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School Talks



READING

Before You Read

The following pictures show two ways of learning. Work in pairs to answer the questions.



a



b

Which way of learning do you prefer? Give reasons.

Reading Text

Read the text and do the tasks that follow.

TEAM LEARNING

A. Research has shown that students, especially those in high school and university, can learn as much, or more, from classmates as they do from instructors and textbooks. When students work effectively in a supportive group, experience can be a very powerful way to improve achievement and satisfaction with learning experience. The list below describes important activities that a learning team can work together.

Sharing Class Notes

Get together with other students immediately after class to share and compare notes. One of your teammates may have understood something you missed or vice versa.

Doing Research

Studies show that many students are unfamiliar with doing research, particularly using the library. Forming research teams is an effective way to prepare for class presentation of school social studies such as history, geography, literature, and economics. Working in groups, you could locate and share information to improve your own work.

Reviewing Test Results

After receiving test results, members of a learning team can review their individual tests together to identify their mistakes, and to find out any “model” answers that earned good grades. You can use this information to improve your performance on later tests or assignments.

B. Not all learning teams, however, are equally successful. Sometimes teamwork is ineffective because people do not know how to form a good team. The following suggestions are strategies for maximizing the performance of teamwork.

Seeking Right Teammates

In forming teams, look for classmates who are attentive, active in class, and cooperative while working in groups.

Forming Teams with Both Genders

Membership should include both boy and girl students of different personalities. Such diversity will bring different life experience and different styles of thinking and learning strategies to your

team. However, choose only friends or teammates with shared interests and lifestyles.

Keeping Your Group Size Small

A small group allows for more face-to-face interaction and it is also much easier for you to get together outside of class.

In short, teamwork is one of the most valued activities in schools and today's work world.

(Adapted from *Select Readings* by Linda Lee and Erik Gundersen)

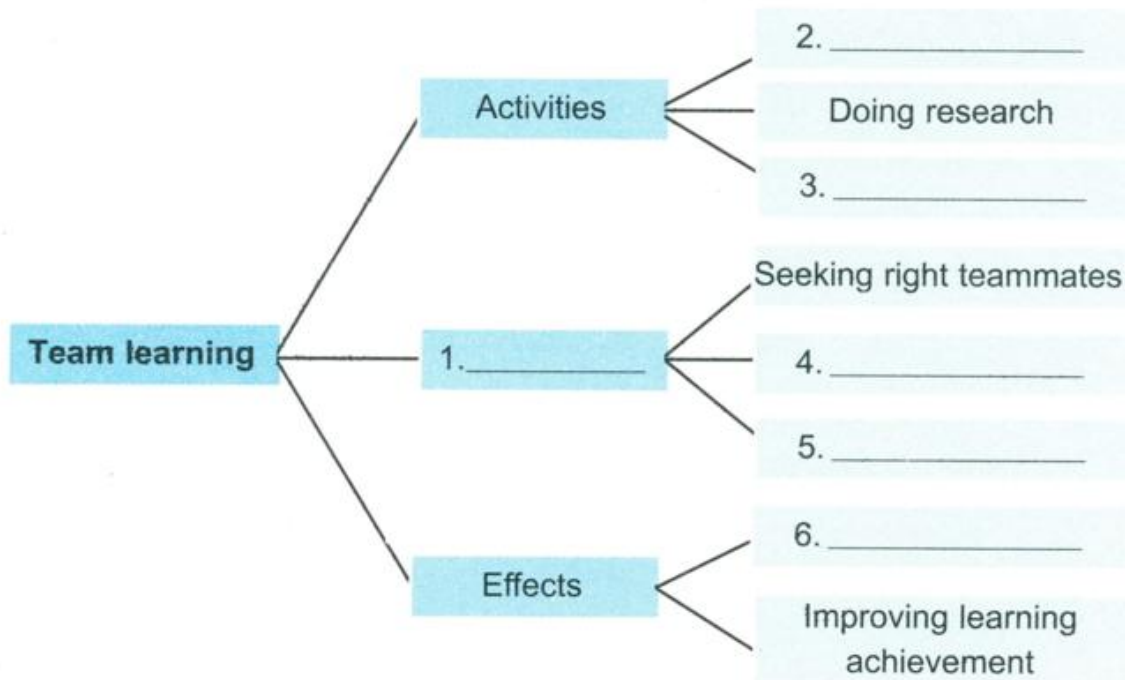
a) The following statements can be true (T), false (F), or not mentioned in the text (NI). Check (✓) the appropriate boxes. Then correct the false statements.

	T	F	NI
1. One of the main purposes of the text is to encourage students to study in groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. According to the text, a team that includes both boy and girl students will probably be more effective than one with only boy/girl students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Team learning helps you save time doing your homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. It's a good idea to form teams of people who have different interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. A team of ten people is better than a team of five.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) Answer the following questions.

1. Why is it essential to share notes right after class?
2. How does a small group help?
3. What makes a team successful? Why are some teams more successful than others?
4. Have you taken part in team learning? What do you often do in your team and how often?

c) **Summary Mapping.** Read the text again. Then complete the map below.



