need to put into practice when they are members of a workforce. They have to get to school or work on time and not leave until the end of the working day. If they do not turn up they must have **a cast-iron excuse** and they, or their parents, must inform the people in charge.

School also teaches students how to **cope with** authority in a polite manner and without **displaying any resentment**. Again, this is **a valuable lesson for later life** when workers have to follow the boss's instructions **without demur**.

These are just some of the ways in which school prepares us for life. Some of us may not consider schooldays the happiest days of our lives, but they are **undeniably** useful.

### **What do you think?**

3. After reading the essay, are you convinced that school does prepare you for life outside it? Explain your answer.
4. In the concluding paragraph is the statement: "These are just some of the ways in which school prepares us for life." What other ways can you think of? Give at least two.
5. In some countries, such as the United States, the UK and Australia, children can be home-schooled – that is, taught at home. What are the advantages and disadvantages of **home schooling** over **conventional schooling**?