

A very unusual school

LEARNING OUTCOMES

- I can learn about education and unusual schools in other cultures and use what I learn to make connections with my own culture.
- I can talk about education and understand my own cultural identity.
- I can make comparisons between cultures and use my own beliefs and values to improve my cultural knowledge.

VOCABULARY FOCUS

- adviser [n]:** someone whose job is to give advice
- awareness [n]:** knowledge or understanding of a subject
- bilingual [adj]:** able to speak two languages very well
- choice [n]:** the opportunity to choose between different things
- collaboration [n]:** working with someone to produce something
- compulsory [adj]:** must be done because of a rule or law
- face-to-face [adj]:** involving two people who are together in the same place
- feedback [n]:** comments about how well or how badly someone is doing/has done something
- fixed [adj]:** something that will not change
- global [adj]:** including or affecting the whole world
- perspective [n]:** a way of thinking about something
- run [v]:** to control or organise an organisation
- take part in [v]:** to be involved in an activity with other people
- task [n]:** something that you have to do

WARMER

Ask students to say what they like and dislike about school. Brainstorm their ideas and make two lists on the board.

- 1** In pairs, students discuss the infographic and answer the questions. Allow time for ideas to be shared with the rest of the class.

Answers

- 1** The ages/number of years of compulsory education for different countries.
- 2** the US
- 3** Iran

- 2a** Ask students to read the texts quickly and find the answer.

Answers

Both Lars and Ricardo like their school. Cora says she would like to see her classmates every day, so maybe she doesn't like hers as much.

- 2b** Students read the texts again and circle the correct answer option. When students have finished, check the answers as a class.

Answers

- 1** b **2** b **3** a **4** a **5** b **6** a

- 2c** Students read the statements and then decide if the information is true, false, or not mentioned for each school. They put a tick, cross or question mark accordingly. Check the answers as a class.

Answers

	Vittra International School	Mount Isa School of the Air	Lumiar School
1 There aren't any classrooms.	✓	✓	?
2 The students speak English.	✓	✓	✓
3 The students decide if they want to go to lessons.	x	x	✓
4 The teachers use computers to teach.	✓	✓	?
5 There isn't any homework.	?	?	✓
6 The students use computers to study.	✓	✓	?

Gateway to culture

- 3a** Students work in pairs and discuss their answers to the questions. Invite some students to share their ideas with the class.

PROJECT

- 3b** Explain to students that they are going to work in groups of three or four to prepare a presentation. They will need Internet access to do their research, and this can either be done in class or at home.

For Step 1, students work with their group to choose two countries they are interested in, to research information about education and schools. One of the schools can be in the students' own country, but try to ensure a good mix of countries between groups. They research information on their two chosen countries for the points listed. If working at home, each group member can do some individual research and then share their ideas and findings with the rest of their group in the next class. For Step 2, students decide how they would like to present their information. They could prepare a video message or a PowerPoint presentation, for example.

- 3c** Allow some time for class preparation before each group presents their ideas to the class. Encourage them to notice any similarities and differences between their own country, and the countries each group chose.