LISTENING

a) Complete the sentences with the words and phrases in the box.

recite

left-handed

village school

overslept

strict

hits

1. Our teacher always sticks to rules. He is very _____.
2. Yesterday I missed the school bus because I _____.
3. My father never _____ me with a stick.
4. Jack used to live in the country and go to a _____.
5. He doesn't write with his right hand. He is _____.
6. I always feel nervous when my teachers ask me to _____ my lessons in front of the class.

b) Mr. Ba is talking to his grandson, Nam, about his school days. Listen to their conversation and check (✓) if the statements are true (T) or false (F).

	T	F
1. Mr. Ba started school in 1936.	<input type="checkbox"/>	<input type="checkbox"/>
2. He studied in a bigger school when he was twelve.	<input type="checkbox"/>	<input type="checkbox"/>
3. He is left-handed.	<input type="checkbox"/>	<input type="checkbox"/>
4. His teachers allowed him to write with his left hand.	<input type="checkbox"/>	<input type="checkbox"/>
5. He had to do a lot of homework.	<input type="checkbox"/>	<input type="checkbox"/>

c) Listen to the conversation again and give short answers to the questions.

1. How old was Mr. Ba when he started school?

2. Why was he terrified on his first schooldays?

Because _____

3. How did he go to school in town?

4. Why was he punished by his teachers?

Because _____

5. How was he punished?

He _____



SPEAKING

Talking about Likes and Dislikes

a) Discuss in groups.

- What is an ideal teammate / friend like?
- Give two qualities each should have and two qualities each should not have.

	Should	Shouldn't
An ideal teammate	<ul style="list-style-type: none"> • _____ • _____ 	<ul style="list-style-type: none"> • _____ • _____
An ideal friend	<ul style="list-style-type: none"> • _____ • _____ 	<ul style="list-style-type: none"> • _____ • _____

b) *In pairs, tell your partner about the people or the school subjects you like / dislike working with. The information in part a) may help you.*

What kind of people do you like working with?

I like working with people who have something in common with me.

And what else?

Well, I'd prefer someone who has a good sense of humor.

Me too.

Useful Expressions	
Likes	Dislikes
I like ...	I don't like ...
I'd prefer ...	I don't want ...
It would be fun to ...	
I really like ...	

c) *Write five sentences about things you like doing most after class.*



WRITING

Writing a Narrative

A narrative is an account of events. It is usually written in the past tense. Events in a narrative often follow time order.

a) *Work in pairs to rearrange the following (parts of) sentences about Mr. Ba's childhood memories when he was at school 30 years ago.*

1. One morning he overslept.
2. he had to walk to school every day.

3. Mr. Ba used to live in a village and his house was very far from school.
4. When he was a fifth grader,
5. After that, he was never late for school again.
6. He hurriedly went to school,
7. Being very tired, Mr. Ba forgot his lesson.
8. but he was 15 minutes late.
9. As a result, the teacher asked him to write 100 times the sentences: "I must not be late for school." and "I must know my lessons well."
10. Unfortunately, the teacher asked him to recite the history lesson.

b) Write a story about your school activities.

- Who was involved? (e.g. your teachers, your classmates, ...)
- How many people got involved in the story?
- Where / when did it happen? (in class or in the schoolyard)
- Why did the story take place?
- What did people do?
- What happened first and next?
- Your impression of the event



LANGUAGE FOCUS

Word Study


Pick out two words that do not go with the word TEAM.



Grammar


Gerund / To + Base Form of Verb

1. Verbs that can be followed by gerunds: *love, enjoy, mind, can't stand, etc.*

 Examples


- I *enjoy* swimming.
- Would you *mind* explaining that again?

2. Verbs that can be followed by *to* + base form of verb: *want, decide, fail, pretend, prove, etc.*

 Examples

- She *wants* to become a doctor.
- Tom *decided* to leave early.

3. Verbs that can be followed by object + *to* + base form of verb: *ask, allow, persuade, tell, etc.*

 Examples

- The teacher *asked* Ba to give a report on a book.
- Thanh's parents *allowed* her to go out with her friends.

a) Put the verbs into the correct form.

1. I was very tired. I tried _____ my eyes open but I couldn't. (*keep*)
2. She told him _____ the door. (*lock*)
3. My father allowed me _____ his camera. (*use*)
4. I want _____ the truth. (*know*)
5. When I'm tired, I enjoy _____ television. It's relaxing. (*watch*)
6. It was a nice day, so we decided _____ for a picnic. (*go*)
7. I'm not in a hurry. I don't mind _____. (*wait*)
8. We were hungry, so I suggested _____ dinner early. (*have*)

b) Write a second sentence so that its meaning is similar to the first. Use the verb in parentheses. The first one has been done for you.

1. I wish I hadn't sold my motorbike. (*regret*)

I regret selling my motorbike. _____

2. Students were eager to see their new teacher. (*wait*)

3. By chance I saw your sister yesterday. (*happen*)

4. Would you like to go for a walk? (*fancy*)

5. I usually arrive at school five minutes early. (*tend*)

6. Peter hates getting up early in winter. (*stand*)

7. My group continued to seek information for our class presentation.
(*carry*)

8. My visit to Ha Long Bay will always stay in my memory. (*forget*)
